

## INSPECTION REPORT

**MORETON SAY CE (Controlled) SCHOOL**

Market Drayton

LEA area: Shropshire

Unique reference number: 123485

Headteacher: Mrs P Defeu

Reporting inspector: Mr C Parker  
11897

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> December 2001

Inspection number: 196951

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Controlled

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Moreton Say  
Market Drayton  
Shropshire

Postcode: TF9 3RS

Telephone number: 01630 638465

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Appropriate authority: The governing body

Name of chair of governors: Mr D Machin

Date of previous inspection: 4<sup>th</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11897	C Parker	Registered inspector	Mathematics, science, design and technology, information technology, physical education, special educational needs, equal opportunities.	How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
14083	A B Anderson	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19387	M Powell	Team inspector	English, art, geography, history, music, foundation stage curriculum.	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Moreton Say is a very small primary school with 38 pupils on roll aged from 5 to 11 years. There were no four-year-olds at the time of the inspection, but a number will start school at the beginning of the next term. The pupils are taught in two classes. There is a high proportion of pupils on the special educational needs register; currently over one third. Almost all of the pupils are of white UK heritage and all speak English as their first language. The school serves a rural area and many pupils travel some distance from small villages and hamlets.

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

The school provides an effective education for its pupils. It is very well led and managed by the headteacher who is bringing about improvements. The teaching is good and as a result the pupils are achieving well and making good progress. The school continues to give good value for money.

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

- The pupils are making good progress and achieving well because the teaching is generally good and a good proportion of it is very good.
- The pupils are well managed, behave very well, concentrate on their work and have positive attitudes to learning.
- The school provides very well for the personal development of the pupils.
- The assessment arrangements are good and the pupils' performance is carefully monitored.
- Partnerships with parents are very good. They are kept well informed and actively support the school.
- The headteacher provides very clear educational direction that is taking the school forward and resulting in many improvements.

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

- The long term element of the school development plan.
- The provision for the foundation stage.
- The recording of health and safety inspections, checks and risk assessments.

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

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

Since the school was last inspected in March 1997, there have been many changes. Following a very unsettled period, the new headteacher has brought stability and a commitment to improvement. As a result, standards in English, art and design have improved, and the pupils are now making good progress in science and design and technology. The teaching has also improved so that the pupils are now appropriately challenged. The curriculum for key stages 1 and 2 is well balanced. The pupils' personal development is very good overall and reflects the very positive ethos within the school.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
English				
mathematics				
science				

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The number of pupils in each cohort is very small and consequently annual comparison of the school's results with others does not provide useful information. The table is therefore left blank. When the pupils enter the school, they have a wide range of abilities, but a high proportion of them attain average and lower scores in the baseline tests. By the time they reach the end of key stage 1, most are attaining the level expected of them in English and mathematics. In science all pupils reached the expected level by the end of key stage 1 last year.

Over the last few years, the results in key stage 2 have suffered because of the unsettled staffing situation. Overall they have been lower than the national average. The position is now much stronger with most pupils on course to attain the expected level and a few clearly working beyond this. There is a marked improvement in the standards the pupils attain in writing because a great deal of emphasis has been placed on this aspect of English. The pupils' writing is now of a good standard. In last year's national tests most of the pupils attained the expected level and almost half of them attained higher levels in English. Last year the results in mathematics were weak but greater emphasis has been placed on the subject this year to bring about higher standards. As a result, the pupils are now achieving well. Most are working at the level expected by the end of key stage 2 and a few are working beyond this. In science, almost all pupils are on course to achieve the expected level and some will exceed it. In last year's national science test, all of the pupils achieved the expected level.

More than a third of the pupils are on the special educational needs register and are well supported by their teachers and the teaching assistants. They are generally making steady progress through tasks and activities that strengthen their basic skills and extend them in small progressive steps.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive attitudes to their work. They are confident, enthusiastic and eager to learn.
Behaviour, in and out of classrooms	The standard of behaviour is very good.
Personal development and relationships	The pupils are learning a very good range of social skills that is helping them to develop into well-rounded individuals.
Attendance	The levels of attendance are broadly in line with the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	n/a	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.*

During the inspection, the teaching was good overall, and in a third of lessons seen it was very good. The teaching of English and mathematics is given an appropriate prominence and is a strong feature of the provision. It is very thorough in key stage 1 and develops the pupils' literacy and numeracy skills systematically. In key stage 2 it is exciting and motivates the pupils to extend their reading, writing and mathematical skills. Across both key stages there is considerable dedication to raising standards of literacy and numeracy.

In key stage 1 the teacher skilfully draws pupils into discussion and her questioning of them is particularly effective. The introductions to many lessons contain a good review of previous lessons and build successfully upon what pupils already know. In key stage 2, the teacher is very adept at dealing with the wide range of ages and abilities within the class. The use of modified tasks and well-targeted support successfully ensure that the pupils on the special needs register make good progress.

Consequently, the pupils respond well and work hard in lessons. They concentrate well and produce a good volume of work in lessons and over time.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum at key stage 1 and 2 is now broad, balanced and relevant.



Provision for pupils with special educational needs	Full account is taken of the need to plan appropriately for the pupils with special educational needs. Each child has an individual education plan that specifies the targets and provision identified for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' spiritual, moral and social development. They have a good range of cultural experiences, but without sufficient opportunities to find out about the diverse cultures that make up society.
How well the school cares for its pupils	There are very good procedures for monitoring the pupils' academic performance and personal development.

There are very good relationships between the school and parents, most of whom give their active support.

The governors and the headteacher take their health and safety responsibilities very seriously and regularly inspect the school. However, not all the required health and safety inspections, checks and risk assessments are systematically recorded.

The school finds it difficult to provide a full and relevant foundation stage curriculum. Although the links with the national curriculum are carefully planned the school is currently not able to provide the breadth of activity that is required for children in the foundation stage.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher are very strong. She has brought stability and a clear direction to the school and as a result significant improvements have been made to the provision for its pupils.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities effectively. They are well informed and through the "governor of the month" arrangements are able to find out for themselves how the school is performing.
The school's evaluation of its performance	The headteacher uses each child's profile of progress and attainment to evaluate the school's performance and to target areas of underachievement. This has been particularly successful in identifying weaknesses in children's writing, and as a result of the actions taken standards have risen.
The strategic use of resources	The school uses its available funds well. Careful consideration is given to all its spending decisions.

