

# INSPECTION REPORT

## **Broughton Primary School**

Broughton Kettering

LEA area: Northamptonshire

Unique reference number: 121799

Headteacher: Mrs J S Hallam

Reporting inspector: Mr C Glynn  
2741

Dates of inspection: 31<sup>st</sup> Jan 2000 – 4<sup>th</sup> Feb 2000

Inspection number: 196785

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

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Cransley Hill  
Broughton  
Kettering  
Northamptonshire

Postcode: NN14 1NB

Telephone number: 01536 790282

Fax number: 01536 790205

Appropriate authority: Governing Body

Name of chair of governors: Mr C Gresham

Date of previous inspection: 9<sup>th</sup> July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
C Glynn	Registered inspector	English Music Religious Education English as an additional language	What sort of school is it? How well are pupils taught? How well is the school led and managed? What the school should do to improve further
D Haynes	Lay inspector		Pupils' attitudes, values, personal development How does the school care for its pupils? How well does the school work in partnership with parents?
I Chearman	Team inspector	Mathematics Geography History Physical Education	School results and achievements
M Harrison	Team inspector	Science Information technology Art Design and technology Special educational needs Equal opportunities Under fives	How good are the curricular and other opportunities offered to pupils?

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Broughton Primary is an average sized primary school drawing pupils from the rural communities around Kettering, Northamptonshire. There are currently 228 pupils aged 4 - 11 on roll which is a decrease from last year of 18. There are slightly more boys than girls. Twenty-two percent of pupils are registered as having special educational needs and one point two per cent of them have statements identifying their special educational needs (SEN). This is in line with the national average. The three per cent of pupils who represent ethnic minorities is below the average, as is the number of pupils who have English as an additional language or who are entitled to free school meals. Pupils come from a mixed but generally balanced range of backgrounds and although there are few experiencing significant social or economic disadvantages, there are also few children whose parents have higher educational qualifications. A small group of Travellers' children are registered on the school roll but at the time of the inspection they had not attended for several weeks.

As with many village schools the number admitted fluctuates. There is no nursery attached to the school and around 14 per cent of pupils admitted have had no pre-school educational experience. Attainment on entry is generally below average, although the most recent intake is above average. Of these 12 were under 5 at the time of the inspection. There is a teaching staff of 9 including the head teacher. Pupils are taught in 8 classes with an average number of 28.5 pupils per class. There are mixed age classes for years 2 and 3 and years 5 and 6. The ratio of pupils per teacher of 25.3:1 is broadly average. Attendance is at the national average, but a small group of non-attending pupils impacts negatively on the level of unauthorised absence.

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

Broughton is an effective and improving school in which pupils make good progress and achieve well in national tests at the end of Key Stage 2. It is very well led and managed and has particular strengths in the quality of teaching, and in the quality of care and opportunities for personal development provided for all pupils. It has good links with parents and gives good value for money.

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

- It is very well led and managed.
- High standards are achieved in the core subjects especially at the end of Key Stage 2.
- The assessment and monitoring of pupils' progress is very thoroughly and effectively undertaken.
- Pupils behave well and provision for their moral development is strong.
- The school cares very well for its pupils and issues of child protection and pupils' welfare are addressed very well.
- Consistently good teaching at Key Stages 1 and 2.
- There are good links with parents.

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

- Better use could be made of the Information and Communication Technology (ICT) suite and of associated resources and better provision made for ICT across the curriculum.
- The status of religious education in the curriculum is too low and pupils do not make enough progress in the subject.
- The permanent staffing of key roles needs to be achieved in order to facilitate school developments.

*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 of the previous inspection in 1996 have been addressed successfully. The governing body is now very involved in the leadership of the school and the role of the senior management team has been clarified and made more effective. The quality of teaching is now good and the school now gives good rather than satisfactory value for money. The provision for pupils with special educational needs (SEN) has improved and standards in the core subjects have risen. Pupils' attitudes to learning are better than previously judged and they are given more responsibility within the school. Assessment and monitoring procedures are more rigorous. Improved schemes of work, especially in literacy and numeracy now ensure better continuity and progression in learning and school development planning is tighter. Standards in mathematics have improved considerably at key Stage 1 but in reading and writing standards at this key stage have not improved since the last inspection. At Key Stage 2, standards in English, mathematics and science have all improved since the last inspection.

## STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	C	D	B	C
mathematics	A	C	A	A
science	B	C	A	B

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

Pupils entered the school in 1999 with above average attainment. In most years it is below average. Attainment in reading and writing in the national tests in 1999 for 7-year-old pupils was just below the national average but in mathematics it was above.

The standards achieved by 11 year-old pupils in the core subjects of English, mathematics and science show an overall improvement since 1996 that is broadly in line with the national trend. Compared with similar schools at the end of Key Stage 2, results in 1999 are about average in English, are above in science and are well above in mathematics. The work of the oldest pupils at the end of Key Stage 2 seen during the inspection show that standards this year in the core subjects are at similar levels to these. Attainment in all other subjects is in line with expectations apart from religious education where attainment at the end of Key Stage 2 is below the expectations of the Locally Agreed Syllabus.

The school's targets for the percentage of pupils gaining level 4 in the national tests at the end of Key Stage 2 in the year 2000 are 80 percent for English and 81 percent for mathematics. These are sufficiently challenging targets given the pupils' prior attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Particularly good at Key Stage 2.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Very good.
Attendance	Very good for the vast majority of pupils but inconsistent attendance by a small group of pupils has brought down the attendance rate to average levels recently.

Pupils' attitudes in class are never less than satisfactory and in 91 per cent of lessons seen across the school they were good; and very good in over half the lessons in Key Stage 2. Pupils are very keen to learn. They behave very well in class and around the school and their relationships with each other and with adults are very good. The emphasis on the personal development of pupils is producing mature and respectful young people who are aware of, and respond well to, the aims of the school and the feelings, values and beliefs of others. The attendance record of many pupils is very good and there have been no exclusions.

## TEACHING AND LEARNING

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

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

Teaching is a strength of the school. All the teaching seen during the inspection was at least satisfactory. Twenty five percent was good in under fives, 40 percent was good in Key Stage 1 where another 10 percent was very good. The best teaching was seen in Key Stage 2 where 64percent was good and another 16 percent very good. Quality in planning different levels of work to meet the needs of all pupils, in the use of assessment and monitoring of progress, in the positive relationships generated by teachers with their pupils and in the high expectations of pupils' achievements are all key features of the teaching provided. They result in pupils making good progress. The teaching of literacy and numeracy is good at both key stages, resulting in pupils developing these key skills well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a strong emphasis on the core subjects, apart from religious education. Provision for information technology across the curriculum is weak. Some development of skills in music composition and in design and technology and art are not given sufficient emphasis.
Provision for pupils with special educational needs	Good. Their needs are carefully diagnosed and they are well supported.
Provision for pupils with English as an additional language	Good provision is made although the present cohort of pupils is fully competent in the use of the language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Moral development is particularly well provided for.
How well the school cares for its pupils	Very well.

The school offers the full National Curriculum. In line with national guidelines there is a strong emphasis on the core subjects of English, mathematics and science and consequently this reduces the opportunities to develop some elements of the foundation subjects. Religious education and information and communication technology are areas for development as are some aspects of music. There is insufficient emphasis on the development of language through play activities for the Under 5s

Good provision is made for the spiritual, social and cultural development of pupils and especially for their moral development through assemblies, religious education and the general ethos of the school. Personal development through the personal, social and health education programme, including sex education and work on the use and abuse of drugs supports this work, as does the satisfactory range of extra-curricular activities offered. The school acknowledges that this provision is greater for older pupils but it is constrained currently by the changes in staffing and the lack of several key, permanent staff.

Provision for SEN pupils is good and because of the good support they are given they are well integrated into the main teaching programme.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. Strengths of the school.
How well the governors fulfil their responsibilities	Excellent. A very well informed and involved group which works closely with the senior management team.
The school's evaluation of its performance	Very good. Rigorous monitoring procedures are in place.
The strategic use of resources	Very good. The school gives good value for money.

Leadership and management are excellent. They are strengths of the school. Governors are very well informed and closely involved in the school. They work very effectively with the headteacher and senior managers, meeting regularly to monitor planning, outcomes and expenditure. Detailed assessment and rigorous monitoring of practice enable the governing body to have a clear understanding of the strengths and weaknesses of the school and of their roles and responsibilities in realising the school improvement plan. Improved accommodation and provision for SEN pupils are successful outcomes of the priority to improve learning and teaching quality. There are no serious weaknesses but the lack of permanence in staffing, while being managed effectively in the short term, remains a target for action before the end of the academic year. Financial resources are carefully prioritised and the principles of best value applied well in using resources. The school gives good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The approachability and professionalism of the staff.</li> <li>• The quality of teaching.</li> <li>• The behaviour of the pupils.</li> <li>• The progress the pupils make in lessons and personally.</li> <li>• How well the school is led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• An increase in the range of activities for pupils outside lessons.</li> <li>• The ways of keeping parents informed of their child's progress.</li> <li>• The amount of homework given.</li> <li>• How closely the school works with parents.</li> </ul>

The inspection team agrees fully with the positive views of parents in the school, and also with the view that more activities could be provided for pupils, particularly younger pupils. Inspectors accept the pressure on the small staff, particularly one with several key permanent vacancies, in offering extra-curricular activities and judges that currently provision is satisfactory. Inspection evidence did not support the negative views expressed by a minority of parents.

