

# INSPECTION REPORT

## **ST JAMES CE (A) PRIMARY SCHOOL**

West Malvern, Malvern

LEA area: Worcestershire

Unique reference number:116903

Headteacher: Mrs C Campbell

Reporting inspector: Mrs S E Hall  
21750

Dates of inspection: 14-16 February 2000

Inspection number: 197076

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	189 West Malvern Road Malvern Worcestershire
Postcode:	WR14 4BB
Telephone number:	01684 561207
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs V Blackburn
Date of previous inspection:	27.1.97

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs S E Hall	Registered inspector	Mathematics Science Art Design and technology Physical education	Special educational needs English as an additional language Characteristics How high are standards? How well are pupils taught? How well is the school led and managed?
Mr W Cook	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs O Cooper	Team inspector	English Information technology Geography History Music	Equal opportunities Under fives How good are the curricular and other opportunities offered to the pupils? Efficiency and resources

The inspection contractor was:

PBM Inspection Services Limited  
PO Box 524  
Cheadle  
Staffordshire  
ST10 4RN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7-11</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and achievements	<b>12</b>
Pupils' attitudes, values and personal development	<b>14</b>
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St James Church of England (Voluntary Aided) Primary School is situated in a rural village near to Malvern in Worcestershire. The number of pupils on roll during the inspection was 74, which is much smaller than the average size of school. The majority of children under five attend the adjoining pre-school group prior to admission in September or January dependent upon the date of birth. There are currently five children who are under five, attending as full time pupils. The majority of pupils live in the village. The socio-economic circumstances of local families indicate a much higher proportion of children in high social class households than average. On entry to the school there is a wide range of attainment. Baseline information indicates that the attainment of children is above that usually seen except in early reading and writing where it is average.

There are no pupils who are known to be eligible for free school meals. This is well below the national average. There are no pupils speaking English as an additional language. The percentage of pupils identified as having special educational needs (11 per cent) is below the national average. The school is organised into three mixed age classes, these being a reception and Key Stage 1 class, a Year 3/4 class and a Year 5/6 class.

The aims of the school include “to promote the all round development of each child intellectually, socially, physically, aesthetically and spiritually so that he or she is fully prepared for secondary education and adult life”. The target is for 88 per cent of the pupils to achieve Level 4 or above in English and mathematics in 2000, which is above the current national average but below the 1999 results; the targets are nevertheless challenging for the pupils now in Year 6.

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

This is a school with much strength and some areas for further development. The strengths lie in the above average standards achieved by pupils in the core subjects of English, mathematics and science. The teaching and the management are satisfactory overall; the teaching is good for pupils at Key Stage 2. The school provides sound value for money.

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

- The standards achieved in English and mathematics across the school, and in science and geography at Key Stage 2, are above average and a significant proportion of pupils have high levels of attainment.
- Teaching is good in Key Stage 2 and there is a significant proportion of very good teaching of the oldest pupils.
- The quality of learning and the progress pupils make in Key Stage 2 is good.
- Pupils with special educational needs make good progress especially when receiving support.
- The attitudes and behaviour of most pupils are good.
- The school has effective strategies for the teaching of literacy and numeracy skills.
- Links with parents are generally good and the contribution of parents to children’s learning is effective.
- The contribution of the governing body to the life and work of the school is very good.

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

- The job descriptions of all staff, including administrative and support staff, lack clarity in identifying the roles and responsibilities to be undertaken.
- The school has not yet fully developed rigorous monitoring and evaluation of planning and learning across the school.
- The behaviour policy does not focus upon the development of good behaviour and there is a lack of clarity in the application of the policy.
- Assessment procedures lack rigour and information is not sufficiently used to plan for the full range of attainment.
- The school does not fully comply with the code of practice for pupils with special educational needs; the recording of information and the quality of the individual education plans lack clarity.
- There is a heavy reliance on photocopied materials in science and the non-core subjects. This limits the development of independent writing skills.
- Standards of attainment in art and music are below those expected.
- The pupils have few opportunities to take responsibility.
- The school accommodation restricts the development of activities for the younger pupils and in physical education.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards in English and mathematics have improved at Key Stage 1 and standards in English have improved at Key Stage 2. The quality of teaching has improved. The previous inspection identified seven key issues including the need to develop a coherent curriculum framework with schemes of work for each subject. The school has partially addressed this issue. Following the inspection the school produced schemes of work for all subjects. Many of these have now been replaced by national guidelines. These guidelines are highly appropriate; however, there are few school specific schemes of work or a curriculum map to clarify the order or depth in which aspects of each subject will be taught.

The school was required to develop effective assessment procedures. This has again been only partially resolved as the policy and procedures adopted lack clarity and continuity and do not effectively inform teachers' planning. A further key issue was to implement a staff development policy which includes appraisal and develops the role of co-ordinators in monitoring and evaluation. The staff development procedures and appraisal policy are appropriate. However, procedures for the monitoring and evaluation of the planning and learning remain under-developed.

A further key issue was to review the deployment of staff in Key Stage 1 to raise standards in Year 2. This has generally been carried out. The school was also required to improve the quality of the school development plan, financial planning and the role of the governing body. The school development plan is now satisfactory, financial planning is appropriate and the governing body is very effective.

The school was also required to urgently review the accommodation and furniture to ensure their adequacy for the demands of the National Curriculum. The recently completed extension to the school has improved the office and administration accommodation. However, the limited amount and use of the space available restricts the learning opportunities of the younger pupils and for physical education. The school has now drawn up a policy for child protection and has a designated member of staff to monitor its implementation. The school has attempted to address the previously identified issues but has only been partially successful in most areas. However, given the test results, improvement since the last inspection is satisfactory overall.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	D	A*	A	A	well above average A above average B Average C below average D well below average E
Mathematics	E	A*	A*	A	
Science	D	A*	A	B	

In the 1999 National Curriculum tests in English and mathematics, pupils reached standards that were well above average when compared to all schools and to similar schools. Standards in mathematics were in the top five per cent of schools nationally. Assessment information indicates that trends in attainment have risen in recent years and, in 1998, standards rose markedly from the previous year. Attainment in 1998 was particularly high and in the top five per cent of schools nationally in all subjects tested. The results in 1999 in science were well above average compared to all schools and above average compared to similar schools. School has set targets for 88 per cent of pupils to attain or exceed the level expected nationally of a typical eleven-year-old in English and mathematics in 2000, which is currently above the national average. These targets are appropriate to the prior attainment of the present pupils in this age group, with an element of challenge added to take account of expected improvements following the introduction of the National Literacy and National Numeracy Strategies; the pupils are on course to achieve these standards. Inspection findings confirm that attainment in English, mathematics and science is above average. Because of the very small year groups, considerable caution is needed when making annual comparisons; fluctuations in standards are not necessarily linked to variations in the quality of teaching from one year to the next.

Strengths in attainment include the high level of reading skill of many pupils and in the development of mathematical skills in problem solving. These very firm foundations and the support the school gives to pupils in preparation for the standard assessment tasks enables the pupils to tackle such tasks with confidence and sometimes achieve standards in advance of the pupils day-to-day work.

In the 1999 national tests at the end of Key Stage 1 standards in reading, writing and mathematics were amongst the highest 5 per cent in the country when in comparison with all schools and those with similar characteristics. These pupils make particularly good progress in the development of early reading skills. Inspection findings are that by the age of seven, attainment in reading is well above average and standards in writing and mathematics are above average.

Standards in information technology across the school are average. In the non-core subjects, with the exception of art and music, the pupils make satisfactory progress and their attainment is average. In art and music, progress is slow and standards are below average. There are no significant differences in the attainment of boys and girls. Pupils with special educational needs make satisfactory progress in relation to their difficulties.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have positive attitudes to their learning and many enjoy coming to school.
Behaviour, in and out of classrooms	Good. Most pupils behave well especially in the classroom. Very occasionally behaviour at break and lunchtime is boisterous.
Personal development and relationships	Good. Older pupils are able to plan and organise their work effectively, although very occasionally these pupils appear to have casual attitudes towards other pupils and staff.
Attendance	Satisfactory, although several families take holidays in term time. Pupils arrive in school punctually.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is split between that which is satisfactory and that which is good. This judgement is based on the teaching in lessons but is complemented by findings from the pupils' work. Thirty-four per cent of teaching is satisfactory, a further 50 per cent is good and eight per cent is very good. Eight per cent is unsatisfactory. The amount of unsatisfactory teaching is average nationally. The teaching of English at Key Stage 1 is good. The teaching of English, mathematics and science at Key Stage 2 is good with a significant proportion of teaching at the end of the key stage that is very good.

Strengths in the teaching of English and mathematics are in the high level of challenge presented to the pupils throughout the school. Teachers plan work that makes demands upon pupils and moves them on in their learning. The management of pupils is a strength of teaching in Key Stage 2. However, in Key Stage 1, less effective management of pupils sometimes limits the effectiveness of otherwise good teaching. Where this is evident, some unsatisfactory teaching occurs. Literacy and numeracy skills are well taught with the quality of the teaching of reading being a strength of teaching in Key Stage 1. Teachers generally plan work for pupils within a year group though with some flexibility in grouping for higher or lower attaining pupils. The teaching of special educational needs pupils is generally good, especially when pupils receive extra support.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides an appropriately broad and reasonably balanced curriculum, although limited curriculum coverage in some non-core subjects, including art and music, limits the development of high levels of skill.
Provision for pupils with special educational needs	Satisfactory. Classroom support assistants make a valuable contribution to the curricular provision for pupils with SEN. However, individual education plans and record keeping sometimes fail to clarify specific areas for development.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The provision for pupils' social development is generally good with well-planned opportunities to work together on practical tasks. Provision for spiritual, moral and cultural development is satisfactory although the school could do more to include such aspects in planned activities.
How well the school cares for its pupils	Satisfactory. The school has generally sound procedures for supporting the welfare of pupils. However, the promotion of good behaviour is inconsistent and at times emphasises negative aspects at the expense of developing warm and caring behaviour and relationships. The procedures for, and the use of, assessment are inconsistent and unsatisfactory.

The school has generally established good links with parents who mostly feel welcome in school. Curricular strengths lie in the planning and teaching of English and mathematics. There are weaknesses in curriculum planning for art and music. Whilst the school provides satisfactory care for its pupils there is sometimes a lack of warmth in the care provided.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Whilst all staff share a commitment to improvement, aspects of planning and development are not undertaken in a corporate manner, and staff do not work closely together as a team. The role of subject co-ordinators in monitoring and evaluation is under-developed.
How well the governors fulfil their responsibilities	Very good. The governing body are well informed and very well led. Governors undertake their responsibilities in a conscientious, supportive and very effective manner.
The school's evaluation of its performance	Good overall. The school evaluates the effectiveness of expenditure and links strategic decisions to planning. The school adopts the principles of best value in expenditure. However, the school does not consistently evaluate the progress made in some subjects and the development of portfolios of assessed work has been slow.
The strategic use of resources	Satisfactory. The accommodation is unsatisfactory for physical education. Best use is not always made of all available space. Classroom resources, including the number of computers, are adequate.

