

## ERRATUM

Please make the following changes:

Information about the inspection team:

Anne Hogbin – add as a subject responsibility **Mathematics**

Paragraph 72:

Sentence beginning “Children listen...” to read:

**Children listen well, combine letter sounds to form words and make good attempts to write about their experiences of visitors such as the local postman.**

# INSPECTION REPORT

## **BURGHILL COMMUNITY PRIMARY SCHOOL**

Burghill, Hereford

LEA area: Herefordshire

Unique reference number: 116667

Headteacher: Mr J W Litchfield

Reporting inspector: Mrs Heather Williams  
22284

Dates of inspection: 10 – 13 April 2000

Inspection number: 197225

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed primary

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Burghill  
Hereford

Postcode: HR4 7RP

Telephone number: 01432 760240

Fax number:

Appropriate authority: The Local Education Authority

Name of chair of governors: Mr P Nugent

Date of previous inspection: November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Heather Williams	Registered inspector	English Art Design and technology Music	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning
Jane McHugh	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Anne Hogbin	Team inspector	ICT Physical Education Religious education Special educational needs Areas of learning for children in the foundation stage	Quality and range of opportunities for learning
Kevin Johnson	Team inspector	Science Geography History Equal opportunities	Leadership and management

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

### **INFORMATION ABOUT THE SCHOOL**

Burghill Community Primary School has 94 pupils with almost an equal number of boys and girls. The school is situated in a rural setting and most pupils come from the villages of Burghill and Tillington. Some pupils come from isolated cottages and a few from the city of Hereford. Pupils live in a mixture of housing typically found in a rural area. At the time of the inspection five children were under five years of age and, of these five, four attended part-time. The profile of the children's attainment on entry is average for their age. One per cent of pupils is eligible for free school meals, which is well below national average. All pupils have English as their first language. Only seven per cent of pupils are identified as having special educational needs, which is below the national average. One per cent of these pupils has a statement of special educational needs in place.

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

Burghill Community Primary School is a good school with many strengths. The headteacher provides strong leadership and has a very clear vision of the school's potential. The governing body has a positive impact on shaping the direction of the school. Attainment in English, mathematics and science is above average at the end of Key Stage 2. Attainment, at the end of Key Stage 2, exceeds national expectations in all subjects except design and technology and physical education. This improvement in pupils' achievement is due to good teaching, the commitment of staff to pupils' personal development and a very positive climate for learning. Relationships and behaviour throughout the school are very good. It is a very caring school with very strong links with parents. The school targets its resources effectively and uses specific grants very well to increase the opportunities for pupils to achieve. The only exception is the provision for indoor and outdoor play equipment for children under five, which is unsatisfactory. The quality of education provided represents good value for money.

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

- Good standards of work and high results in national tests at the end of Key Stage 2.
- The overall quality of teaching is good.
- The school has a very positive ethos and relationships, attitudes and behaviour are very good. Pupils are keen to work and are very considerate to each other.
- Provision for pupils' personal, spiritual, social, moral development is very good and cultural development is good.
- Provision for pupils with special educational needs is good and overall these pupils make good progress.
- The school provides overall a good broad, balanced curriculum and a good range of extra-curricular activities.
- Pupils are very well cared for and there are very good links between parents and the school.
- The governing body and the headteacher work closely together in leading the school, which is very successful in meeting its aims.

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

- Management of the headteacher's time for him to provide the most effective support for the teaching staff.
- The analysis of work to match attainment against National Curriculum levels.
- The overview the staff has of the curriculum so that they know which areas need strengthening.
- The clarification of what information is needed to enable the staff to improve the curriculum and pupils' standards.
- Extend procedures for identifying performance and recording achievement to include Information and communication technology, science and religious education.
- The monitoring of teaching and learning by the subject co-ordinators and the sharing of good practices.
- Induction procedures and the annual appraisal of teachers ensuring that it is kept up to date.
- The provision for indoor and outdoor play for the under-fives.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has shown satisfactory improvement since it was last inspected in November 1996. The implementation of the action plan was delayed to allow for two new members of staff to settle into their new positions, especially as one was a newly qualified teacher. A new assessment policy has been introduced in January 2000, and a whole-school system of pupil profiling started. The procedures for monitoring and supporting pupils' academic progress have addressed the issue from the previous Ofsted report and are satisfactory. Standards in English, mathematics and science at Key Stage 2 have improved greatly since the last inspection. By transforming the hall into a computer suite the school has improved the teaching of information and communication technology. Brass and guitar lessons have been introduced. The use of the grant for booster classes and additional literacy support will have an impact on raising standards. The governing body and headteacher still need to develop the roles of the subject co-ordinators so that they can obtain an overview of teaching and learning throughout the school.

## STANDARDS

The statutory assessment tests results at the end of Key Stage 2, which make comparisons with national statutory assessment tests, are not being reported, as the groups of pupils involved for Burghill Primary School are too small to make them reliable.

Children by the age of five attain the expected standards for their age. Attainment at the end of Key Stage 1 is average in reading, writing, mathematics and science. In all other subjects attainment is in line with national expectations with the exception of some aspects of physical education, which are unsatisfactory, and music, which exceeds national expectations. At the end of Key Stage 2, attainment for English and mathematics is above average; it is well above average for science. In all the other National Curriculum subjects attainment is above average with the exception of design and technology, which is in line with national expectations and some aspects of physical education which are unsatisfactory. In both key stages pupils show good religious educational knowledge.

The targets set for Year 2 pupils are realistic and achievable. The targets for Year 6 could be most challenging as this cohort of pupils had very good tests results at the end of Key Stage 1 and should easily achieve the targets set for English and mathematics.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school. They are very keen to learn and to participate in all school activities. They concentrate very well on their work and listen very attentively. Relationships between adults and pupils are very positive enabling pupils to speak freely about their feelings.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and throughout the school. Pupils show respect for each other, their teachers and other members of staff at all times.
Personal development and relationships	Very good. Pupils' involvement in the development of the spinney and memorial garden has encouraged their respect for and pride in their school. Pupils are willing to take responsibility for duties in school and for their own learning. Pupils are given plenty of opportunities to become mature and responsible individuals. Pupils respond very positively to the very good role models presented by all the adults in the school.
Attendance	Attendance is well above average and punctuality is very good

## TEACHING AND LEARNING

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

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

The teaching in the school is good overall and enables pupils to make good progress. Teaching is generally good in English and mathematics. Teaching was excellent in five per cent of the lessons, very good in seventeen per cent, good in fifty-seven per cent, satisfactory in fourteen per cent and unsatisfactory in seven per cent. Pupils with special educational needs are taught well. Overall, teaching has improved since the last inspection. Although in this inspection there was a small percentage of unsatisfactory teaching there is a higher percentage of good or very good.

The strengths in teaching are the teachers' good subject knowledge, very good questioning skills, their enthusiasm, their high expectations of what pupils should produce, very good and effective management of the class and their very good relationship with the pupils. Teachers' encouragement and use of praise makes a positive contribution to their pupils' achievements. The weaknesses in teaching are in the pace and challenge of the lesson. High attainers became bored and unchallenged, making it a struggle for the teacher to maintain pupils' interest. There were missed opportunities to extend pupils' learning and skills and the setting of an inappropriate task for the learning objective, were also weaknesses in the teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall for children under five in full-time school, but the provision for their physical development is unsatisfactory due to limited indoor and outdoor facilities. For pupils in both key stages the curriculum provides a good quality and range of learning opportunities. Lack of indoor facilities means that the National Curriculum programme of study cannot be fulfilled in physical education. There are good strategies for teaching literacy and satisfactory strategies for teaching numeracy. There is good provision for extra-curricular activities
Provision for pupils with special educational needs	Pupils with learning difficulties receive good support. All pupils on the special needs register have clear and suitable individual educational plans, which are well followed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall very good. There are well-planned experiences for pupils. Pupils are aware of the impact their actions have on others. They genuinely show respect for different values and beliefs and look at others' and their own cultures through music, art and religious education.
How well the school cares for its pupils	Personal support and guidance is very caring and effective. Supportive marking helps with teacher assessment. Individual teachers adjust planning well in response to pupils' needs.

The assessment policy, implemented in January 2000, is limited in use at the moment until the school has clarified which data is needed to be collected for raising standards or improving the curriculum. Assessments are not dated, or levelled, to match attainment targets of the National Curriculum at the end of key stage tests so are limited in value for giving a picture on how well pupils are learning over time and in aiding teachers to make judgements at the end of a key stage or to the school knowing in which areas standards need to be raised. Procedures for identifying and recording achievement in other subjects are inconsistent across the school and should be extended to cover science, information and communications technology and religious education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	There is good leadership of the school. The headteacher has a very clear vision of the school's potential and works conscientiously with his staff. The school provides an effective climate for learning in which pupils can thrive. The impact of co-ordinators is limited in terms of having a clear overview of the whole-school curriculum in their subject(s). The heavy teaching commitment of the headteacher limits his opportunity to provide the most effective support for staff and he cannot spread very good and excellent practice throughout the school. Verbal evaluation of their teaching has been shared with individual staff but there have been no formally agreed targets to provide focus for future monitoring. Job descriptions for the co-ordinators do not reflect their role or responsibilities.
How well the governors fulfil their responsibilities	The governing body makes a positive contribution towards shaping the school's direction. Governors actively support the headteacher and play a significant role in monitoring teaching and standards. They have a clear understanding of the school's strengths and weaknesses. Governors have not ensured that appraisal of staff has been kept up to date.
The school's evaluation of its performance	The headteacher assesses performance in Key Stage 2 by tracking pupils' attainment in national tests. Assessment procedures to support Key Stage 1 are less consistent as there is insufficient analysis of work for teachers to match attainment against National Curriculum levels.
The strategic use of resources	Resources for learning are good. Some of the school's teaching accommodation is unsatisfactory. The school is careful with its purchases and always seeks best value.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Teachers' high expectations that results in pupils achieving high results</li> <li>• Children's behaviour</li> <li>• The close links that the parents and the community have with the school.</li> <li>• The school is well led and managed</li> <li>• The progress children make in school</li> <li>• The fact that they can approach the school if they have a problem</li> <li>• The way in which the school is helping their children to mature and become responsible people</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework to be eased</li> <li>• A wider range of interesting activities outside lessons</li> </ul>

