

## INSPECTION REPORT

### **ST ANDREW'S C of E (C) PRIMARY SCHOOL**

Clifton Campville, Tamworth

LEA area: Staffordshire

Unique reference number: 124242

Headteacher: Mrs S Gaffiney

Reporting inspector: Mr P Kemble  
7269

Dates of inspection: 5<sup>th</sup> – 7<sup>th</sup> June 2000

Inspection number: 197249

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Main Street Clifton Campville Tamworth Staffordshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Green
Date of previous inspection:	1 <sup>st</sup> July 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr P Kemble	Registered inspector	English Information technology Geography History Music Special educational needs English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Accommodation and learning resources Key issues for action
Mr J Massey	Lay inspector		Pupils' attitudes, values and personal development Attendance Pupils' welfare, health and safety Partnership with parents and carers
Mr J Moles	Team inspector	Mathematics Science Art Design and technology Physical education Religious education Areas of learning for children in the foundation stage Equal opportunities	Pupils' spiritual, moral, social and cultural development Quality and range of opportunities for learning Assessment Efficiency Staffing

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a small primary school for boys and girls aged four to eleven years old. It serves two rural villages and is situated six miles north of Tamworth in Staffordshire. There are 57 pupils on roll, consisting of 29 girls and 28 boys. Pupils' attainment on entry over time is above that found in primary schools nationally, but there are significant variations due to the small numbers of pupils admitted to the school each year. The percentage of pupils (5.26 per cent) entitled to free school meals is well below the national average. Six pupils (10.52 per cent) have special educational needs, a figure which is below the national average. There are no pupils from ethnic minority backgrounds or with English as an additional language. Pupils are organised into three classes. One class contains the children under five and all Key Stage 1 pupils. There are two classes of Key Stage 2 pupils, one of which contains Years 3 and 4 pupils and the other Years 5 and 6 pupils. The average class size is 19.

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

St. Andrew's Church of England Primary School is a good school and serves its community well. There are strong links with parents and the members of the local community. The promotion of pupils' personal development is excellent. Relationships within the school are excellent, and pupils' behaviour and attitudes to their work are very good. The quality of teaching is good for the children under five and at both key stages. Standards in reading, writing, speaking and listening, mathematics and science are above average at the end of both key stages. The headteacher provides good leadership and a clear educational direction to the work of the school. Governors carry out their responsibilities very effectively and make effective use of the finances available to them. The school has an income which is above the national average and provides satisfactory value for money.

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

- Standards in reading, writing, mathematics and science are above average at the end of both key stages and pupils make good progress.
- The quality of teaching is good for children under five and at both key stages; teachers are successful in planning activities which sustain pupils' motivation and interest.
- Pupils' personal development and relationships are excellent; their behaviour and attitudes to work are very good. These attributes help them make good progress.
- The promotion of pupils' social and moral development is very good.
- The headteacher provides a clear educational direction to the life and work of the school and has established strong links with parents and the local community.
- Governors carry out their responsibilities very effectively; they manage the school budget efficiently and successfully seek ways to get good value for money from their expenditure.
- The school cares for its pupils very well; pupils with special educational needs receive good support and make good progress as a result.

### What could be improved

- Information gathered from assessment procedures is not used effectively enough to target specific skills requiring improvement.
- The standard of pupils' handwriting and presentation of their work is not as high as expected and does not match their achievements in other aspects of their work, particularly at Key Stage 2.
- Opportunities are missed for pupils to use their skills, knowledge and understanding to extend their learning through problem solving and investigative activities.

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

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

The school was last inspected in July 1996. Overall, improvements have been good since then. The headteacher and governors have responded well to all the issues raised in the last inspection report. Good quality schemes of work are now in place for all subjects of the National Curriculum and religious education. Some of these have been reviewed and improved more than once since the previous inspection. Pupils' standards of attainment are now in line with national expectations in information technology and design and technology. The quantity and quality of resources for information technology have been substantially increased. Procedures for gathering information about pupils' achievements are good, although better use could be made of the information to set specific targets for pupils. The governors have established a comprehensive set of school aims, which are used very effectively to influence the priorities for school improvement identified in the school development plan. Systematic and effective procedures for monitoring and evaluating the quality of teaching and learning are now in place. The quality of teaching has improved since the previous inspection, when two out of three lessons were good or very good and a third of lessons were satisfactory. Teachers have successfully improved their subject knowledge and the quality of their planning since the last inspection. Years 5 and 6 pupils are now taught in a separate class and this has made a significant improvement to the quality of their learning, particularly in literacy and numeracy.

### STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	C	E	E*	well above average    A above average        B average                 C below average         D well below average    E very low                 E*
mathematics	C	A	E	E*	
science	B	A	E	E*	

The table shows that results in English, mathematics and science fluctuate from year to year. This is mainly due to the small numbers of pupils taking the national tests, typically five or six, and the variations in the levels of attainment on entry of each group of pupils from year to year. In 1999,

results were in the lowest five per cent nationally, but the pupils achieved what could reasonably be expected. Standards of attainment of the present Year 6 pupils are above average in all three subjects.