The staffing, accommodation and learning resources are satisfactory. The teaching assistants are deployed effectively. The quality of the accommodation has been improved by recent developments, and the learning resources are being upgraded wherever possible. For example, following recent improvements to the library there are plans to extend the collection of non-fiction books. However, the resources to support the implementation of the foundation stage curriculum are currently inadequate.

The headteacher has tackled many issues and achieved a great deal in the last two years. The school development plan has understandably focussed on the improvements that were needed in the short term. As a result, the long-term element of the plan is currently underdeveloped. The governors and headteacher are clearly committed to providing a high quality education for the pupils and are using all the means at their disposal to ensure that they achieve the best value possible within the context of a very small school.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The good progress made by the pupils.</li> <li>• The good teaching.</li> <li>• The strong leadership and resulting improvements.</li> <li>• The good links with the teachers.</li> <li>• The range of opportunities provided by a very small school.</li> </ul>	

The parents very strongly support the school. All parents returned the questionnaire they were sent, and many attended the pre-inspection meeting. This is illustrative of the level of support for the school.

The inspectors agree with the many positive comments made by the parents.

## **PART B: COMMENTARY**

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

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

1. The number of pupils in each cohort is very small and consequently any comparison of the school's annual results with other schools does not provide useful information. The results over the last few years illustrate this well; for example, in 1999 they were well above average in key stage 1, but the following year they were well below average. The new headteacher has set out to improve the results by carefully tracking the progress of each pupil from the time that they enter the school through to the national tests at the end of key stage 2. This gives much more useful information about the pupils' progress and their achievements. Analysis of this information shows that the pupils are making good progress. When they enter the school, they have a wide range of abilities, but a high proportion of them attain average and lower scores in the baseline tests. By the time they reach the end of key stage 1, most are attaining the level expected of them in English and mathematics, but there are a few pupils with special educational needs who do not. Nevertheless, these pupils are well supported and are making steady progress. The teacher assessments in science indicate that all pupils reached the expected level by the end of key stage 1 last year.
2. Over the last few years, standards in key stage 2 have suffered because of the unsettled staffing situation. Overall, they have been lower than the national average. The position is now much stronger and most pupils are on course to attain the expected level, with a few clearly working beyond this. There is a marked improvement in the standards the pupils attain in writing because a great deal of emphasis has been placed on this aspect of English. The pupils' writing is now of a good standard. In last year's tests at the end of key stage 2, most of them attained the expected level in English and almost half exceeded it. The pupils are achieving well in mathematics. Last year the results were weak, but greater emphasis has been placed on mathematics this year to bring about higher standards. Most of the pupils are now working at the level expected by the end of key stage 2 and a few are working beyond this. In science, almost all pupils are on course to achieve the expected level and some will exceed it. All of the pupils achieved the expected level in last year's national science test.
3. An analysis of the school's results in the national tests shows that the girls generally attain higher levels than the boys. This is not surprising since the boys usually outnumber girls three to one on the special educational needs register. Discussions with pupils about their reading indicate that the boys are encouraged, supported and have access to suitable material. Over a third of the pupils are on the special educational needs register. Almost all experience difficulties with aspects of English and some with mathematics as well. These pupils are well supported by their teachers and the teaching assistants. They are generally making steady progress through tasks and activities that strengthen their basic skills and extend them in small progressive steps.
4. The pupils are achieving well and producing good work in music, art and design, and design and technology. A great deal of development work in design and technology has improved the curriculum for the pupils. The pupils are taught information technology skills and given opportunities to use them across the curriculum. Consequently, they are achieving the levels expected of them.

5. The pupils' performance in gymnastics is of a good standard. In history and geography most of the pupils are reaching the levels expected and therefore standards are being maintained. At both key stages, the pupils are gaining a sound knowledge of Christianity and although they are beginning to recognise features of some other major faiths, such as Islam and Judaism, this aspect of their knowledge is not as strong as it should be. **This is an additional area where improvements can be made.**

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

6. The pupils' clearly enjoy coming to school and there is little or no lateness. They consistently demonstrate very positive attitudes to their work and are interested and fully involved in all activities. They are confident, enthusiastic and eager to learn. They quickly settle down in registrations, assemblies and in class. The pupils are attentive to their teachers, willingly ask and answer questions, and freely offer their own ideas and opinions. They are capable of sustaining high levels of concentration and staying on task. Apart from one single exception, all parents agree that their children like school.
7. The standards of behaviour are very good. The teaching and non-teaching staff, parents and the pupils themselves have very high expectations of the standards of behaviour that are acceptable in the school. The vast majority of parents agree that behaviour in the school is good. Older pupils behave very well and act in a mature and responsible manner at all times. Their behaviour in the classrooms, at breaks and at lunchtime is consistently very good, and they move around the school in a quiet and orderly manner. There were no signs of either bullying or isolation of individual pupils. Consequently, the children work and play in an environment that is free from oppressive behaviour. There have been no exclusions in recent years.
8. The relationships in the school are very good. The pupils relate very well to their teachers, to other adults and also to one another. They are polite, courteous and welcoming to visitors. Children of all ages work very well together in the classrooms. They collaborate well, share resources, take turns and listen to each other. All pupils consistently show respect for their teachers, each other and the environment. During assemblies, they are mindful of the occasion, willingly join in hymn singing and bow their heads reverently during prayers.
9. The pupils' personal development is very good. All parents agree that the school is helping their children to become mature and responsible. The children are learning a very good range of social skills that is helping them to develop into well-rounded individuals. In the classrooms, most pupils take responsibility for their own work very well, and in lessons they were observed working independently and taking the initiative in their own learning. Older pupils carry out tasks around the school, for example, preparing the hall for assemblies, in a mature and responsible manner. The school supports local and national charities and the pupils are learning to be aware of others less fortunate than themselves. They are taken on a good range of visits, including a residential experience for the older children. They also benefit from an appropriate variety of visitors.
10. The levels of attendance are broadly in line with the national average. There is no recorded unauthorised absence.