## **PART B: COMMENTARY**

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

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

1. Due to the small numbers of pupils taking the National Curriculum tests at both key stages the analysis of the results over a period of time is distorted. It is for this reason that analysis of the results over a four-year period is not being reported.
2. The greater number of pupils needing special needs support in the last two years has influenced results. To address this problem the governors and headteacher have extended the hours of the support assistant who works with small groups of pupils as the need arises.
3. The projected targets for both key stages for the year 2000 are attainable. The target for mathematics could have been more challenging as the pupils achieved high result in the 1996 Key Stage 1 tests. In the same Key Stage 1 tests reading came out high, but the writing was still below the national average. Taking this fact into consideration the target set in English is a realistic one.
4. The school has highlighted from test analysis that boys' writing has needed to be targeted. This has been done and there was no significant difference between boys' and girls' writing found during the inspection.
5. Evidence gathered during the inspection and the results of baseline assessment, show that children under five, who have average attainment on entry, reach standards found nationally at five years old and have achieved satisfactorily. During the inspection, no significant difference in attainment was found overall between boys and girls. The great majority of pupils are progressing at least satisfactory at Key Stage 1 and, with the pace of learning picking up at Key Stage 2, ensuring that by the end of this key stage good progress is made. Attainment at the end of Key Stage 1 is average in reading, writing, mathematics and science. In other subjects attainment is in line with national expectations with the exception of some aspects of physical education, which are unsatisfactory, and music, which exceeds national expectations. Pupils' religious education knowledge is in line with the locally agreed syllabus. At the end of Key Stage 2, attainment for English and mathematics is above average and well above average in science. Attainment is also above average in all the National Curriculum subjects with the exception of design and technology, which is in line with national expectations, and some aspects of physical education, which are unsatisfactory. In religious education pupils show a good depth of knowledge.
6. The numeracy strategy has only been implemented since the September of this academic year and there has been no significant affect on standards. Whereas the literacy strategy, implemented eighteen months ago, is having a positive affect on standards in Key Stage 1. Pupils are developing good basic research skills. They all know how to use a contents page, index and glossary. Writing is showing signs of correct sentence construction, speech marks, and for the high attaining pupils the correct use of commas. Pupils are able to attempt to spell words using their phonetic knowledge. In Key Stage 2 pupils are using the correct language to describe alliteration, nouns and adjectives. Having to look at different styles of writing is improving the pupils' own writing. In Year 6, having looked at and analysed a newspaper cutting complaining about a local 'beauty spot' being spoilt, pupils' writing

was well structured and well argued. Literacy and numeracy across the curriculum are satisfactory in Key Stage 1 and good in Key Stage 2.

7. The small numbers of pupils with special educational needs make good progress in relation to their prior attainment. Their needs are identified early and they receive good support in the classrooms to reach the targets set for them. Only those pupils with the longer term need remain on the special needs register in Key Stage 2.
8. In physical education certain aspects are unsatisfactory, as they cannot be taught because the school does not have a hall. The National Curriculum programme for dance and gymnastics is not taught and the rest of the programme of study is dependent on the weather. Both Key Stage 1 and 2 pupils are taken swimming for three half-termly sessions per year and pupils in Key Stage 1 attain the required swimming standard. Key Stage 2 pupils attain standards higher than required in the National Curriculum in swimming.

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

9. All pupils, including those who are not yet five, display very good attitudes to learning. In the majority of lessons seen pupils concentrate well, show an interest in the task set them and are keen to learn. They respond well to opportunities for discussions and enjoy talking about their work with visitors. However, on a few occasions, such as during a Years 1 and 2 mathematics lesson, where the task set lacked challenge, pupils became restless and noisy and made insufficient progress.
10. Overall, pupils' behaviour in lessons and around the school is very good and, on occasions, exemplary. They are courteous and trustworthy and show respect for the books and resources they use. They treat the school environment appropriately and share responsibility for its maintenance. For example pupils regularly undertake litter-picking duties and help to maintain the spinney.
11. Pupils understand and abide by the school rules. They value the school's system of awards given for both academic and behavioural effort and wear their merit badges with pride. Rare incidents of poor behaviour are quickly and effectively handled. The school's systems for eliminating oppressive behaviour, including bullying, and the way these are applied are very good. Pupils are friendly and courteous to each other and visitors. The members of staff provide very good role models and there are many good examples of praise and encouragement being used by them to promote positive behaviour. Parents support and appreciate the high standards of behaviour the school achieves.
12. Relationships are very good between all members of the school community, with staff and pupils sharing a mutual respect. The youngest pupils are made to feel secure and settle quickly into school routines. The school has an inclusive approach to pupils with special educational needs and sees them as an integral part of the school community. They are expected to work both independently and collaboratively and, as a result, have very good relationships with teachers, classroom assistants and other pupils.
13. The level of attendance at school is very good and is encouraged by very effective procedures for recording and monitoring pupils' absence.
14. Pupils have many opportunities to learn about the views, faiths and cultural traditions of others through their work in religious education, music, history, art and geography.

During a Years 5 and 6 lesson on Aboriginal art, they put much thought and care into producing paintings that accurately reflected the style of the culture.

15. The consistent approach of all staff and high expectations of good behaviour contribute to the calm and purposeful atmosphere of the school. Pupils take a pride in their school and respond positively to the wealth of learning opportunities it offers.

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

16. The quality of teaching is good overall. Ninety–three per cent of the lessons seen were satisfactory or better. Fifty-seven per cent were good and in Years 5 and 6, seventeen per cent of the lessons were very good and five per cent were excellent. During the inspection three lessons were seen in Key Stage 1 that were unsatisfactory. These lessons did not challenge the pupils and opportunities were missed to extend pupils' learning. Good teaching was observed in every year group.
17. Since the last inspection half of the staff are new. The proportion of good, very good and excellent teaching has improved. The strengths in the quality of teaching which were identified in the last report have been maintained or improved.
18. The quality of teaching for children under five is good. The small number of pupils in the age group enables teaching to be tailored to individual needs. Pupils are integrated well into the class, which contains older Reception and Year 1 pupils. The teacher has a good knowledge of how children learn and the basic skills are well taught. The teacher makes very good links between home and school. Both teacher and classroom assistant work well together as a team, giving sufficient support and guidance, whilst at the same time encouraging independence. Questioning skills are very effectively used to encourage children to focus their minds and extend their learning. The pace of lessons is good and expectations are appropriate. Children are very well managed which ensures that they quickly settle to school routines and make the most of their learning opportunities. The class teacher has a satisfactory overview of how individual pupils are learning and keeps notes of their strengths and weaknesses.
19. The best features of teaching demonstrated throughout the school include good subject knowledge, good expectations, and good teaching of basic skills. Highly effective management of pupils, good use of time and resources means that behaviour is very good. All teachers enjoy very good relationships with their classes, enabling pupils to feel able to speak easily and respectfully about sensitive issues. Most lessons set are interesting and engage pupils' positive responses, enabling them to make appropriate gains in learning. Teachers' enthusiasm for the subjects taught is communicated to the pupils who are keen to learn. Through encouragement and praise teachers extend pupils' thinking and stimulate them to explore ideas further.
20. In the most successful lessons pupils are given challenging work and are encouraged to be independent learners. The teachers know when to be facilitators and when to step in and become the leaders. Teachers extend pupils' knowledge and learning by giving extra information to the pupils' answers. Learning objectives are very focused and everyone is aware of what they are. Awe and wonder are engendered into the lessons and pupils are enraptured as in the science and design technology lesson when the arch structure supported the weight. Scene setting and storytelling enthuse and inspire pupils.

21. Most aspects of literacy and numeracy are taught well. The shared text session in literacy is good in all classes. Through reading and analysing the text with the pupils in these sessions, teachers extend pupils' knowledge about language well, for instance through discussing the use of persuasive language when putting forward an argument. In numeracy, the oral and mental sessions are taught effectively. However, in mathematics some of the work set does not match pupils' level of understanding and is not stimulating or challenging enough. The use of pupils' literacy and numeracy skills in other curriculum areas is good. Pupils are able to explain their investigations findings to each other succinctly and in a manner that encourages discussion and formulation of more questions.
22. In the few unsatisfactory lessons the pace of teaching is very slow and learning objectives are not accomplished: the task set is inappropriate for the learning objective. Opportunities are missed to extend pupils' learning and skills. Behaviour expectations slip and talking is permitted amongst small groups of pupils when they should have been listening. Pupils are not targeted and high attaining pupils are bored and unchallenged. When this happens, the teacher struggles to keep the pupils' interest.
23. Pupils with special educational needs are taught well. When teachers are concerned that pupils are performing less well than the other pupils in the age group, they are monitored closely, and classroom assistants give them extra help in literacy and numeracy lessons. Once placed on the special needs register, clear targets are set for them to achieve. Teachers are aware of the needs of those pupils identified as more able by the school and teach these pupils accordingly. In Key Stage 2, pupils with special needs benefit from the government's initiative to provide funding for out of hours literacy and numeracy booster classes.
24. There is a purposeful and productive climate for learning and pupils contribute fully to the strong work ethic that exists. Pupils are committed to learning, they enjoy strong parental support and they collaborate well with each other. The work pupils produce is of a high standard, especially in Years 5 and 6. Pupils are conscientious in doing homework set them which has a very positive influence and impact on their knowledge and understanding. Homework plays an important role in enabling pupils to achieve the high results that they do. Occasionally, however, they find difficulty in balancing the priorities in completing their homework and participating in other activities outside school. As long as the school continues to monitor homework to ensure that pupils have sufficient time to complete tasks and still enjoy their childhood, parents need not have concerns.

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

25. The curriculum provides a good quality and range of learning opportunities. The appropriate statutory curriculum is in place for all National Curriculum subjects and religious education, which is taught in accordance with the locally agreed syllabus. Schemes of work for all subjects have been updated to incorporate the new national guidance, except for art and physical education, which are in draft form. Information and communications technology supports other curriculum areas well, especially science, mathematics and literacy. However, provision for physical education is limited by the lack of indoor facilities. Consequently, much of the National Curriculum programme, such as dance and gymnastics, is not taught and the rest of the programme of study is dependent on the weather. Despite this the physical education

curriculum is broadly satisfactory for Key Stage 2 where pupils have a good range of extra curricular activities and take part in orienteering, hill climbing and cycling during their residential visits. It is unsatisfactory for Key Stage 1 where, for many weeks of the year, there are no physical education activities. Pupils throughout the school are taken swimming for three half- termly sessions per year to compensate for lack of indoor facilities.