The school has an appropriate number of teachers and is re-assessing the use of all available teaching space to support the development of younger pupils and information technology. A particular strength in leadership and management is the very effective role undertaken by the governing body. Some areas of leadership lack clarity and the progress made towards school improvement has not always been consistent or corporate. The headteacher undertakes a very heavy burden of teaching and administration and the governors are rightly considering how best to support the headteacher.

## 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>• The majority of parents believe their children like school and that it is a happy place.</li><li>• Most parents feel that the quality of teaching is good.</li><li>• Virtually all parents feel comfortable in approaching the school with questions or concerns.</li></ul>	<ul style="list-style-type: none"><li>• A significant proportion of parents believes that the headteacher's leadership and management of the school is ineffective.</li><li>• A number of parents believe that their children do not have sufficient work to do at home.</li><li>• A large number of parents feel that the school does not provide an interesting range of activities outside lessons and that the school lacks vitality.</li></ul>

To a large extent the inspection supports the views of parents. Most pupils appear happy, the quality of teaching is often good and parents are welcome in the school. Some areas of leadership lack clarity and rigour. To some extent the ethos of the school lacks impact. Inspection findings are that the use of homework and the amount of extra curricular activities are generally appropriate.

## **PART B: COMMENTARY**

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

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

1. The attainment of the children on entry to the school at the age of four varies but baseline information indicates that attainment is generally above average and a few children are well above average. Many children join the school with a good knowledge and understanding of the world and well developed speaking, listening and social skills. However, early attainment in reading and writing is slightly below that of other areas of development and is generally average. When the children enter school they make satisfactory overall progress and good progress in early reading and writing, so that by the age of five the attainment of children is usually above what is expected of this age.
2. In the core subjects of English and mathematics throughout the school and in science at the age of eleven, the current pupils achieve standards that are above average. There is a significant proportion of pupils with attainment that is well above average throughout the school. Standards in reading are a strength of the school.
3. In the 1999 end of Key Stage 1 national tests, the attainment of pupils was well above average and was among the top five per cent of schools in the country in reading, writing and mathematics. This is both when compared to all schools and those with similar characteristics. This showed a significant improvement from the attainment of pupil's aged seven in 1998 where standards in reading and writing were below average. Inspection findings confirm that overall standards are above average and those in reading are well above average.
4. In the 1999 tests, standards in English and mathematics at the age of eleven were well above average when compared to similar schools and attainment in science was above average. The percentage of pupils achieving the higher levels in English was well above the national average, and the proportion of pupils attaining above the expected levels in mathematics was very high. End of Key Stage 2 tests show that attainment in all three subjects rose significantly in 1998 from that in 1997 when attainment was below or well below that seen in comparison to all schools.
5. The small numbers of pupils in each year group mean that direct comparisons between year groups should be treated with caution. In the last two years the school has successfully introduced the National Literacy and National Numeracy Strategies. These strategies have provided a good framework for the development of appropriate skills. The good standards in literacy and numeracy enable the pupils to make adequate progress in other subjects. There is no significant difference in the attainment of boys and girls and pupils with special educational needs make good progress towards their individual targets.
6. The targets that the school has set for pupils in Year 6 whilst lower than in the previous two years are above national targets and are appropriate to the pupils within the year group. The school has begun to track the attainment of pupils and generally identifies where improvements are needed although currently there is little additional curricular support for the oldest pupils.
7. Throughout the school most pupils have well developed speaking and listening skills and many pupils use a wide range of appropriate vocabulary. Nearly all pupils develop an interest in reading and use a good range of strategies to tackle unfamiliar words. The development of writing skills is generally good although the extensive use of photo-copied materials in Key Stage 1 and lower Key Stage 2 limits the opportunities for extended and imaginative writing. Handwriting is reasonably well formed. Spelling is often good.
8. The development of numeracy skills is good throughout the school. Pupils learn how to use numbers, shapes and measures in a good range of activities. The oldest pupils develop good mental mathematics strategies and are able to tackle a wide range of mathematical problem solving activities with confidence. Pupils make good use of numeracy skills across the curriculum as seen when measuring the speed of the descent of their parachutes.
9. Attainment in science is average in Key Stage 1 and above average in Key Stage 2. Older pupils make good progress in conducting open-ended investigations and experimental activities and the understanding of how to conduct fair tests boosts attainment in science in Key Stage 2.
10. Standards in information technology are average. Many pupils throughout the school use computers with confidence.

Several pupils extend the skills taught in school when using computers at home. The youngest pupils enjoy using mathematical games on the computer to match numbers that they recognise. The oldest pupils develop skills in word processing, graphics and multi-media programs.

11. Attainment in design and technology, history, and physical education is generally in line with expectations throughout the school. Attainment in geography is average at Key Stage 1 and above average at Key Stage 2. However, standards in art and music are inconsistent and at the end of both key stages are generally below average. Standards in both art and music are limited by the lack of teachers' expertise in these subjects.

12. The general level of attainment, especially in English and mathematics, shows an improvement in Key Stage 1 from the previous inspection when standards were average. The introduction of the national literacy and numeracy strategies has provided a clear structure to the teaching of these subjects. The attainment of these pupils in science remains as in the previous inspection. Since the previous inspection, standards of attainment in English at the end of Key Stage 2 have improved, whilst standards in mathematics and science remain as they were previously. The progress that pupils make builds as pupils move through the school. Satisfactory progress is made in Key Stage 1 in most subjects and some progress, particularly in reading, is good. Good progress is made in Key Stage 2, especially at the end of the key stage. The school has begun to make use of assessment information in English and mathematics. However, planning is usually for a year group with relatively little difference planned for pupils who make varying rates of progress.

13. Good support is provided for pupils with special educational needs in the middle years of the school and this accelerates the progress that these pupils make. The school also provides booster activities for lower attaining pupils towards the end of Key Stage 2, and helps all older pupils prepare thoroughly for end of key stage tests. In both key stages, the demands and level of challenge placed upon pupils in English and mathematics are good. The level of challenge in subjects other than in art and music, are good at the end of Key Stage 2. This meets the learning needs of pupils of higher attainment well. Pupils understand what they are asked to do and their learning usually builds in a consistent and progressive manner on what the pupils know, understand and can do.

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

14. Pupil's attitudes to school and to learning are good. They demonstrate an eagerness to come to school and settle quickly into the daily routines. Pupils are generally attentive in lessons and, where there is good teaching, the majority can sustain their concentration for considerable periods. This ability improves as the pupils move through the school. Pupils work well in pairs, groups and individually and are keen to complete their assigned tasks. Questions are answered enthusiastically and well. Pupils are courteous to adults and generally to one another. They quickly learn what is right and what is wrong, and they treat school property and that of others with due respect and care.

15. Behaviour is good. In classes, pupils behave well and generally conform to the expectations contained in the behaviour policy and in the list of "Golden Rules for Children". Parents are aware of these expectations and fully support the school in its endeavour towards being an orderly community. Parents have expressed the view however, that the policy is not consistently applied throughout the school or at lunch times. Outdoor play can be boisterous, but it is usually satisfactorily supervised and any incidents of less than appropriate behaviour are quickly dealt with. There is a tendency however for too much emphasis to be placed on sanctions and a subsequent lack of praise or reward for the vast majority of pupils who behave well. There is no evidence of oppressive behaviour or bullying either in class or at play. Pupils play well together devising games, playing hockey, football or skipping. They are usually, but not always, in single sex groups.

16. Provision for the personal development of pupils in the school is good. Pupils are encouraged to make choices in their work, for example in a design and technology lesson where the choice of materials, best suited to complete a project was left to the pupils. Many pupils take part in school productions attended by parents and members of the community, giving the opportunity for further self-development. There are, however, few opportunities for pupils to take responsibility for tasks around the school.

17. Relationships in the school are generally good. Pupils work and play well together. Relationships between teachers and pupils are satisfactory but occasionally lack warmth. There is a healthy learning environment in which all pupils have equal opportunities and access to the provision made by the school.

18. Attendance in the school is satisfactory and broadly in line with the national average for primary schools in England. Several families choose to take holidays in term time. Pupils are punctual in their attendance with minimal incidence of

lateness. Registration sessions are efficiently conducted and lessons start on time.

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

19. The quality of teaching throughout the school is split between teaching that is satisfactory and that which is good. The teaching of children under five and those in Key Stage 1 is satisfactory. Teaching in Key Stage 2 is good with a significant proportion of teaching at the end of the key stage that is very good. These judgements are based on the quality of teaching observed and supported by the analysis of a sample of pupils' recent work.

20. The quality of teaching has improved since the previous inspection. There is an improvement in the percentage of very good and good teaching and a reduction in the proportion of unsatisfactory teaching. In the lessons observed, teaching was very good in just over 8 per cent of lessons, good in 50 per cent, satisfactory in 34 per cent and unsatisfactory in 8 per cent of the total lessons.

21. Children under five are taught as part of the Key Stage 1 class and take part in an appropriate range of activities alongside older pupils. The classroom assistant who works alongside the teacher usually supports the reception group of children. Teaching staff plan activities around the nationally agreed areas of learning and the early stages of the National Curriculum. The teacher and support assistant provide a good range of early reading and writing activities that boost progress in the development of these skills.

22. The quality of teaching in Key Stage 1 is satisfactory overall, whilst ranging from good to occasionally unsatisfactory. In the better lessons, the management of pupils is good, tasks are set clearly and expectations are made apparent. The class teacher, a part-time teacher and support assistant plan activities to meet the needs of groups of pupils in the mixed age and mixed ability class. The planning of lessons is satisfactory although on occasion brief and unspecific. Whilst the teachers' knowledge and understanding of the subjects that they teach is satisfactory, occasionally, as seen in music and art, the teaching of specific skills is limited.

23. Many activities are planned for a whole year group and provide a good level of challenge for most pupils, especially in English and mathematics. This is illustrated in the literacy hour when a group of pupils take part in a guided reading activity using the text of Hansel and Gretel. The book is challenging and the group is well organised so that by the end of the activity the pupils are familiar and more confident in reading play scripts. Similarly, in a mathematics lesson there is a good level of challenge in an activity requiring Year 2 pupils to use two dice numbered to twenty to which they add five to the total.