## **PART B: COMMENTARY**

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

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

- 1 In 1999 the baseline assessments of pupils entering the school showed that they reached an above average level of attainment although in most years when children enter the school their attainment is below average. By the age of seven, the results of national tests showed that standards in reading and writing were below the national average but that in mathematics they were well above. Considering their starting points pupils are making sufficient progress in developing their skills in literacy. By the age of 11, pupils' attainment in English was above the national average in 1999. In mathematics and science in 1999 it was well above. The level 5 results for all three core subjects were well above the national average. When compared to similar schools at Key Stage 2 results for pupils are about average in English, above average in science and well above average in mathematics. The school has implemented the National Literacy Strategy and the National Numeracy Strategy effectively and this has helped the teachers to provide a consistent and progressive curriculum for the pupils and strengthened the teaching throughout the school.
- 2 In mathematics in both key stages, and in English and science at Key Stage 2, the numbers of pupils reaching above average levels of attainment (level three for Key Stage 1, level 5 at Key Stage 2) is either well above, or above the national average. This is a strength of the school.
- 3 At Key Stage 1 the girls are below the national average for the tests in all three core subjects. The boys are close to the averages for reading and writing and above for mathematics. Over the period of 1996-1999 boys' attainment in the core subjects has usually been above average. Girls' attainment has improved considerably in this period and, in line with the national picture, is now higher than boys'.
- 4 Inspection results are based on a broader spread of evidence than test results and relate to different groups of pupils. These judgements show standards for the current Year 2 to be average for English and above average for mathematics and science. At Year 6 they are above average for all three core subjects. Attainment in physical education, history and geography matches the levels expected for their ages in both key stages but with the impact of good teaching there was a higher level of attainment observed for the humanities at upper Key Stage 2.
- 5 In English, skills in speaking and listening are good and these aid the development of the reading and writing skills. These are below average in Key Stage 1, reflecting the lower language competence of many pupils on entry to the school but by the age of seven the number achieving the higher grade of level 3 in the national tests is close to the national average. Even the youngest, lower attaining pupils are enthusiastic about reading. They are developing well their skills in recognising letters and the sounds they represent. Older pupils read fluently and expressively and understand the books they read. Writing skills are developed progressively from the Reception class where pupils are beginning to compose simple sentences and copy accurately. By the age of 11 the best writers have a very mature command of the language and an ease of style in composition. In national tests at 11 attainment in 1999 was above average, indicating good progress in Key Stage 2 particularly; a reflection of the impact of the often very good teaching there.

- 6 In mathematics the vast majority of pupils develop a very good grasp for their age of the basic number skills, and develop good conceptual understanding of mathematical ideas. This is reinforced by the good development of mathematical vocabulary. This enables them to talk with confidence about their learning and collaborate well in problem solving activities. In 1999 four very high ability pupils were awarded 'master-class' status and received supplementary input from a local secondary school. This is a very good achievement for the school and confirms the high standards in this subject. The consistent and systematic homework set at Year 2 and Year 6 demonstrates for the most part a good ability by pupils to organise themselves and be independent in their work.
- 7 The progress made by pupils in information technology is unsatisfactory in both key stages. Many pupils are familiar with computers from their experiences at home but there are few opportunities for this work at school and the strategy for the systematic teaching of information technology skills throughout the school needs to be developed further.
- 8 Within the constraints of the reduced curriculum, pupils achieve satisfactory standards in the other subjects taught although the systematic development of skills in art, design and technology and the composing elements of music suffer from these constraints. The lack of status given to religious education, despite its place in the core curriculum results in lack of progress. This is unsatisfactory.
- 9 Pupils with special educational need make good progress in the under fives and in Key Stages 1 and 2 in relation to their past achievement in all areas of learning. The school uses baseline assessment data and test results appropriately to identify pupils, both lower and higher attainers, and to set appropriate targets for their individual plans. These targets are specific and reviewed regularly. The range of good provision ensures that that their work is carefully monitored and evaluated as a means of providing well-matched tasks and thus speeding progress.
- 10 Pupils with statements make good progress. Specific progress to each target is recorded. Statemented pupils are well supported by learning support assistants. This has a positive effect on their learning. Pupils' particular needs are appropriately provided for and they make good progress, for example, a pupil with dyslexia makes good progress over time in writing numbers correctly.
- 11 Comparing the present judgements with those at the time of the last inspection for core subjects, it is apparent that standards in reading and writing have not improved in Key Stage 1 whereas the standards in mathematics have improved considerably. The high standards in Key Stage 2 have been maintained. Tests show that the underachievement of girls is still a problem at Key Stage 1, but no longer at Key Stage 2. Standards in history, geography and physical education have been maintained at a satisfactory level.

## **PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT**

- 12 The school's good standards in this area of its work have been maintained since the last inspection. The pupils' attitudes to the school are good overall and particularly good at Key Stage 2. They are eager to come to school and enthusiastically take full advantage of all the opportunities offered to them throughout the day and at the end of it. In lessons they are very interested in their work and attentive to the teachers. They concentrate well on their tasks and show determination in understanding, learning and finishing their work. This attitude helps them to reach high standards.

- 13 Behaviour is now very good, both around the school and in class. Pupils are polite and respectful to adults, quickly doing as they are told. This results in very little time being lost for teachers in getting good classroom discipline and lessons flow smoothly with good pace and with little interruption. Most pupils show a very good level of consideration for others on the playground and move around the building sensibly. They have respect for their surroundings and handle resources with care. There are no exclusions and no evidence of intimidating or bad behaviour.
- 14 The pupils respond well to opportunities for personal development and the vast majority have mature and responsible attitudes for their ages. They are confident in approaching authorised adults in the school when they are in doubt or require explanation. Older pupils help in assembly and help in the library or monitor the building at lunchtime. They organise and operate the school pupils' bank in every detail with confidence and independence explaining with assurance how they record and check entries. Many help teachers before lessons with preparation, and are seen to be very responsible in clearing away equipment and materials after activities.
- 15 The pupils' relationships with one another and with adults are very good. Throughout the school they work well with one another in class, sharing resources responsibly and discussing each other's ideas with interest. They are very supportive of others and treat each other well.
- 16 The level of attendance at the school has remained consistently high for the vast majority of pupils and pupils were seen to be very punctual in getting to school and getting to lessons. The persistent absence of a very small group of pupils brings the attendance rate down to be broadly in line with the national average but this should in no way be allowed to detract from the very good attendance of all but these.

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

- 17 Teaching is a strength of the school. No unsatisfactory teaching was seen during the inspection. In under five lessons, 25 per cent of teaching was good; in Key Stage 1, 40 per cent was good and 10 per cent very good. The best teaching was observed in Key Stage 2 where 64 per cent was good and 16 per cent was very good. Particular strengths are found in the quality of the planning of work to meet the needs of all pupils and in the very good use made of assessment and monitoring procedures to aid target setting for individual pupils. The very positive relationships between teachers and pupils and the good role models teachers present to pupils enables effective teaching to take place and for good progress to be made in learning. This is seen in the effectiveness of the management of pupils, of time and of resources. Expectations of pupils' performance are high and this keeps the pace in most lessons brisk. Support staff are used well as is homework, and learning consequently is enhanced. The lack of permanence in the staffing currently is not having a negative impact. This is a tribute to the rigorous and professional manner in which temporary and supply staff prepare and deliver their teaching programmes and to the quality of the leadership and management they experience.
- 18 Improved standards in learning in English and mathematics are evidence of effective teaching in these core subjects although the impact of below average language skills of many children entering the school is seen in the weaker attainment in Key Stage 1 in reading and writing. The National Strategies for both Literacy and Numeracy have been well implemented, and because pupils are keen to learn they are making good progress. Learning is good overall. It was always at least satisfactory in lessons seen and good or better in 74 per cent. The pupils' attitudes to learning impacts well on their progress and compensates for the rare times, for example, with younger pupils when teaching is less focussed in planning, or when teachers feel less secure in the curriculum content, notably in ICT, music and design and technology.

- 19 Special educational needs pupils learn well because they are well supported and their needs are well analysed. The few pupils for whom English is an additional language are fully competent in English and their learning matches that of their fellow pupils. Additional support provided by learning support assistants is good and effective when provided in the classroom. It is very good when pupils are withdrawn from lessons on a one-to-one basis. There is good liaison between teachers and learning support assistants. Opportunities are taken appropriately in classroom situations for small group or individual work. Care is taken to encourage pupils to become independent. Teachers are aware of pupils with special educational needs and of their individual education plans. They are sensitive and plan work appropriately to pupils' needs. They give extra adult help when necessary, especially in core subjects, for example, in Year 6 science. Recording to specific targets could sometimes be more specific and the timing of a target could occasionally be a little shorter. All pupils can access extra-curricular clubs, such as the computer club, to improve and extend their learning.
- 20 The provision of extra-curricular opportunities is generally satisfactory and is greater for the older pupils. With a small number of staff, many of whom are in temporary positions the school tries hard to enrich the learning experiences for pupils, including the opportunities for residential visits and sporting and performing arts activities.

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

- 21 The curriculum meets statutory requirements. The under-fives receive a curriculum that focuses learning for them in accordance with the Desirable Outcomes for Learning. The school provides the full National Curriculum and in line with government guidance has increased emphasis on the development of skills in literacy and numeracy in order to effect improvement. There are effective strategies in place for teaching the basic skills of literacy and numeracy, using the national guidance. Literacy is supported by an Additional Literacy Support Programme and, when necessary, Phonological Awareness Training.
- 22 This focus on literacy and numeracy has had an inevitable effect on other areas, which, although covered, have a reduced influence and impact on the breadth of pupils' learning. Religious education, despite being in the core curriculum, has insufficient status and the school is aware of this. There is not enough time made available to teach the subject and some units of work have not been completed because preparation for national tests has been given priority.
- 23 The provision for science is also a strength of the curriculum. Standards have improved in this subject. The school makes good use of current national guidelines for science, information technology, geography, history and design and technology. Satisfactory school guidelines are in place for the other subjects.
- 24 In the reduced curriculum situation, the specific skills needed in art, music and design and technology are not being built up progressively throughout the school. Outdoor play generally is under-provided for. The provision for indoor and outdoor play for the children under five is unsatisfactory. There is no large outdoor equipment. The national early learning goals cannot be fully met in this area.
- 25 Provision for information technology is now good, having been greatly enhanced by the new computer suite. However, although great improvements have already been made, at the time of the inspection the suite was not put to the most efficient use. Weaker areas within the information technology programme are control, modelling and effective provision across all subjects of the curriculum. There are areas for improvement to be found also in developing the library skills of pupils. These are constrained by inappropriate accommodation and use of resources. The siting of the library within the computer suite while unavoidable currently is inappropriate. The school has already identified these weaknesses and has plans to address them.