26. The curriculum is satisfactory overall for children under five in full-time schooling. The provision for pupils' physical development is unsatisfactory due to limited indoor and outdoor facilities. The intake is very small each term and children have to integrate within an established mixed age class of Reception and Year 1 pupils. Consequently, the school does not recognise the 'Under-Fives' as a separate key stage nor provide the curriculum for them divided into the six areas of learning accepted nationally as best practice for the age group. However, the class teacher plans a programme for these children to receive a broad range of experiences, with an appropriate emphasis on practical learning, which prepares them for the National Curriculum programme of study. The curriculum for part-time pupils under five is satisfactory for literacy and numeracy but unsatisfactory in all other areas as these are not covered in the mornings. The school recognises this and has decided to discontinue part-time schooling.
27. Pupils with special educational needs are well provided for and all statutory requirements are met. They have full access to the curriculum and extra-curricular activities. The outcomes of the baseline assessment, which is given to pupils in the first few weeks at school, are used well to identify pupils' needs. All pupils on the school's register of pupils with special educational needs have clear and suitable individual education plans, which are followed well. A few more able pupils work with pupils in the next year group, or, in the case of Year 6, with Key Stage 3 material in order best to meet their needs in numeracy and literacy.
28. There are good strategies for teaching literacy skills The effectiveness of the strategy has been evaluated by the standards pupils achieve. Consequently, the curriculum has been strengthened in areas such as improving writing in order to meet pupils current needs in raising standards.
29. The strategy for teaching numeracy skills is satisfactory. The national numeracy strategy has been fully implemented this year. Staff have received training as part of the national arrangements. Consequently there has been a change from setting in ability groups to whole-year group teaching in Key Stage 2. The school is monitoring this to see its effect on standards. Extra numeracy support classes have been set up according to government guidelines for pupils in Year 6 who need extra support to raise standards. Planned opportunities to practice and develop numeracy skills in other curriculum areas, such as science and geography are satisfactory.
30. A good range and quality of extra-curricular activities, especially for pupils in Key Stage 2 provide an enrichment of classroom learning. After-school clubs are well attended by both boys and girls. Many are connected with sport to compensate for the lack of physical education provided at school. Opportunities are given for pupils to participate in the rural schools' swimming gala, compete in matches with local schools and take part in inter-school tournaments. The after-school dance club performs for school concerts and village fetes. Pupils in Years 5 and 6 have the opportunity to join a computer club. There are also French and science clubs. The school makes good

use of visitors to the school and plans visits to places of local interest as well as residential visits.

31. The curriculum is socially inclusive. Its organisation positively promotes equality of opportunity for boys and girls and for pupils of different abilities. For example, classroom groups contain equal numbers of boys and girls and the computers are used equally by both sexes.
32. Provision for pupils' personal, social and health education is good. The curriculum is appropriate for the age of 7, pupils who consequently have a satisfactory knowledge and understanding of health issues. Sex education is given and pupils are taught the effects of drug misuse. Much of the provision for this is within the science curriculum; it is also explored at circle time.
33. The community contributes well to pupils' learning. Good use is made of the local church and Hereford Cathedral to enrich the religious education curriculum. Personnel from local supermarkets are welcome into school to advise pupils about healthy eating and hygiene. Local companies give generously of both money and goods to enable pupils to have, for example, good quality art material. Pupils visit local supermarkets and neighbouring farmers help to extend pupils' knowledge of local industry.
34. The school maintains constructive relationships with its partner institutions. The village playgroup uses the site during the week and both children and teachers benefit from the close relationship, which makes transferring to the main school a happy experience. The school is part of an effective cluster arrangement with other small village schools that share equipment, sets of books, professional development and inter-school competitions. There are satisfactory relationships with the school the pupils go to at the end of Key Stage 2.
35. Provision for pupils' personal development including spiritual, moral, social and cultural development is very good. This has improved since the previous report.
36. The very good opportunities for spiritual development are provided through the very high quality acts of collective worship, circle time and religious education. Prayer and contemplation are a strong feature. Pupils constructed a memorial garden for a school friend and use it as a quiet place of beauty and reflection. Planned activities in lessons provide excellent opportunities for pupils to express their inner feelings and broaden their spiritual experiences. For example, to celebrate Remembrance Day, Year 6 empathise with soldiers at war and write moving poems to express their inner feelings of anguish, and their own feelings about war and those who died. Teachers bring awe and wonder into everyday activities. For example, Years 3 and 4 conducted a science experiment to build an arched bridge to support a kilogram weight. There was real wonder and awe that a structure that appeared so flimsy had such strength.

37. The school develops pupils' moral and social awareness very well. The approach and attitudes of the headteacher and the staff provide pupils with very good guidance on right and wrong and all staff act as very good role models. School rules are well known by the pupils, and the staff show consistently high expectations of behaviour, not only in classes, but also at lunch-time and playtimes. Assemblies encourage good behaviour, based on Christian values, and Key Stage 2 find out about the moral codes in different religions and debate the need for rules. From the beginning pupils are encouraged to relate well together, to take turns and share willingly. Examples of very good provision were seen during the inspection in the many lessons where both boys and girls were asked to work together in pairs or small groups. Class activities encourage independence. The school council is very important in promoting social awareness. Older pupils learn how to live and work as an effective team through specially designed tasks during their annual residential visits to Wales, and by taking part in team matches against neighbouring schools. Visits to the local retirement home to sing Christmas carols and invitations to elderly villagers to come to school for concerts and festivals ensure pupils feel a responsibility towards caring for the community in which they live.
38. Provision for pupils' cultural development is good. They have many curricular opportunities to learn about their own culture, for example having a Victorian day to sample life as a child in those days. They listen to the experiences of visitors such as the man who was evacuated to the village from Birmingham during the war. The dance club performs traditional dances at the village fete and pupils learn the music of their own and of others' countries. For example, Year 1 compose folk tunes in the style of those from Malawi, and older pupils study aboriginal paintings. They visit the local church and learn how the stained glass windows were made and local farms and supermarkets to see how life is now and how it used to be. In geography and religious education pupils learn about the lives and faiths of other cultures. The school makes special efforts to ensure that older pupils appreciate and show respect for the history and lifestyles of people living in Britain that are different from their own, so they will integrate well when they go to their secondary schools.

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

39. The school has very effective procedures for the care and support of its pupils. Pupils and their families benefit from all staff knowing them extremely well, which helps them to support individual needs. Regular attendance at school is encouraged with very good procedures for recording and monitoring pupils' absences. Child protection procedures are very good.
40. The governors and staff, aware of their responsibilities regarding health and safety, ensure routine safety checks and regular audits are carried out. There are very good routines and procedure for the administration of first aid, but as in the last report the school still lacks a designated, suitably equipped area for the care of ill or injured children.
41. The school has good systems to identify, assess, support and monitor pupils with special educational needs at an early stage, which enable them to make good progress. Those with Individual Education Plans are given appropriate achievable targets, which are reviewed regularly. The school fully implements the requirements of the Code of Practice.

42. Procedures for assessing pupils' attainment and progress are satisfactory. Teachers mark pupils' books and note their achievements. They use questions well in lessons to ascertain the levels of pupils' knowledge and understanding, and devise informal tests which helps them in their daily planning. The school carries out the statutory end of key stage tests and the optional standardised national tests in each year of Key Stage 2.
43. The use of assessment information to guide curricular planning is satisfactory. For example, recognising from test results that the standards of writing throughout the school need to improve, there has been a special emphasis on this area to raise standards. Individual teachers adjust their lesson planning well in response to how well pupils are learning as shown through their marking and classroom observations. The headteacher has a clear view of the standardised tests' results for the pupils at the end of Key Stage 2 and which areas of the curriculum need strengthening to improve standards. As he teaches Years 5 and 6 this translates into practice. The weakness is that this identification of which curriculum areas are in need of strengthening is not a whole-school system and there is no one with management responsibility designated to develop this approach within Key Stage 1.
44. The procedures for monitoring and supporting pupils' academic progress are satisfactory, addressing the issue in the previous Ofsted report 'that the school should introduce an agreed format by which pupils' attainment can be recorded as they move through the school'. These new procedures which were introduced in January 2000, comprise a new assessment policy and a whole-school system of pupil profiling. The pupil profiling records individual pupils' progress and that of the whole class within the national literacy and numeracy schemes, and pupils' personal development. The results of standardised and national tests will be added when these become available. There are weaknesses in the implementation of these procedures. The school has yet to clarify what data is necessary for raising pupils' standards or improving its curriculum. As records are undated it is not clear when the assessments take place and are therefore of limited use in giving a picture of how well pupils are learning over a period of time. Assessments at present are not levelled to match the attainment targets of the national curriculum. Consequently they are of limited use as an aid to teachers in their assessments for the end of key stage national tests, or to the school in knowing in which areas standards need to be raised. Members of staff with particular subject responsibilities do not have a clear understanding of the progress of all pupils in the school and exactly how they need to be supported to raise standards further.
45. Across the school recent developments in monitoring and assessment procedures are inconsistently applied. Procedures for identifying performance, and recording achievement in subjects other than literacy and numeracy are inconsistent across the school. The whole-school system by not extending to the other required subjects of science, information and communications technology and religious education becomes unsatisfactory.
46. There is a very good system developing for monitoring pupils' attainment in Information and communications technology in Key Stage 2. This system is the setting of individual pupils' targets to improve their standards in English and mathematics. This has been the good practice at the end of Key Stage 2 for two years, but now has recently been extended to the rest of the school. The results of monitoring are shared with pupils so they can focus on what they need to do to improve and will be discussed with parents so they can assist with homework more effectively. In Years 5

and 6 individual pupils review with their teachers the mistakes they have made on test papers in order to learn from them.

47. Pupils with a statement of special educational needs are well monitored by the special needs co-ordinator and their progress noted and evaluated in their annual reviews. The co-ordinator also reviews the progress of all pupils with individual education plans and ensures these pupils make good progress.
48. Pupils speak highly of the responsibility given to them for monitoring their personal development through the school's system of merit awards. Of particular note is the recent introduction of a pupil forum. A number of pupils from Key Stage 2 are democratically elected by their peers each term to meet with governors and discuss school developments or problem areas from their perspective. Although the forum is in the early stages of development, it is already beginning to have an impact on the life of the school. For example, suggestions were made by pupils regarding the level of homework they received. These suggestions were then discussed with governors and staff and mutual agreement achieved.
49. The high expectations by staff, home-school partnership, ethos of care and support, very good relationships and behaviour in the school, together make a positive contribution towards raising pupils' achievements and self-esteem.

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

50. The partnership with parents and the wider community to help support pupils' learning is a strength of the school. Parents and carers at Burghill School speak of a strong community ethos and a sense of ownership. They are very supportive of its aims and values.
51. The Parent, Teacher and Friends' Association holds social and fund-raising events that are very well supported by the whole community and raise substantial sums of money. Many adults help at the school with a variety of tasks from listening to children read to helping with netball coaching. Of particular note is the development of the outside playing area where parents helped to build a garden in memory of a former pupil. This provides pupils with a quiet place to sit and reflect during playtimes. Parents also helped to build a large play fortress in the grounds where younger pupils can develop their imaginative play skills. Parents and governors have recently achieved success in their pursuit of the development of the school site. The planned extension for office facilities and a school hall, to be used by the whole community, will enable pupils to fully participate in the physical education curriculum, which, at present, is limited by lack of suitable facilities.
52. There are very good communications with parents both verbally and written which keep them informed of day-to-day matters. The governors' annual report to parents is particularly good. The school prospectus gives the statutory information to which parents are entitled.
53. Parents expressed satisfaction with the information given them throughout the year about what their children are learning and appreciated the opportunities to speak with staff on a daily basis. They also value the recently introduced targets set for the individual children, which are shared with the parents at consultation evenings. There is some consistently good practice in the school, in Year 5 and 6 English and mathematics. For example pupils are involved in setting their own targets, linked to the

National Curriculum, which are displayed on the front of their homework diaries. However, this good practice is inconsistently used throughout the school. At present end of year progress reports, whilst telling parents clearly what their child knows and can do, are not always making it clear whether progress is sufficient and how exactly parents can support their child to enable them to improve. Parents of pupils with special educational needs are regularly informed of their children's progress and are fully involved in the review process.