11. The pupils' very good attitudes, behaviour and relationships have a positive effect not only on their academic attainment and progress, but also on their personal development.

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

12. The teaching is good overall. In a third of lessons seen it was very good. The teachers plan their lessons and identify clearly what they want the pupils to learn. They interest and motivate the pupils who respond well and work hard. The children concentrate on their work and produce a good volume of work in lessons and over time. The pupils are well managed particularly in key stage 2, where parents report that standards of behaviour had slipped before the appointment of the new headteacher. Relationships are now very good because the teacher has very clear and high expectations of behaviour and consequently the pupils respond very well.
13. The teaching of English and mathematics is a strong feature of the provision. It is very thorough in key stage 1 and develops the pupils' literacy and numeracy skills systematically. In key stage 2, it is exciting and motivates the pupils to extend their reading, writing and mathematical skills. This was evident in a very good lesson where the pupils were creating a play script from the story of Baboushka. In both key stages, there is considerable dedication to raising standards of literacy and numeracy. The teachers set tasks that are appropriately demanding for pupils of different ages and abilities. This is an area where there has been particular improvement since the last inspection.
14. In key stage 1, the teacher skilfully draws pupils into discussion and extends their learning through effective questioning. The introduction to many lessons contains a good review of previous learning and builds successfully upon what pupils already know. In key stage 2, the teacher is very adept at dealing with the wide range of ages and abilities within the class. The use of modified tasks, and well-targeted teacher support is successful in ensuring that the pupils with special educational needs learn effectively and improve their literacy and numeracy skills. The teaching assistants are well briefed and provide both the pupils and teachers with a very good level of support. In both classes, the teachers use a good range of methods ranging from whole class teaching to giving pupils a good deal of individual freedom to make choices. For example, in a key stage 1 design and technology lesson, the pupils were encouraged to select appropriate materials and tools to meet the demands of their designs of a glove puppet.
15. The teachers are making increasingly effective use of information and communication technology to extend the pupils' learning, for example, by exploring mathematical patterns using LOGO. The lessons are generally well resourced. This was very well illustrated in a history lesson where the pupils were encouraged to taste some of the foods eaten by the Romans. The lesson was the direct result of a discussion in a previous lesson where it was clear that many pupils did not know what olives and dates were. This is another indication of how well the teachers respond to the pupils needs.
16. The pupils' work is marked and in many instances the teachers make good comments to help the pupils to improve. In key stage 2, pupils are often asked to read the comments when their work is returned to them and relate them to their targets in the front of their English and mathematics books.

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

17. The curriculum at key stage 1 and 2 is now broad, balanced and relevant. The school has taken firm action to remedy the imbalance seen in the curriculum during the last inspection. In particular, the planning for science, information and communication technology and design and technology is now much stronger. The teachers are also successfully using national guidance to adjust the planning in other subjects, such as history and geography. The medium-term and weekly plans detail clearly what is to be taught in each subject. The long-term plans provide a broad overview of the topics and themes to be taught in each subject and take account of the mixed groups in the key stage 1 and 2 classes. This is effective in most subjects but in the case of religious education not enough emphasis is placed on ensuring that the pupils build up a secure knowledge of world faiths as they move through the school. The planning for literacy and numeracy is thorough and ensures that the strategies for these two aspects of learning are successful. The parents feel the programmes of work their children receive are appropriate.
18. The school finds it difficult to provide a full and relevant foundation stage curriculum. This is because the children begin school at three different points during the year, and also join the year 1/2 class after differing periods of time in the foundation stage. The nationally recognised early learning goals are appropriately defined in the planning of the six recommended areas of learning. However, many of the activities that ensure that the children move appropriately from one level (or stepping stone) to another presuppose a comparatively high level of provision and adult interaction. This is difficult to achieve while at the same time ensuring that the plans for year 1/2 are fully implemented. **The school is fully aware of this as an area where improvements are needed.**
19. Full account is taken of the need to plan appropriately for the pupils with special educational needs. Each child has an individual education plan that specifies the targets and provision identified for them. Where possible the planning recognises that these children need a degree of either individual or small group support that focuses specifically on their particular needs, for example, help with spelling. The staff is committed to providing equality of opportunity for all the pupils.
20. The teachers know their pupils very well and make good provision for their personal, social and health education. They use praise and a range of rewards effectively to foster the pupils' self esteem and to give them confidence to become enthusiastic learners. Appropriate attention is given to sex education, and the children are also sensitively guided through issues involving the use and misuse of medicines and other drugs. Within the science curriculum, they are able to learn about healthy living such as the care of teeth, diet and, in the case of older pupils, how to cope with growing up. School clubs are popular. All the pupils have been involved in a wonderful project to improve the environment. The photographic evidence reflects their enjoyment of and dedication to their tasks. They are justly proud of two substantial environmental awards made by Volvo and Severn Trent Water respectively.
21. The school has forged several beneficial links with the community. In particular, there are well-established links with the local church. The vicar is a popular visitor and makes a very valuable contribution to the pupils' spiritual development and to their religious education. The school values the use of the church for special services. The police and the school nurse are appropriately involved with aspects of the pupils' broader education.
22. The assemblies are very effective in promoting the pupils' spiritual development. An atmosphere of reverence prevails because the themes for worship are sensitively chosen and

there are appropriate periods for reflection on spiritual matters. The environmental project too has given the pupils an opportunity to appreciate the wonders of nature and the important relationship between people and the natural world.