- 26 The curriculum is particularly strong in its provision for the personal development of pupils through the personal, social and health education programme. The school has improved the provision of health education since the last inspection and now follows the Qualifications and Curriculum Authority's (QCA) science programme as well as providing drugs awareness education and sex education, as part of the whole school curriculum. Sex education is delivered to both boys and girls, but it is done separately as staff feel that this promotes equal opportunity rather than inhibits it.
- 27 The school effectively incorporates personal and social development into the school aims and rules and these are consistently applied by all staff. Good pupil relationships between peers and with adults reflect the success of this approach. Pupils are encouraged to take responsibility for their own actions and for others. There is very good behaviour throughout the school.
- 28 The provision for pupils with special educational needs, both higher and lower attainers, is a strength, especially in the core subjects, although some higher attainers could be challenged more in English. Those with special educational need receive the full National Curriculum within the context of their defined need. There is very little withdrawal from lessons for pupils with special educational needs and pupils are mainly supported within classroom situations. Statements and individual education plans are in place with specific targets and all reviews take place appropriately. Most parents attend these reviews and have the opportunity to contribute to them. Additional classroom support and special educational needs support help to ensure that pupils' learning is good. Counselling is available if needed and the STEPS teacher gives good support. There is good liaison with outside agencies and medical problems are handled in an appropriate manner. The school has regard for the Code of Practice. Outside agencies complete reports as necessary.
- 29 The emphasis in the school's aims of producing well rounded, mature school leavers has its success in the approving way parents, and staff from receiving secondary schools describe the quality of the pupils' social ease and commitment to learning. Much of this quality is the result of the continuing good provision for the spiritual, moral, social and cultural development of pupils; areas which the previous inspection judged the school to be successful in promoting.
- 30 Spiritual growth is provided for in assemblies where a reverential and sensitive response is found in pupils to explaining Christian gospel values and in respectful attitudes to prayer and reflection. Across the curriculum, particularly in literature and such activities as African Art, pupils encounter and respond well to the work of artists and writers. There is a strong emphasis on creating attractive environments, which enhance spiritual awareness. More could be done to use the rural setting of the school to do this. Moral development is particularly well provided for. There is a strong Christian ethos that is found in the work, not only in assemblies and religious education, but in the discussing of human dilemmas and values. Pupils have a clear sense of right and wrong. These concepts are also well explored in history, poetry, music and dance. Performing arts is an area which the school has a good and successful tradition. Not only does it support the development of the social skills of co-operating and group problem-solving; it enables opportunities for artistic response and output and helps build pupils' confidence and self-esteem.
- 31 A considerable strength of the provision is in the way the local community is encouraged to contribute to the life and learning of the pupils in the school. Visiting speakers help pupils grow in their knowledge of their own local village life and its history as well as raising their awareness of other cultural traditions and beliefs. The pupils have close understanding of their local culture and feel very secure within it. They have also been encouraged to explore the culture, tradition and beliefs of others and good work is seen in exploring traditional Jewish family practices and the tenets of Islam and Hinduism.

- 32 There is a generosity of spirit in the children in the school and they are very supportive of causes of need, both locally and beyond. The school has a long tradition of fundraising for charitable purposes, particularly for children's charities. During the inspection week they raised a very creditable sum of money for UNICEF by paying for the privilege of not wearing school uniform. The organisation of this day involved older pupils who took the responsibility for accounting for the funds raised.
- 33 Sport is provided for satisfactorily. There are swimming lessons for the older pupils. There are inter-school competitions, including football, netball and athletics, and pupils have been successful in gaining awards. A range of lunchtime clubs and after school activities includes various sports and a variety of musical instruments. Peripatetic teachers provide instrumental tuition. Parents were concerned that guitar lessons had ceased but these will begin again soon.
- 34 There is also a computer club, craft club and school choir which meets to prepare for major festivals such as Harvest, Easter and Christmas. All the activities are available to both boys and girls of all abilities. Residential activities are offered for fieldwork, IT studies and a visit to Scarborough. Older pupils have the opportunity to learn French. This is the only club activity for which a charge is levied.
- 35 The provision of extra-curricular activities is generally satisfactory but is not strong for younger pupils. The lack of permanence in staffing in several key roles has an impact on this provision. The school is looking to improve this in the new academic year. At the end of both key stages all pupils have equal access to homework opportunities. There is good liaison with other schools, including secondary schools. This is very effective for providing additional curricular provision, when gifted pupils are identified; as in mathematics last year. The relationship with the local secondary schools is strong. Staff visit the secondary schools and when necessary seek advice and borrow books to ensure the most able pupils are sufficiently stretched in their final year.
- 36 The school has the qualities traditionally found in a village school. It is well integrated into the local community and a number of parents and in particular older residents play an active part in the life of the school. This enriches the learning experience for the pupils. Links with local industry and commerce have been effectively used in the provision of equipment for the new ICT Suite where the school received donations of computers and furniture. However, as a means of enriching the content of the curriculum, links with industry and commerce are underdeveloped.
- 37 The school provides informative and participatory curricular evenings for parents.

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

- 38 This is a strength of the school. Parents confirm the good care that the school takes of individual children both personally and academically. The provision for child protection is very good. The head teacher who is also the child protection liaison teacher knows the children well, is very approachable and, in common with all staff, has a sympathetic and understanding approach to her responsibilities. Other staff are aware of their responsibilities in this area and have confidence in the policy operated by the school.

- 39 The school monitors the personal development of the pupils well and a formal communication and record of this is included with the annual report to parents. Throughout the year there are opportunities for parents and teachers to meet and good use is made of these informal contacts to share any concerns. Pupils with special educational needs make very good progress and their individual education plans are regularly monitored. The orderly and calm environment that has been created to meet the school's aims and values promotes a very good learning environment and little use has to be made of the sanctions that are available in the behaviour policy. There was no evidence of antisocial behaviour during the inspection and parents did not see this as a problem.
- 40 The school has very effective procedures in place for monitoring and assessing pupils' academic performance. Teachers are vigilant in their record keeping and use assessments appropriately to plan future lessons. Portfolios of work are in place for English, mathematics and science, to help teachers mark to the same standards. Assessment arrangements conform to what is expected at ages seven to 11.
- 41 Good procedures are in place to identify higher and lower attaining pupils. The school is meticulous in analysing results and achievements of different groups of pupils. Information is recorded and appropriate action taken to improve achievement. For example, last year several pupils were identified as being gifted in mathematics and a local secondary school was approached for, and gave advice and help in the provision of an appropriate curriculum. The few pupils in the school with English as an additional language are fluent in English and do not need extra help. However, strategies are in place should such assistance be needed.
- 42 The school has an appropriate marking policy, although comments are not always constructive enough. Self-assessment strategies are used well, for example in Years 2 and 3. This enables pupils to set personal goals and evaluate their work. Assessment for the under fives is satisfactory but, because there is no appropriate structure in place for planning and teaching through 'play', the assessment of pupils' skills in this whole area is limited.
- 43 Attendance is monitored effectively at a whole school and at an individual level. Each morning registers are returned to the school office where any late comers must register. In the afternoon, registers are held in the classroom until the following morning. This restricts any access for further absence analysis. A recent increase of unauthorised absence is an untypical feature of the school and is being addressed with the local authority. While whole school attendance is in line with national averages, the school does not have a policy to improve attendance further.

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

- 44 The effectiveness of the school's links with parents is good. The great majority of parents have a very positive view of the school. They value the effort the staff put into the teaching day and in the provision of extra-curricular activities. Although several parents want more activities to be provided especially for younger pupils, and several express concerns about homework, the majority of parents appreciate the total education provided by the school and not just the levels of academic achievement. They praise the approachability, accessibility and professionalism of the staff.
- 45 The quality of information provided by the school is very good although many parents feel it is not sufficient. The school prospectus is clear. It covers very well the day to day administrative and practical issues, i.e. absence, illness, accidents, as well as details of the curriculum covered and the more formal information required by parents. The annual report to parents contains details of academic and personal progress as well as identifying areas for improvement. There is provision for parental comment but no provision for pupil comment on the report.

- 46 There is an active Friends Association that raises funds for the school. The new ICT suite is an excellent example of the co-operation between the school and parents and the impact parental involvement can have on maximising the provision of resources whilst minimising the cost. The parents, governors and teachers have worked very hard to provide the school with this excellent resource and it is already having a positive impact on pupils' learning and standards.
- 47 A Home/School Agreement is in place and parents are regularly kept informed of school activities and topics that are to be covered in forth-coming terms. Homework is a regular feature for older children and the majority of parents see this as a valuable preparation for a move to the secondary school. Parents are welcome to help in the school and a small number help in the classroom. They are well supported in their work and make a positive impact.