Standards of attainment in information technology are in line with those expected of pupils of their age at the end of both key stages. Standards of attainment in religious education exceed the expectations of the locally agreed syllabus at the end of both key stages.

Standards of attainment at the end of Key Stage 1 are above those expected of pupils of their age in speaking and listening, reading and writing, mathematics and science. They are in line with expectations in art, design and technology, geography, history, music and physical education. Standards of attainment at the end of Key Stage 2 are above expectations in geography and history. Standards are in line with expectations in art, design and technology, music and physical education.

By the time they are five, children make good progress in their personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development and exceed the standards expected of their age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils, including children under five, enjoy school and have very good attitudes to their learning.
Behaviour, in and out of classrooms	Behaviour is very good in class lessons, in the playground and on school trips. Pupils treat the school facilities with respect.
Personal development and relationships	Personal development is excellent. Excellent relationships exist between pupils and adults and amongst pupils. All pupils, including children under five, concentrate well and co-operation in group-work and when sharing equipment is very good.
Attendance	Attendance is very good. Pupils arrive on time and lessons begin promptly each morning.

Pupils, including children under five, respond well to the many opportunities to take responsibility and work together in groups. They show a mature approach to their work from an early age. They behave well in class lessons and concentrate on their tasks. These attributes make a significant contribution to the good progress made by pupils in most of their work.

## 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 quality of teaching is good overall in literacy, numeracy and science at both key stages. Teachers provide pupils with a wide range of interesting activities, which are usually well matched to their needs. This is successful in helping pupils of different prior attainment make good progress. Teachers generally have good subject knowledge and understanding of subjects and they teach with an enthusiasm which motivates pupils and helps them develop an interest in their work. Expectations of pupils' standard of behaviour are very high. Teachers' expectations of the standards

of pupils' handwriting and presentation of their work are too low, particularly at Key Stage 2. Teachers plan lessons very thoroughly, but opportunities are missed for pupils to use their skills, knowledge and understanding to investigate, solve problems and follow their own lines of enquiry.

Taking into account all the lessons seen during the inspection, virtually all were good or better. About a third of the lessons were very good; about three per cent were satisfactory. There were no instances of unsatisfactory teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has satisfactory breadth and balance and successfully reflects the aims and values of the school. Provision for pupils' personal, social and health education is good.
Provision for pupils with special educational needs	Provision is good. Pupils make good progress towards the targets in their individual education plans as a result of step-by-step instruction from teaching and non-teaching staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is promoted well. Provision for pupils' social and moral development is very good; it is good for the promotion of spiritual and cultural development.
How well the school cares for its pupils	The school cares very well for its pupils and they are confident and secure. Procedures for assessing pupils' academic and social achievements are good. Procedures for child protection and ensuring pupils' welfare are very good.

The headteacher has established very good links with parents and the local community.

The school is a very caring community. All staff know the pupils and their families well and this makes a significant contribution to the close attention pupils receive in the promotion of their academic and social development. Pupils are helped to become mature and responsible from an early age.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher provides a clear educational direction to the life and work of the school. She has established a caring, supportive ethos and positive links with parents and the local community. All staff work very hard and carry out their duties conscientiously.
How well the governors fulfil their responsibilities	Governors carry out their responsibilities very well. They have a good understanding of the school's priorities over the next few years.



The school's evaluation of its performance	The headteacher, staff and governors gather a wide range of information about the work of the school through their monitoring procedures. They make satisfactory use of the information to prioritise initiatives in the school development plan, but do not identify in sufficient depth the specific skills or groups of pupils requiring improvement.
The strategic use of resources	Resources are used efficiently and effectively to support the curriculum. Non-teaching staff are deployed very effectively and good use is made of the accommodation and the local area to support learning.

The headteacher and staff work closely together as a team, in conjunction with the members of the governing body, and this makes a significant contribution to the consistent way that the school's policies are implemented.

The adequacy of staffing is good. Accommodation and resources are adequate. The use of the hall as a classroom restricts some aspects of physical education and assemblies and has some drawbacks in its suitability as a permanent base for the Years 5 and 6 pupils.