24. Very occasionally in some lessons in Key Stage 1 the level of challenge does not fully match the range of attainment and can lead to pupils' concentration wandering and to them going off task. This ineffective management of pupils and a lack of pace and clarity in the teaching occasionally leads to teaching that is unsatisfactory. This is seen in both physical education and music.

25. At Key Stage 2, the overall quality of teaching is good, whilst ranging from satisfactory to very good. The very good teaching is of the oldest pupils and is illustrated in the high level of challenge provided, good pace to the lessons, and firm management of pupils. Teachers generally have good subject knowledge with the exception of music throughout the key stage and in art at the end of the key stage. Teachers make consistently good use of questions not only to clarify the pupils' thinking but also to move them on in their understanding.

26. Throughout Key Stage 2, the expectations of pupils are good and at the end of the key stage expectations in core subjects are often very good. This is shown in a very good science lesson on air resistance where the oldest pupils work in pairs to produce parachutes to carry a metal washer. Pupils' understanding of how the forces of air resistance and gravity act against each other is clearly extended through observing that the pull of gravity is stronger than air resistance. The very good use of questions spurs the pupils to use scientific vocabulary to describe what happens in testing the different shaped and sized parachutes.

27. All teachers have successfully implemented the National Literacy Strategy and achieve a generally good balance in the activities undertaken. However, the extensive use of photocopied materials limits the opportunities to develop the skills of extended writing in Key Stage 1 and, especially, in lower Key Stage 2. The quality of teaching during literacy hours is good. Teachers plan their lessons satisfactorily and ensure that work is designed for at least two different levels. The teaching of reading through the literacy hour is effective in helping pupils gain confidence and enjoyment in reading.

The teaching of writing skills including handwriting, grammar and spelling is generally effective.

28. The school has introduced the National Numeracy Strategy appropriately, although the mental mathematics 'warm up' activities are not always as effective as other parts of lessons. Where these skills are practised the teaching sometimes lacks pace or the element of fun often associated with such activities. Very occasionally, the oral strand of some lessons is not sufficiently challenging to stimulate pupils. Teachers in Key Stage 2 give good explanations of the tasks that are set so that pupils know exactly what is expected of them. Plenary activities are usually appropriate although little use is made of pupil demonstration or detailed discussion of what they have found out.

29. Teaching staff and local education authority staff have begun to carry out some monitoring and evaluation activities that have been valuable in identifying which aspects of literacy and numeracy activities have been most and least successful. The school is rightly considering the extension of these activities in rigorous school based evaluation.

30. Pupils with special educational needs are well supported by classroom assistants in Key Stage 1 and lower Key Stage 2. These pupils are making good progress, especially in reading. Appropriate progress is also made in writing and mathematics. Younger pupils receive support within lessons, and lower Key Stage 2 pupils often receive support in activities where they are withdrawn from the class. The planning of these activities is generally well considered although the targets in Individual Education Plans are unspecific and are not shared with support staff. The quality and use of on-going assessment is generally unsatisfactory. This is often seen in the limited quality and quantity of marking of pupils' work, which often fails to identify what the pupils should do to improve their work. The use of assessment information to inform lesson planning is under-developed.

31. Teachers ensure that the needs of pupils are generally met. Each class has pupils of different age and ability. Teachers recognise the learning needs of their pupils reasonably well. The planning at two levels based on the two year groups sometimes means work is too easy for the highest attaining pupils or too difficult for the lowest attaining pupils.

32. The best teaching is seen in English, throughout the school. In the lessons observed the teaching of mathematics, science, information technology, design and technology and geography is generally good in Key Stage 2 and satisfactory in Key Stage 1. Teaching in history is satisfactory. The teaching of physical education is generally satisfactory although on occasion it is unsatisfactory. However, teachers make efforts to provide swimming and dance activities.

33. The teaching of music across the school is unsatisfactory. This is due to the lack of teachers' expertise in this subject, and whilst the school has recently undertaken some staff development training this has not increased teachers' confidence sufficiently. This lack of confidence also limits the progress made in art, which is limited in Key Stage 1 and especially so in Upper Key Stage 2. Similarly, not all staff have a high level of subject knowledge in the teaching of information technology. The school is wisely considering the options of teachers changing classes to provide specific teaching in art, information technology and music to make the most of individual teachers' particular subject skills.

34. Teachers generally have good expectations of pupils' behaviour and attitude to learning. Whilst these expectations are usually met, occasionally both the youngest and oldest pupils have unsatisfactory attitudes to listening and carrying out tasks. This is shown when the oldest pupils sometimes sit with their backs to the teacher and sketch during the introductory parts of lessons. Whilst most higher attaining pupils can do this and listen at the same time, not all pupils are able to do this and this impacts upon the progress subsequently made.

35. As a result of the good teaching in English and particularly by the consistently good teaching at the end of Key Stage 2, pupils make good progress in their learning. In Key Stage 1 good use is made of reading at home and this considerably enhances the progress that pupils make. The overall use of homework to support pupils learning is satisfactory.

36. The quality of teaching has improved since the previous report and the proportion of unsatisfactory teaching is less than was then seen. This was particularly in the teaching of pupils in Year 2, which is satisfactory overall and good in English. The introduction of the national literacy and numeracy strategies has been an important issue in the improvement of planning. The improvement in the quality of teaching, and the raising of expectations of what the pupils can achieve, has been instrumental in improving the standards attained.

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

37. Overall, the quality and range of learning opportunities provided for the pupils are satisfactory in the foundation stage and Key Stage 1, and good in Key Stage 2. The planned curriculum includes all National Curriculum subjects, religious education, areas of learning for children in the first year in school and promotes pupils' academic, personal and physical development and prepares them well for the next stage of their education. Statutory requirements are met. There is a suitable programme for personal development, which includes sex education, health education and covers the safe use of drugs.

38. Most time is allocated to teaching English and mathematics and this is reflected in the pupils' results of recent national tests for seven and eleven year olds. However, despite the reasonable allocations of time to all other subjects, teachers tend to spend longer teaching the subjects in which they have most skill. As there is no monitoring of time allocations this affects the overall balance of the curriculum provision. For example, pupils in Years 3 and 4 make good progress in developing skills and techniques in art as a result of the time given to teaching the subject. This is also reflected in information technology in Years 5 and 6. The higher than usual amount of time for physical education reflects the time taken to travel to swimming or walk to the playing field. There is no curriculum map available to show the balance of subjects over each key stage but evidence from the scrutiny of work shows pupils experience a broader curriculum at Key Stage 2. The curriculum satisfactorily meets the needs of pupils with special educational needs, and when they are withdrawn they undertake work in the same subject as that taking place in the classroom. The curriculum is socially inclusive, ensuring equality of access and opportunity to all pupils.

39. The school satisfactorily cultivates pupils' personal development, including spiritual, moral, social and cultural development. Acts of collective worship provide opportunities for pupils to reflect on the meaning of life and on their experiences. Assemblies also raise the pupils' awareness of the values and beliefs of others, for example when a parent led an assembly about Judaism. Pupils' moral and social development is promoted effectively through the behaviour policy and school rules that are displayed around the building. However, there are more sanctions than rewards in the behaviour policy and a general lack of emphasis on developing self-discipline.

40. There are few opportunities for pupils to take responsibility, for example the older pupils caring for the younger pupils, or sharing books with them on wet playtimes, and little evidence of pupils showing initiative. The values of courtesy and respect for pupils are satisfactory in lessons and throughout the school. The school effectively promotes the cultural traditions of the local area through visits and visitors to the school. Lessons in history, geography and English also contribute effectively to promoting pupils' cultural awareness. The school places appropriate emphasis on raising pupils' awareness of the cultural diversity of British society, which is particularly important given the small number of pupils of minority ethnic heritage.

41. Satisfactory progress has been made in responding to the key issue of the previous inspection relating to the lack of schemes of work for each subject. The National Literacy and Numeracy Strategies have been implemented successfully. The school began to devise and implement schemes prior to the publication of national guidelines. Once the value of the national guidelines for other subjects had been assessed these were then adopted by the school. These guidelines cover most other National Curriculum subjects except art and have been successfully implemented, although there is no evidence of the Year 2 work in history having been taught. The school is aware of the need to ensure that schemes are implemented fully to cover all aspects of the programmes of study and promote pupils' learning by systematically building on their prior attainment. A further weakness in curricular provision is where curriculum planning does not cater for pupils of differing ages and prior attainment within the same class. The medium term planning is usually based on the National Literacy and Numeracy Strategies or schemes of work and is satisfactory.

42. Parents expressed their concern at the small number of extra-curricular activities. Inspectors judge the provision to be satisfactory and similar to that found in many small schools. The range of extra-curricular activities includes art and computer clubs as well as music and sporting activities, with most being well attended. There is a wide range of educational visits to places of interest; however, there are no residential visits for older pupils to enhance the provision for personal development.

43. As a small village school, there are many local links; for example the local police are involved in teaching the dangers of drug misuse. The Millennium production was a community project, specially composed and written by parents and largely produced by local residents. However links with the church are relatively few. The lack of these links affects the further development of a Christian ethos. There are good links with the neighbouring independent school and local high schools and arrangements for the transfer of pupils are effective and lead to a smooth transition from primary to

secondary education.

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

44. The levels of provision for support, guidance and welfare in the school are satisfactory. Class teachers and other staff are responsive to the pupils' needs. Pupils therefore feel confident to approach most adults for help and advice. Pupils feel safe and secure and this enables them to benefit fully from the educational opportunities offered.

45. Arrangements for child protection in the school are satisfactory. The school follows the guidelines of the local Area Child Protection Committee. The head teacher is the designated responsible member of staff and other staff are aware of their responsibilities in regard to child protection.

46. The school makes satisfactory provision for the health and welfare of pupils through lessons and the appropriate involvement of the school nurse and the emergency services. Health and safety procedures in the school are satisfactory. There are policies covering the administering of first-aid treatment for minor injuries, courses of action to be taken in the case of asthmatic sufferers and epilepsy. The school conducts regular fire alarm tests; alarms and fire appliances are regularly serviced by an appropriately qualified service agency. Portable electrical appliances in school are serviced annually as required.

47. The issue of procedures for the assessment of pupils' attainment and the use of the information gained, as a guide to curricular planning, remains unsatisfactory. There is a draft assessment policy in place but the procedures are neither coherent nor systematic. Pupil portfolios contain samples of work, which are frequently undated and are not consistently used to inform planning. Procedures for monitoring and supporting pupils' personal development are satisfactory. The occasional use of circle time allows for discussion of topics of interest and promotes respect for the values and opinions of others.