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

- 48 The leadership and management of the school are excellent: they are strengths of the school. The governing body is very committed and closely involved in the school's running. The headteacher has a clear vision of the school which is shared by the governors and staff. The senior management team has been recently strengthened and operates very effectively in ensuring the smooth running of the school.
- 49 The school has had a period of instability due to the loss of three key staff co-ordinators and the long-term illness of the previous deputy head. A recent appointment has been made to fill the role of deputy headteacher and this is having a beneficial effect. The impact on standards of the instability in staffing has been minimised mainly by the clear leadership of the headteacher and governors and by the effort and commitment exhibited by all the staff in school. A quick solution to the long-term absence problems is a key target for action and has significant implications for financial and curricular managers.
- 50 The governing body has a very clear understanding of its responsibilities towards the curricular and financial management of the school, and their leadership in all aspects is excellent. It has dealt effectively with the difficulties of the accommodation and improved the quality of teaching to create strengths in the curriculum and in pupils' attainments.
- 51 The governors are very well informed and meet regularly to monitor planning issues and expenditure. They approve all substantial items of expenditure and these decisions are clearly stated and formally approved in the minutes of the governors' meetings. There is a detailed monthly assessment of spending against the annual spending. Priorities are identified for school improvement and excellent best value decisions taken within a very secure framework of consultation.
- 52 The school has very good financial procedures in place and the last auditors' report indicated only minor procedural weaknesses in financial practice. These have been addressed. The senior management team operates a set of procedures delegated to the school administrator and there is proper accountability in the processing of income and expenditure.
- 53 The governors' strategic planning for school development in co-operation with the headteacher and senior management team is excellent. There is a very detailed and carefully considered School Improvement Plan that is carefully costed against priorities for school development. Expenditure for staff training is carefully matched to these priorities. This clearly supports the central purposes of improving the quality of learning for pupils and the quality of the accommodation. The management of the teaching and the non-teaching staff to maximise their positive effect on pupils' learning is good. They have clear roles and responsibilities that are regularly reviewed to ensure that this expensive resource is used effectively.

- 54 Overall the school makes very efficient use of its budget, its teaching staff and of its accommodation. This in spite of the heavy financial limitation imposed by additional expenses for payments for staff sickness absence. The school administrator, in co-operation with the headteacher is very effective in overseeing day to day expenditure and produces accurate reports from which cash flow is carefully monitored. Although attendance is above the national average, the school does not have procedures in place to improve attendance further.
- 55 The leadership and management of special educational needs provision is good and has improved since the previous inspection. The previous co-ordinator put into place clear, detailed procedures so that the area can be managed more effectively and efficiently, as it is now by the present co-ordinator. Systems for identification, assessment, reviewing, monitoring and evaluating are all in place. Learning support assistants are effectively deployed. All monies are used appropriately. The governing body and the senior management team control the use of financial resources very well. Funds allocated to SEN provision have been particularly well used in achieving a very good level of provision in both quality and number. As a result, learning by pupils with SEN is good. They make good progress throughout the school as evidenced in the way that pupils are moved off and down the SEN register.
- 56 Leadership ensures that pupils of all abilities and those with particular special educational, behavioural, or emotional need receive equality of provision and opportunity. The governors and the senior management team make excellent provision through the School Improvement Plan, and in the use of assessment and monitoring, to ensure that pupils receive equality of opportunity. For instance, in the individual target setting for all pupils for short term learning goals in mathematics and English.
- 57 Appraisal procedures are in place. The present staff structure provides satisfactory cover for the taught curriculum in both qualification and number though some staff show an insecurity of knowledge of information technology and lack expertise in some arts and technology related subjects. Effective planning and the provision of good resources compensates for this, for example as seen in the efforts to resource the teaching of music.
- 58 Accommodation is generous, generally well maintained and kept at a high level of cleanliness. It generally impacts positively on pupils' learning although the recent provision of an ICT suite has involved the relocation of the reception class to a less than ideal location with no direct access to the playground. Access to school library books is currently causing disruption for classes using the ICT suite and a better solution is being sought. Reduced accommodation needs, resulting from the fall in the number of pupils on roll next year, will enable the school to address these problems which are currently impacting on the efficient use of a valuable resource. Learning resources are satisfactory or good in all areas except physical education where the provision of indoor equipment is unsatisfactory.
- 59 The school grounds are generous, including a large grassed area. The school could make better use of the grounds to enrich the curriculum by the development of nature and environmental areas. The provision of an outdoor play area for the under fives is an area for development but is constrained by financial reasons.
- 60 Taking into account the finances available to the school which are just less than average for this kind of school, the difficulties caused by staff absences, the attainment on entry, the good attainment of its pupils and the very good attitudes to learning, the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 61 Improve the provision for ICT across the curriculum by:
- taking advantage of the excellent resource recently provided in the ICT suite;
  - continuing and strengthening the staff development programmes in enhancing ICT skills for teachers and learning support assistants;
  - developing and implementing closer co-ordination of planning for IT in subject areas.
- 62 Raise the status of religious education within the school by
- re-defining and allocating the time available to deliver the Approved Syllabus;
  - increasing the programme for staff development in the subject;
  - increasing the monitoring and evaluation of classroom practice and the teaching of religious education.
- 63 Seek a speedy resolution to the impermanence in staffing key roles by:
- careful analysis of curricular and management needs;
  - the implementation of appropriate procedures for recruitment and selection within approved deadlines.
- 64 **The governors and staff might also consider the following areas for development in their Action Plan.**
- Improving planning and provision for the desirable learning outcomes for pupils aged under 5 years – particularly in relation to play.
  - Improving outdoor play opportunities.
  - Improving access to, and use of the library stock and accommodation.
  - Strengthening curricular provision in music, art and design and technology.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	68

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	51	100	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	228
Number of full-time pupils eligible for free school meals	n/a	23

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR- Y6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	49

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	5.91
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.01
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	31	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27(13)	26(14)	30(17)
	Girls	12(6)	13(6)	15(7)
	Total	39(19)	39(20)	45(24)
Percentage of pupils At NC level 2 or above	School	81(74)	81(77)	94(93)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23(14)	26(17)	30(17)
	Girls	12(6)	13(7)	15(8)
	Total	35(20)	39(24)	45(25)
Percentage of pupils At NC level 2 or above	School	73(78)	81(92)	94(96)
	National	82(81)	86(85)	87(86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	21	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14(9)	17(11)	18(15)
	Girls	19(10)	19(7)	19(9)
	Total	33(19)	36(18)	37(24)
Percentage of pupils At NC level 4 or above	School	77(59)	84(57)	86(75)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12(11)	16(13)	15(16)
	Girls	19(10)	18(10)	20(11)
	Total	31(21)	34(23)	35(27)
Percentage of pupils At NC level 4 or above	School	72(63)	79(69)	81(82)
	National	68(65)	69(65)	75(72)

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

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

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	2
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	206
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)	9
Number of pupils per qualified teacher	25
Average class size	28.5

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

Total number of education support staff	5
Total aggregate hours worked per week	88

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	98-99
	£
Total income	350,661
Total expenditure	356,699
Expenditure per pupil	1,450
Balance brought forward from previous year	30,830
Balance carried forward to next year	24,792

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	225
Number of questionnaires returned	67

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	1	1	0
My child is making good progress in school.	54	40	6	0	0
Behaviour in the school is good.	42	54	0	3	1
My child gets the right amount of work to do at home.	24	58	13	4	0
The teaching is good.	52	40	0	1	6
I am kept well informed about how my child is getting on.	34	46	16	3	0
I would feel comfortable about approaching the school with questions or a problem.	63	33	4	0	0
The school expects my child to work hard and achieve his or her best.	66	25	7	0	1
The school works closely with parents.	42	45	9	1	3
The school is well led and managed.	34	55	0	1	9
The school is helping my child become mature and responsible.	49	46	3	0	1
The school provides an interesting range of activities outside lessons.	34	37	21	3	4

Percentages of responses are rounded to nearest integer, the sum may not = 100%

### Other issues raised by parents

- The lack of extra-curricular activity for younger pupils.
- The impact of long term staff absences
- The lack of hot school meals and the unpleasant toilet accommodation for boys

The inspectors cover the issues of extra-curricular activity and staffing problems in the report above. The other concerns raised have been pursued by the governors and staff over a long period and the inspectors judge that, because of the significant financial implications, these difficulties are beyond the power of the school to resolve.

## **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**

65 Children enter the reception class in the September before they are five. At the time of the inspection approximately half of the children in the reception class were under five. They start school on a part-time basis for half a day during the first half term. During this time they are assessed appropriately. From the second half term they attend on a full time basis until the end of the academic year. A significant number of children start school without any pre-school experience. Attainment on entry is generally below average but in 1999 was above average.

66 Information gained from the early assessment procedures is used appropriately to identify children who may have special educational needs. Children experience a range of activities that meet their needs in most areas. However, the provision for play, both indoor and outdoor, is limited. This has an adverse effect on their progress. By the age of five the majority of children are attaining standards that are expected for children of this age and most meet the national desirable learning outcomes. They make satisfactory progress in all areas apart from language development through play. Their learning is good when responding to music and rhythm. Children with special educational needs and those with English as an additional language make satisfactory progress.

#### Personal and Social Development

67 Teaching is sound in this area. Children's personal and social development is generally satisfactory, although they are missing the overall learning experiences gained from 'play'. By the age of five, most achieve the majority of desirable learning outcomes in this area. A caring atmosphere has been developed which makes children feel secure. They are happy to come to school and have settled to the daily routines. These include lining up and sitting on the carpet quietly and knowing that they must not shout out. They play with friends without supervision, for example when playing in the sand tray. They take turns easily and share equipment well when role-playing in the café situation. They are beginning to develop good relationships with one another as when building castles. They listen well to instructions and concentrate on their activities for reasonable lengths of time, for example when working on rhyming words. Children develop an understanding of right and wrong. They help each other and work together in activities, as when working on primary colours in art. They are developing a sense of responsibility and know where, for example, the aprons are kept and put them on sensibly before starting work without being asked.

#### Language and Literacy

68 Sound teaching helps children to develop their sight recognition of key words, including "at, yes, no" and "see." They know what full stops are. They recognise names and sounds of letters and they are beginning to form letters well and to compose simple sentences. They copy accurately from the board. They listen carefully when the teacher reads stories and poems. They associate sounds with rhyme. They read along with the teacher as well as they can, using facial expressions and gestures. They know which is the first letter of their own name. Higher attainers know what authors and illustrators are and they are beginning to read simple words and sentences. They listen to and join in stories and rhymes as words become familiar. Daily activities include role-play, such as purchasing food in a café. This improves their language skills. They talk about the days of the week, the seasons and the weather. This helps them to acquire basic language skills. Children are still learning to handle books with care. They understand that you read print from the left to the right and that a book is read from the front to the back. Most understand what a title is. They know to start to read from the top of the page and work towards the bottom of the page. They take books home to look at and read with their parents.