The income the school receives is above the national average, which is typical for small schools nationally. However, the governors take considerable care in ensuring that all funds available to them are spent wisely and that they give good value. Their management of the school budget is very good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The quality of teaching is good. Their children like school and make good progress.</li> <li>The school expects their children to work hard and achieve their best.</li> <li>The school is well led and managed.</li> <li>Their children are encouraged to be mature and responsible and behave well.</li> <li>The school works closely with parents.</li> <li>Governors and staff are keen on improving the grounds and the environment and making things pleasant for the children.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents would like more homework and some less for the older children.</li> <li>A few parents of younger children do not feel they are kept well enough informed about their children's progress.</li> <li>A few parents do not feel comfortable about approaching the school with questions or problems.</li> <li>A few parents of younger children feel that there are not enough activities outside lessons.</li> </ul>

Inspection evidence supports parents' positive views. Formal and informal arrangements for parents to be informed about their children's progress are judged to be good. Inspection evidence indicates that governors and staff give due consideration to parents' suggestions and concerns. The amount of homework set is typical of most primary schools nationally. There are no after-school clubs or activities provided for Key Stage 1 pupils, but staff are aware of this and have helpful plans to extend the range of extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. Children under five make good progress in their personal development, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development and exceed the standards expected by the age of five.
2. The results of the 1999 national tests for pupils at the end of Key Stage 1 showed that, in reading and writing, the percentage of pupils attaining the nationally expected level or above was very high in comparison to the national average. The percentage of pupils attaining the higher level in reading was above the national average and well above in writing. When compared with similar schools, standards of attainment in reading were broadly in line with the average and, in writing, they were above average. Inspection findings show that standards of attainment of the current Year 2 pupils are similar to those of the previous year. The 1999 end of Key Stage 2 results for English showed that the percentage of pupils reaching the nationally expected level or above and the higher level was well below the national average and was very low in comparison with the average for similar schools. Inspection evidence shows that standards of attainment of the current Year 6 pupils are significantly better than the previous year and are above the national average.
3. In mathematics, the 1999 national test results for pupils at the end of Key Stage 1 showed that the percentage of pupils attaining the expected level or above was very high when compared with the national average and well above average when compared with the average for similar schools. The percentage of pupils reaching the higher level was very high when compared with the national average and well above when compared with similar schools. The end of Key Stage 2 results were below the national average. The percentage of pupils attaining the expected level or above was below the national average and well below when compared with similar schools. The percentage of pupils reaching the higher level was very low when compared with the national average and when compared with similar schools. Inspection evidence indicates that the performance of the current Year 2 is similar to that of the previous year. The performance of the current Year 6 pupils is significantly better and is above average.
4. In science, results of the 1999 teacher assessments of pupils at the end of Key Stage 1 showed that the percentage of pupils attaining the expected level or above was very high when compared with the national average and well above the average for similar schools. The percentage of pupils reaching the higher level was very high when compared with the national average and well above when compared with similar schools. The end of Key Stage 2 results showed that the percentage of pupils attaining the expected level or above was close to the national average, but very low when compared with the average for similar schools. The percentage of pupils reaching the higher level was very low when compared with the national average and that of similar schools. The performance of the current Year 6 pupils is significantly better and is above average.

5. When considering trends over time between 1996 and 1999, standards in English, mathematics and science, as shown by the national test results at the end of Key Stage 2, have risen at a rate broadly in line with the national trend. However, there have been marked fluctuations in standards. This is due to the small numbers of pupils taking the tests each year, typically five or six, and variations in the level of attainment on entry of each group of pupils. This also explains the marked difference between the 1999 results at the end of Key Stage 1 and Key Stage 2. For example, the 1998 end of Key Stage 2 results show standards well above the national average in mathematics and science and broadly in line in English. The 1999 results show standards well below the national average in all three subjects. The results are closely linked to level of attainment on entry and the 1999 group of pupils achieved what could reasonably be expected.
6. The school has set realistic targets for pupils' attainments in English, mathematics and science at the end of Key Stage 2. The 1998 and 1999 results were close to the targets set. The targets set for pupils in the 2000 national tests are higher than the percentage attained by pupils in 1999. Inspection evidence indicates that these targets are possible.
7. In English, pupils make good progress in reading as a result of good teaching and their very good attitudes to books. At Key Stage 1, pupils extend their sight vocabulary well and successfully apply initial sounds and letter blends, learnt in literacy lessons, to their reading. Progress is sustained at Key Stage 2 through regular opportunities for pupils to use the school library and the study of interesting texts in literacy lessons. Pupils develop good writing skills at Key Stage 1 as they write for a wide range of purposes. Handwriting is well formed and spelling good. At Key Stage 2, the content and structure of pupils' written work is often of a high standard as they express views, feelings and emotions in stories, poems and accounts of what life was like in the past. Pupils learn to make imaginative use of vocabulary and to draft and re-draft their work to improve its quality. However, the standard of handwriting is unsatisfactory, particularly in the early stages of drafting work. By the end of the key stage, pupils use paragraphs well. Pupils often make sophisticated use of punctuation to add depth or dramatic effect to their writing. Speaking and listening skills are above average at both key stages, but there are insufficient planned opportunities for skills to be further extended.
8. In mathematics, pupils make good progress in numeracy at Key Stage 1. By the end of the key stage, pupils have a good knowledge and understanding of a wide range of mathematical skills and standards are above average. Good progress is maintained at Key Stage 2 as a result of continued good teaching and a good pace to lessons. Pupils enjoy the activities, and this helps to sustain their interest and good attitudes to learning. By the end of the key stage, pupils talk confidently about the methods they have used to solve problems and mental calculations are good.
9. In science, pupils make good progress at both key stages in their knowledge and understanding of a wide range of aspects. This is mainly due to the emphasis placed by teachers on regular opportunities to investigate and experiment. Pupils develop good attitudes to the subject at Key Stage 1, with enquiring minds. These attributes are successfully extended at Key Stage 2, and, by the end of the key stage, pupils' knowledge and understanding of how to make scientific tests fair, and results recorded systematically, is of a high standard.
10. Teachers are successful at matching work closely to pupils' needs in all subjects