23. The pupils' moral and social development is very strong. A clear sense of the difference between right and wrong ensures a harmonious, peaceful school community. The pupils are highly aware of the effect they have upon each other. Their relationships are very good because an appropriately high set of principles govern the everyday activities of the school. There are many opportunities for the children to undertake responsibilities within the school. For instance, the older pupils are currently involved in an enterprise to design, make and sell school calendars. Many charitable causes are espoused energetically. They provide opportunities for the pupils to become aware of the plight of disadvantaged children and the discomforts suffered by the sick and elderly. Involvement in local musical and sporting events allows the pupils to interact with children from other schools.
24. The school promotes an appropriate awareness of local culture. Visits to historical sites, to Wales and the Sea Life Centre in Birmingham are very influential in developing their sense of a wider world. In art lessons, they study the work of artists such as Picasso, Van Gogh and Monet, and have also appreciated other aesthetic features, for example, of the patterns in Islamic art. However, they do not have sufficient opportunity to develop their recognition of the wide range of cultures present in this country. **This is an additional area for development.**
25. Overall this aspect of the school curriculum has improved considerably since the previous inspection. It is one of the elements that contribute to the very strong, beneficial ethos which permeates the teaching and learning.

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

26. The school makes very good provision for the health, safety and welfare of its pupils. All members of staff place a very high priority on pastoral care, and are very approachable and totally supportive. The members of the non-teaching staff are caring, committed and give very good support for both teachers and pupils. All members of staff have a very good understanding of the school's pastoral and welfare procedures, and implement them consistently and conscientiously. Child protection procedures are securely in place and there is a very good awareness of them throughout the school. The governors and the headteacher take their health and safety responsibilities very seriously and regularly inspect the school. However, not all the required health and safety inspections, checks and risk assessments are systematically recorded. **This is an area where improvements are needed.**
27. The school has effective procedures for promoting and monitoring discipline and good behaviour, based on a positive behaviour management policy. All members of staff have very high expectations of what constitutes acceptable behaviour, and discipline is administered consistently and well. Conscientious teachers and teaching assistants, who are alert and vigilant, supervise pupils very well at breaks. The lunchtime supervision is undertaken conscientiously, and the standard of care is high. This has a positive effect on the very high standards of behaviour that are maintained throughout the school. Good attendance is actively encouraged and absence is conscientiously monitored and followed up rigorously.
28. The class teachers and teaching assistants know their pupils extremely well and have a very good understanding of their individual needs. There are very good procedures for monitoring the pupils' academic performance and personal development.

29. Good assessment and recording systems are now in place, and detailed records are maintained in English and mathematics. In science, the pupils undertake assessed tasks that are recorded alongside assessments of their class work. This builds a comprehensive picture not only of what they know but also of the development of their skills of scientific enquiry. In other subjects, such as information and communication technology, the school is developing records which allow the teachers to see at a glance the skills the pupils have mastered. In addition, the headteacher keeps profiles of every pupil to monitor their progress from baseline assessments through annual tests and assessments until they leave the school. This provides a very useful overview.

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

30. The school enjoys the active support of the vast majority of the parents and relationships are very good. Few parents regularly help in the classrooms, but there are always volunteers to accompany the children on school trips and to help in other ways around the school. Most parents are fully involved in their children's work in school and at home. They support homework and home reading, and consistently enter appropriate comments in the home-school reading records. A very active Parent Teacher Association organises social and fund raising events and has produced a considerable amount of money for the school in this way. An indication of the support given to the school is the 100% return of pre-inspection questionnaires. In their responses, the vast majority of parents consistently expressed an extremely high level of satisfaction with all aspects of the school.
31. Communication between the school and home is very good. With only a few exceptions, the parents agree that they are kept well informed about how their children are getting on. The school sends out regular, informative newsletters and frequent notices about specific events and activities. It publishes a comprehensive, informative prospectus that contains, for example, very detailed information about the behaviour and homework policies. The governors hold an annual meeting with the parents and publish a useful annual report. The parents are given an informative annual progress report and offered the opportunity to attend appropriate consultation meetings to discuss their children's work and progress with their teachers. The reports clearly indicate what the pupils can do, the progress they are making and the targets for improvement.
32. Overall, the partnership with parents is very strong and has a positive impact on the pupils' learning and personal development.

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

33. The leadership and management provided by the headteacher are very strong. She has brought stability and a clear direction following a very unsettled period when the school was led by a succession of acting head teachers. Although she has a very heavy teaching commitment, she is successfully exercising an overall management role and continually seeking to develop and improve the provision made for the pupils. The headteacher and governors have worked very effectively over the last two years and as a result significant improvements have been made.



34. The governors are well informed. The headteacher provides a helpful report for each full meeting of the governing body, and through the “governor of the month” arrangements they are able to find out for themselves how the school is performing. They are involved in target setting and give careful consideration to their decisions. The curriculum committee is particularly involved in policy and resource matters. The governors are increasingly evaluating the impact of their spending decisions on the resulting provision, for example, improvements to the mathematics and science resources.
35. The school has tackled many issues and achieved a great deal in last two years. The school development plan sets out clearly what the school wishes to achieve in the short term, but the long-term element of the plan is underdeveloped. It has understandably focussed on the immediate improvements that were needed. The plan covers a very wide range of activity, and discussion with the headteacher reveals that under virtually every heading the school is on track to achieve the targets set for this year. The fact remains, however, that there are too many priorities for a small school with only two full time teachers. The school is now in a position to set out a more detailed long term plan that will allow the governors to monitor, not only the success of each action but also the impact on workload, particularly of the headteacher. **This is an area where further improvements are needed.**
36. The headteacher has developed a good strategy for monitoring the school’s performance. The monitoring of the planning, the teaching and the quality of the pupils’ work has helped to move the school forward. It has been beneficial not only for the teacher being monitored but also for the teacher who is carrying out the monitoring. Although the headteacher utilises the performance data from national tests and notes the comparison between the school and others, the number of pupils in each cohort is so small that this does not provide particularly useful information. The headteacher also uses each child’s profile of progress and attainment to evaluate the school’s performance and to target areas of underachievement. This has been particularly successful in identifying weaknesses in children’s writing, and as a result of the actions taken standards have risen. This information, aligned with detailed assessments, is also used well to monitor the progress of pupils on the special educational needs register. An analysis of the pupils’ weaknesses is used to compile individual education plans, which are kept up to date and used by the teachers to plan carefully targeted tasks for these children.
37. The school runs very smoothly. Efficient and effective administrative support allows the headteacher to focus on the important priorities of teaching and learning. The financial systems are well managed and the recommendations of a recent audit have been fully implemented.
38. The school uses its available funds well. The staffing, accommodation and learning resources are satisfactory. The teaching assistants are deployed effectively. The quality of the accommodation has been significantly improved by recent developments and this has been much appreciated by all concerned with the school. The school is improving the learning resources wherever possible. For example, following recent improvements to the library there are plans to extend the collection of non-fiction books. However, the resources to support the implementation of the foundation stage curriculum are currently inadequate. **This is an area where further improvements are needed.**
39. The governors and headteacher are clearly committed to providing a high quality education for the pupils, and are using all the means at their disposal to ensure that they achieve best value within the context of a very small school. The school is well placed to build on the many recent successes.