- 69 As their language skills develop they learn the letters of the alphabet and the letter sounds. They start to build a book of words that they can recognise and read. Children correctly identify initial letters of objects in pictures on the computer and excitedly clap their hands when their correct answers are confirmed. Most can write and recognise their own name independently, although many letters are inconsistent in shape and form. Letter spacing is often inconsistent. Some play activities are provided in the café and in dressing-up situations. Resources for these are satisfactory. There is limited provision for areas that motivate reading and writing in the classroom. There is no large outdoor play equipment or full time support in reception. There is insufficient interaction to extend language and social experience through carefully planned play sessions. The teacher acknowledges that there is a need for retraining in this area and this is seen as a priority by the school. There are some opportunities for children to experiment with writing practice, for example when working in the café.

#### Mathematics

- 70 Effective teaching and provision for a range of experiences ensure that good learning takes place in mathematical development. By the age of five many children can count, sort and match. The majority know and can identify coins up to five pence. They know a selection of number rhymes. Many are confident in reciting number names in order from one to 20 and some can complete these to 30. Most children can recognise basic shapes such as circles squares and triangles but some have difficulty in distinguishing between squares and rectangles. They use correct mathematical language to describe shape and can match the written word to the shape. Some children recognise the word 'cone' and several match words to solid shapes, including cones, spheres and cubes. The teachers' clear planning ensures that skills are built up appropriately. Children behave well and stay on task, because of sound management and expectation. They are beginning to understand simple number operations such as addition and subtraction and they use this knowledge when singing the song about 10 green bottles.

#### Knowledge and Understanding of the World

- 71 Children learn about their world through an appropriate range of activities. They discuss the days of the week, the seasons and the weather. They sequence the events in their life from being a baby at home to being a child coming to school, learning about the past and the present. They use materials and technology appropriately, for example, when building bridges in the sand tray and when using construction apparatus. They use computers enthusiastically to support their learning including language and art work. They learn about their own body and match words to body parts. They explore and can name the five senses. They learn about rainbows when working on colour. Teaching and learning are sound in this area.

#### Physical Development

- 72 Sound teaching ensures that children are confident and are developing their coordination when involved in physical activities. Most can hop, some hopping five to ten times before stopping. They can 'freeze' on command during warm-up sessions, demonstrating increasing control of their movements. They show an awareness of space when engaged in physical activities, rarely bumping into each other. They use a range of small equipment including beanbags and balls. Most can bounce and catch a large ball. Some can roll a ball around their body with increasing control. Most can stop a slowly rolling ball by putting their foot on top of it. They are improving their balancing skills, body control and foot and eye coordination. Children use small tools such as scissors with increasing dexterity, for example when cutting paper to make stained glass windows in art. As there is no large outdoor play equipment, there is a lack of opportunity to improve some physical skills. Children have the opportunity to make models with construction kits. They learn how to use paintbrushes and pencils correctly.

## Creative Development

- 73 Sound teaching has a positive impact on pupils' attitude to learning. By the age of five children's creative development is in line with the national learning objectives and they make satisfactory progress. They experience a sound range of creative activities that include painting, printing and collage. Through these they explore and experiment with texture and colour for example when making the large three-dimensional collage of Elma the elephant. Children mix colours and teacher demonstration helps them to realise that marks can be made in many ways. Clear planning links colour to the rainbow. Children make patterns with green paint having mixed primary colours together. They enjoy musical activities learning the words of songs and singing with sensitivity to volume and with emphasis on tone. This work is also planned to link with work on the rainbow. Songs such as Brown Bread link with healthy eating and reinforces through teachers' questions the pupils' appreciation of colours.
- 74 Provision is similar for children under five and children over five. Teaching is sound. Effective management ensures that all children are on task and behave well for most of the time. Occasionally lessons become a little noisy. The lack of expertise for planning appropriately for imaginative play has a limiting effect on the children's overall development. Children are on course to reach the expected outcomes by the age of five.
- 75 Since the last inspection some small furniture has been purchased and resources have been improved generally. However, there is still no large outdoor equipment.

## ENGLISH

- 76 The standards achieved in English rise as pupils progress through the school, and by the age of 11 the attainment is good and above the national average. The percentage of pupils achieving level 4 in the national test in 1999, was close to the national average. The percentage reaching level 5, however, was well above the national average. The previous inspection found attainment to be broadly in line with national expectations throughout the school and the pupils to be making sound progress.
- 77 The average of the results over time since the last inspection shows both boys and girls exceeding the national average for their age group. Although the results in 1998 were below, they exceeded them in 1999.
- 78 The 1999 result for pupils aged seven show below average attainment in reading at the expected grade of Level 2 but close to the national average for the higher grade, Level 3. Writing, however, is judged to be below at each level and is a weak element of the language skills. The boys achieved better than the girls at this age but the situation is reversed by the age of 11.
- 79 However, in comparison with similar schools, pupils' performance is well below average in reading and writing at seven but moves up to be close to the average for similar schools by the age of 11. This improving profile is particularly strong in pupils' skills in reading and pupils are clearly benefiting from the emphasis on this in the Literacy Hour sessions at Key Stage 2. Their speaking and listening skills are above average and this aids their work in understanding the different texts they encounter. Even the youngest, lower attaining pupils demonstrate an enthusiasm and interest in reading and can talk about the character and plot in a narrative. They recognise most words they see and can match the name of the letters to the sounds it makes. By the age of 7, the lowest attaining pupils are working towards the national average of level 2. The highest attainers, however, are comfortably above average at level 3 and are beginning to predict events in stories and infer and deduce meanings from them. Highest attaining pupils in Year 4 have progressed significantly and are already achieving Level 4, the national average for pupils two years older than them. Their reading is expressive and accurate and they have good recall of incidents in the stories read. The lower attainers at this age have no difficulty reading accurately and with reasonable fluency. For some of these pupils, little reading is done out of school and they are less committed to a favourite author.

- 80 The least skilled reader in Year 6 is close to the national average while the highest attainers are already above it and are achieving level 5. They are keen, very fluent and expressive readers who not only discuss favourite authors and types of books but who understand the deeper levels of authors' intentions and character development. Skills in phonics and word-recognition helped a pupil deconstruct and make sense of such a word as "dysfunctional" and the possession of a wide vocabulary ensured the ability to explain its meaning accurately.
- 81 By the end of Key Stage 1, given the starting point for many pupils, reading standards are satisfactory and they are good by the end of Key Stage 2. In a Year 3 class pupils were observed reading aloud the poem 'Pirate Captain Jim' and showing not only a skill in completing opening lines with an inventive contrary meaning but also a secure knowledge of the parts of speech. Year 4 pupils show similar understanding of poems such as James Reeves' 'The Sea is a Hungry Dog' and Moira Andrews' 'Sea Seasons' and 'Longing'. By Year 6 pupils are confidently coping with difficult poems such as Tony Harrison's 'Long Distance' and T. S. Eliot's 'Prelude'. These pupils have a clear understanding of grammatical form and are not daunted when introduced to such concepts as the use of subordinate clauses in complex sentences. Pupils explain the technical structure of poetry well and confidently discuss stanza form, rhythm patterns, imagery, line-length and authors' intention. They can explain new vocabulary like 'sprawl' and they appreciate and can explain the use of repetition in poetic form. Even so, some highest attainers express the view that the work is easy for them. While the general attainment of the oldest pupils is above national expectation, the more able pupil could be more challenged.
- 82 Writing skills are developed progressively from the Reception class where pupils are beginning to form letters well, compose simple sentences and copy accurately from the board. Pupils here already know about full stops and when to use them, although this knowledge is inconsistently applied by some Year 3 pupils. Here pupils are beginning to compose stories with a beginning, middle and an end and to use an interesting vocabulary. This confidence in words is seen in Year 4 when a pupil writes
- 'the sea dazzles over dolphins, dashing and dancing on dark autumn days'*
- and another pupil with special educational needs writes
- 'the sea chatters across cliffs, crashing and clashing when winter winds blow'.*
- This high quality work is the result of good teaching, where expectations of pupils' achievements are high and enthusiasm is shown and support given by the teachers. Good teaching is found in both key stages with the higher percentage in Key Stage 2.
- 83 Scrutiny of pupils' written work across the school shows a steady progress in both technical accuracy in spelling and handwriting and in the quality of language used. By the end of Year 2 the highest achievers are able to distinguish between fiction and non-fiction, have good knowledge of parts of speech and can write clear, accurate narratives and dramatic dialogue in play-form. Pupils use structured writing aids such as writing frames well and write extensively. By Year 4 lower attaining pupils complete an extensive range of worksheets based on the National Literacy Strategy and can compose such lively descriptions as
- "Zak was feeling terrible but he managed to struggle to his spacecraft... and haul himself in. He tore open his bag and rummaged deep within".*
- 84 Pupils cover a wide range of writing for different audiences and purposes. Year 3's work includes factual, instructional writing such as *'How to clean out a guinea pig'* and *'All about Squirrels'* as well as retelling such fairy stories as *'How the zebra got his skin'*.
- 85 By Year 6 the most able pupils have a very mature command of the language and an ease of style. They can move from a letter of complaint using such language as
- 'While I accept this was not your liability...'*
- 86 to the use of imperative verbs, summaries, active and passive voice. The best work is notable for the very secure knowledge and use of parts of speech; for the extensive, accurate and very well presented output and for the maturity of the vocabulary used.