and this is a significant reason why pupils of different prior attainment make good progress. Special needs and lower attaining pupils are well supported in their work by class teachers and classroom assistants. Higher attaining pupils are given opportunities to extend their skills and are regularly challenged by their work. There are no significant differences between the performance of boys and girls.

11. In information technology, standards of attainment are in line with national expectations at both key stages and pupils make satisfactory progress. This is an improvement on the standards reported at the time of the previous inspection. By the end of the key stage, pupils understand the functions and applications of spreadsheets. They instruct a screen robot to move in different directions, but have little experience of more sophisticated forms of control technology. In religious education, standards are above the expectations of the locally agreed syllabus and progress is good.
12. In other subjects of the curriculum, standards of attainment are in line with those expected of pupils of their age at the end of both key stages in art, design and technology, music and physical education. Pupils make satisfactory progress. In geography and history, standards of attainment are in line with expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2. Pupils' progress is satisfactory at Key Stage 1 and good at Key Stage 2. Artwork enriches many areas of the curriculum throughout the school. In design and technology, pupils are developing a secure knowledge and understanding of how to evaluate and improve their designs and to consider the requirements of the person who might be using the objects they make. In geography and history, Key Stage 1 pupils develop good attitudes to their work and learn the basic skills of using books, photographs and maps to draw simple comparisons and conclusions from the information these provide. At Key Stage 2, pupils use these firm foundations well to look for similarities and differences between their lives and the lives of people in other parts of the world, and to develop good skills of historical enquiry. In music, pupils receive regular opportunities to sing, play instruments, compose and perform and this helps them to express themselves confidently in front of others. In physical education, pupils learn how to extend themselves physically, both through vigorous action and challenging movement. They work hard at practising and refining their skills. By the end of Key Stage 2, pupils move confidently and safely. They use space well and have a well-developed awareness of others.

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

13. Pupils' attitudes to learning and their behaviour are very good. Pupils' personal development and relationships between pupils and staff are excellent. These are significant strengths of the school and successfully combine to create a happy, secure and purposeful environment.
14. Pupils very much enjoy coming to school. During lessons, pupils show very good attitudes to their work, they concentrate very well and most sustain their energy and interest through to the end of the school day. When asked to work in pairs or groups, pupils co-operate very well together. In discussions and question and answer sessions, pupils are eager to contribute and they show respect for each other's comments and views.

15. Pupils' behaviour in classrooms, in the play areas and around the school is very good. Pupils are clear about the standards of behaviour expected; they understand and follow the caring ethos established in the school. They often receive praise for their very good behaviour when away from the school on trips. No pupils have been excluded from the school. Harassment and bullying in the school are extremely rare.
16. Pupils' personal development is very good. Relationships with all adults in the school and with each other are very good. This is exemplified in the positive way they respond to their learning and the friendly way they behave in the playground and on the sports field. Playtimes are energetic and happy and pupils share playtime sports equipment without fuss. Pupils of different ages play amicably and older ones show good awareness and concern for younger ones, for example when playing football together. Pupils with physical disabilities are kindly treated by the others and efforts made to include them in games. Parents are very pleased with the standards of their children's behaviour.
17. The school has maintained the very good attendance levels since the previous inspection. This enables pupils to take full advantage of the educational opportunities provided. There are no recorded unauthorised absences. Pupils arrive on time, allowing a prompt start to the day, which is an improvement since the previous inspection. Registration procedures are correctly carried out.