54. Parents' support of homework is very good although a number feel that there is too much. For this they do not blame the school, but the pressure from government on attaining targets. They echoed the pupils' support of the system whereby homework is given only on certain days of the week, which allows for participation in out of school activities.

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

55. The headteacher provides strong leadership for the school. He has a very clear vision of the school's potential and is working conscientiously with staff and governors towards it. With strong support from the governors he has worked effectively to raise standards in Key Stage 2. He has introduced good systems for monitoring the quality of teaching in literacy and numeracy ensuring that the governors have a significant role in that process. Evaluation of teaching performance is given verbally by the headteacher, but there are no formally agreed targets, which would provide a focus for future monitoring, in order to increase effectiveness. Following long and vigorous negotiations with the local education authority and with the active support of governors and parents, the provision of a new school hall has been secured. This is a significant boost to the school's endeavours to provide a fuller curriculum for all pupils.
56. Relationships between the headteacher, governors and staff are good and all share the strong commitment towards higher achievement. There are regular staff meetings at which agreed action is minuted and responsibilities are identified. All teachers have more than one subject to co-ordinate such as the co-ordinator for art also has numeracy. The headteacher co-ordinates science and information and communications technology. Together with his very significant teaching role there are increased demands on his time and limited opportunities for him to provide the most effective support for his teaching staff. Staff are not being released to monitor teaching and learning in their subjects so consequently not all teachers have a clear overview of the whole-school curriculum. This lessens their effectiveness as subject co-ordinators. Due to the headteacher's heavy teaching commitment he is unable to influence other members of staff's teaching and show by practical demonstration how to achieve very good and excellent teaching throughout the school and how it can be adapted to suit all ages.
57. The governing body contributes positively towards shaping the direction of the school. Governors actively support the headteacher and have a significant role in monitoring the quality of teaching and of standards. Governors have a clear understanding of the school's strengths and weaknesses. They have set performance targets for the headteacher but have not taken enough action to ensure that induction procedures are in place and that the annual appraisal of teachers is kept up to date.
58. The school assesses its performance throughout Key Stage 2 by tracking pupils' attainment in national tests. Writing was an identified weakness and, as such, has received more emphasis in the curriculum. Assessment procedures to support Key

Stage 1 pupils are less consistent than in Key Stage 2 and there is insufficient analysis of pupils' work, in science for example, to match attainment against National Curriculum levels. Development planning is good. All members of staff are involved at the initial stage of planning and governors scrutinise and discuss proposals before priorities are agreed. These priorities are appropriate to the needs of the school. The school improvement plan is linked directly to the school's finances.

59. The school meets fully the stated aims, to promote the care and welfare of its pupils. There is a welcoming ethos where all pupils feel valued and secure and this contributes well towards their capacity to learn.
60. Since the previous inspection there have been improvements in the quality of planning, much of which is now supported by national guidelines. Measures to improve assessment and recording of progress have been taken, but as of yet are not fully effective. The headteacher and governors monitor the quality of teaching in numeracy and literacy lessons, but this role is not extended to all co-ordinators to enable them to plan improvements in their own subject areas. Co-ordinators do not see the planning for their subject and their overview is very limited. They are not given the full responsibility for their subject, they are a co-ordinator in name only. There are some subjects without a co-ordinator to monitor standards, teaching, and progress, throughout the school.
61. Best use is made of the school building. With the exception of physical education, pupils are offered a broad curriculum. The building is old and space is not generous. The outside area has been developed very well in order to compensate for the lack of a hall for gymnastics and dance. A small demountable unit provides valuable extra teaching for groups. It is also well equipped for design and technology.
62. There is a sufficient number of support staff and qualified and experienced staff to enable the National Curriculum to be taught effectively. Support staff contribute well to pupils' learning when they are actively engaged with groups. However, their skills are not always used effectively, for example to monitor pupils' responses during the teachers' introduction to lessons.
63. Arrangements for professional development of teachers are satisfactory. All have been trained for the literacy and numeracy strategies. The co-ordinator for special educational needs has attended relevant in-service training and this has a good impact on what the school provides for the pupils. Although the in-service programme provides for teachers' individual needs, these are not identified through an effective appraisal system, through which professional development can be monitored and its impact on the corporate needs of the school can be planned. There is no formal induction programme for new staff to the school.
64. Job descriptions for the members of staff are not kept up to date and do not reflect their role or responsibilities as subject co-ordinators. Apart from the special educational needs co-ordinator's job description, which is dated 14th March 2000, all other job descriptions are dated from the member of staff's arrival at the school.
65. Resources for learning are good. Grants for books have been used well and there is a good stock of 'big books' and books for guided reading. Resources for science and information technology are very good and a new mathematics scheme has recently been purchased to complement the numeracy strategy. The school is well resourced to teach the non-core subjects. The provision of indoor and outdoor play equipment

for children under five is unsatisfactory. The fund-raising efforts of parents make a valuable contribution towards provision. The pond and spinney adjacent to the school field are used very well for environmental work, science and art and good use is made of places of interest such as the Roman museum in Cirencester.

66. The school's finances are managed well. The headteacher and governors set the annual budget and expenditure is linked closely to the priorities identified in the school improvement plan. For example, the 12 per cent underspend has been earmarked as the school's contribution to the building of the new school hall. The governors monitor all spending and have established effective systems to evaluate the impact of their decisions. Day-to-day administration is very good and supports the smooth running of the school. Financial priorities are clear and the issues identified in the most recently available auditor's report have been addressed. The governors constantly endeavour to achieve best value for money and seek local authority advice over purchasing.

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

67. The governing body, headteacher and staff should:

- (1) Change the management of the headteacher's time so that there are opportunities for him to:
  - extend the very good and excellent teaching that is within the school throughout the school;
  - up date job descriptions of the staff so that they reflect their roles and responsibilities as subject co-ordinators at the same time ensuring that the strengths and interests of the staff are taken into consideration,
  - improve the development of co-ordinators' roles by giving them regular opportunities to monitor standards, teaching and learning in their subjects in both key stages, through classroom observation and to share the good practice they observe;
  - give clear formally agreed targets, after monitoring colleagues, which would provide the focus for future monitoring;
  - use findings of all monitoring undertaken to plan for improvements at subject and whole-school level.(Paragraphs 43, 52, 54,55,56, 63, 89, 99, 110 and 147)
- (2) Improve the implementation of the assessment procedures to ensure pupils' progress is properly monitored by:
  - analysing work and matching attainment against National Curriculum levels in both key stages;
  - clarify what data is necessary and essential for the members of staff to get a complete overview of the curriculum and where it needs strengthening to improve it and overall standards;
  - extend procedures for assessment and recording to include science and all other subjects;
  - (Paragraphs 42, 43, 44, 57, 99, 105,129 and 147)
- (3) Ensure that induction procedures are in place for newly qualified staff and new staff to the school.  
(Paragraphs 56 and 62)
- (4) That the annual appraisals of teachers are kept up to date.  
(Paragraphs 56 and 62)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Review and improve the provision for indoor and outdoor play for the children in the foundation stage.
- Keep records of the children under five to reflect their progress and achievements as measured against the desirable learning outcomes.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	17	57	14	7	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		94
Number of full-time pupils eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		10

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

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

### Attendance

#### Authorised absence

	%
School data	3.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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	5	4	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	78 (77)	89 (82)	100 (82)
	National	82 (81)	86 (85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	89	100 (88)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	6	5	4	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	88 (79)	78 (72)	89 (86)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	89 (79)	78 (29)	89 (93)
	National	68	69	75

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	94
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)	4.5
Number of pupils per qualified teacher	21
Average class size	23.3

#### **Education support staff: Y[ ] – Y[ ]**

Total number of education support staff	4
Total aggregate hours worked per week	71

### **Financial information**

Financial year	1998/1999
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	£
Total income	164937
Total expenditure	164825
Expenditure per pupil	1832
Balance brought forward from previous year	20814
Balance carried forward to next year	20926

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

### **Questionnaire return rate**

Number of questionnaires sent out	95
Number of questionnaires returned	44

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	5	0	0
My child is making good progress in school.	57	39	2	0	2
Behaviour in the school is good.	61	36	0	0	0
My child gets the right amount of work to do at home.	29	57	14	0	0
The teaching is good.	52	48	0	0	0
I am kept well informed about how my child is getting on.	39	50	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	75	23	2	0	0
The school works closely with parents.	52	43	5	0	0
The school is well led and managed.	61	39	0	0	0
The school is helping my child become mature and responsible.	61	34	5	0	0
The school provides an interesting range of activities outside lessons.	43	43	9	2	2

### **Other issues raised by parents**

From the parents' meeting:

- The amount of homework and the pressure it causes on home life

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

68. Children begin school in the term during which they become five. Those who have their birthday during the summer term are offered part-time schooling during the previous term. Attainment on entry is generally in line with national expectations. There was no recognition of any child being under five in the last inspection. During the inspection, four part-time children and one full-time child were under five. As the school finds this system unmanageable, there is about to be a change to a twice-yearly intake of full-time and no part-time children. There is one child identified with special educational needs who is under five. The intake is very small each term and children have to integrate within an established mixed age class of Reception and Year 1 pupils. Consequently, the school does not recognise the 'Under-fives' as a separate key stage nor provide the curriculum for them divided into the six areas of learning accepted nationally as best practice for the age group. However, the class teacher plans a programme for these children to receive a broad range of experiences, with an appropriate emphasis on practical learning, which prepares them for the National Curriculum programmes of study. The curriculum for part-time children is satisfactory for literacy and numeracy but unsatisfactory in all other areas, as these are not covered in the mornings. The school recognises this and has decided to discontinue part-time schooling.
69. The teacher quickly establishes individual strengths and weaknesses, both through observation and by talking to parents and pre-school providers, and plans her teaching accordingly. It is not school practice to keep written assessments to establish how children are progressing towards the nationally set goals for children to achieve by five as the curriculum is not designed in this way. The statutory baseline tests are carried out during the children's first term in full-time school, future lessons and individual targets are planned based on achievement in them.
70. Children learn well during the short time they are under five in the areas of personal and social development, language and mathematics. The results of the baseline assessments during the first few weeks of full-time schooling and inspection evidence shows attainments are in line with those found nationally at five years old, although children's creative development is slightly below average.