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

40. In order to continue to raise standards and bring about further improvements the governors and headteacher should:
- (1) Create a more detailed long-term plan for improvement taking into account the impact of the workload on the teaching staff. **(paragraph 35)**
  - (2) Improve the provision for the foundation stage curriculum by increasing resources and opportunities for focussed support for the pupils. **(paragraphs 18 and 38)**

The governors should ensure that all health and safety inspections, checks and risk assessments are properly recorded. **(paragraph 26)**

Additionally, the teachers should extend and strengthen opportunities for the pupils to develop their knowledge and understanding of the multicultural society in which they live and other world faiths. **(paragraphs 5 and 24)**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	9	2	0	0	0
Percentage	0	35	53	12	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		38
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		14

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	5.4

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	()	()	()
	National	()	()	()

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	()	()	()
	National	()	()	()

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

**Attainment at the end of Key Stage 2 (Year 6)**

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	()	()	()
	National	()	()	()

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			

Percentage of pupils at NC level 4 or above	School	()	()	()
	National	()	()	()

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

**The tables are left blank because there are fewer than ten pupils in each year group.**

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	37
Any other minority ethnic group	

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

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

Total number of qualified teachers (FTE)	2.1
Number of pupils per qualified teacher	18.1
Average class size	19

**Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	35

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0

**Exclusions in the last school year**

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

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

**Financial information**

Financial year	
	£
Total income	119 119
Total expenditure	123 694
Expenditure per pupil	3 092
Balance brought forward from previous year	8 940
Balance carried forward to next year	4 365

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



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

**Questionnaire return rate**

Number of questionnaires sent out	38
Number of questionnaires returned	37

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	0	3	0
My child is making good progress in school.	57	41	3	0	0
Behaviour in the school is good.	62	32	5	0	0
My child gets the right amount of work to do at home.	32	57	5	0	5
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	49	46	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	49	41	11	0	0
The school is well led and managed.	73	24	0	0	3
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	49	41	5	3	3

## **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**

41. At the time of this inspection, there were no children in the foundation stage. Although some records of past work were made available, they do not provide anything like a full picture of the activities of the children who were in the foundation stage during the previous year. The children generally join the foundation stage in September, in January and after Easter. There were no entrants in September but a new cohort is expected in January. These children join a class containing year 1 and year 2 children. In the current year 1, there are four children who were in the foundation stage in the year September 2000 – 2001. They have spent one, two or three terms in the foundation stage before joining year 1. The base line attainment of the children varies, but overall is below average. By the time the children begin year 1, some are not achieving the early learning goals.
42. The school's long term planning appropriately identifies the early learning goals that the children are expected to achieve by the time they complete the foundation stage. They represent the six areas of learning which precede the national curriculum subjects and include various levels (or stepping stones) against which to measure the children's progress. The activities suggested by the national guidance presuppose a high level of adult interaction. However, the mixed ages of the children in the class and the scarcity of appropriate resources make it very difficult for the school to provide the experiences that develop all the skills required in the foundation stage.
43. The teacher provides a secure and caring environment. Routines are well established and the children quickly understand what is expected. During literacy and numeracy lessons, there is effective additional support that helps to build the children's confidence to read and write. Other aspects of the foundation curriculum, such as learning about the past and learning to control the mouse and use the keyboard on the computer are taught through the activities planned for key stage 1. Occasionally, however, the youngest children are able to engage in art, role-play and construction activities that are appropriate for their age and experience. Provision for the desirable free flow of indoor to outdoor activities is not possible because of building and supervision constraints.
44. The school is very aware of the issues affecting the provision of an appropriate curriculum for the foundation stage.

### **ENGLISH**

45. The pupils are achieving well and making good progress. By the end of key stage 1 most are either attaining or exceeding the expected level. By the end of key stage 2, the position is now much stronger than in recent years with most pupils on course to attain the expected level and a few clearly working beyond this. Within each age group, however, there are considerable variations in attainment. There is a marked improvement in the standards of the pupils' writing because a great deal of emphasis has been placed on this aspect of English. It is now of a good standard.