- 87 The previous inspection found writing to be a weakness and although the skill level does not match that found in speaking, listening and reading there is strong evidence of progress over time. The priority placed on this work by the school is having positive results as is the absence of any unsatisfactory teaching. At Key Stage 2, teaching of literacy development was good or better in 88 percent of the lessons seen. These impressive figures reflect the high quality of the preparation, of the assessment and monitoring of pupils' success, of the appropriateness of the work asked of each child, including those with SEN, and particularly of the relationships between teachers and pupils. The needs of SEN pupils are central to the planning and they achieve in line with expectations and make good progress through the school.
- 88 The subject is well co-ordinated and opportunities for monitoring teaching and supporting pupils, as in Year 2 groups preparing for national tests, are regularly taken by both the co-ordinator and the headteacher.
- 89 The department is well resourced and is beginning to use more ICT in the processing of pupils' work. This area remains underdeveloped but staff are enthusiastic about improving their own and pupils' skills in it.

## **MATHEMATICS**

- 90 Pupils' attainment at the end of Key Stage 1 is above the national average. At Key Stage 2 pupils' attainment is well above the national average. The results of national tests and assessments in 1999 and evidence gathered during the inspection, indicate that pupils are currently performing at similar levels. The numbers of pupils reaching the higher grade of Level 3 in Key Stage 1 was well above the national average. The numbers achieving the higher grade of Level 5 in Key Stage 2 was well above the national average. From evidence seen, these levels are on target to be maintained at Key Stage 2. In comparison to similar schools, pupils achieve results well above the average. This is an improvement since the last inspection, particularly at Key Stage 1.
- 91 At the end of Key Stage 1 many pupils count to a 100 and are able to identify multiples of five and 10 to 50. They can mentally add and subtract numbers to 20 with ease and many operate with higher numbers in this way. They understand place value to 10 and many to 100s. Pupils use good mental strategies to solve numerical problems. Some can use formal notation in adding tens and units, demonstrating a secure knowledge of place value. They have a good vocabulary and can classify mathematical shapes and interpret information from a bar chart. In Year 1 pupils have a good understanding of doubling and counting in different sized steps and can use patterns in the hundred number-square to solve problems and predict number events. They understand equality and can make two numbers equal another using the skills of addition and subtraction, some using numbers greater than 20. In Year 2 pupils were able to use a pattern strategy to add larger numbers together. They develop a good vocabulary for, and a good understanding of measurement, time and money to build their knowledge of standard units. Many are able to understand the idea of repeated additions as a process leading to multiplication.

- 92 By the end of Key Stage 2, most pupils are able to perform with ease a range of calculations using the four arithmetic operations on numbers up to a thousand and decimal amounts. They reach very good levels in mental mathematics and build a good knowledge of multiplication tables with secure automatic recall for most pupils, or good strategies for finding unknown facts. Most can perform long multiplications with good understanding of partitioning. No long division was seen. Pupils round up numbers to the nearest ten or hundred and approximate decimals. Their knowledge of primes, squares and cubes is secure for most, and some can extrapolate number patterns to obtain unknowns. For instance, they can obtain solutions for  $y=2x$  and more complex functions. They have a good knowledge of fractions, for instance, lower attainers can find equivalent fractions by visual comparison and most by calculation. Higher attainers easily equalise denominators using numerical methods with good understanding, to establish equivalence. Good work was seen in co-ordinate geometry using the four quadrants of the co-ordinate grid using number pairs to facilitate algebraic work at a higher level or to demonstrate their good knowledge of rotational symmetry. This also gives a clear indication of a secure knowledge of negative numbers. They have a good mathematical vocabulary for all mathematical areas of study seen and a good knowledge of methods to apply their mathematical skills to solving real life problems.
- 93 The progress of pupils of all abilities in both key stages in lessons is good, and there is good continuity and progression between year groups. For instance, in Year 1 pupils are learning to double and say what number would be five more or five less. In Year 2 they are introduced to the word multiple and count forward and back in twos, fives and tens thus learning their tables and in Year 6 most can identify factors of numbers and find common multiples of two or more numbers. Similarly, in Year 3 and 4 pupils are learning about reflective symmetry and bar charts. In Year 6 they are using data to draw histograms and pie graphs, and representing rotational symmetries of mathematical shapes on the four quadrants of the co-ordinate grid. In Year 4, they all calculate areas using centimetre squares to half centimetres, some solving complex problems. In Year 6, they calculate areas of triangles and some understand the process of calculating areas of parallelograms.
- 94 Pupils have very constructive relationships that promote good levels of learning. They are enthusiastic about learning, are very attentive and mostly show high levels of concentration in lessons. Pupils respond very positively to being given responsibility, and given the opportunity they are effective independent learners. They show a high level of care and respect for each other, and for the materials and books they use.
- 95 In Key Stage 1 the quality of teaching is always at least satisfactory, and in half of lessons it is good or very good. Where it is very good there is good use of questioning techniques and differentiation of set pupil tasks, to present a high level of challenge to pupils in their work. In Key Stage 2, all teaching is at least satisfactory. In eight out of 10 lessons it is good or better and in one in five lessons is very good. As with Key Stage 1, the quality of questioning techniques and the setting of tasks appropriate to all abilities is a feature of good teaching. In the very good teaching, in addition to the elements above, teachers use assessment well to evaluate individual pupils' attainment and progress and inform their teaching. They decide on targets for assessment and identify and evaluate the results to improve teaching and learning. They differentiate effectively for the least and most able, stretching the highest attainers. Learning support assistants are generally well used to support learning but there is very little use of computers to promote learning and enrich the curriculum. Pupils with special educational needs are set learning tasks that are appropriate and are carefully monitored by the special needs co-ordinator. The introduction of the National Numeracy Strategy as the core element in the mathematics curriculum has strengthened teaching and learning in the subject, particularly for mental mathematics. Very effective use of digit cards was noted in developing mental agility and rapid response. Teachers have worked hard to ensure that resources for the strategy are available and of good quality. Homework is systematically used to good effect at the end of each key stage to consolidate and extend learning.

- 96 The co-ordinator has only been in post for six months and has benefited from appropriate in-service training and is focussed on raising standards. He is able to observe teaching and monitor learning in classrooms, has good subject knowledge, and thus can effectively evaluate the implementation of new strategies or identify priorities for further training. The co-ordinator has a clear job description against which developmental targets can be set for improvements in teaching and learning in the subject. His leadership has successfully launched the National Numeracy Strategy as a vehicle for school improvement.

## SCIENCE

- 97 Key Stage 1 pupils' attainment is above average. At the end of Key Stage 2 in 1999 National Curriculum test results show that pupils' attainment exceeded the national average. Evidence from the inspection indicates that pupils now in Year 2 and Year 6 are producing work that exceeds national expectations.
- 98 By the end of Key Stage 1 pupils can recognise different types of teeth. They know that teeth are shaped differently and have specific functions, for example, incisors are used for biting and molars for chewing. The higher attaining pupils know why incisors are in front of the molars. They make a good attempt at drawing the different shaped teeth. Pupils know that what we eat is important and that we need certain foods to keep us healthy. When working on materials, they relate the function of an object to the material and its properties, for example, if a ball is made of rubber it will bounce, but if it is made of glass it will break. Work on physical processes is planned for later in the year. Occasionally, progress made by lower attaining pupils is inhibited because of their limited skills in writing.
- 99 By the end of Key Stage 2 pupils show good understanding of the digestive system. They know that food is broken down so that it can be absorbed in the intestine. They know the functions of the teeth, saliva, oesophagus, stomach and small and large intestines. Several pupils have some difficulty in remembering the functions of the liver and kidneys. Pupils show a simple understanding of how the human organ systems work. For example, they know that the heart pumps blood through arteries, which carry blood away from the heart, and veins, which carry blood back to the heart. They understand that the blood carries oxygen and food. Pupils demonstrate an increasing understanding of different aspects of materials and their properties. They relate properties of some solids, including plastic, wood, glass and metal to electrical conductivity. Correct scientific terms are used, including 'series', 'parallel' and 'transformer'. Pupils link the current reading to the brightness of a bulb in a series circuit. They can design a fair test to show which coil has the most resistance.
- 100 Pupils in both key stages have appropriate opportunities for experimental and investigative science and this has a positive impact on their learning. Pupils with special educational needs and those with English as an additional language make good progress in science. This is because they are given extra adult input when necessary and have work planned to address their needs.
- 101 Since the previous inspection the school has adopted a commercially produced programme of work. National test results have improved. The quality of teaching has improved. There have been motivating events such as visits from theatre groups and to the planetarium. Pupils have been set challenging tasks during holiday periods.

- 102 The quality of teaching is good overall. The teaching observed was at least satisfactory in both key stages, with very good teaching at the end of Key Stage 2. Where teaching is very good, the teacher gives a clear introduction to the session and notes relevant points on the board, ensuring that pupils understand what is being said. Good resources are used, such as the model of the digestive organs. Pertinent questioning assists pupils to recall previous work. Very good management helps pupils to settle to work quietly and purposefully. These factors have a very positive effect on pupils' learning and attitudes. Pupils behave well, concentrate on their work and make very good progress. Where teaching is satisfactory too many tasks have been planned, time runs out and activities have to be curtailed. In another lesson the introduction is too long and pupils become restless. Opportunities are missed for motivating pupils by bringing interesting teaching aids into use too late in the lesson. Pupils make satisfactory progress in these lessons. Pupils make good progress throughout the school. In Year 1 they make good progress when working on the senses. In Year 3 they design a fair test for showing the relative properties of different papers. Year 4 pupils show understanding of insulating materials and Year 5 pupils relate pitch to vibration when working on sound.
- 103 Good analysis of test results and the monitoring of teaching, planning and work, all have a very positive effect on improving pupils' performance. Information technology is used a little in science but its use is not developed fully.