### **Personal and social development**

71. Children have good opportunities to work and play together in small groups to develop their personal and social skills and they make good progress. Children quickly become secure in school routines, taking their lead from the older Reception and Year 1 pupils in the class. In carpet sessions, they speak clearly about what makes them feel safe or afraid and in circle time join in discussions about the need for rules and sharing. They co-operate happily with each other such as when playing in the role-play take-away food store. Children are well behaved and have good manners. They take turns when asking and answering questions, are keen to learn and for short periods of time concentrate on their learning games without direct supervision. The well-established routines, good teaching, consistent expectations of good behaviour and the caring attitudes of all adults make a significant contribution to the sense of security felt by the children and consequently their readiness to learn.

## **Language and literacy**

72. The standards attained in language and literacy are comparable with those found nationally for five-year-olds. Children develop their speaking and listening skills well. They take part in role-play in the class take-away food store and post office, developing specific vocabulary. They join the carpet sessions during literacy hour with the older pupils in the class and quickly learn that text has meaning and that pictures give them clues to the story content. Children confidently answer questions about the route through the wood to grandmother's house, showing they understand the story sequence. Asking challenging questions to extend pupils thinking and vocabulary is a feature of the good language teaching. Children listen combine letter sounds to form words and make good attempts to write their carefully to the experiences of visitors such as the local postman. They develop their pre-reading skills well through the varied opportunities provided. They follow the national literacy strategy programme of study for Reception classes and listen to taped stories, turning the pages over in their books at the appropriate moment. Children learn their sounds well through the schools phonic program and games designed to help them do so, as well as practising to recognise the shape of the words in their word walls. This combines to provide a good basis for starting to read independently. Children are keen to learn how to write. They are encouraged to form letters correctly by tracing letter shapes in the sand. They learn how to hold a pencil correctly and are encouraged to do their own writing, which initially is little more than marks on the paper. As they progress, they write over the teacher's writing and when they are ready, they use it as a model to copy underneath. A few pupils begin to own sentences.

## **Mathematics**

73. Attainment in mathematics is in line with the standards expected at five years old. Children follow the national numeracy programme of study for Reception classes. They join in well with the carpet sessions, which start each lesson. The teacher skilfully poses questions that challenge them. For example, when pegging numbers onto a washing line questions vary from what is the next number to what will be three more along. Children know number songs such as 'Five Monkeys Bouncing on a Bed' based on ideas of subtracting one each time. They apply their knowledge of numbers to five well by using pennies to pay for items at the class shop, helped to be accurate by the classroom assistant. A few children understand the value to ten pence and can count further. It was not possible to see the other elements of the mathematics curriculum taught during the inspection and there is no evidence available from record keeping or children's books about the standards achieved. However, planning documents show pupils have opportunities to measure using hand spans and glue sticks and find out about capacity by using the sand and water activities. They play shape games and weigh parcels in the post office.

## **Physical development**

74. There were no opportunities to observe this area during the inspection as it was raining and there are no indoor facilities. There are no records of what pupils have achieved so judgements about teaching and progress cannot be made, although when tested for the baseline assessment, pupils achieve at the nationally expected level for five-year-olds. The curriculum for physical development is unsatisfactory, partly because there are no indoor facilities, but partly because the under-fives are not considered as a special key stage with specific needs as outlined in the national guidelines. Consequently, there is a lack of provision for outdoor play and learning.

Planned physical activity sessions take place in the afternoons, which is unsatisfactory for those in mornings only schooling. Within the class-room, children at school full-time, manipulate construction toys and use scissors regularly to develop their manual dexterity, but those in part-time schooling rarely have these opportunities, which is unsatisfactory.

### **Creative development**

75. There were no opportunities to observe this area during the inspection. There are limited opportunities for creative development for the under-fives who attend part-time school as mornings are devoted to literacy and numeracy. However, the teacher tries to use the group work times within the literacy hour to give children some experiences in it. Once in full-time schooling pupils develop their skills satisfactorily in the afternoon art and technology sessions. Children are given time for free role-play in the class shop, dressing up as characters they invent such as robbers and shoppers. They use a computer program to make pictures on screen. Teacher's plans show provision for a satisfactory range of activities such as sponge printing, finger painting and modelling. Photos show children make model vehicles from recyclable material and paint them for their transport topic and paint pictures of their favourite toys. Records of progress are not kept, but evidence from the baseline assessment shows that children achieve slightly less well in this area than most five-year-olds.

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

76. Baseline assessment and evidence gathered through talking to children show that standards achieved are in line with those found nationally at five. Those children in full-time schooling make satisfactory progress in this area. They take part enthusiastically in the many planned opportunities, such as going to the church for a mock christening, taking part in a Victorian theme day and visiting Technoquest in Cardiff to find out about how toys move. They are able to talk knowledgeably about what they have learnt. They use the computer, confidently manipulating the mouse to move the cursor and clicking to control the on screen tools. Children understand the purpose of maps and are starting to use geographical vocabulary when drawing a map of the route Red Riding Hood takes to grandma's house and putting in the trees, woods and river. They take Barnaby Bear on holiday and then talk to the class about their adventures together which helps all children to learn about life beyond their village.
77. In the sessions observed, the quality of teaching for children under five is good. The small number of children in the age group enables teaching to be tailored to individual needs. The children are very well managed and quickly integrate into the class, which contains older Reception and Year 1 pupils, working within whichever group is most suitable depending on their previous achievements. The teacher has a good knowledge of how children learn and the basic skills are well taught. The teacher maintains a very good link between home and school. Children are encouraged to undertake literacy and numeracy tasks at home and to bring in items to support their classroom work. For example, they bring their own versions of the story of Little Red Riding Hood to compare with the large class book of the story. Both teacher and classroom assistant work well together as a team giving sufficient support and guidance, whilst at the same time encouraging independence. They both use questioning skills very effectively to encourage to focus children's minds and extend their learning. The pace of lessons is good and expectations are appropriate.

Relationships are very good which ensures that children quickly settle to school routines and make the most of their learning opportunities.

## ENGLISH

78. Results in the 1999 national tests at Key Stage 1 show that the standard in reading is below the national average and in writing well below the national average. These statistics are based on a small cohort of pupils. When compared with similar schools standards were well below average both in reading and writing. On the evidence of the inspection, standards at the end of Key Stage 1 in speaking and listening, reading and writing are close to the national average with a small group attaining above the national average. Results in the 1999 national tests for Key Stage 2 indicate that standards in all aspects of English are well above the national average and well above those of similar schools.
79. Since the last inspection attainment in Key Stage 2 national tests has improved. In Key Stage 1 due to the increase in the number of pupils needing special educational needs support, standards have declined since the last inspection in reading and remained constantly below the national average for writing over the last three years.
80. Staff are using the national literacy strategy well and all staff are using the planning it provides appropriately. When the first Reception pupils to have experienced the literacy strategy reach Year 6 it is only then the impact of the literacy strategy will be fully realised.
81. By the age of seven pupils' attainment is in line with that found in similar schools in speaking and listening. The majority of pupils can express their views and opinions on text simply and clearly, with a growing vocabulary, showing that they have listened well. At the end of Key Stage 2 pupils' attainment in speaking and listening is well above average because they are provided with effective opportunities to develop these skills throughout the curriculum. All pupils speak with confidence in classroom discussions. They have a good command of the English language and are able to express themselves confidently and clearly. Pupils use talk to develop ideas thoughtfully and are regularly required to do this during lessons, as shown in the lesson on vivisection where Year 6 had to put forward arguments for and against it. The pupils came to the conclusion that if they were arguing against a topic they did not believe in, it was very hard to be convincing. Pupils debate on current topics that are relevant to where they live, such as fox hunting.
82. At the end of Key Stage 1 pupils' reading is in line with national expectations. Pupils use phonic knowledge to build up words. They understand alphabetical order and show a good development of basic research skills. Pupils are enthusiastic about their reading and enjoy discussing their books. They read expressively with a high level of accuracy. The school uses a published scheme for guided reading. The library van is used regularly by the pupils. The 'Story Sacks' are well used to support and stimulate reading activities. They help to develop vocabulary, an understanding of characters, plot and setting. By the end of Key Stage 2 pupils' reading is above national expectations. Pupils show a love of books. Pupils discuss in a very mature manner their reading preferences. Every year the school holds a morning where the pupils dress as their favourite character from a book. They have to explain why they have chosen the character and book. Pupils enjoy this event and participate enthusiastically. Years 5 and 6 do book studies where they study in depth a book over

a period of time. This work is of a high standard. In Year 6 pupils can use information they have read to form a reasoned argument.

83. The standard of writing at the end of Key Stage 1 is in line with national expectations. Higher attaining pupils are working to standards above national expectations. Pupils are writing in sentences and are developing a cursive style. The higher attaining pupils have developed a fluent legible cursive style. When writing pupils use good phrases such as 'situated in lovely landscape'. Pupils make good attempts at spelling words using their phonetic knowledge. They adapt their writing to different readers, as shown when they were writing a description of a house as if they were an estate agent trying to sell it.
84. At the end of Key Stage 2 writing is above national expectations. Pupils write for different purposes with lively and thoughtful ideas. Pupils write biographies, reports letters, poems and newspaper reports. They are able to note-take and draft work before making a final copy. They use words well in context to illustrate mood. For example one pupil describes the tears of a young child as 'a waterfall of tears'. The use of pattern in writing also is used to emphasise mood. One pupil in a 'Remembrance Day' poem gradually shortened a phrase at the end as if the memory was fading "all these people giving up their lives – We will remember – will remember – remember." Metaphors, similes and alliteration are used well to enhance writing. One Year 6 pupil used this sentence "The man's forehead was a stream trickling with sweat" to convey the anxiety of one of the characters in the story. Pupils show a good understanding of grammar and use it appropriately. Pupils with special educational needs are supported effectively and are given clear guidance by support staff and teachers.
85. Progress in Key Stage 1 is satisfactory and in Key Stage 2 is good in speaking and listening. Good opportunities are provided for pupils to develop these skills as teachers expect them to contribute to whole class sessions and group discussions. Progress in Key Stage 1 is satisfactory but, in Key Stage 2, is good in reading and writing. Pupils are introduced to a variety of texts and in Year 6, careful scaffolding of learning, such as in a lesson on identifying features of a balanced argument, helps pupils to remember key elements such as purpose structure and language features.
86. Pupils use information and communications technology to enhance their learning in English. Years 5 and 6 recently produced articles in the form of a newspaper outlining events that have taken place in school. In Key Stage 1 pupils access the computers effectively to improve their research skills and to write out their stories.
87. Pupils' attitudes to English are very good throughout the school. They show interest in their English lessons, work with considerable application and show very good concentration. Pupils are very well behaved and work collaboratively in groups and pairs. They are particularly motivated when work is challenging, has pace, rigour and variety.