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

18. The overall quality of teaching is good. About a third of the lessons were very good; about three per cent were satisfactory. There were no instances of unsatisfactory teaching. The quality of teaching has improved since the previous inspection, when two out of three lessons were good or very good and a third of lessons were satisfactory. Teachers have successfully improved their subject knowledge and the quality of their planning since the last inspection.
19. The quality of teaching and learning for children under five is good and there are strengths in the quality of the activities planned and the effective use of support staff. The teacher has a good knowledge of the under-fives curriculum and a good understanding of the individual needs of her children. Children are provided with many opportunities to use the outside play area for their learning and opportunities to work in a group. These arrangements are successful in developing children's intellectual and practical capacity. The balance in the timetable between classroom activities involving sitting and physical activities involving movement is not always appropriate for pupils of this age. Lessons have clear objectives and the children know what they are learning and why. Activities are linked well to the national Desirable Learning Outcomes for five-year-olds, with appropriate extension activities into the National Curriculum when children are ready. Resources are adequate. The role-play areas in the classroom and outside in the play area provide an effective stimulus for children's imagination.
20. At Key Stage 1, the quality of teaching is consistently good or better. Of the lessons seen, 45 per cent were very good. In the best lessons, activities are well planned so that they interest and motivate pupils. For example, in a science lesson, the teacher had prepared activities to match the needs of the wide range of ages and abilities in the class. The lesson introduction was skilfully managed to involve all pupils in answering questions and helping them be fully aware of what they were doing and

why. Pupils then carried out a variety of investigations and all sustained their motivation and enjoyment throughout the lesson as they worked on exciting and challenging tasks. The quality of learning was good as a result and pupils made rapid progress in their knowledge and understanding of forces.

21. At Key Stage 2, the quality of teaching is mainly good or better. Of the lessons seen, 95 per cent were good or better; 20 per cent were very good. The remainder was satisfactory. In the best lessons, there is an effective balance between direct teaching, discussion and practical tasks, which is successful in maintaining pupils' interest and motivation throughout the lesson. For example, Years 5 and 6 pupils made very good progress in an English lesson as they prepared the first draft of some extended writing. The teacher began the lesson by reviewing previous learning and making it clear how this was to be built upon during the lesson. She raised interesting points for discussion, and pupils responded well to these, giving sensible and helpful opinions. Pupils were given considerable responsibility to organise and manage their group-work by the teacher and they rose to this challenge well. Pupils shared their work enthusiastically with the rest of the class at the end of the lesson and benefited from hearing how others had approached the activity. Teachers make good use of day-to-day assessment to make adjustments to future planning. For example, in a Years 5 and 6 mathematics lesson, the teacher had made changes to plan as a result of her assessment of the progress pupils had made the previous day and this was successful in moving pupils on at a good pace in their learning. Teachers often plan activities which capture pupils' imagination and interest. For example, Years 3 and 4 pupils made good progress in a history lesson about the lives of evacuees in World War Two. The teacher had planned tasks which gave pupils a very clear insight into the emotions and feelings children must have had as they left their families to go and live with strangers. The experience led to written work of good quality.
22. The quality of teaching in both literacy and numeracy is good. The quality of teaching is good overall in information technology. Skills are regularly taught directly to pupils in all classes, followed by opportunities for pupils to use the skills in practical situations. It is mainly used effectively to support work across the curriculum, except in science, where some opportunities are missed. In religious education, teachers' subject knowledge is good. In art, the teaching seen at Key Stage 2 was good. It contained a high level of intellectual and artistic challenge, which helped pupils make good progress. In design and technology, no lessons were observed, but teachers' planning shows that activities are interesting and motivating. In geography, the quality of teaching is good. Pupils make good gains in their knowledge and understanding of the local area. Teachers' planning is good and activities are successful in encouraging pupils to consider environmental issues. In history, the quality of teaching is good. Teachers make good use of visits to sites of historical interest and visitors to school to promote historical enquiry. No music lessons were observed, but pupils are given regular opportunities to compose and perform music. In physical education, the quality of teaching is good. Pupils are taught skills and movements step by step, and this helps them to make good progress.
23. The quality of teaching for pupils with special educational needs is good. Teachers match work closely to pupils' needs and this helps them to make good progress towards the targets in their individual education plans. Support assistants play a significant role in pupils' progress. They liaise closely with class teachers and the quality of their work with individuals or groups of pupils is of a high standard. A pupil

with a physical disability receives very good support from teaching and non-teaching staff and is fully involved in all class activities.

24. Teachers have very good relationships with their pupils and treat them as mature, responsible individuals. They know their pupils and their families very well and the strong links teachers have with parents and their children make a significant contribution to the quality of learning. Teachers are successful in encouraging pupils to be independent learners, to make decisions and take on responsibilities. Homework is used effectively to support pupils' learning in literacy and numeracy at both key stages and history and geography projects at Key Stage 2.
25. Although the quality of teaching at both key stages is good overall, there are some aspects of teachers' work where improvements can be made. For example, there is variation in teachers' expectations. Expectations of behaviour are high, but the quality of presentation of pupils' work in their folders and exercise books is not as good as might be expected. Pupils' handwriting at Key Stage 2 is mainly printed and much of their first draft work is untidy. For example, Years 5 and 6 pupils use exercise books with squared pages for mathematics. Pupils rarely use the squares to set out their work carefully. Teachers use a considerable quantity of commercial worksheets to support pupils' learning, particularly in literacy and numeracy. These are useful to consolidate learning in some aspects of subjects and to help with the organisation of group activities. However, the over-use of commercial worksheets is tending to limit opportunities for pupils to write freely at times, for example in devising ways of recording results or writing about an investigation in science. There are occasions in lessons, for example in mathematics, science and history, when pupils follow teacher-directed tasks when the opportunity exists for them to use their skills, knowledge and understanding to investigate or solve problems in more depth or follow their own lines of enquiry. Teachers mark books thoroughly, but written comments do not always let pupils know what they should do to improve.