46. The pupils achieve well in developing their speaking and listening skills across the school. This is because the good relationships result in courteous listening and confidence in speaking. The teachers provide a very good range of opportunities for the children to talk. Discussion is prominent, for example, during history lessons where the pupils answer questions fully and confidently. While discussing the Great Fire of London, the brighter pupils in years 1 and 2 were able to make extended replies to the teacher's questioning about the causes of the fire and the appearance of the people of the time. They also made enthusiastic suggestions when composing a class acrostic poem about Christmas, even vying with each other to provide alliterative lines. Similarly, the pupils in key stage 2 were heard to speak eloquently when discussing the features of play scripts during a literacy lesson.
47. The children's reading skills progress well so that by the age of eleven, overall standards are above expected levels. Few fall below the average standard by the time they leave the school. The provision of regular reading sessions and the support of parents and carers who hear their children read at home are the reasons that this important skill develops well. Many children are enthusiastic readers, but have a clear preference for reading fiction as opposed to non-fiction. Across the school, the reading of the higher attaining pupils is lively and expressive. This was particularly so in the case of a very good reader in year 6 who read the complex sentences in "The Little White Horse" with considerable flair and sensitivity that gripped the listener. These older, able pupils are sufficiently confident to read demanding fiction by authors such as Philip Pullman. Several of the younger pupils are using their phonic skills satisfactorily to sound out words, but some average readers are still hesitant when reading consonant blends such as "ph". The adults are actively encouraging the children to develop a range of skills, such as sounding out parts of words and using picture clues. This is because some children are still heavily dependent on using sight vocabulary or their knowledge of the link between written letters and their sounds. The children who have significant difficulty with reading are given good additional support that ensures that they increase their skills and confidence over time.
48. The school's literacy strategy recognises the importance of developing writing skills. This is why they are improving and why most pupils reach either average or above average levels by the time they reach the age of eleven. During years 1 and 2, the pupils learn to write sentences accurately with the appropriate use of capital letters and full stops. Some plan the outline of their stories and then successfully fill in details to enliven the finished text. They recognise that writing can be used for a variety of purposes such as labelling for work in science, recording the planning of projects in design and technology, conveying messages, setting out recipes and writing letters. The children's letter formation is often a little below average. Too many do not shape their letters sufficiently well or space individual words properly.
49. The oldest pupils have a good mastery of different devices in writing, such as flashbacks and the conventions of writing play scripts. They are able to review their work critically because their editing skills are being developed well. For instance, after some reworking of a story, one pupil wrote in the final version, "Mike sighed inwardly. 'Not right now,' he said resignedly". The importance and effect of sentence structure had been explained clearly. Published texts have been used very well to promote an understanding of features such as indentation, the use of exclamations and how capital letters can be used for dramatic effect, for example, in play scripts and in speech bubbles. The pupils' handwriting is generally neat, but many have yet to develop an elegant style.
50. The teaching is very thorough in key stage 1 and develops the children's literacy skills systematically. In key stage 2, it is exciting and motivates the pupils to expand their writing

and reading skills. Across both key stages, there is considerable dedication to raising standards of literacy. One of the considerable strengths is the way that the teachers identify clear targets for the pupils and consistently refer to them when they mark the written work. This helps the pupils to improve because the targets are regularly reviewed and adjusted as the learning progresses. Literacy skills are promoted in many subjects. However, the use of books and the Internet can still be improved in order to develop further the pupils' research skills. Members of the support staff are well briefed to carry out their roles.

51. The subject is very well led. English is clearly an area the pupils respond to with interest and enthusiasm. However, the resources for independent research in other subjects and to extend the pupils' reading of non-fiction text are too narrow. Overall, the information gained from regular assessment is used very well in planning for the needs of different groups of pupils.

## **MATHEMATICS**

52. The pupils are achieving well in mathematics. At the end of both key stages, most are working at the level expected and a few are working beyond this. The position is very similar to when the school was last inspected.
53. The school is focussing on raising attainment in mathematics and the inspection evidence indicates that through well-organised lessons the pupils are making good progress. In key stage 1, the teacher used the first part of a lesson very effectively to develop the pupils' mathematical vocabulary by increasing their use and understanding of alternative words and phrases for addition and subtraction. The pupils then went onto solve problems based on the Twelve Days of Christmas. A strong feature of this lesson was the way the tasks were carefully modified for different groups of pupils and the good support given to pupils on the special educational needs register by the teaching assistant. At the end of the lesson the teacher checked the pupils understanding and questioned them well to ascertain the methods they had used to solve the problems they were set.
54. Most of the pupils have a flexible approach to solving problems and can add accurately to 100 by the end of key stage 1. Scrutiny of their past work shows they can also tell the time to quarter to and quarter past the hour and recognise common shapes such as spheres, cones and cylinders.
55. In a lesson in key stage 2, the older pupils responded rapidly to quick questions about the calendar. The main tasks were modified to suit the ages and abilities of pupils who were carefully grouped. The groups were well supported by the teacher who ensured that all understood what was expected of them. They worked well on the tasks and displayed a good understanding of both 12 and 24-hour clocks. In this lesson, the teaching assistant worked very effectively with a small group of pupils with special educational needs. She involved them very well in the task, questioned them thoughtfully and explained clearly so that they made secure progress. The oldest pupils applied their knowledge and understanding to solving problems based on a bus timetable. By the end of key stage 2 most of the pupils are able to calculate and measure angles and carry out mathematical investigations, for example, into the Fibonacci series.
56. The pupils respond well in mathematics lessons because the teaching is good and they are appropriately challenged. They concentrate well and complete a good volume of work. The

mathematics co-ordinator utilises professional development opportunities and meets with co-ordinators from other schools to develop and extend the mathematics curriculum.

## **SCIENCE**

57. The quality of the pupils' work and the progress they make has improved considerably since the last inspection. They are now making good progress in science in both key stages because the curriculum is well organised and there is an appropriate emphasis placed on investigation and experimentation. In a lesson in key stage 1, for example, the pupils arranged a series of cards with a hole so that light from a torch could pass through them and shine on an object. They worked well in groups and as a result of good questioning by the teacher increased their understanding and their observational skills. The pupils' previously completed work shows that most are on course to meet the expected level by the end of key stage 1. They are able to describe their observations and record them in pictures and diagrams, for example, relating to their investigations on sound.
58. In a key stage 2 lesson, the pupils were investigating evaporation rates. Following a well-focussed briefing by the teacher, they demonstrated their understanding of a fair test. They also used their numeracy skills to estimate, measure and record how much water had evaporated from the pots they had placed in a number of places around the school. The teacher challenged the pupils well through this task and supported them appropriately. One pupil on the special needs register was fully included in the lesson and given additional help to complete the task. In their completed work, they demonstrate an ability to record their findings in tables, for example, when they investigated the types of soil that drain fastest. They can also create graphs from their data, sometimes using information technology, and draw appropriate conclusions. They know the differences and characteristics of solids, liquids and gases. Almost all pupils are on course to achieve the expected level and some will exceed it.
59. Overall the pupils are achieving well because the lessons are well prepared and the teaching is good. The teachers have a secure knowledge that they use well to provide the pupils with clear explanations and challenging tasks. They regularly mark the pupils' work, and in key stage 2 this helps the older pupils to improve. The pupils have positive attitudes, concentrate on their work and present it well. Graphs, charts and tables are carefully drawn and their observations are neatly recorded.
60. The co-ordinator has monitored the pupils' work to ensure that they are receiving an appropriate range of opportunities to carry out investigations. This is helping to ensure the pupils have a balanced science curriculum and is adding momentum to the improvement that has been made.