88. The quality of teaching is good throughout the school and teachers' knowledge of the subject is good. Teachers have very good relationships with their pupils and generally sustain good discipline and control. A wide range of teaching strategies is used and teachers generally have high expectations of their pupils. Features of good teaching include the use of a range of strategies to elicit answers from pupils. Lessons are well organised and well managed. Expectations are shared with the pupils at the beginning of the lesson. The pace and challenge of the lessons are good and sustain pupils' interest. There is good use of information and communication technology in English to enhance learning.
89. Literacy across the curriculum is good. Pupils' library skills are particularly useful in supporting their research in other subjects. The ability of pupils to recognise the importance of writing in different ways for different purposes helps them to write appropriately for instance in science.
90. There are two co-ordinators for English, one in each key stage. Both attended the literacy training. They have had time to monitor teaching and learning in their respective key stages, but apart from staff meetings they have little knowledge of the other key stage. Neither co-ordinator has an overall view of standards throughout the school.

## **MATHEMATICS**

91. Statistical information shows that standards have risen at Key Stage 2 and declined at Key Stage 1 since the previous report. This is partly a reflection of the way very small cohorts of pupils affect statistics. There has been some movement towards evaluating mathematics teaching by the headteacher and a system to inform the school about pupils' progress has recently been introduced.
92. Pupils' attainment in the 1999 end of Key Stage 2 national tests was well above the national average and standards found in similar schools. Over half the pupils achieved at the higher level [level 5]. Pupils make very good progress in Years 5 and 6, which leads to the very high levels achieved in their national tests.
93. In the 1999 national tests at the end of Key Stage 1, standards were below the national average and well below those achieved in similar schools. Although all pupils achieved the nationally expected level for their age [level 2] or higher, the majority did so at the minimum level [2c]. Only a very small percentage achieved the next stage [level 3]. Inspectors found that current standards are in line with national expectations.
94. Standards are satisfactory at the end of Key Stage 1. Pupils recognise the pattern of odd and even numbers. They have a good recall of subtraction and addition facts to ten and use these when solving problems with higher numbers. Few pupils are achieving a higher level as teaching contains insufficient challenge, although a few pupils are starting to understand multiplication and division by putting counters into groups and working with money past £1.00. The worksheets pupils have previously completed show that they weigh and measure classroom objects using standard and non-standard units. They throw dice and record the frequency of numbers thrown as block graphs and play mathematical games to support their learning. Most pupils know the name of the most common two-dimensional and three-dimensional shapes. The more able pupils describe their properties using mathematical language. There is no evidence that information and communications technology is used to support mathematics in Key Stage 1.

95. Standards are good at the end of Key Stage 2 across the whole national curriculum range. From classroom observations and looking at pupils' books, evidence shows that the majority of pupils are achieving the expected level or higher. They calculate to two decimal points and convert fractions to decimals. They use and apply mathematical language such as mode, median, mean and percentages. They collect data such as the pulse rates of the class and use information and communications technology to present these in graphs and charts. The more able pupils use co-ordinates to draw shapes in four quadrants and use calculators when it is sensible to do so and work on questions designed for level 6 of the National Curriculum.
96. Pupils' attitudes are good and they demonstrate high levels of concentration. They are attentive and keen to make progress, responding well to their teachers, co-operating eagerly and sensibly with each other and behave well in lessons, which results in a purposeful working atmosphere in the class and makes a good contribution to their personal and social development. Very occasionally, when teaching contains insufficient challenge, pupils become restless and distracted. In Years 5 and 6 pupils take great pride in the presentation of work in their books, which not only looks pleasing, but also is a significant aid to logical thinking.
97. The quality of teaching is good overall. In Key Stage 1 it is satisfactory, although two unsatisfactory lessons were observed where insufficient learning took place. The lessons lacked pace and challenge as the teacher was insufficiently aware of what pupils already knew and the pupils were fractious, as they had not been outside all day because of wet weather. Too much teaching in Key Stage 1 is recorded on photocopied worksheets that are kept in a folder, and once completed not seen again by the pupil. This does not provide a good record for teachers or pupils to show progress or improvement, nor teach pupils how to set out their work neatly or develop their own ways to record. Teaching seen in the inspection in Key Stage 2 is good. However, indications from pupils' books suggest that some teaching in Years 5 and 6 is very good indeed. Teachers teach the basic skills very well, which enables pupils to achieve high standards at the end of the key stage. Teachers match work very well to pupils' past achievements so it contains sufficient challenge. In Year 6 for example, one exceptionally able pupil is already working on secondary school material, whilst a pupil identified as having special educational needs is working at the most suitable level rather than using the expected material for the age group. In Key Stage 2 teachers use information and communications technology well to support mathematical work on data handling, charts and graphs. Throughout the school homework is used well to support classroom learning. Teachers have very good relationships with their pupils and manage them well. The system for rewarding effort and achievement with stickers is used very well. Classroom assistants are used effectively to assist the lower attaining groups and special needs pupils.
98. The national numeracy strategy has been fully and successfully implemented this year. Staff have received training as part of the national arrangements. Consequently there has been a change from setting in ability groups to whole-year group teaching in Key Stage 2. The school is monitoring this to see its effect on standards.

99. Pupils use their mathematical skills well across the curriculum. For example, in science they conduct experiments and present results in charts and graphs and, in information and communications technology, Key Stage 2 pupils learn logo to control an on-screen turtle for which they use their knowledge of angles of turn.
100. Management of the subject is unsatisfactory. The role of co-ordinator is under developed. For example, the co-ordinator does not have a job description to outline responsibilities. She does not see planning documents or assessment records, nor monitor standards of attainment or take responsibility for raising standards. The headteacher partly carries out this role within Key Stage 2, but no one is currently responsible for Key Stage 1 nor for managing mathematics in the school overall. The new assessment and recording of individual pupils' achievements, within the national numeracy strategy, introduced this term for the whole-school, are satisfactory. However, as the pupils' achievements are undated they are of limited use in monitoring their progress over time. As teachers do not assess attainment against the National Curriculum levels for each attainment target the records are of limited use to aid teachers' assessments in the end of key stage tests or in raising National Curriculum levels of achievement.

## **SCIENCE**

101. The school has maintained the previously reported high standards of attainment in science at both key stages. In the 1999 teachers' assessments at Key Stage 1 a very high proportion of pupils reached the standard which is expected nationally. Work seen during the inspection indicates that this trend is set to continue. At Key Stage 2 the 1999 national tests for eleven-year-olds showed standards to be very high. When compared with similar schools attainment is well above average. Current standards at the end of Key Stage 2 are well above what is expected nationally.
102. By the end of Key Stage 1 pupils develop good investigative skills. They understand the principle of fair testing and record their findings accurately and clearly. These skills are improved in the weekly science club. For example pupils tested the cleaning power of cold and warm water on pieces of fabric. They then extended their investigation by observing the effects when soap is added to the water. Pupils knew that quantities of water and soap and size of fabrics should be constant in order to make the test fair. When studying life processes, pupils distinguished between living and non-living things. They name their body parts and study the links between healthy diet and healthy body. Personal, social and health education is linked effectively to science when pupils learn about the good or sometimes harmful effects of medicines. Pupils know that materials can change when subjected to water or to heat. They observe ice cubes placed in different conditions to record the rate at which they melt and observe the changes in salt dough when it is baked. Pupils begin to understand that some changes are irreversible. Learning throughout Key Stage 1 is satisfactory.
103. By the end of Key Stage 2 pupils follow lines of enquiry using appropriate equipment well. They apply mathematical and information technology skills effectively to gather and present data in graphs and pie charts. For example pupils kept detailed records of the types of food they had eaten during a week and used computers to show proportions of carbohydrates, fats, etc. Pupils know about the human skeleton and for example how the circulatory system is dependent on the heart. Pupils know about the harmful effects of drugs and tobacco. They understand the cycle of plant growth from germination and know the significance of stamen, petals, stigma and sepals. Correct

terminology is promoted well and pupils use this appropriately when recording observations about solutions and the processes of condensation and evaporation. Pupils know about balanced and unbalanced forces and investigate the effects of gravity and resistance. They understand electrical currents and construct both parallel and series circuits using wires, bulbs and batteries. Overall at this key stage learning is very good.

104. Attitudes and behaviour at both key stages are very good. Pupils show obvious enjoyment and respond to tasks. They share equipment and work well in pairs. Pupils are enthusiastic to answer questions and are very interested in investigative tasks. They are keen to come forward with question and ideas.
105. The overall quality of teaching is good. It is satisfactory at Key Stage 1 and there is some outstanding teaching at Key Stage 2. There is no unsatisfactory teaching. In the most effective lessons the teaching is supported by very good subject knowledge. This enables the teacher to question pupils skilfully. For example, in a Years 5 and 6 lesson, questions such as 'What are sounds?' and 'What does vibration mean?' challenge pupils' knowledge and understanding and identify the starting point for further teaching. The activities chosen to promote investigation are interesting and exciting for the pupils. Observing the effects of vibration by using tuning forks, bowls of water and ping-pong balls suspended from retort stands, challenged the inventiveness of pupils. Each test was analysed and additional questions posed to carry the investigation further. Pupils' learning in the lesson was very good. They worked purposefully throughout and their knowledge of how sounds are heard was greatly increased by the investigations they carried out. In all lessons, teachers plan carefully and there is a good emphasis on investigation. There are strong links with other subjects to add more meaning to pupils' learning. Year 3 and 4 pupils for example linked their study of forces to design and technology and built their own structures, which they were later to test. In Year 1 pupils investigated forces by observing vehicles rolling down different gradients. They recorded what they saw clearly and used good mathematical skills when presenting their information in the form of a block graph. Relationships established in all classrooms are very good. Teachers promote a secure, well-ordered learning environment in which pupils enjoy what they do. This has a positive impact on pupils' learning.
106. There is a good scheme of work for science, complemented recently by published national guidance. Although the scheme supports teaching effectively there is no whole-school agreement as to how pupils' ongoing attainment and progress are recorded and matched with national curriculum levels. Consequently at Key Stage 1 teachers' assessments do not identify those who are attaining higher than the expected levels. Resources for science are good. They are used effectively and contribute well to the overall standards achieved.