48. The school has satisfactory measures to promote and maintain good discipline and behaviour though there are inconsistencies in the application of the policy throughout the school. There is an over emphasis on sanctions, rather than praise and reward for good behaviour, on the part of some supervisory staff. There were no incidences of bullying witnessed during the period of the inspection. Should these occur, the school has appropriate measures in place to deal with them effectively, fairly and efficiently. There have been no exclusions from the school in the last school year.

49. There are satisfactory procedures for monitoring and promoting good attendance in school. Parents are reminded in the school prospectus of the requirement for good and punctual attendance in school. Absences are rigorously followed up and reason for absence sought. Registration sessions are efficient and registers are completed in accordance with requirements.

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

50. The majority of parents are of the view that the school makes good provision for their children and that academic standards are high. Parents are very supportive of the school in many ways and a number are active in the work of the school. They are welcomed and they make a positive contribution to the learning opportunities offered. The effectiveness of the school's links with parents is satisfactory. A home-school agreement has been produced after consultation and parents welcome this. Curriculum information is made available each term to inform parents of what is being taught and pupils' annual progress reports for parents are prepared and distributed towards the end of the summer term. These reports contain useful information regarding progress and, in most instances, recommendations as to what the pupil must do next to make further progress. Termly parent evenings are offered for parents to discuss issues or concerns with class teachers. There is a parent forum, chaired by a parent/governor, through which parents are informed on a variety of school related issues, for example, homework and behaviour strategies employed in the school. The forum presents opportunities for parents to contribute to the agenda providing another channel of communication between home and school. The school prospectus and the governors' annual report to parents are informative documents. Neither, however, is complete in its content of items required. For example neither document contains the authorised nor unauthorised absence detail expressed as a percentage of the total possible attendance.

51. Parents make a positive contribution to the work of the school. They were heavily involved in a recent school production, making of sets, props and costumes. Support for events organised by the Parent Teacher Association further



contributes to the school for the benefit of the pupils through the raising of additional revenues. Parents are active in their children's learning at home through their supervision of written homework that is set and through reading with their children.

52. Supportive as they undoubtedly are, some parents express the view that the school lacks vitality and strong leadership and that there are insufficient extra-curricular activities for pupils. Some after school activities are often supervised by volunteering parents.

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

53. The school is led and managed in a satisfactory manner, with some areas of strength and several areas requiring greater clarity and improvement. Particular strengths are in the effectiveness of the governing body in fulfilling its responsibilities. The governing body is very well led. The chair of governors is particularly well informed and her supportive role is widely appreciated by parents and staff alike. Governors are well acquainted with the duties that they are asked to undertake and are fully committed to carrying out their responsibilities. Several governors visit the school on a regular basis with some helping in school and others supporting particular areas of development. This is exemplified by those governors who chair committees. Such roles are undertaken with commitment and sensitivity through helping, for instance, to prepare budgets, monitor mathematics and literacy teaching and support the staff.

54. The role of governors in shaping the direction of the school is good and has been an important and stabilising influence in recent times. The school has attempted to make many improvements in the manner in which the curriculum is organised and the governors good level of understanding of the strengths and weaknesses of the school has been important in supporting the headteacher.

55. There is, however, a lack of clarity in the development of priorities to ensure clear educational direction. The leadership and management of the headteacher and key staff is satisfactory. The headteacher carries a heavy burden of teaching commitments, administration duties and responsibility for leading the staff in implementing the many changes made in school in recent years. These many calls upon her time and the varying expectations that parents have, has made it difficult to make the necessary rate of progress in bringing about improvements.

56. Whilst the headteacher and staff all share a commitment to the school and a desire to maintain high standards of attainment, the staff do not always work closely together as a team. Planning and teaching approaches are often individualised. As in many small schools, there is no deputy headteacher or senior management team to share management responsibilities. Delegation and contribution of staff with management responsibilities are under-developed and unsatisfactory. Curriculum co-ordination roles are often undertaken in isolation and the impact of such work is often not reflected across the whole school. The staff do not have detailed or up-to-date job descriptions that identify recent changes in staffing responsibilities or the exact nature of responsibilities to be undertaken. The lack of specific and detailed job descriptions and clarity of expectation also impinges upon the roles of administrative and mid-day staff. These staff whilst working in a satisfactory manner, do not show consistently high levels of understanding or commitment to their roles in supporting the ethos and efficient management of the school.

57. The aims and values of the school are satisfactory. Some parents are concerned by the lack of "oomph" in the school. However, the school has been successful in meeting the aim of raising standards of attainment especially in English and mathematics.

58. At the time of the previous inspection the school had just undergone a complete change of staff who had few policies or schemes of work on which to base their teaching. The inspection identified this and several other key issues. Since this time the staff have produced schemes of work for most subjects although not in a consistent or corporate manner. The school has recently adopted national guidelines for work in many subjects. However, the school does not have a well documented overview of the curriculum or school specific schemes of work to clarify what aspects of the curriculum will be tackled in order or appropriate depth. Similarly, several other key issues including assessment, monitoring and evaluation and school development planning have only been partially addressed. The manner in which such issues have been tackled shows a lack of clarity in prioritising and of rigour towards resolution of these issues.

59. The monitoring, evaluation and development of planning, teaching and learning are broadly satisfactory. The headteacher monitors teachers' planning and there is some monitoring of teaching within the school and from external sources. There is, however, little whole school monitoring of the standard of pupils' work other than in literacy and

numeracy. The amount of curriculum monitoring of the planning and standards of work is very limited. This has an impact upon the standards in all non-core subjects and most particularly in art and music where planning, teaching and learning lack consistency.

60. School development planning is generally satisfactory in that planning accurately identifies areas for development. However, the plan lacks clarity and achievable prioritisation. The school does not make sufficient use of data analysis to choose between competing priorities. This makes it difficult for the school to achieve improvement in a measured and progressive manner. The action taken to meet the school's targets is satisfactory especially in regards to the raising of attainment but less effective in other management areas.

61. Financial planning satisfactorily supports educational priorities. The governing body is very involved in the planning and management of finances. The school has determined to address the accommodation issues in the school by working with resolve to preserve part of the school budget to support the re-modelling of the accommodation. However, this has put pressure upon staff in that there has been little non-contact time for the headteacher or curriculum co-ordinators to undertake a variety of administrative and monitoring roles.

62. The school makes satisfactory use of its strategic resources to sustain above average standards. The governors took full responsibility for setting the budget following the previous inspection but this is now done, quite rightly, in consultation with the headteacher and covers a period of three years. The governors have a good understanding of financial issues and decisions are made in the best interests of the pupils. Expenditure is closely linked to the areas for development identified in the school development plan and the professional development needs of the staff. Expenditure is rigorously checked by the finance committee and by the full governing body at their termly meetings. The school obtains competitive quotations for major projects and considers the value for money that tenders give before awarding work. The governors are also applying the principles of best value by considering the cost of educating a pupil in the school compared with similar schools locally.

63. School administration is not as efficient as it needs to be. The school secretary is not fully conversant with the computer program in use for maintaining the budget and struggles to complete the work in the time available. This puts additional pressure on other members of staff, especially the headteacher, and does not allow teachers to concentrate fully on their work with the pupils. The headteacher undertakes a very heavy burden of teaching and administration and the governors are rightly considering how best to support the headteacher.

64. There are sufficient teachers and support staff available for the number of pupils and they are well matched to the demands of the curriculum. Parents comment on the good quality of the support given to the youngest pupils in the school by the support assistant; the inspection findings confirm this view. The staff have undertaken training in the National Literacy and Numeracy Strategies which have helped in the successful implementation of both initiatives. However, in discussion the oldest pupils say that they are less enthusiastic about literacy hours and this is negatively affecting their attitudes to English. In-service training in music has not been successful in increasing staff confidence in teaching the subject, resulting in standards in music being below those expected for pupils aged seven and eleven. There are satisfactory arrangements for the appraisal of teachers, with the current delay being beyond the control of the school.

65. The accommodation is unsatisfactory and hinders pupils' learning, especially for the younger pupils. The children under five are taught in the same room as those who have turned five and the six and seven year olds. The teachers, support staff and volunteer helpers do the best they can in the circumstances to cater for the needs of all the pupils and staff are deployed thoughtfully for the benefit of the children. However, the oldest and youngest pupils are not always engaged in tasks carefully matched to their individual needs and this has a negative impact on their rate of learning. The use of the former kitchen area by the local playgroup prevents this space being used effectively to support pupils from within the school. The school is wisely considering this arrangement. The school has plans under consideration to refurbish areas of the school and to relocate the library in a more central area. This also includes separating the reception children from the Key Stage 1 pupils. The school is right in considering that this needs to be carried out as soon as possible. The lack of a school hall means pupils cannot have regular lessons in gymnastics as part of the programme for physical education and this is unsatisfactory.

66. The range and quality of learning resources are satisfactory and resources are used well to support teaching and pupils' learning. Literacy hours are well resourced with a wide range of attractive big books available. The library has a wide range of non-fiction books; sufficient in quantity, although a few are old and in need of replacing. There is a good range of artefacts available to support pupils' learning in history and geography. Pupils' learning in these subjects is significantly promoted by the loan of artefacts, photographs and pictures from local residents. For example the World

War II, and mountain environment displays in Year 5/6 are made up of loaned objects and pictures. The additional literacy strategy materials are being used effectively to support pupils who have difficulty learning to read and write independently. There are sufficient computers, although almost half the junior pupils benefit from the use of computers outside school, as is evident from the number in Years 5 and 6 who had completed geography homework using the Internet or CD-ROM.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to improve the quality of education that the school offers to its pupils, and to build upon the satisfactory improvements since the last inspection, the headteacher and staff together with the governing body should:

- Improve the quality of the leadership and management of the school by:
  - updating job descriptions to reflect the current roles and responsibilities of all teaching and support staff;
  - requiring subject co-ordinators to undertake rigorous monitoring and evaluation procedures so that they can influence standards and pupils learning in the subjects for which they hold responsibility;
  - improving the consistency of the application of behaviour strategies by all staff;
  - extending the opportunities for the headteacher to undertake the rigorous monitoring and evaluation of planning, teaching and learning throughout the school.  
(Discussed in paragraphs 53-66)
  
- Agree and implement an updated and detailed policy and procedures for assessment by:
  - making full use of the information gathered to plan tasks at different levels to meet the needs of all pupils;
  - improving the quality and consistency of marking in order to identify to pupils how they can improve their work;
  - compiling dated and annotated portfolios of work to clarify procedures for setting targets; then share the targets with parents.  
(Discussed in paragraphs 44-49)
  