## **ART AND DESIGN**

61. No lessons were observed, but it is clear from the abundant evidence available on display and in photographic records that the quality of the pupils' work is above average. This is an improvement since the last inspection. Judging by the sizeable group of pupils attending an extra curricular club, interest and enthusiasm are high. This is because there is a good variety of activities during which the children learn a range of techniques, for example, in painting and modelling. They also develop a visual awareness of the aesthetic qualities of their environment. This was evident in their subtle use of strands of wool in different tones arranged to represent sky, land, sand and sea. During a visit to Abersoch, the older pupils

made imaginative beach sculptures using “found” materials, flotsam, jetsam, pebbles and shells, to create a variety of sea related forms. By the age of seven, the younger pupils use paper, wool, cellophane and other materials creatively to produce collages. A large panel featuring a girl with teddy bears enhances a wall in the hall.

62. The teaching is good. The teachers encourage the pupils to develop their observation skills well to draw and paint plants and to refine their work by developing an awareness of line and tone. The pupils in key stage 1 have been helped by the teachers’ good questioning to observe the qualities of the work of artists such as Van Gogh, Monet and Mondrian and to imitate their style. Photographs produced by a digital camera have been transformed into portraits in the style of the Stuart period. This has not only enhanced the pupils’ work in history, but also extended their experience of painting their own self-portraits after looking at Picasso’s cubist work. Some good block prints in carefully chosen colours have enabled the children to appreciate the qualities of different patterns and how they can be transferred, for example, to fabrics and wallpaper. A good range of resources is used skilfully and imaginatively to promote a range of artistic experiences. The pupils and teachers have applied the teaching and learning about aesthetic matters very well to create their own attractive outdoor environment.

## **DESIGN AND TECHNOLOGY**

63. Provision for design and technology and the standards the pupils attain have improved significantly since the last inspection. The pupils are now achieving well and attaining good standards in both key stages. By the end of key stage 1 the pupils are able to mark out, cut and join materials to make a glove puppet, for example. When they are working on these tasks they are willing to make changes in order to improve the final product. By the end of key stage 2, their research, designs, products and evaluation are of good quality. This is very well illustrated by a project on sandwich snacks which contains research on essential food hygiene and safety, and market research that is carefully evaluated to ascertain the most popular spreads, fillings and bread. The final products are evaluated in some detail and supported by a useful photographic record.
64. The programme of work for design technology is carefully planned throughout both key stages and the teaching is good. As a result, the pupils are making good progress. In lessons the pupils are encouraged to work independently, make choices in their designs and the materials and tools they use. The older pupils are challenged to find solutions to the problems they are set.
65. The pupils apply themselves well. In a key stage 1 lesson, for instance, one pupil showed great perseverance to sew the black patches on to her white cow glove puppet. Others concentrated well and all achieved well producing work of good quality.

## **GEOGRAPHY and HISTORY**

66. Standards in history and geography are being maintained with most of the pupils reaching the levels expected for seven and eleven year olds. This is similar to the position seen at the previous inspection.
67. In history, the youngest pupils are developing a sound understanding of the passage of time. They recognise that people change in appearance between childhood and old age. Through their study of the way local people lived in the past and how holidays were spent, they add to their understanding of how time passes. For instance, when questioned by their teacher, even

the youngest children in year 1 recognised that the Fire of London occurred a very long time ago. Through penetrating questioning their teacher led them to recognise that people living in the mid-17<sup>th</sup> century dressed differently and that the buildings were made of materials less commonly used in modern construction work. The children confidently listed some of the evidence they had identified, such as paintings of people and buildings that provide information about the past. One lesson seen on this topic was very well taught because it consolidated the children's historical skills.

68. By the age of seven, the children develop a sound awareness of features of their locality and compare it with the Island of Struay which provides the setting for a "Big Book" story. They are able to record in tabulated form the amenities of Struay and compare them with their own area. However, the higher attaining pupils could well have developed their work further, for example, by considering some of the disadvantages of living in one location or another.
69. By the age of eleven, the pupils make good progress in developing a more sophisticated understanding of how to use the evidence of archaeological sites as a record of the past. They know that Britain has been subject to settlement by various invaders who have left traces of their occupation. The pupils' knowledge and understanding of Boudicca's revolt and the difference between her tribesman and the Roman soldiers have been enhanced through a simulation experience during a school visit. The pupils are developing their ability to respond to historical questions, but would benefit from more time to collate, for example, pictorial and written evidence in order to generate their own questions. This independent work and subsequent discussion in either pairs or groups would also help to develop the pupils' speaking skills still further and enable them to practise their historical vocabulary. The lessons are well prepared, but some children still need considerable support to secure their learning, and others would benefit from further opportunities for independent work. The level of challenge provided by the teacher's questioning is a good feature of the teaching.
70. A visit to Abersoch has provided the oldest pupils with an exciting first hand experience of an environment different from inland, North Shropshire. The accompanying adults have been very alert to the variety of fieldwork capable of developing the pupils' geographical skills. For example, the pupils were encouraged to record the principal features of the sea front and the different businesses which characterise a seaside location. Their obvious interest in the topic is reflected in good quality sketches and photographic records of beach sculptures that reflect sensitivity to their new environment. Nevertheless, a few pupils could still have engaged in more probing activities, for example, to consider why the landscape has developed in a particular way.
71. The records of work provide evidence of the children's interest in history and geography. Relationships in the classes are very good so that the children are confident in presenting their views and are being encouraged to develop the relevant "specialist" vocabulary to do so. Work is regularly marked, but could be more focused still in recording the steps each pupil needs to take to develop further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

72. Most of the pupils are achieving the levels expected by the end of both key stages. This is because the teachers are creating a good range of opportunities for them to make effective use of information technology across the curriculum. For example, in a literacy lesson in key stage 2 the pupils were writing play scripts. The use of a word processor allowed some to set their work out with stage directions in italic script and the names of the characters in bold

letters. Similarly, in key stage 1 the pupils were able to use a program which set them challenging number problems as part of a mathematics lesson.