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

26. The quality and range of the curriculum for the children under five are both good. Provision is based securely on national guidelines, called Desirable Learning Outcomes. It is planned well and provides a wide range of good quality learning opportunities, which successfully promote pupils' learning in language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. Provision for pupils' personal development is very good. The curriculum is relevant and related well to children's individual needs and there is a good balance between teacher-directed tasks and activities where children are encouraged to choose for themselves. Children are prepared well for starting the National Curriculum.
27. The quality and range of learning opportunities for pupils in Key Stages 1 and 2 are good. The curriculum satisfactorily meets statutory requirements to implement the Programmes of Study of the National Curriculum and the locally agreed syllabus for religious education. Provision for personal and social education is good. Arrangements for health and sex education and drugs awareness are satisfactory. There is equality of opportunity and access for all pupils, particularly in respect of disabled pupils, who are fully integrated in classroom activities. The National Literacy Strategy has been successfully implemented, although some opportunities

to practise writing skills in other subjects, such as science, history and religious education, are missed. The National Numeracy Strategy guidelines are being used effectively to support teachers in their lesson planning and have helped to raise standards in mathematics at both key stages. Provision for science is good and ensures that all the National Curriculum Programmes of Study are covered well. All subjects are supported by good quality curriculum policies and schemes of work, which is a significant improvement since the previous inspection. The previous report also highlighted design and technology and information technology as subjects where statutory requirements were not being met. These subjects are now covered satisfactorily and pupils' standards of attainment have improved as a result.

28. Teachers' planning for the year and for each term is thorough and activities are carefully structured to meet the needs of pupils of different prior attainment. However, there are not enough planned opportunities for pupils to apply their skills, knowledge and understanding to practical situations or follow their own lines of enquiry. For example, there are occasions in mathematics, history or geography when pupils might embark on projects that are not planned exclusively by teachers such as drawing up specifications and requirements for an additional classroom. The provision for pupils with special educational needs is good. Pupils are identified at an early stage and good support is provided in class lessons. As a result, most pupils meet their targets for improvement and move quickly off the register. Teachers maintain effective links with outside agencies and this makes a significant contribution to the quality of the provision. Provision for higher attaining pupils is good and they are generally well challenged by their tasks.
29. The contribution made by the community to pupils' learning is very good. Teachers make effective use of visitors to the school to support curricular provision. For example, visitors have included an Asian dancer and a sculptor. Teachers make good use of the local environment and visits, for example to a city school where pupils compare and contrast the locality and cultural backgrounds of the pupils with their own. There is good provision for extra-curricular activities, particularly for Key Stage 2 pupils, and clubs and after-school activities are well attended. Key Stage 2 pupils take part in an annual residential visit, where outdoor pursuits are undertaken. Staff and governors are very conscious of the village and rural community and are successful in their aim to be a community school. For example, pupils have recently been involved in the development of the village Millennium Green and have made a significant contribution by designing and making a sculpture. There are close links with other schools in the cluster of primary schools in the area and with the secondary school. For example, pupils from the sixth form help in school and make a significant contribution to the development of pupils' games skills. Contact with a local college means that student teachers often work in the school and the school benefits from nursery nurse trainees working closely with the younger children. There are close links with the local church. These are constructive and make an appropriate contribution to the provision in the school. For example, pupils visit the church and the vicar takes assemblies in the school.
30. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. Standards have been successfully maintained since the previous inspection.
31. Provision for pupils' moral development is very good. Pupils' understanding of the difference between right and wrong is very well developed and is reinforced by the very good role models provided by the staff. Teachers successfully encourage



pupils from nursery age onwards to understand what constitutes responsible behaviour and conduct in all aspects of their life in the school community. This makes a significant contribution to the school's very good ethos and fully reflects aspects of the school's declared aims and values. Stories and themes covering moral issues are regularly included in assemblies and moral dilemmas are debated in subjects such as geography. For example, in a geography lesson, Years 5 and 6 pupils discussed the implications for people's lives and the environment in a hypothetical case of a large chemical factory being located close to their village. Parents are very appreciative of the school's contribution to their children's moral development.