## **ART**

- 104 A limited number of lessons were observed during the inspection. Judgement takes account of documentation, analysis of pupils' work and discussion with teachers and pupils. No lessons were observed in Key Stage 1.
- 105 Pupils' standards in art are in line with those expected nationally at both Key Stage 1 and Key Stage 2. By the end of Key Stage 1, pupils work on designs after studying African art styles. They use earth colours imaginatively working in pastel. After learning about the Vikings, they make three-dimensional ships and artefacts out of clay. By the end of Key Stage 2, pupils use at least two colours to produce press prints in repeated, alternating or random patterns. They make their own printing block with string and print from it although some pupils have difficulty with this technique because they apply too much printing ink. Occasionally they put glue on top of the string, which limits their success. Several pupils make good clear prints. One pupil used a circular design very effectively and this was used as good example of work to help increase the learning of other pupils.
- 106 Pupils make satisfactory progress overall. Pupils in Year 1 make collage 'faces' and landscape pictures using tissue paper. In Year 3, pupils make good progress when they use African designs as a starting point to produce three-dimensional 'wool pictures'. Year 4 pupils explore the use of colour and pattern. Year 5 pupils make satisfactory progress in observational drawing, printmaking and in understanding perspective. They produce pastel drawings and paintings of sunflowers after studying the work of artists such as Van Gogh. These show an increasing sensitivity in the use of colour. Pupils with special educational needs and those with English as an additional language make satisfactory progress. Art makes a contribution to numeracy, for example, when pupils work on perspective. Literacy is developed when pupils write about different artists. Information technology is used a little, for example, pupils in Year 2 explore a paint program. Older pupils scan prints and use a digital camera. However, the use of information technology is not developed fully in art.

- 107 The quality of teaching observed in art was never less than satisfactory and it was good in half of the lessons seen. Good management skills ensure that large classes work productively and sensibly in practical situations. High expectations of behaviour and application to work help create a good working atmosphere and encourage pupils to be proud of their work. Pupils benefit from teacher demonstrations, although the availability of good finished examples would be advantageous, for example, when printing in Year 5. Pupils respond well to effective organisation. They settle to tasks and behave well. The design element is occasionally under-emphasised, opportunities are missed to improve the quality of pupils' work, as when using too much ink in printing.
- 108 Sketchbook work is not developed fully. Art skills are not built up effectively or consistently throughout the key stages. Three-dimensional work is not developed fully and as a result of these factors pupils are underachieving in aspects of the subject.
- 109 Since the previous inspection, resources have improved, for example, there are more artefacts to stimulate and inform pupils. There are now some guidelines for teaching art. Slightly more emphasis has been put on the knowledge and understanding of art.
- 110 The current lack of permanent, continuous co-ordination has an adverse effect on the subject. It has affected the opportunities for monitoring and evaluating the delivery of the subject and, in consequence, the level of the pupils' achievement.

## **DESIGN AND TECHNOLOGY**

- 111 No lessons were observed in design and technology during the inspection. In consequence, judgements take account of documentation, analysis of pupils' work and discussions with pupils and teachers.
- 112 Standards achieved by pupils in design and technology are generally satisfactory at both Key Stage 1 and Key Stage 2. By the end of Key Stage 1, pupils design and make moving monsters, effectively using a pneumatic system. They use balloons and plastic tubing, and practise their cutting and gluing skills. Pupils make satisfactory progress overall. Year 1 pupils design and make cardboard houses, using cutting, sticking and painting skills. In Year 3 they make monsters, incorporating a pneumatic system using plastic bags and tubing. Several of these pupils make good progress in their design and construction skills.
- 113 By the end of Key Stage 2, pupils have just started their project on making hats. They are gathering information and extending their knowledge about the range of materials used and a variety of hat designs. As part of their project they will disassemble a baseball hat to deepen their knowledge of design, shape and construction before designing and making a hat of their own. The interesting range of hats effectively displayed in the classrooms is a good teaching device that aids the pupils' learning. Year 4 pupils are designing pop-up books or cards with a rotating mechanism. Pupils in Year 5 are at the start of the design-a-hat project.
- 114 Pupils respond positively to the subject. Pupils with special educational needs and those with English as an additional language make satisfactory progress. Because of the emphasis on other curricular areas pupils do not have the opportunity to develop the more advanced skills in design and technology, systematically and effectively, throughout the two key stages, especially the skills for more complex construction work. The work that they do is pitched at the right level. This is because the school uses the schemes which are recommended nationally.
- 115 Effective contributions are made to literacy through writing, when pupils are planning their design, and to numeracy when they use measurement in their designs.

- 116 Since the last inspection, resources have improved well both in quantity and quality. Staff are more secure in their subject knowledge, although there is still some insecurity and the school recognises the need for more in-service training. The recently produced programmes of work are being partially used. The lack of permanent, continuous co-ordination has lessened opportunities for the monitoring and evaluation of the subject and, in consequence, the level of the pupils' achievement.

## **GEOGRAPHY**

- 117 Standards of attainment are generally in line with national expectations throughout the school; a situation similar to that found by the previous inspection. They are satisfactory at Key Stage 1 and good at Key Stage 2. By the end of Key Stage 1, pupils can talk confidently about features of their immediate locality and through this understand that maps are plans of real places. They relate their own simple maps to the place where they live. Pupils had well prepared questions for a visiting speaker and the more able were successful in understanding the impact of increased mobility on village life. By the end of Key Stage 2 pupils use appropriate geographical vocabulary and describe and understand the water cycle. They know about how rivers and springs are formed and the effect of incline on their development. They have a sound understanding of the principles of erosion and deposition. The more able using the vocabulary with good understanding extending it to suspension, and are able to see how ox-bow lakes are formed and know about cause and effect.
- 118 The quality of teaching is satisfactory overall. Good use is made of available resources for learning including the local environment. The sound pace of lessons reflects the good planning seen. There is good continuity across year groups and key stages in the development of map skills. Where teaching is good, questioning techniques explore and develop pupils' vocabulary and knowledge to form good conceptual understanding, so that all abilities are challenged. This is then consolidated by differentiated tasks that gives due regard for the higher attainers. Pupils of all abilities make satisfactory progress overall, improving their earlier knowledge of simple maps, to using them to track local rivers, and later, in identifying their home area in a world context. They can use an atlas well and are able to locate places or features to a satisfactory level. Progress is good at upper Key Stage 2.
- 119 Pupils' attitudes are very good and they enjoy lessons and this aids their learning. They collaborate well in learning and produce very well presented diagrams and written work. For instance in their work on rivers they set themselves high standards and show pride in their work.
- 120 Co-ordination of the subject is being managed temporarily until a permanent appointment can be made. A new scheme has been introduced based on the Qualifications and Curriculum Authority's guidelines (QCA) and this has given good structure for continuity of learning that will ensure that there is basic coverage of the National Curriculum. Resources are well organised and of a satisfactory standard but pupils were not seen to have begun to use the very good computer resources to support learning.

## **HISTORY**

- 121 It was possible to observe only two lessons in history during the inspection. However, close scrutiny of the pupils' work and discussions with them about their folders indicate that their standards of attainment are broadly in line with national expectations for this area of the National Curriculum. This is a similar picture to that found in the previous report.

- 122 Pupils in Key Stage 1 have a sound understanding of chronology. In the reception class pupils know past and present through their work on old and new and are able to investigate their own past in their family and home and know their place in the wider world of the school. In Year 2 they know how the village is changing in recent times and gain information from questioning a local historian about past and present. Higher attainers are able to understand why village shops are not as plentiful as in the past. In Key Stage 2 pupils construct time lines and have a satisfactory knowledge of historical events appropriate to their ages. Year 4 investigate the Ancient Egyptians and demonstrate a sound factual knowledge of the way of life, customs and ceremony. In Year 6 they learn about the 1940s and compare and contrast their lives and times making sound evaluations from historical sources. They also demonstrate good interpretative skills in using sources of information to determine the Ancient Egyptians' beliefs about the after-life and their kings from the contents of Tutankhamun's Tomb. Higher attainers draw very good conclusions from the evidence and know the importance of not making unfounded assumptions using too little information. Their interpretation of their millennium time line demonstrated a sound knowledge of chronology for most.
- 123 Teaching is always satisfactory and in upper Key Stage 2 very good. The lessons are well planned and monitoring and assessment to inform teaching is good. Emphasis on historical research and handling of artefacts motivates pupils to work hard during lessons and time is well used. Where the teaching is very good, work is well differentiated for all abilities and skilful questioning is used to challenge pupils of all abilities. The use of resources is also good and knowledge and understanding of the subject is secure. The teaching has a positive impact on the progress pupils make and on the attitudes shown by the pupils to their work.
- 124 Progress throughout both key stages is at least satisfactory, and good at upper Key Stage 2. For example, In Year 1 pupils use sound investigative skills, in a teacher led discussion, to examine old and new toys using evidence to make comparisons and distinctions. In Year 6 pupils systematically examine evidence drawing up a grid and entering conclusions about the Ancient Egyptians based on evidence, independently, after discussion to which they make confident contributions.
- 125 Pupils' attitudes in history lessons are very good. They listen very attentively when visitors talk to them and work conscientiously to frame meaningful questions to help them to find out about the past. Their written work is neat and well presented. They show respect and care when using artefacts and resources.
- 126 The work is now guided by a clear scheme of work, detailed for each year, that ensures good continuity and progression between year groups. Medium and short term planning is now specific. These are improvements since the previous inspection. Resources are satisfactory and accessible to all staff.

## **INFORMATION TECHNOLOGY**

- 127 As found in the previous inspection report, pupils in Key Stage 1 and Key Stage 2 are working in line with standards expected nationally.
- 128 By the end of Key Stage 1 pupils use a keyboard and mouse confidently. They save and retrieve their work; the lower attainers need some assistance with this. They select font sizes and use different colours. They use the correct terminology, for example, 'field'. Pupils are in the process of creating a database for their research on pets. They show delight at their success by clapping their hands when their 'fields' appear on the screen. Work has been carried out on controlling a screen turtle and pupils have experienced adventure games. They have begun word processing and some pupils have successfully combined text with graphics and explored paint programs.