- Comply with the Code of Practice for pupils with Special Educational Needs by:
  - involving parents at all stages of the process and keeping records of this involvement;
  - improve the quality of individual education plans by setting more specific targets for pupils and measuring the progress made towards them;
  - ensuring all relevant members of staff know the details of the plans.  
(Discussed in paragraph 30)

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

- reduce the reliance on photocopied material to extend the opportunities for independent writing particularly in science and the non-core subjects (paragraph 27);
- widen the opportunities for pupils to develop appropriate skills in art and music (paragraphs 102-108, 129-120);
- extend the opportunities for pupils to take responsibility to promote their personal development (paragraph 16);
- pursue the plans to improve the school accommodation and make maximum use of all available teaching areas (paragraph 65).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	28

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	50	34	8	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*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	74
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	8

<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	1

### *Attendance*

<b>Authorised absence</b>	%
School data	5.9
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	5	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	5	5	5
	Total	13	12	13
Percentage of pupils at NC level 2 or above	School	100 (83)	92 (86)	100 (90)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	5	5	5
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (80)	100 (90)	100 (90)
	National	82 (80)	86 (84)	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	4	9	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	9	9	9
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	100 (92)	100 (100)	100 (100)
	National	70 (67)	69 (65)	78 (73)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	9	9	9
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	100 (80)	100 (80)	100 (80)
	National	68 (64)	69 (64)	75 (70)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	74
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)	4
Number of pupils per qualified teacher	18.5
Average class size	24

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

Total number of education support staff	1.3
Total aggregate hours worked per week	32

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
	£
Total income	148785
Total expenditure	141932
Expenditure per pupil	1945
Balance brought forward from previous year	16666
Balance carried forward to next year	23519

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

**Questionnaire return rate**

Number of questionnaires sent out	75
Number of questionnaires returned	39

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	28	15	0	0
My child is making good progress in school.	46	41	10	0	3
Behaviour in the school is good.	26	64	10	0	0
My child gets the right amount of work to do at home.	26	41	18	8	8
The teaching is good.	62	28	5	0	5
I am kept well informed about how my child is getting on.	31	49	15	5	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	0	3	0
The school expects my child to work hard and achieve his or her best.	46	41	8	0	5
The school works closely with parents.	33	51	10	3	3
The school is well led and managed.	28	36	23	10	3
The school is helping my child become mature and responsible.	28	59	8	0	5
The school provides an interesting range of activities outside lessons.	8	41	38	8	5

**Summary of parents' and carers' responses**

The majority of parents feel that teaching in the school is good and that they would feel comfortable asking questions or discussing a problem. However, a significant proportion of parents feel that the school does not provide an interesting range of activities outside lessons and that the headteacher does not provide strong leadership.



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

69. The five children under the age of five were admitted in January 2000 and are alongside those already five and other pupils up to the age of seven. This organisation is not ideal, but the adults available are deployed to best effect for the benefit of all the pupils. This unfortunately leads to the class teacher working with different age groups on different days. The consistency for the children in their first year is provided through the classroom assistant who usually works with this group of pupils and who provides good support and interesting activities suitable for their age. Parents expressed their appreciation of this stability and the good support offered by the classroom assistant. Inspection findings support this view. The assessment of children soon after entry to the school shows overall attainment to be above average for four year olds, although the weaker aspects are in reading habits and writing skills and these are at the level expected for children of four.

#### **Personal and social development**

70. In their personal and social development, the children are on course to exceed the expected outcomes. Most children enter school with positive attitudes towards learning and are able to mix with others and share equipment happily as most have received some form of pre-school education and induction procedures are good. They interact well with each other in drama and role-play situations, for example when acting out the story of 'Goldilocks and the Three Bears'. Most children feel secure and approach any of the adults to ask for help. They move about the classroom confidently, for example when going to use the computers at the opposite end of the room. The four and five year olds are happy to work on their own for periods of time and sustain their concentration well when engaged in play activities with a purpose. The four-year-olds find it more difficult to sustain their concentration beyond sharing the books in the literacy lessons. The school's policy of allowing children to bring their favourite toys to school helps them to settle more quickly. The children tidy away as best they can at the end of sessions and make good attempts at dressing themselves. The quality of teaching is satisfactory in this area of learning. The fact that there are four adults working with these children leads to some inconsistency in approach, particularly in behaviour management.

#### **Language and literacy**

71. Standards in language and literacy exceed those expected for children of a similar age. Most are confident in speaking to adults and can make their needs and ideas known to others. Speaking skills are promoted well through the interaction of the classroom assistant in play activities, for example the Victorian washing day, where she was the maid having to do most of the washing. The teachers are particularly competent in teaching early reading skills and encouraging independent writing. The rapid rate of learning in these aspects enables the children to exceed the level expected by the age of five. The average and higher attaining children are sharing the early books from the reading scheme and are beginning to recognise and read some of the most commonly used words. They can write their first names unaided; their letters are legible, but not always correctly formed as yet. They all enjoy stories; listen with interest and join in reading words they know, for example when reading 'The Pig in the Pond' they join in with the lines repeated on successive pages. The literacy hours have been adapted well for these young children and the teachers soon move on to other activities when the children lose concentration. The quality of teaching is good, with more formal activities for five-year-olds after the big book has been shared. Children are beginning to match words to pictures using their knowledge of initial letter sounds and read sentences about the story, which they have made together. The children develop confidence in their ability as independent writers as a result of the approach used and the writing corner, which is always available.

#### **Mathematics**

72. Standards in mathematics exceed those expected for children of this age. Through number rhymes and counting those present at registration, the children practise and develop understanding of counting and numbers. The samples of work scrutinised showed children of all abilities working at the same level and being given the same worksheets to complete. The worksheets tend to be pitched at the average attainers and do not stretch the more able. Children under five can count to 5 or beyond, can continue sequencing patterns of two shapes, recognise and name simple shapes such as squares, circles and triangles and make good attempts at writing numerals to five. Higher attaining five-year-olds carry out shopping sums using amounts of money up to twenty pence. However, the scrutiny of work contained samples which were not dated, and which indicated that the children's prior attainment was not built on as work following this was

much easier, for example, tracing over numbers. The children are developing mathematical language such as 'larger than' and 'smaller than'. The teaching of mathematics is satisfactory overall with appropriate emphasis being given to the early development of mental recall skills. Once the school receives the results of the assessment of pupils on entry to school, insufficient use is made of the information to plan challenging activities closely matched to the needs of individual children.

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

73. Most children have first hand experiences of the world around them prior to starting school and this gives them a good start. Standards exceed those expected for such children. Higher attaining children talk with confidence about holiday's abroad or family outings. A lower attaining child wrote about making butter. They understand the conditions necessary to sustain life from planting seeds and bulbs and tending the flower boxes around the school. They have opportunities to look at historical artefacts and explore their possible uses and engage in role-play as already mentioned. This is a good foundation for later work in history. Through visits to places of interest within the locality, such as farms and the church, they learn about the occupations of local people. They have opportunities to explore materials, for example when they observed ice cubes melting. They have made teddy bears with moving limbs, exploring how materials can be joined together. They are developing their singing voices and learning the names of musical instruments. The teaching in this area of learning is satisfactory. Adults take opportunities to develop the children's knowledge and understanding of the world around them during activities, for example when they were using clay and a pupil made a model that toppled over. The classroom assistant asked how it could be made stronger so it would stand up. This encourages the development of problem solving skills. The scrutiny of work showed few examples of work planned to extend the children's knowledge of the world around them. There is little overall planning for the reception children to show the topics to be covered over the year by the two different intakes.

### **Physical development**

74. Standards in physical development match those expected for children of this age. The children have access to outdoor play when the weather permits, using a range of wheeled toys, climbing frames and a trampette. These activities successfully promote pupils' physical development. In addition they have opportunities to play with large and small balls and are beginning to throw and sometimes catch large, lightweight balls. They can run, climb and jump on and off the boat in the school playground, although this is not encouraged, as there is no soft landing area. They have opportunities for dance with the older pupils in the class and are beginning to control their bodily movements. Skills in cutting out vary, some can make good attempts at cutting on lines, and others struggle to use scissors. Most have good pencil control; can colour in staying within lines and handle small pieces of apparatus with ease. They use rolling pins and can mould malleable materials. There is no separate area for outdoor play and therefore no features of interest to stimulate imaginative play other than the large boat. The teaching is satisfactory; activities are planned to give these young children some time outside each day. The staff do the best they can to provide appropriate provision given the limitations of the outdoor space.

### **Creative development**

75. The children's creative development is satisfactory. Most of the children are on course to reach the goals expected. The children have opportunities to paint pictures and experiment with their own ideas and with colours. The four-year-olds are still at the stage of painting blocks of colour, sometimes applying colours on top of each other. The children have many opportunities to respond imaginatively in role-play and drama. The quality of teaching is satisfactory. There is little evidence that the children can choose from a range of materials to stimulate their imagination when creating pictures and activities lack creative flair. The resources are usually to hand, with sufficient to enable all who wish to participate.

76. Since the previous inspection the provision for the children in the reception class has improved. Two of the teachers working with these children have undertaken degree courses in early years education and this has significantly improved the level of understanding of how young children learn. The organisation of the activities and the deployment of adults are evidence of this understanding in practice. The curriculum is closely linked to the early stages of the National Curriculum and provides a secure foundation for future work in a range of subjects. The adapted literacy hours and numeracy lessons also prepare pupils well for the more formal approach in Key Stage 1. The range of resources has been improved since the last inspection and there is a good balance between play activities with a purpose and more formal tasks working alongside adults.

## ENGLISH

77. Overall, standards in English by the age of seven and eleven have improved since the previous inspection. The results of national tests in 1999 show pupils' results were very high in reading and writing at the age of seven when compared with the national average and with similar schools. At the age of eleven, the pupils' results were well above the national average and the average for similar schools. There is no significant difference in the attainment of boys and girls. There are very few girls in some year groups, which is why there appears to be some difference in the attainment of boys and girls from the results. Inspection findings confirm the above average standards overall, and well above average standards in reading.

78. Teachers are very competent in teaching the basic skills of reading and writing and this has a significant impact on pupils' learning and standards. The National Literacy Strategy has been implemented successfully. The school is already aware of the change in pupils' attitudes and is planning to adapt the way it works to meet the needs of the pupils and sustain their enthusiasm for the subject.