## **ART**

107. At the end of Key Stage 1 standards in art are in line with national expectations and at the end of Key Stage 2 above national expectations. Progress throughout the school is good. Pupils in Key Stage 1 have studied the works of famous artists such as Van Gogh and have painted their own pictures of the famous sunflower painting. Pupils have also studied the work of artists such as Kandinsky and Matisse. In the Reception and Year 1 class pupils have used different techniques to create three lovely owls which are on display. They have looked also at webs and have drawn their own webs with a spider sitting in the middle. In Years 1 and 2 pupils have looked at buildings and

have drawn buildings found in the village. They have drawn portraits of each other. The pictures were boldly drawn, but still portraying lack of proportion as ears were just tagged onto the head without looking as to where they came in proportion to the eyes. Noses were drawn as if the pupils were looking at the sitters 'side-on'. When asked to really look at the person opposite they could say what was wrong with the nose and immediately made an attempt to rectify their drawings. Pupils knew how to blend colours, but needed reminding of the skill before they thought of using it.

108. At the end of Key Stage 2 pupils can paint very effectively, using a limited palette. This was demonstrated in the 'Willow Pattern' work on display. The work based on the Aborigine art was of a very good standard. Pupils took great care over their design and selected colours to give great effect. Using postcards and pictures they captured very effectively the style of the Aboriginal art. For the painting they used match-sticks, lolly-pop sticks that could be splayed to represent the type of 'brush' that would have been used by the aborigines and a conventional brush. Colour wash paintings were used to illustrate night scenes during the blitz. In the lower class of Key Stage 2 pupils have drawn winter trees using coloured chalk. Pupils have used the technique of 'ink blowing' to effectively produce the effect of winter trees. Over the year at both key stages pupils have an opportunity to experience a wide variety of skills.
109. Attitudes to art are very positive. Pupils approach their work with enthusiasm and confidence. They take a pride in their work. Pupils help each other with ideas and share resources collaboratively. The experiences gained in art make a positive contribution to other aspects of the curriculum as well as to pupils' social, cultural and personal development.
110. In the art lesson observed the quality of teaching was very good. The teacher had good resources that inspired the pupils. Using both the senses of sight and sound created a good atmosphere and set the scene for the afternoon work. Good knowledge and understanding of the subject matter were demonstrated in the introduction to the lesson. The resources available to the pupils still allowed a choice but ensured that the end product would reflect Aborigine art. The teacher was very well prepared and maintained a good pace so that the pupils' enthusiasm did not wane. Where the teaching of art was linked to religious education, in Key Stage 1, teaching was unsatisfactory. Opportunities were missed to extend pupils' skills and learning. The learning objectives of the lesson were not achieved and the lesson was unsuccessful both as a religious education lesson and as an art lesson. There were inadequate resources to stimulate pupils' thoughts and imagination as the art objective for the lesson was designing an Easter bonnet using collage after doing an observational drawing of the person opposite.
111. There is an art co-ordinator but she has no influence over the teaching or monitoring of art throughout the school. The subject co-ordinator's job description does not reflect the role or responsibilities for the subject. There is a good scheme of work for art based on the Qualification and Curriculum Authority's guide lines, which have been successfully adapted to suit the needs of the school. The local environment is well used to support learning. Since the last inspection standards have been maintained in Key Stage 2. There is no formal system for assessing or monitoring pupils' progress throughout the school.

## **DESIGN AND TECHNOLOGY**

112. At the time of the last inspection it was stated that the pupils 'reach a high standard in their work'. During this inspection it was only possible to observe a Key Stage 2 lesson. Discussion with members of staff, observation of the work around the school and scrutiny of work show that standards meet national expectations at the end of both key stages.
113. In the Reception and Year 1 class pupils are designing glove puppets from socks. Pupils drew a couple of designs, chose the design they liked best and used it to help them make their puppets. A few of the designs are similar to the puppets. In Year 2 pupils are working in groups to make a castle with a working drawbridge. Pupils drew a design for their castle after looking at a picture. They chose their materials and, as a group, worked well together. The models on display are not complete as the pupils are in the process of making the working drawbridge. A variety of materials were used in the construction and different methods of joining. In Key Stage 2 one class had attended a 'cluster' workshop where activities focused on structures. In the lesson observed pupils had to design and build a bridge and devise a fair test to ascertain strength. Pupils produced rough draft designs before the final versions. The designs are clearly labelled and include materials for making and methods to be used. Pupils in the same class made flapjacks. In this exercise pupils included the recipe and method of work in their planning. They evaluated the flapjacks and said how they could be improved. They then remade the flapjacks, incorporating their ideas for improvement. They then evaluated the product again. This was a group activity. At the end of Key Stage 2 pupils were making musical instruments from their own designs. The older pupils also have an opportunity to do ceramic work when it is the school's turn to have the kiln shared by a group of local schools.
114. In the lesson observed pupils' behaviour was very good. Pupils were enthusiastic and set about the activities very purposefully. On the pre-inspection visit, Years 1 and 2 were working in groups starting their castles, and the pupils were co-operating well.
115. Teaching in the lesson observed was good. The lesson objectives were made known to the pupils and the lesson was planned well for pace and challenge. The teacher showed good subject knowledge and understanding and used appropriate language.
116. There is no co-ordinator for the subject. Each member of staff has amended the Qualification and Curriculum Authority's documents to suit their year group and so there is enough guidance to ensure continuity and progression of skills throughout the school.

## **GEOGRAPHY**

117. Standards of work seen are similar to those seen in most schools at the end of Key Stage 1 and better than most schools at the end of Key Stage 2. Pupils make good progress throughout the school in their development of geographical knowledge and skills.
118. Pupils in Reception class and Year 1 develop their knowledge of the world by following the travels of 'Barnaby Bear' and marking holiday locations in France, New Zealand, America and Britain on a world map. Pupils in Years 1 and 2 use the locality well to observe the different types of buildings. This activity is followed up well in the classroom when they write in detail about the houses they have seen. At Key Stage 2

pupils build effectively on earlier skills and extend their local knowledge to include land use and some of the social and economic issues linked to village life. Pupils in Years 3 and 4 for example demonstrated good knowledge of their local area when they constructed a large 'floor map' and were able to locate the main features of the area such as their school, houses, farms and other public buildings.

119. Pupils in Year 5 and 6 learn about the climatic regions of the United Kingdom and compare seasonal temperatures in different locations. They extend their studies to European and non-European countries comparing the economic and social condition of the villages in the Swot Valley in Pakistan and those in Burghill. Mapping skills are developed very well. Pupils follow routes using an Ordnance Survey map and mark locations using six-figure grid references.
120. Pupils work purposefully and sustain concentration very well in lessons. Interesting tasks, such as constructing the floor map of the village or gaining first-hand information through field-work, make learning enjoyable. Pupils show very good attitudes to work. The presentation of work in books is of a very high standard.
121. Teaching overall is good, but only satisfactory in Key Stage 1. Lessons are planned thoughtfully and activities reflect the skills which pupils are to learn. Teachers use their subject knowledge well to test pupils' understanding of what they learn. Resources are used well to stimulate pupils' interest, for example the use of an estate agent's 'For Sale' board provided a successful introduction to a Year 2 lesson before they wrote details about their houses. Relationships are very good. Pupils feel secure and ask questions or share views without inhibition in order to clarify their own thoughts.
122. Teaching is supported by a good scheme of work, which gives details of contents and skills to be taught in each key stage. Learning resources are good and very good use is made of the local area for field study. There is no co-ordinator for this subject.

## **HISTORY**

123. Standards in history at the end of Key Stage 2 have been maintained since the previous inspection: they are better than those seen in most schools. At Key Stage 1 pupils reach the standards expected for their age. Younger pupils develop appropriate awareness of the past. They gain a good sense of chronology when sequencing pictures of toys dating from 1850 to the present. At Key Stage 2 pupils learn about the early settlers. They know about the Roman settlement and how this affected and influenced life in Britain. Their knowledge of Roman military and of the extent of the Roman Empire for example, is enriched by their visit to the Corinium museum where they see, at first-hand, some of the artefacts linked with that period. By the end of Key Stage 2 pupils have a good understanding of life in Victorian times and in Britain since the 1930s. They learn about the ancient civilizations of Greece and of the Aztecs. The pupils cover these topics in depth and their work seen during the inspection clearly demonstrates their good knowledge and understanding.
124. The quality of teaching overall is very good. In the small number of lessons seen, the teacher's subject knowledge and enthusiasm for the topic had a direct impact on pupils' learning. The teacher's ability to 'tell a story' and bring the topic to life resulted in pupils being attentive and interested. In their study of the Aztecs, pupils were taken beyond the daily lifestyles and engaged in discussion about the qualities of leadership as they applied to Montezuma and his dealing with the Spanish invaders. Pupils use

their research effectively in school and at home to gather information. Their presentation of work is very good and their attitudes to work and behaviour during lessons are also very good.

125. There is a good range of books and artefacts to support pupil learning and good use is made of local places of historical interest.

## **INFORMATION TECHNOLOGY**

126. Standards in information technology at the end of Key Stage 1 are broadly in line with national expectations. At the end of Key Stage 2, the standards pupils achieve exceed national expectations. The quality of work, in the communicating and handling information strands of the curriculum is very good, which is similar to the findings of the previous report. Pupils use the keyboard correctly, having followed a typing instruction course program. They are adept at changing the size, colour and style of fonts to create different effects and at maximising and minimising sections of text to fit in the page. Pupils make newspaper reports in columns about school events such as the building of the Memorial garden, combining text and scanning in stored pictures and images from around the grounds, which they have taken with the digital camera. They save work at the end of lessons to later retrieve and improve. Pupils understand the need for care when collecting, accessing and interrogating information, such as when designing a questionnaire about the lifestyles of pupils in the year group to compare with those of Victorian children. They automatically turn to CD-ROMs to find out information for topics. Pupils know how to control equipment to achieve specific outcomes by giving a series of instructions, for example to move the floor or screen turtle. Pupils create databases and spreadsheets to record scientific investigations such as different pulse rates and food intakes and present the information as graphs and charts. However, they do not know how to use information and communications technology systems to sense physical data such as temperature, light and movement because the school does not yet have the equipment to enable them to do so. Pupils who attend the computer club have even greater knowledge and expertise. Planning documents show that by the end of the year pupils will be able to send e-mails and use a buffer box to control models.
127. Through discussing their information and communications technology 'kept work books' with pupils it is possible to say standards meet national expectations at the end of Key Stage 1, although no lessons took place during the inspection. Pupils use the mouse to move the cursor around the screen and click on it to control on screen tools. They manipulate the keyboard confidently, to type their stories on screen and use the delete and shift keys to put in punctuation. Pupils draw pictures to enhance topic work, changing the colours to best effect and program directions into a floor robot to make it move in a straight line. They compose musical scores by choosing pictures that respond to sounds in a specially designed program and with the help of an adult use a CD-ROM encyclopaedia to find out about mini-beasts in science. There is no evidence of pupils sorting and classifying information and presenting this information in lists and charts or of using adventure games to investigate options by finding out the consequences of different decisions.