- 129 By the end of Key Stage 2 pupils word-process their work, for example when writing about cricket in history. They recall saved work, add to it and reorganise it, using different font styles, sizes and colours. The higher attainers understand how to justify text. Pupils can add and change data in a database. They know what spreadsheets are and can input data into one. They identify how spreadsheets can be used to calculate costs. Some pupils have accessed the Internet and used e-mail with supervision. Pupils have worked on control devises and have used adventure games, making decisions appropriately. They understand some uses of information and communication technology in the world about them, including uses in banks and cars. The weaker areas of the subject in both key stages are control and modelling. New sensor equipment has been purchased recently to extend the pupils' experience in Key Stage 2. The subject makes contributions to literacy through word-processing stories and poems and to numeracy through graphs, formulae and calculations, for example, when using spreadsheets. Pupils with special educational needs and those with English as an additional language make good progress.
- 130 Since the previous inspection an excellent computer suite has been established. The commercially produced schemes of work are now being used which ensure that skills and knowledge are built up logically. Many purchases have been made, including software, control equipment, a laser printer, scanner, digital camera and a sensor equipment. There is now access to the Internet and e-mail facility. The impact of these very good resources is yet to be fully realised but the governors and staff have a firm commitment to improve achievements in these areas in their development plans.
- 131 The quality of teaching is satisfactory overall, with some good teaching towards the end of Key Stage 2. The information technology technician develops pupils' skills well, when working with groups and classes. When teaching is good, the teachers' management skills have a positive impact on pupils' learning and attitudes. They sit quietly, listening well and attending to the lesson. They are keen to answer questions and to put forward their ideas. The lessons proceed at a brisk pace and tasks are planned carefully to the needs of all pupils, challenging them appropriately. Teacher expectations are high and clear. Consequently, good learning takes place. The teachers' subject knowledge is good and the lessons are delivered enthusiastically, with reinforcement when necessary. Clear planning ensures that the lessons are pitched correctly for all pupils. These factors have a positive effect on pupils' learning and motivation. Resources in the computer suite are excellent. Where teaching is satisfactory, too much time is taken up researching the data, which means that there is inefficient use of the class time in the computer suite. Pupils also come in to change library books during the lesson, which is distracting.
- 132 Responsibility for the co-ordination of the subject has only been undertaken recently but it is benefiting already from enthusiastic and well-motivated leadership. All the areas for development have been correctly identified and he is well aware of the way forward and the need to prioritise. The recently acquired computer suite is very motivating for both pupils and staff and it is potentially an excellent resource. It is not efficiently used at present as first priorities have been to improve the teachers' skills, subject knowledge and confidence. Teacher confidence is improving now and information technology is starting to be used across the curriculum, for example, in art with painting programs, in mathematics and design and technology when inputting data for the 'designing a hat' project. In history, pupils have used the Internet to find information about Tutankhamen. However, cross-curricular work is not developed fully. There is effective and efficient use of the skilled technician. Pupils have their own floppy disks and are excited by this subject. They are proud of their work and new facility. The siting of the library in the same room as the computer suite limits pupils' free access and is not an efficient or effective use of the room.

## MUSIC

- 133 There was little opportunity to observe much teaching of music during the inspection and that seen, although good, included a significant contribution from a volunteer visitor.
- 134 Overall, attainment is in line with national expectations and reflects a similar situation to that reported at the last inspection. The national emphasis on core subjects has impacted on the available time for music and the school is currently awaiting the introduction of a new scheme of work to help non-specialist staff. While all classes do have access to the subject and the school provides opportunities in assemblies for listening and appreciation of music, development of the skills of performance and composition is limited. Traditional assemblies show a good level of skill in singing. Pupils know the melodies of a wide range of hymns and spiritual songs and sing with enthusiasm, technical accuracy of time and rhythm and with a very sweet tone. Instrumental tuition is provided by visiting teachers for brass and string work. Extra-curricular sessions for recorder work are provided and two groups of pupils participate well and make good progress. Introductory level pupils who only started playing at the start of the academic year are, by February sufficiently competent to play simple tunes in the key of C and able to sight-read unfamiliar tunes with minimal support. Taped evidence reveals good composing skills by individual pupils in writing Christmas carol competition entries for the local radio service. The support given the pupils by staff in arranging and rehearsing the work for performance ensured a positive musical experience for those taking part. However, there is no other evidence of pupils generally developing composing skills or using graphic notation.
- 135 The subject is co-ordinated by the deputy headteacher who although a skilled and experienced musician, has several other management roles. This results in minimal sampling of other teachers' lessons. Monitoring of the teaching of music is an area for development in the school's plan to improve attainment.
- 136 The school has a good range of resources for music including tuned and untuned percussion instruments, keyboards and guitars. The extra-curricular programme for guitar tuition has been interrupted by the long-term absence of a staff member but the school it to provide alternative tuition later in the school year.

## PHYSICAL EDUCATION

- 137 The attainment of pupils at the end of Key Stage 2 is in line with standards normally attained by 11-year-old pupils. It was not possible to observe lessons at Key Stage 1.
- 138 Year 4 pupils are confident in using large apparatus both individually and co-operatively. Most have sound balancing skills and are able to move with control in and out of balance. They move through, under, or over elements of apparatus to perform a sequence of linked movements individually and in group exercises. They are able to create a sequence and follow instructions closely and using apparatus with balance and poise. In Year 5 and 6, pupils were able to interpret music in a dance lesson to show a satisfactory level of achievement for most with some reaching a high standard. They perform safely individually, and in groups. They worked imaginatively to practise and perform co-operative linked movements to represent automatons and factory robots, repeating and extending previously practised sequences with improved interpretation and control. They use critical discussion to improve performance and interpret a musical stimulus with robotic movement. Swimming attainment is in line with national expectations with many pupils exceeding the standard required. Pupils understand the importance of warming up before exercise and cooling down afterwards. Pupils make satisfactory progress throughout Key Stage 2; for instance, the balancing and gymnastic skills shown by Year 4 were extended to a higher level in Year 6.

- 139 The overall quality of teaching in physical education is satisfactory and lessons are well planned having a lively pace, and giving clear intentions for pupils' learning. Good use is made of pupils' high achievement to demonstrate skills or techniques to others. Because of this virtually all pupils join in activities with considerable energy, determination and concentration. Pupil's behaviour is always good and mostly very good. They share apparatus sensibly and safely and take turns patiently, helping and supporting each other in their work. Pupils show considerable responsibility and some initiative when putting apparatus out or away and they co-operate well.
- 140 There is a clear policy for the teaching of the subject and planned guidelines that promote continuity of learning throughout the school between key stages and year groups. Assessment of pupils' attainments is now used by the subject co-ordinator to inform planning and teaching, and this is to be extended to all teachers. The provision of indoor equipment for the subject is unsatisfactory. This has a negative impact on the development of some skills. However, there is a strong commitment to extra-curricular activity, particularly in football and netball, with significant input by the co-ordinator and other teachers that helps to consolidate learning in games, athletics and gymnastics. This is for Key Stage 2 pupils. High standards in dance have been achieved in the past with regular performances being given at the Derngate Dance Festival. The discussion and problem-solving activities, and the high level of interpretation of mood and feelings explored in undertaking this work also supports the development of Literacy and pupils' personal development. Involvement with the festival is expected to continue.

## **RELIGIOUS EDUCATION**

- 141 It was only possible to see two lessons in Religious Education during the period of the inspection. The subject has reduced time in the weekly programme of lessons and this is unsatisfactory given its status as a core subject in the National Curriculum. Evidence also shows that work in preparing pupils for national tests is given priority over the completion of units of work in religious education. As a result, pupils are not making sufficient progress in the subject and this is a weakness in the school. The previous inspection judged attainment to be in line with expectation and pupils were deemed to be making sound progress.
- 142 Evidence from written work and the review of teachers' planning show that the school is appropriately following the local Agreed Syllabus. The revised edition of September 1999 has been implemented but new assessment procedures are still to be amended in the school's documentation.
- 143 The co-ordination of the subject is generally satisfactory but few opportunities are available to monitor the work in the classes and there is a lack of specialist subject knowledge generally. Opportunities for staff development are taken enthusiastically and the outcomes reported back to colleagues. However, no staff in-service training sessions have been led by the co-ordinator recently.
- 144 The teaching observed was good in each case although, as with music, an expert visitor delivered much of the content of one of the lessons. This was done very successfully and was a good example of how effectively the school uses the local community and the governing body to enrich the curriculum. The pupils enjoyed the lessons and responded well. Key Stage 1 pupils gained much from the introduction to Jewish family traditions for the Sabbath meal. An imaginative use of artefacts and symbols helped pupils in Key Stage 2 to gain a clearer chronological understanding of the key moments of the life of Jesus Christ. There is a strong Christian ethos in the school and the pupils benefit from the personal religious convictions and practice of several staff members. Assemblies give good evidence of the secure grounding pupils receive in Christianity and evidence from written work confirms this. Pupils know the life of Christ well, the major Christian festivals and prayers and the Old and New Testament – particularly key parables. They define these as 'a story that tells us how to live our lives' and can draw out clearly the concepts of care and forgiveness in the Good Samaritan story, relating it well to their own experience.

- 145 The scheme of work enables pupils to explore the elements of different faiths and cultures and the school is mindful of raising pupils' awareness of multi-cultural issues. Differences between Christianity and Islam are covered in several units and opportunities are taken to visit different places of worship such as Hindu temples and Jewish synagogues. A good range of artefacts is available to support this work but while pupils can explain the importance of special places in their lives and identify the artefacts of different places of worship, few pupils have a clear view of the purpose of worship itself.
- 146 The school's provision for acts of worship fulfils the statutory requirements and pupils are given good opportunities to reflect on values and beliefs and the spiritual elements of human life. Their response to these opportunities is respectful and reverential.
- 147 Evidence from pupils' written work, however, reveals an unsatisfactory level of output and a lack of well-differentiated work. Revisiting of some themes constrains progressive development. Very little extended writing is found and very little of that is planned for pupils of differing abilities, even when children with special educational needs are included in class work. Much of the work is incomplete. This is unsatisfactory and the school needs to raise the status of the subject in order to improve attainment.