32. Promotion of pupils' social development is very good. The very caring and friendly atmosphere within the school is created by pupils and parents being encouraged to play a full part in the life of the school. This is effectively reinforced through a range of extra-curricular activities, which are organised by staff with the willing help and support of parents. Teachers encourage pupils to take responsibility, for example older pupils serving meals to younger pupils at lunchtime. In class lessons, pupils are successfully encouraged to develop an independent approach to their learning. As a result, the standard of co-operation between pupils in group activities is high.
33. The promotion of pupils' spiritual development is good. Teachers' enthusiasm for learning in lessons helps pupils to experience the awe and wonder of aspects of the natural and manmade world in subjects such as science, geography and history. For example, Key Stage 2 pupils shared their feelings and emotions about the experiences of adults and children during World War Two by expressing them well in discussions, writing and drama. Teachers and pupils share the excitement of stories, the imagery in poems and the pleasure of pupils' achievements.
34. Cultural development is fostered well through close involvement in the local community. For example, pupils from both key stages have been working with adults from the village developing a field into the Millennium Green. Local people have made regular visits to school to talk about their work and lives. Good provision within the geography and religious education curriculum allows pupils to develop an awareness and respect for other people's faiths, traditions and life styles. There is an effective link with a multi-racial school in a nearby town. Pupils recently experienced a wide range of Indian art, music, dance and drama during a Cultural Day held at the school.

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

35. The school takes very good care of its pupils. High standards of care are a significant strength of the school and very much appreciated by parents. Standards have been successfully maintained since the previous inspection.
36. Child protection procedures are fully in place, staff are appropriately trained and aware of the need for vigilance. Emergency evacuation arrangements are simple, clear and regularly practised. During the school day, there are always staff on site who have received training in first aid. The school is praised by visiting health professionals for the way it cares for its pupils. Drugs awareness education is included in the science curriculum. The school nurse assists with sex education for the older pupils in a programme agreed by the governors and parents. Safety and security are informally monitored daily by a governor, who is also the school

caretaker and cook. Formal health and safety checks are carried out regularly, properly recorded and reported to the governors.

37. Procedures for monitoring and improving attendance are very good and this is reflected in pupils' high attendance levels. Registers are monitored on a daily basis. Absences are followed up in the few instances where no reasons are received.
38. Procedures for monitoring and promoting good behaviour are very good and clearly effective, as shown by the way the school functions as a happy, orderly and confident community. High standards of behaviour are expected and are evident in the ethos and values of the school. Staff consistently emphasise the positive attitude towards behaviour. Teachers know each child individually very well. Weekly staff meetings and informal daily meetings are effective in monitoring pupils' personal development and keeping track of their progress. Procedures for identifying pupils with special educational needs are good.
39. Since the last inspection, a satisfactory range of procedures for assessing pupils' attainment and progress have been established, which are consistently applied by all staff. For example, thorough assessments are made of each pupil's attainment in their first term at school when they are five years old. The results of these are used effectively to identify specific areas of pupils' development that require particular attention. In Key Stages 1 and 2, teachers maintain careful records of pupils' achievements in national and school tests, for example in reading and mathematics, and these are helpful in monitoring pupils' progress throughout the year. Samples of pupils' work are kept in portfolios and these are assessed against the levels of attainment in the National Curriculum. Information gathered in this way is used satisfactorily by staff to make adjustments to their termly and weekly planning and set general targets for individual pupils and priorities in the school development plan. However, teachers miss opportunities for pupils to follow up personal lines of enquiry or apply their skills to practical situations to consolidate and extend learning. This is because assessment information is not analysed in sufficient depth to establish the specific skills which individuals or groups of pupils need to improve.

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

40. Parents have a very high regard for the school and report that it has continued to improve since the last inspection. Parents see the school as a key feature of village life, expect a great deal from it and, in return, offer it a very high degree of support. Applications to join the school now show a rising trend, reflecting this approval and support.
41. Parents who returned the questionnaire and attended the pre-inspection meeting agreed that behaviour in the school is good, teaching is good and that the school is well led and managed. Parents were pleased with the high expectations staff have of their children and that children are being encouraged to be mature and responsible. Some parents of younger children feel that they are not kept well enough informed about their progress and that there are not enough activities for their children outside school lessons. Others are not happy with the school's response to their questions or problems. Parents of older children feel their children do not get the right amount of homework. Inspection evidence supports parents' positive views. However, formal and informal arrangements for parents to be informed about their children's progress are judged to be good and inspection

evidence would indicate that governors and staff give due consideration to parents' suggestions and concerns. The amount of homework set is typical of most primary schools nationally. There are no after-school clubs or activities provided for Key Stage 1 pupils, but staff are aware of this and have helpful plans to extend the range of extra-curricular activities.