79. By the age of seven, standards in speaking and listening exceed national expectations. Pupils speak with confidence and clarity when responding to questions or giving their ideas. They have many opportunities for speaking when discussing the text for the day in literacy hours, or sharing their work with the class towards the end of lessons. They show by their responses to questions that they have listened attentively. By the age of eleven, pupils are mature speakers, giving well thought out explanations for their answers to questions. They express their ideas or opinions clearly and succinctly, for example when explaining the picture in their minds of the environment of Mount Everest. They are willing to listen to the views of others and also to offer opposing views, substantiated by reasons.

80. In reading, pupils make rapid progress in developing phonic skills and strategies for reading unfamiliar words throughout Key Stage 1. By the age of seven, higher attaining pupils show confidence in reading children's classics, for example 'The Christmas Carol'. They attempt unfamiliar words using their knowledge of letter sounds or by splitting words into smaller parts and are usually successful. Their understanding of what they have read is not as good as they cannot always respond to questions about the story. Pupils of average attainment read with confidence, accuracy and expression, although some still need to follow the text with their fingers as they read. They often refer to the text or pictures when making a point about what they have read. Lower attaining pupils sometimes wait to be told words, especially when books are too demanding and too many words are new to them. This hinders their development of fluency and confidence in their abilities as readers. Average and higher attaining pupils talk about the books they read at home and what they are planning to read next.

81. By the age of eleven, both boys and girls have very good attitudes to reading. The school has an appropriate range of stories available that are of interest to all. The pupils are at the stage of selecting books by authors or groups. All pupils read fluently and accurately not only from the fiction books, but also from non-fiction books on given topics, which they locate in the school library. They can self correct their errors by re-reading the sentence and explain the meaning of words with confidence. Pupils' rapid progress is helped by the support of parents in hearing their children read at home on a regular basis and recording what has been read in the diaries. The school does not maximise this channel of communication by giving guidance to parents when pupils are having difficulties. An example of concerned parents requesting help had gone unnoticed. The reading diaries in the junior classes are of little value as all they do is record the pages read by pupils with no comments to inform parents of progress. The targets noted in reading diaries are set by the parents not by teachers. Pupils make good use of their reading skills to research information in other subjects such as geography and history.

82. In writing, most pupils make rapid progress in developing independent writing skills and by the age of seven understand story structure. They begin by retelling familiar stories such as 'The Three Little Pigs' and then write their own stories such as those about Father Christmas. They can spell the most commonly used words accurately and make good attempts at more difficult words using their knowledge of letter sounds. They use full stops and capital letters with increasing accuracy. Higher attaining pupils begin to use adjectives to add interest to their writing, for example in their water poems, and begin to extend their use of punctuation. Lower attaining pupils write stories with a logical sequence, but often their spelling skills are weaker, although words are recognisable. Assessment activities are used to check pupils' spelling skills, but little is done with the information gained to plan tasks to help individual children overcome specific problems. Handwriting is legible, but often too large. The National Literacy Strategy is now being used to develop handwriting skills and to encourage pupils to join letters at an earlier stage.

83. By the age of eleven, pupils' writing shows accurate use of punctuation, but spelling skills vary. Higher attaining

pupils write very good descriptions of the monster in their stories, but spellings are careless, whilst average attaining pupils show accurate use of punctuation and correct spellings, although there is a lack of adjectives in their writing which would add interest for the reader. Lower attaining pupils show clear understanding of story structure and use a line of dots to create tension in their stories. Stories contain good ideas and a logical sequence, but there is little use of direct speech. Pupils have a good understanding of how to write informal and formal letters of complaint, for example having purchased a toy which turns out to be faulty. Pupils understand the importance of including all the essential information in public notices as a result of good teaching and clear explanations. They write poems in different styles such as acrostic poems and write accounts and play scripts. Pupils say they enjoy writing their own stories best and good use is made of computers to do this. However, the scrutiny of work and discussions with pupils revealed that the weakness identified in the previous inspection report in drafting and redrafting their work in order to improve the content has not been overcome. Pupils stated that they only correct spellings or improve presentation. This does not help pupils in improving the content of their stories. Pupils' writing skills support their learning in other subjects, for example when taking notes on how to use programs in information technology which they later follow to complete the task.

84. The quality of teaching is good at both key stages especially in upper Key Stage 2. Teachers are secure in their understanding of the National Literacy Strategy, select appropriately interesting and challenging stories and structure their lessons accordingly. The lesson planning at Key Stage 1 covers three age groups and therefore contains less detail and clarity as to what the pupils of different ages and prior attainment are expected to achieve. This is also a weakness in some of the lessons at Key Stage 2. The national guidelines for planning are followed, and the tasks are planned at three different levels, which are manageable for teachers when supporting the groups. There is a high proportion of pupils with special educational needs in the Year 3/4 class and these pupils respond well to the warmth of the relationships with the teacher and find this encouraging. They contribute well to class discussions knowing that their contributions are valued. The teacher has good strategies for managing these pupils and briefs the support assistant well so that when they are withdrawn, they make good progress in the time available. In the Year 5/6 class the planning has different learning outcomes for the two age groups, with the higher expectations of Year 6 made clear. The teacher has a good overview of those participating in discussions and those who are not and questions are directed effectively at those not responding to check their level of understanding. The time towards the end of lessons is used well in Year 5/6 to check on understanding of new learning. This time was less effectively used in the other classes. Good use is made of information technology to support the development of literacy skills.

85. Since the previous inspection there has been occasional monitoring of teaching by the curriculum co-ordinator, but this does not happen on a regular basis. The co-ordinator has little influence over standards in the subject. She has recently had two days to observe Literacy Hours in other classes but has few opportunities to scrutinise pupils' work or teachers' planning and only a limited say in how the funding allocated to the subject is spent. Whilst being the person nominated as the English co-ordinator her job description makes no mention of responsibilities relating to the subject. This is unsatisfactory and needs some clarification so that her role in sustaining standards is clear.

## **MATHEMATICS**

86. Attainment at the end of both key stages is above the national expectation. This indicates an improvement in standards of attainment at Key Stage 1 since the previous inspection where the attainment of Year 2 pupils was below average in some aspects of the mathematics curriculum. Pupils, including those with special educational needs generally make good progress and the progress made by a significant proportion of pupils at the end of Key Stage 2 is very good.

87. The end of Key Stage 1 National Curriculum tests show that all pupils achieved the expected level and that a very high proportion of pupils had attainment above the average. This indicates that the attainment of pupils was among the top five per cent of schools in the country both when compared to all schools and when compared to similar schools. As the small number of pupils in each year group mean that year on year comparisons should be treated with caution, information from the previous three years indicates attainment has been consistently well above average. The school has adopted the national Numeracy Strategy well and this is beginning to further improve the pupils' mental mathematics skills.

88. Children in the reception group make repeating patterns of beads, count and colour items to five and use digit cards to match a number of dots to the numeral. Higher attaining pupils add 10p and 5p together to buy two sweets. They complete symmetrical shapes by completing the missing half of a butterfly and ladybird. Lower attaining pupils identify which pictures of bears are the same although they struggle to explain why these are the same or different. In Year 1, pupils' use dinosaur shapes to make groups of numbers and add and subtract from the total. At the end of Key Stage 1,

pupils have a secure understanding of the addition of two numbers using dice to twenty and then adding five and placing a counter on the target board. The sample of pupils' work indicates that higher attaining pupils can add and subtract amounts of money from 50p. They work out corner numbers on a puzzle from the information already given. They recognise odd and even numbers and easily identify 10 more or less. They recognise a half and identify hexagons, ovals and diamond shapes. In number patterns they identify missing numbers to 200 and use towers of cubes to carry out tens and units additions. Older children work out the area of their hand using centimetre-squared paper.

89. In Years 3 and 4 pupils with above average attainment recognise that there are 16 hundreds in 1,600. They work out addition and subtraction calculations using the thousands, hundreds, tens and units format. They recognise picture fractions and know that half of ten is the same as ten divided by two and recognise doubles, halves and quarters. In shape activities they work out the area of a house.

90. In Years 5 and 6 higher attaining pupils work out mentally what 3,120,003 multiplied by 9 is. They can carry out long division calculations such as 514 divided by 16 and add and subtract decimal numbers. They add fractions and work out the percentage of people wearing hats, glasses or walking the dog from information provided. They use number co-ordinates to plot a given point and use complex information to work out the weight of rabbits when combining the weight of pairs of rabbits. Lower attaining pupils work out the total of how much it would cost to go to a theme park and can do calculations that leave remainders.

91. Mathematical learning is good. Pupils have a good basic knowledge of number and many use the four operations with secure understanding. They have a good mathematical vocabulary. Pupils make good progress throughout the school and especially at the end of Key Stage 2. The younger pupils use mathematics as an integral part of classroom activities and make good use of resources including dice and counting shapes to help them solve addition and subtraction problems. Pupils in Years 3 and 4 make good progress in mental mathematics in counting on and back in tens from a given two or three-digit number. They make good progress in rounding up or down to the nearest 10 or 100 and in completing a tally chart and frequency table from tennis scores or the number of letters in their names. In Years 5 and 6, the progress made is good and for a considerable proportion of pupils it is very good in the understanding of how to construct and interpolate information from a line graph and in comparing the use of a bar or line graph.

92. Numeracy skills are used appropriately in other subjects especially in science where for instance the oldest pupils measure the fall of their parachute using a stop watch, working in tenths and hundredths of seconds and comparing the speed of fall. Similarly, pupils in Years 3 and 4 investigate and measure the solubility of salt and washing powder and record the information that they gain in a table. The school introduced the National Numeracy Strategy during the year and this has boosted the mental mathematics skills of many pupils, although as yet these activities are not as well organised as they might be and the fun element often seen in mental activities is not often apparent. Similarly, the plenary sessions at the end of lessons are not always used to full effect to encourage the pupils to demonstrate or describe what they have found out.

93. Pupils show positive attitudes to mathematics. They show interest and enthusiasm and the older pupils sustain their concentration well. Many older pupils have a good level of confidence in their skills and many are willing to offer their ideas in initial task setting. However, as in other areas some of the oldest pupils do not appear to listen well when tasks are set. Virtually all pupils show enjoyment in working co-operatively and this contributes to their social development. The behaviour of most pupils is good although a small number of younger pupils squabble and disagree when playing mathematical games.

94. The quality of teaching in the lessons observed is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers have a suitable understanding of the National Numeracy Strategy and the planning of lessons is satisfactory. The main strength in the quality of teaching is the good level of challenge provided throughout the school. Teachers are keen that the pupils' high levels of attainment are maintained and have high expectations of what the pupils will achieve. Teachers consolidate and extend pupils' understanding, building on skills learnt in previous lessons. A good example being in Years 5 and 6 where pupils extend their understanding of the use of graphs through the interpolation of new information. In Years 5 and 6 the teacher makes good use of demonstration to ensure that pupils understand how to construct the chosen graphs. The teacher makes particularly good use of questions not only to check pupils' understanding but also to move pupils on in their learning.