128. Pupils' attitudes when talking about information and communications technology are good in Key Stage 1. Key Stage 2 pupils' attitudes and behaviour in lessons are excellent. They listen intently to the teacher's explanations and instructions and become totally absorbed by their work, which they set about in a very mature manner, discussing the merits of different styles of presentation with their partners. They meet the challenges presented by it with logic and a determination to overcome difficulties, such as when they save their work in one version of a program and need to retrieve it in another. Pupils' listening skills are very good and they ask questions confidently to ensure they understand or to articulate their difficulties. This enables them to make very good progress in their learning and in their personal and social development.
129. The headteacher teaches information and communications technology throughout Key Stage 2. The calibre of teaching is very good. Lessons are very well prepared. Very good subject knowledge and an understanding of how to give just the right amount of information results in very good direct teaching to the whole class at the start of the sessions. He sets challenging, interesting and purposeful tasks, which makes pupils keen to learn and results in excellent attitudes and behaviour. All work is effectively assessed by the teacher whilst moving around different groups, followed by giving help and explanations where needed. No teaching was seen at Key Stage 1. However, teachers' lesson planning is satisfactory and all teachers keep their own assessments of pupils' performance in order to report to parents.
130. The headteacher co-ordinates the subject and consequently has a very good overview of it and clear vision for its development. E-mail links are being set up with a school in Hampshire and there are imminent plans for staff training. The scheme of work incorporates the new national guidelines. The school has a good level of well-maintained resources, but has yet to acquire the equipment needed to carry out the sensing element within the program of study. A good format for recording pupils' achievement in national curriculum levels has recently been introduced throughout Key Stage 2. However, as this does not extend to Key Stage 1, and is not dated, it has limited use in showing pupils' rates of progress and their achievement levels as they move through the school. Information and communications technology supports all curriculum areas well, especially science, mathematics and literacy in Key Stage 2.
131. This report is similar to the findings of the previous inspection.

## **MUSIC**

132. It was not possible to observe teaching in Key Stage 1 but, having listened to a tape recording of class lessons covering a variety of musical activities and the musicality of the pupils in assembly, standards are above national expectations at the end of Key Stage 1. Pupils perform very well and appear to enjoy their lessons. They compose simple melodies using a variety of instruments. Music from other cultures is studied and the pupils have composed their own folk tunes based on those heard from Malawi. Pupils use a computer program that enables them to compose by selecting a picture that has a given musical motif. These motifs can be put together in any combination to form a composition.
133. At the end of Key Stage 2 standards are above national expectations. Pupils in Years 5 and 6 compose music to a very high standard that conveys atmosphere and mood. The composition that was being rehearsed in the lesson used spoken voice, woodwind instruments, as well as tuned and untuned percussion. Pupils read from a graphic score at a high level, as well as read and write music using standard notation.

They listen and evaluate their performance and give ways they can try to improve. They will trial the suggestions and then decide if, in fact, it is an improvement. They are very critical appraisers of their own compositions. Pupils from both Key Stage 2 classes will refer spontaneously to the style of other musicians they have studied to help them when they are analysing how to improve their own compositions. All pupils in Key Stage 2 learn the recorder; the older pupils play tenors and treble recorders. The advanced group is very good and performs well. All pupils hold their recorders correctly and read from standard notation. There is a very good system of more able players partnering less able players and acting as tutors. There are instrumental lessons for those pupils wishing to learn to play woodwind, brass, violins and percussion. All these pupils are involved in a 'band' and perform at concerts. Music is chosen carefully and the end result is a performance that is of a high standard.

134. Pupils' attitude to music is one of obvious pleasure. They are keen and are eager to give constructive criticism to improve their performance. The recorder players practise at home. Pupils respond well to the teacher; they will immediately stop playing when asked. Behaviour is very good. Pupils will listen quietly following their parts when the teacher is hearing a pupil play a part on their own. They enjoy making music and performing it.
135. Since the last inspection instrumental brass lessons have been introduced and there is a percussion lesson given to a group of pupils. The school has maintained the high standards in music.
136. Teaching is generally good and sometimes very good. There is a good pace to the lessons. Sometimes the teacher acts as a facilitator allowing the pupils opportunity to develop their musical ideas. Knowledge and understanding of the subject are good. Pupils are being continually challenged without them really being aware of the fact. At the beginning of the lesson objectives for the lesson are made known to the pupils. The teacher's expectations are high and these are conveyed to the pupils. The tape recorder, to record pupils' performances is well used. It allows the pupils to listen critically to their own performances. It is also a means of assessment. Good use is made of technical vocabulary, for example when referring to dynamics. The teacher chooses the music skilfully to enable all standards of players to be involved. Pupils are given regular opportunities to perform to a variety of audiences.
137. The co-ordinator has developed the scheme of work, which covers all the components of the National Curriculum. Although the co-ordinator teaches for one day she tries to liaise with members of staff and the peripatetic staff. The co-ordinator attends courses to try to improve certain areas of her expertise. She has liaised with the secondary school to develop the use of Information and communications technology. The music co-ordinator uses her budget well and will 'buy in' the expertise of specialists to work with the pupils. She observes the workshops, thus gaining a better insight on how to teach an aspect of the subject.

## **PHYSICAL EDUCATION**

138. It was not possible to observe pupils' levels of achievement because it was raining during the inspection and the school has no indoor facility for physical education. However, the badges gained by pupils for swimming show they achieve very high standards. Nearly all Key Stage 1 pupils swim 25 metres or more unaided. By the end of Key Stage 2 the majority can swim at least 16 lengths, dive competently and have a good theoretical and practical knowledge of water safety. The relay team has won the

rural schools swimming gala for the last two years. Indications are that standards are good in games at the end of Key Stage 2. Both the netball and hockey teams have recently won matches against other local schools. The six girls in the after-school dance club have a good knowledge of traditional folk dancing and also make up their own dances that are practised to perfection for school concerts and village fetes.

139. Pupils in Year 2 have positive attitudes. They talk enthusiastically about swimming and outdoor PE lessons where they run, jump, and work with partners throwing, catching, dribbling and batting balls. They enjoy sports days and taking part in the running races and team games. Year 6 pupils are very enthusiastic about their weekly games lessons where they learn the skills of touch rugby, football, netball, hockey, short tennis and rounders. They appreciate receiving specialised coaching and enjoy the competition of matches, tournaments and sports days with other schools. This adds greatly to their personal and social development.
140. There is insufficient evidence to judge the quality of teaching. However, qualified coaches and enthusiasts within the community regularly augment the expertise of the school staff voluntarily.
141. Provision for physical education is limited by the lack of indoor facilities. Consequently, much of the national curriculum programme, such as dance and gymnastics is not taught and the rest of the programme of study is dependent on the weather. Despite this the curriculum is broadly satisfactory for Key Stage 2 where pupils have a good range of extra-curricular activities and take part in orienteering, hill climbing and cycling during their residential visits. It is unsatisfactory for Key Stage 1 where for many weeks of the year there are no physical education activities. Pupils throughout the school are taken swimming for three half-termly sessions per year to compensate.
142. The provision appears less good now than at the time of the previous report. This is because there are more pupils in the school and the hall is now an information and communications technology suite.

## **RELIGIOUS EDUCATION**

143. At the end of Key Stage 1 standards of attainment are in line with the expectations of the locally agreed syllabus and above the expectations on the locally agreed syllabus at the end of Key Stage 2. By the age of 11 pupils have fully covered the curriculum set out in the locally agreed syllabus in good depth. They know the beliefs and practices of the major world faiths and have a particularly good knowledge of the Christian religion and the significance of the teachings in the Bible. At the end of Key Stage 2 pupils go beyond this to discuss the influence religion has on people's lives and the consequences of religious beliefs leading to persecution and wars. For example, they study the persecution of the Jews by discussing Anne Frank's Diary and the enmity between Philistines and Hebrews in the story of Samson.
144. Pupils' attitudes are very good. They are very interested in the subject reflecting the enthusiasm with which it is taught. Their behaviour is very good in lessons, especially in Key Stage 2 where they are actively involved and challenged. There are very good relationships all round, which enables pupils to speak confidently, knowing what they say will be appreciated by both teachers and fellow pupils. Pupils' personal development is very good. They work well, both in groups and independently, and reflect well on what they learn and on how the messages it contains helps them lead better lives. Pupils are respectful when learning about faiths different from their own.

145. Teaching is good overall. Teaching at Key Stage 1 is satisfactory. Some is good, such as when pupils visit the church for mock weddings and christenings to understand important Christian occasions. At other times, the subject gets lost among other subjects, which is unsatisfactory, for example, when the focus of the lesson becomes art rather than RE. Teaching in Key Stage 2 is good. One lesson observed was very good and one excellent. The reason for these high calibre lessons was the teachers' very good subject knowledge combined with the very high expectations placed on pupils to consider beyond just knowing a story or fact to its impact and implication. Teachers manage pupils very well and because the teaching stimulates and engrosses them all pupils behave very well in lessons. All teachers are respectful when teaching about religion. They are aware that because pupils have little chance to meet people from other religious faiths in their immediate environment, they need to understand and respect the views of pupils they will meet from other faiths at their secondary schools.
146. Key Stage 1 pupils learn at a satisfactory rate. They know the reasons for the main Christian festivals of Easter, Christmas and harvest and of other faiths such as Hanukkah. They visit the village church and Hereford Cathedral and understand the different types of services, artefacts and people who work there. Pupils take part in role-play with the vicar conducting mock weddings and christenings and interview the vicar, cleaner and treasurer about their work. They know Bible stories such as Noah's Ark and the Creation. Pupils discuss why they are special, think which places and people are special to them and explore their feelings about the death of a school friend and the memorial garden built in her memory. This makes a good contribution to their spiritual and personal development.
147. Key Stage 2 pupils' learning is good. They respond well to the good teaching and interesting methods, considering and reflecting on what they learn in good depth and making a very good intellectual effort. For example, younger pupils listen to the story of Jesus healing the lame man. They enact it in small groups as eye-witnesses having different points of view. Part of the class takes the point of view that they had witnessed a miracle, whilst the other half feels Jesus was a dangerous magician who should be run out of town. Year 5 pupils compare different religions and use reference books to find out about other faiths. For example they find out whether Muslims have a holy book like the Bible and where people pray in the Islamic faith and consider how this compares with their local church. Excellent learning was observed in Year 6 where pupils linked the idea of leadership through the Old Testament story of Samson with Mother Theresa and Christian Martyrs.
148. The role of co-ordinator does not extend to monitoring teaching or planning and there are no formal systems for recording pupils' attainment or progress. Consequently, it is difficult for the school to have a sufficient overview of either the curriculum or standards achieved across both key stages to plan its future educational direction.
149. This is a similar report to the previous inspection.