73. In their completed work, there are many examples of the pupils making good use of information technology. For example, as part of their geography work, the older pupils used the Internet and web cams to find out about Abersoch in preparation for a residential visit. In science they used a data logger to measure sound and find out who could shout the loudest, and in researching a design for sandals they emailed Clarks shoes to help them refine their definition of a sandal.
74. The teaching is good. In both key stages the pupils are taught skills which they are then given opportunities to practice. For example, in key stage 1 the teacher has introduced some of the fundamental elements of a painting program such as spray and flood fills. The pupils make good progress and are able to identify the importance of only trying to fill an enclosed area. However, they quickly learn how to use the 'undo' facility! These skills are built on in key stage 2 and the pupils also develop the more sophisticated skills of flipping and rotating images.
75. The pupils are enthusiastic about using information technology. A notable feature of the lessons is how well they work together. This adds considerably not only to their learning, but also their social development.
76. Since the last inspection resources have improved and wider use is made of information technology to develop the pupils' skills and enhance their learning across the curriculum.

## MUSIC

77. Only one lesson in music was observed during the inspection. However, recordings of the pupils' singing, their instrumental performance and their own compositions provide evidence that the quality of their work is often above average. It has improved since the last inspection. Some of the oldest pupils produce good composition work and their standards in singing are above average. The children enjoy singing together in assemblies and at different festivals. Opportunities to participate in events such as the Civic Service at the local church provide an enjoyable social experience and raise the standard of performance. An extra curricular recorder club provides further opportunities for the pupils to learn to play an instrument. All enjoy exercising their performance skills, for example, during Christmas productions.
78. The scheme of work is thorough because the co-ordinator has a good knowledge of what the pupils need to learn at different stages. Good use is made of recent guidelines to provide a well-balanced range of experiences for all the pupils. The younger children produced an attractive accompaniment to the story "Peace at Last". They used their untuned percussion instruments effectively to produce a variety of loud and quiet scraping, tapping and shaking sounds. Generally using their own version of notation, by the end of year 6 the pupils are able to produce short descriptive compositions to represent, for example, how animals move. They make good progress as they combine the use of percussion with the sounds of tuned instruments, such as a glockenspiel.
79. The arrangements make effective use of the teachers' respective specialist skills, and the teaching is, therefore, of good quality. The singing heard in assemblies showed clearly that expectations are suitably high. The pupils are good listeners because they are accustomed to sit, to attend and to respond to music. It is now appropriate to broaden further the range of music they hear from non-western cultures.



80. The resources for music are of good quality and carefully used by the pupils. Assessment is used well to improve the pupils' performance.

## **PHYSICAL EDUCATION**

81. The pupils' performance in gymnastics is of a good standard. The one lesson observed involved all of the pupils in the key stage 2 class. The school does not have any facilities for physical education but makes the best possible use of the hard surface playground, a grass play area and the parish hall. The gymnastics lesson took place in the parish hall where the facilities were far from ideal. It was extremely cold due to inadequate heating and the floor was not polished. Neither of these difficulties discouraged the pupils who were enthusiastic and motivated throughout the lesson. The teacher began the lesson with lengthy and rigorous series of warm up exercises. Once the pupils were well warmed up, they moved rapidly into developing their skills and techniques. The oldest pupils demonstrated sequences of movement in pairs and thoughtfully linked them together. They were then given opportunities to comment on and evaluate the work of other pupils, which they did very well. The gymnastic sequences were interspersed with brief vigorous exercises to keep the pupils warm. This was a very good lesson in the circumstances.
82. At other times of the year, the pupils have games activities and swimming lessons. The physical education curriculum also includes football, rugby, cricket and crown green bowls. The school is fortunate that the bowling green is opposite the school, and during the summer term a member of the local community coaches the pupils. Visiting coaches run the other extra curricular games activities.
83. Given its limited facilities for physical education, the school provides a good range of activities for the pupils who achieve well and attain good standards in gymnastics.

## **RELIGIOUS EDUCATION**

84. From the limited evidence of past work, discussion with pupils and an analysis of the teachers' planning, standards are in line with the expectations of the locally agreed syllabus and similar to those seen at the previous inspection. At both key stages, the pupils are gaining a sound knowledge of Christianity and although they are beginning to recognise features of some other major faiths, such as Islam and Judaism, this aspect of their knowledge is not as strong as it should be. This is because the curriculum is planned to meet the needs of different age groups of pupils in each class and does not always place sufficient emphasis on the elements of world faiths in the broader topics in religious education. However, the assemblies usefully reinforce aspects of religious education. For example, Ramadan has been the theme of one such occasion and Diwali of another. This has provided a counterpoint to the regular celebration of the Christian festivals and thereby enriched the pupils' spiritual experience. Stories about the life of Jesus and others describing the deeds of famous people, such as Mother Teresa and Florence Nightingale, capture the pupils' interest. They also help the pupils to understand that many brave people in the past have provided good role models for successive generations of believers.
85. The pupils in key stage 1 recognise that the local church has many features that are symbolic for worshippers. The youngest and older pupils develop a sound understanding of the purpose and significance of items such as the cross, the font and the altar because they attend the

church to celebrate various festivals. A recent example was the Christingle Service, for which the children made christingles and discussed their meaning. A current series of school assemblies is enabling all the pupils to appreciate and reflect on the importance of Advent and Christmas in the Christian calendar. In one lesson in key stage 1, the pupils demonstrated a satisfactory knowledge of the Christmas story.

86. The planning outlines and other records provide evidence that a satisfactory range of resources is used to add interest to the teaching and learning. The teaching within the lessons is sound, and members of the clergy make valuable contributions by drawing upon a fund of interesting stories from the Bible and elsewhere to illustrate particular themes. Photographic material and artefacts provide an interesting focus for discussion, but stories and question and answer sessions form the basis for most lessons.