95. The co-ordinator has begun to make use of assessment information and has plans to extend this through the careful tracking of attainment. The co-ordinator is keen to work with colleagues to extend the effectiveness of mental mathematics and plenary activities. There is some monitoring of planning and teaching and the school is rightly

considering extending this and the monitoring of the quality of pupils' work across the school. There are no annotated portfolios of pupils' work and the use of information technology to extend the teaching of mathematics is under-developed.

## SCIENCE

96. Standards of attainment remain similar to those seen at the time of the previous inspection. The previous report noted that in Key Stage 1, teacher assessment indicated standards that were well above average, but the inspection judgement was that this assessment was generous and that the standards were broadly average. This remains the position now. Results of the 1999 National Curriculum teacher assessments indicate that standards in all areas of the science curriculum are well above average but inspection findings are that standards are generally average and progress is satisfactory.

97. In Key Stage 1, pupils find out about materials by testing which will be waterproof and which is hard wearing. Pupils sort materials into those that they think have the same properties and predict which will be waterproof. They describe a recent experiment to test the absorbency of paper and know that a kitchen cloth soaked up the water. Year 2 pupils describe the properties of a beaker as being clear and a bit like glass but made of plastic. They know that plastic is light, strong and hard wearing. The progress made in sorting and classifying materials is satisfactory and pupils are beginning to develop a scientific vocabulary. The sample of recent work shows relatively little recording of work other than the testing of ice-cubes to find out how quickly they melted.

98. In Key Stage 2, the standards that pupils attain are higher and are above average and a considerable proportion of the pupils have attainment that is high. The 1999 end of key stage tests indicated attainment that was well above average. Pupils make good progress and several make very good progress particularly at the end of the key stage. This maintains the position noted in the previous inspection. In Years 3 and 4, pupils have found out about the earth in space. They find out about the solar system, how the earth spins and how the moon appears to change shape. They recognise the name and position of the planets. In recent work, pupils have found out about the human body. They can name the main parts of the skeleton and know how the heart works. They study teeth and what the body needs to remain healthy. In Years 5 and 6 pupils investigate forces. They find out what batteries do and how to make series and parallel circuits. Pupils carry out experiments to show the elasticity of rubber bands and whether objects weigh more or less in water. They investigate how much force is needed to move a range of objects. Some higher attaining pupils make very good progress in conducting a fair test and in learning the difference between gravity and air resistance.

99. Pupils are enthusiastic about science. Most enjoy carrying out investigations and are keen to begin such activities. Whilst most pupils listen and respond well in discussions, a small number of the older pupils do not listen in a polite manner. When conducting a fair test, pupils work well together and share ideas and resources happily.

100. The quality of teaching is satisfactory at Key Stage 1 and good and occasionally very good at Key Stage 2. At Key Stage 1, the teacher makes sensible arrangements for the oldest and youngest pupils to work in separate groups to ensure that tasks are matched to pupils' understanding. The planning of such activities is satisfactory and there is a reasonable amount of challenge in the tasks. In Key Stage 2, the amount of challenge in the tasks undertaken considerably improves. In Years 3 and 4, pupils take part in four well-considered tasks relevant to the level of understanding. The teacher makes good use of questions to encourage the pupils to describe carefully what they are observing when testing the solubility of kitchen items, when constructing an electrical circuit or when using magnets. In Years 5 and 6 the teacher sets a high level of challenge in the testing of parachutes. He again makes good use of questions not only to clarify what pupils know but also to encourage them to predict and describe what they find out. The management of pupils in Key Stage 2 is good even when pupils are anxious to begin experimental activities.

101. The co-ordinator has a good level of subject knowledge but has few opportunities to monitor the standard of planning, teaching and learning in the subject. This has allowed differences to occur in the type and manner of the recording of pupils' work. For instance in Key Stage 1 relatively little work is recorded whilst in Key Stage 2, particularly in Years 3 and 4, there is extensive use of worksheets that limits the development of independent or descriptive writing skills. There are few formal assessment procedures and this has led to some over-generous presumptions in teacher assessment. The use of information technology to support the teaching of science is under-developed and the school makes relatively limited use of the outstanding features of the local environment.

## **ART**

102. The standards of work are below those expected of pupils at the end of both key stages. The progress that pupils make is inconsistent and, overall, is unsatisfactory. This shows a fall in standards since the previous inspection. However, standards are better in the middle years of the school where progress is satisfactory. At the end of both key stages there is little development of specific art skills and there is little flair or imagination in the artwork produced. The activities undertaken are on an infrequent basis and there is relatively little evidence of pupils' recent work.

103. Pupils in the reception and Key Stage 1 class produce fold over paint patterns to which they add sequins to illustrate a rain puddle. They colour in pre-drawn fish shapes and stick materials to a collage of the sea. The youngest children colour in pictures of the three little pigs and stick tissue paper to bear shaped outlines. The sample of recent work shows that pupils have mixed paints in shades of pink and orange and produced drawings of owls using pastels. The standards of this work are poor; for instance coloured in pictures of houses are little more than scribble.

104. Pupils in Years 3 and 4 produce better standards of work. When using pastels and wax crayons, pupils produce some good quality portraits of a friend showing the clear development of skills in the marking out of the position of facial features. The pupils also produce good quality drawings of vases from ancient Greece. These show good awareness of colour and design. Linked to this, the pupils have recently made impressed clay pots in Grecian style and have begun papier-mâché masks of Greek gods. The samples of recent work also show considerably more work undertaken in this class than in the others. Better progress is made in this class through the development of drawing and painting skills, such as in some observational drawings of stones and fruit.

105. In Years 5 and 6, pupils draw geometric patterns and rotation patterns with felt tip pens and pencil crayons. There are also a small number of paintings in the style of Picasso. The pupils' drawings of Sikhs using pastels and crayons are of a slightly better standard. Overall, there is a very small amount of work produced recently and that done is sometimes poor with the progress made being unsatisfactory.

106. Pupils' attitudes to the subject are broadly satisfactory and are best in Years 3 and 4 where pupils take more care with their work. However, the sample of recent work shows that some younger and older pupils have quite a casual attitude to producing work that is neat and carefully observed. Behaviour in the small number of lessons observed is good and the pupils share materials happily.

107. The quality of teaching is unsatisfactory overall; although the teaching in Years 3 and 4 is satisfactory. The varying standards of work clearly indicate that teachers have very different levels of subject knowledge and expectations. Staff have a varied understanding of how to teach the development of relevant skills and do not make use of a wide range of methods or techniques. The range of work undertaken is narrow and indicates that few staff are able to pass on any interest in art to the pupils. Teachers do not plan carefully to teach specific skills and do not make effective or imaginative use of quite a narrow range of art materials.

108. There has recently been only very limited development of the subject. There is no scheme of work that identifies what skills are to be taught. The slowness in developing this area of planning has reduced the opportunities offered to pupils. Some work, including South American art, is displayed around the school but, apart from this, work is not well displayed and does little to enhance the quality of work produced or to indicate to pupils that their work is important. This also limits the cultural development of pupils and is a visible sign to parents and visitors that pupils' skills in this subject are not highly valued. There is limited use of computer art programs to extend skills in art and information technology.

## **DESIGN AND TECHNOLOGY**

109. The progress that the pupils make in their learning in Key Stage 1 and lower Key Stage 2 is broadly satisfactory; it is good at the end of Key Stage 2. This shows maintenance of the standards seen in the previous inspection although there is less work in Key Stage 1 and lower Key Stage 2 than is usually found. There is little evidence of the planning and development of design ideas or the modification and evaluation of the finished items in Key Stage 1 but some evidence of pupils completing adult designed items.

110. In Key Stage 1, pupils cut out and fasten together the limbs of the three little pigs and the three bears using spilt pins to allow the limbs to move. In work linked to art the pupils attach and weave a variety of materials into textile hangings. Pupils also occasionally take part in food technology activities and make use of construction kits. Two-

dimensional paintings of the rainforest indicate that pupils can shape and glue items of paper and card with a basic level of skill.

111. In lower Key Stage 2, in work linked to the art curriculum, pupils use clay tools to shape and decorate impressed clay pots and can cut and attach paper and card to collage items. In upper Key Stage 2, the pupils take part in a wider range of activities where the development of a specific design for such as 'The Great Boat Challenge' and a project on making a shelter are well considered. The brief for these activities includes designing, modelling, making, testing, modifying and evaluating the chosen products. Pupils have to work to a strict budget of the materials that they have to 'buy' to make the finished item.

112. In the small number of lessons observed, the pupils' attitudes to the work are good. They approach the tasks with interest and most work well together sharing their ideas for designs. However, a small number of pupils sometimes do not appear to listen closely when tasks are set. The sample of pupils' work indicates the attitudes of younger pupils are satisfactory although they do not always show a high degree of care in producing their finished work.

113. In the one Key Stage 2 lesson observed the teaching was good. There was a high level of challenge in the task and good opportunities for pupils to work together and extend their social skills in negotiating how to proceed with a design. The management of pupils in the lesson was generally good and the task was set clearly. The sample of work indicates that this is generally the case for pupils of this age, but that teaching in other parts of the school is less effective although broadly satisfactory. In Key Stage 1 and lower Key Stage 2, few activities are carefully planned and there is little evidence of the continuous development of designing and making skills. There is a wide variation in the level of subject knowledge and the understanding of importance of the different strands of the curriculum and this limits the progress that pupils make.

114. The subject co-ordinator has a high level of skill and interest in the development of the subject. However, there are few opportunities for the formal monitoring of planning, teaching and learning and this has made it difficult to ascertain if the development of skills is continuous and progressive. The use of information technology to support the design element of the curriculum is under-developed.

## **GEOGRAPHY**

115. Standards have been sustained since the previous inspection and remain broadly average at the age of seven and above average by the age of eleven. There is very limited evidence of previous work in the subject at Key Stage 1 except for the links with a school in Tiree. This has promoted the pupils' understanding of living on an island as letters and photographs are exchanged between the two schools. They understand some of the occupations of people in the village and have visited local farms to gain first hand experience. They understand simple sketch maps, for example they looked at a sketch map of the route Goldilocks took to her grandmother's cottage and drew their own maps using simple symbols.

116. Pupils build on these early skills in the junior classes where progress is good. They gain in-depth knowledge of different countries of the world and by the age of eleven they use their knowledge of climatic conditions when describing how they think different mountain environments will look. Independent study skills are well developed and pupils choose which mountain environment to study and research information for homework. Good use is made of information technology in seeking information either from the Internet, or by using CD-ROM. When no weather report could be found for an area being studied, pupils sensibly solved the problem by selecting a nearby location. Pupils have a good knowledge of the main mountain ranges and rivers of the world and of the solar system. They have linked the work on the solar system with significant events in space travel, as part of their work in history. Holiday's abroad and experiences of family members, such as parents who have climbed Mount Everest enrich pupils' work in school. Photographs and artefacts are loaned for classroom displays and experiences shared which adds interest for the pupils.

117. The pupils enjoy their lessons, sustain their concentration and complete their homework. They are enthusiastic about sharing the information they have found on their selected mountain environment. They work well with their partners and make good use of travel brochures to seek out information about climatic conditions. Their work is well presented.

118. The quality of teaching is satisfactory at Key Stage 1 and is good at Key Stage 2, particularly in the upper key stage where it is very good. Very good teaching results from lessons being well prepared with atlases and travel brochures to



hand and homework being set which ensures pupils have sufficient information to work on in lessons. Skilful questioning elicits information from pupils and makes links with prior learning and very good relationships create a calm, reassuring atmosphere for pupils to work in. All teachers have good subject knowledge. The scrutiny of pupils' work showed the younger lower attaining pupils sometimes struggle to keep up as all pupils in the class are given the same worksheets to complete and this means they have exactly the same task as the older, higher attaining pupils. Talented pupils are well catered for with extension work, which other pupils do not undertake. The weakness in the lack of a scheme of work identified in the previous inspection has been overcome by adopting national guidelines published recently.

## **HISTORY**

119. Standards are consistent with those expected for pupils aged seven and eleven. This means that standards have not been sustained since the previous inspection when they were above average by the age of eleven. The implementation of the National Literacy and Numeracy Strategies has led to less time being available for the teaching of history. The weakness identified in the previous report, the lack of a scheme of work, has been overcome by adopting national guidelines. The guidelines take account of the mixed age classes in the school and provide a good framework for teachers' planning.

120. By the age of seven, pupils are developing a sense of chronology and an understanding of the past by discussing and comparing items used long ago with those used today. They visit places of historical interest to gain first hand experience, for example a visit to Hartlebury Museum where they spent a day exploring the Victorian schoolroom and house. They examine artefacts from Victorian days, such as carpet beaters and dolly tubs and work out what they were used for. The scheme of work shows that pupils in Year 2 should study the life of famous people such as Florence Nightingale, but there is no evidence to show that this has been done. By the age of eleven, pupils have some understanding of major periods in history such as the Anglo-Saxons, the Vikings, the Ancient Greeks and Egyptians and the Tudors. In each period they gain knowledge and make comparisons through the study of common themes such as homes, clothing, food and ways of life. The Year 5 and 6 pupils are currently studying World War II and understand what it was like for people during that time.

121. The pupils are interested in learning about life in the past. They were disappointed that a video, consolidating their learning about the Ancient Greeks, had come to the end. Their response to questions showed they had remembered much of the work they have covered, including the Greek gods, myths and legends, why it was hard for the Ancient Greeks to farm and why they used boats to trade their goods.

122. The quality of teaching is satisfactory at both key stages. Teachers place appropriate emphasis on developing pupils' enquiry skills and their understanding of primary and secondary sources of evidence. They use a range of teaching methods and resources to add interest such as stories, videos, artefacts and photographs. In Key Stage 1, there are different tasks for pupils of different ages, with expectations that the older pupils will produce work at a higher level. Effective use of praise encourages pupils to keep thinking when exploring the possible uses of artefacts. The scrutiny of pupils' work at Key Stage 2 showed most books containing work that had been copied. Talented pupils are appropriately catered for and carry out independent work at a higher level.

123. The history co-ordinator has little influence over standards in history, as her job description does not indicate the responsibilities to be carried out. This is unsatisfactory. There has been no monitoring of teaching in the subject, or scrutiny of pupils' books to check on the progress being made.

## **INFORMATION TECHNOLOGY**

124. At the time of the previous inspection, standards were below those expected for pupils aged seven and eleven. Current evidence shows there has been some improvement and standards are now in line with those expected. The range of resources available has been extended to include the necessary resources for teaching all aspects of the National Curriculum programme of study. The expertise available in the school is now being used to good effect in supporting colleagues and developing all aspects of the subject. Approximately half the pupils at the end of Key Stage 2 have access to computers at home and this supports their learning in school. Throughout the school, the pupils are eager to use computers and explore the possibilities of different programs. They treat the computers with care and put their own disks away after use.

125. In Key Stage 1, pupils become familiar with the use of the key board and mouse from an early stage when using programs to support spelling of simple words. By the end of the key stage pupils use word processing programs to copy and print their stories and poems and they are beginning to understand how to edit their work. They are able to work independently and with confidence. They can program toys to negotiate pathways.

126. They build on these foundations at Key Stage 2 and make good progress in extending their skills, particularly in Years 5 and 6 where the teacher is a subject specialist. In Years 3 and 4, pupils have prepared their own questionnaires to collect information which they will use to set up a database and print their findings in the form of pie charts, line graphs or block graphs. In Year 5, pupils have been exploring the features of graphics programs. They have already experienced the use of one program, which does not allow editing of pictures in order to improve them. They were introduced to another program where they could edit their work. A problem solving activity was set for them to determine the best program to use for the given purpose. All pupils have their own disks to store and retrieve their work as necessary. In Year 6, pupils can produce a multi-media presentation working well in small groups. They demonstrate confidence in exploring the features of different programs, know how to access information on the Internet and CD-ROM and make good use of this information to support work in subjects such as history and geography. The work on controlling, monitoring and modelling is part of the scheme of work for later in the school year.

127. The quality of teaching is satisfactory at Key Stage 1 where teachers' knowledge varies between the staff. At Key Stage 2 teaching is good, particularly in the upper key stage where the teacher's subject knowledge is very secure and this leads to clear explanations for pupils. Computers are frequently in use for pupils to practise their skills, although in Key Stage 1 it is often children who finish their work who have access to the computer. There are no agreed procedures for assessing pupils' attainment or for pupils to practise their skills on a rota basis. There has been some specialist teaching in the subject on an occasional basis which has helped the teachers become more confident.

128. The subject is well managed and led. The subject co-ordinator has been instrumental in securing the improvement and development of the subject. He is well aware of the need to have a rolling programme to keep the hardware up to date and of the need to keep a check on the cost of accessing the Internet in lessons. He spends the money allocated with care, consulting governors and seeking the best value for money when purchasing new computers. He is aware of standards in the different classes and offers good quality support to colleagues.

## **MUSIC**

129. There has been no improvement since the last inspection. It was only possible to see one lesson at Key Stage 1, and hear pupils sing in assemblies. The evidence from talking to pupils, examining teachers' planning and records of monitoring visits by advisory teachers indicate standards are below those expected for pupils aged seven and eleven. Those pupils who receive instrumental tuition in school or private tuition outside school make better progress and attain higher standards. Parents expressed their concern about the provision for music at the parents' meeting and inspection findings support their views.

130. Although the teachers have undertaken in-service training to improve the weakness in subject knowledge and teaching this has not been successful. Half the teachers are not confident in using their voices as a teaching resource and this leads to unsatisfactory teaching. The wide age range of pupils in Class 1 makes it more difficult to plan activities closely matched to the prior attainment of all pupils. Over time pupils build up a repertoire of songs they enjoy singing but progress in this is slow. The most memorable experience for pupils was the recent Millennium production which involved all pupils in a musical 'The Web', especially written for the school and performed with the support of the local community. Members of the governing body support the school by playing the piano for assemblies.

## **PHYSICAL EDUCATION**

131. The school has slightly improved the standards of physical education since the time of the previous inspection when attainment was seen to be well below national expectations. The school still struggles to provide the standard of accommodation that is suitable to provide coverage of all strands of the programmes of study. However, the school makes reasonable attempts to make use of the facilities of the adjoining school and other local facilities. Standards are mostly average and the progress made is broadly satisfactory.

132. Pupils in Key Stage 1 develop their dance skills by using their bodies in curved shapes to interpret music. They

watch and try to copy the movements of a feather swirling and curling by using their arms and upper body to make similar movements. Pupils use crepe paper streamers to make swirling movements in the air and attempt to copy these movements too. They use the story of 'The tiny seed' as a reference to curling their body as a seed and then uncurling and stretching their limbs as the seed grows.

133. In Key Stage 2, all pupils take part in swimming lessons each week. This has led to the development of good swimming skills so that virtually all of the pupils attain at least the 25-metre minimum requirement when they leave the school. The majority of the pupils can swim longer distances than this and several are very competent and confident swimmers. The most skilled swimmers enter the water using pencil jumps and take part in life saving activities. They float on their back and are able to skull backwards and forwards with high body positions, using only their hands. Other pupils use a swim float under one arm whilst propelling their body using a front crawl stroke with the other arm and with appropriate leg kicks. Pupils generally have good breathing techniques and breathe to one side on alternate strokes. Less confident swimmers use a float while practising their backstroke arm movements, with the majority of this group able to pick a quoit from the pool floor.

134. Pupils' responses to swimming are good. Most pupils enjoy the activity and try hard to improve their technique. They behave in a sensible manner and are conscious of safety matters. Younger pupils enjoy dance activities but their behaviour deteriorates during some lessons when the management of pupils is not firm and occasionally pupils do not follow the instructions of the teachers, disrupt the work of others and lack self-composure.

135. The teaching is satisfactory overall, ranging from unsatisfactory to good. The teachers knowledge and understanding of the subject are sound but the management of pupils is variable and on occasion is weak and allows the younger pupils to become disruptive. On such occasions, little effective feedback is given to pupils on how to improve their body movements or interpretation and no use is made of staff or pupil demonstration to show to pupils what may be achieved. The planning of lessons is satisfactory and the school makes good use of professional swimming teachers to enhance the quality of swimming.

136. The curriculum is restricted by the school accommodation particularly in the area of gymnastics. The school has no hall or suitable equipment and this limits the progress that pupils can make. The school is wisely considering how to make further and more continuous use of local facilities and areas of expertise. The school makes satisfactory attempts to provide facilities for the full range of activities required except in the provision of outdoor and adventurous activities. The school makes some use of the small hard playground for football and staff and parental help support netball coaching which after school. In summer the school makes satisfactory use of local sports fields for games and athletics activities. There has been no monitoring and evaluation of planning, teaching and learning and this has allowed some areas of the curriculum to remain under-developed.