42. Links with parents are very good. Parents are well represented on the governing body and there is a very active and purposeful school association, which succeeds in involving almost all parents and many others in the village in a wide range of events throughout each year. Funds raised by these activities are effectively spent on items needed by the school. Some parents help with local trips and visits, with after-school activities and with the annual residential experience enjoyed by the older children.
43. The quality of information provided by the school about its work and that of individual children is very good and much appreciated by most parents. Frequent letters help to keep parents informed of key dates and school events. Information about work pupils will be covering in their classes is provided for parents each term. Teachers are available at the beginning and end of the school day for informal contact when needed. Annual written reports clearly indicate pupils' strengths and weaknesses and what they need to do to improve. Parents of pupils with special educational needs are fully involved in supporting their needs at home and in the regular reviews of their progress. Parents are mostly supportive of the school's approach to homework and help with their children's learning at home.

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

44. The leadership and management provided by the headteacher and governors are good. The work of the headteacher in providing a clear educational direction to the life of the school is very good and she has made a significant contribution to establishing a commitment to high standards, which is shared by all staff. The management strategies she employs are very successful and, as a result, teamwork in the school is excellent. She shares information and discusses future developments with staff, governors and parents and this is helpful in involving all members of the school community in decision making. All teachers work hard to maintain this atmosphere by consistently following the school's agreed approach to pupils' personal and social development. As a result, pupils' attitudes to lessons are good, relationships within the school are excellent and the school's aims and values are very well reflected in its work.
45. The headteacher monitors and evaluates the quality of teaching and learning well, despite her virtually full-time teaching commitment. Observation of her colleagues' teaching is limited, but all staff are observed over time and she holds teacher interviews to discuss with them areas for improvement and possible training requirements. The headteacher is well supported in her monitoring role by the teaching and non-teaching staff, who carry out their duties conscientiously. Although teachers have individual subject co-ordinator responsibilities, revision of curriculum policies and schemes of work is tackled as a team. This is helpful in promoting a consistent approach to the implementation of the curriculum in each class. Co-ordinators have a satisfactory understanding of standards in their subjects through shared planning, discussions with colleagues and assessments of pupils' work. However, they do not analyse assessment information and the results of

national and internal tests in sufficient depth in order to determine specific skills within their subjects that require improvement. Consequently, initiatives to raise standards in curriculum subjects, for example reading at Key Stage 1 in response to the 1999 national test results, tend to be general rather than specific in their focus.

46. There are good arrangements to co-ordinate the provision for pupils with special educational needs. The special needs co-ordinator monitors pupils' individual education plans systematically and effectively. Pupils' progress is discussed with class teachers and welfare assistants formally and informally on a regular basis. Pupils receive good support in class lessons from teaching and non-teaching staff. Parents are kept fully informed of their children's progress and are often involved in helping their children at home in co-operation with class teachers.
47. The effectiveness of the governing body in fulfilling its statutory responsibilities is very good. Financial planning and the administration of the school budget are very good. Special grants and additional funding are spent effectively. Governors have a good understanding of the main priorities facing the school over the next few years. They give close attention to various options for school improvement. For example, they have given strong support to the headteacher in creating a third class in order to implement the National Literacy and Numeracy Strategies more effectively. They are presently considering a range of options to decide how best to deal with the increased numbers resulting from the success of this initiative. Governors and staff work well together in re-drafting the school development plan each year. The views of all members of the school community are sought and priorities fully reflect the academic and social aims of the school. The plan is linked closely to the school budget and governors review spending on a regular basis to determine value for money. For example, after considering costs associated with the upkeep of some play equipment on the school premises and staff views on its contribution to the curriculum, governors decided it did not provide good value for money and the equipment was removed. Governors make good use of national data to see how their costs compare with those of similar schools, for example when making the decision to establish and maintain a third class.
48. The school is well staffed with appropriately qualified teaching and non-teaching staff to deliver the requirements of the Desirable Learning Outcomes and the National Curriculum. Staffing provision for pupils with special educational needs is good. The close working relationship between all staff makes a significant contribution to the standards achieved. All staff regularly attend in-service training. Training for new national initiatives is effective. Staff have clearly defined job descriptions and the appraisal of teachers meets statutory requirements. Arrangements for supporting new staff or supply teachers are good. The governors have made a significant contribution to the effective management of the school by providing the headteacher with full-time administrative cover in the office to support her teaching commitment. In the school office, good financial procedures and very efficient day-to-day administration make a valuable contribution to the smooth running of the school. The school secretary is a good first contact for visitors. The caretaker, cook and mid-day assistants are very experienced, hardworking and make a valuable contribution to the life of the school.
49. The accommodation is used effectively and efficiently. The school caretaker works hard to keep the school clean and pleasant. The two purpose-built classrooms are of reasonable size and contain good quality furniture and fittings. Accommodation for the children under five is satisfactory within the classroom and there is an

outside play area which is well used to extend their social and physical skills. There is wheelchair access for disabled pupils through the front entrance of the school, but not from the rear of the school through the Key Stage 1 classroom to enable pupils to access the outside play area or evacuate quickly in the case of an emergency. Governors are continuing in their efforts to ensure that this essential provision is installed by the local education authority as soon as possible. The hall is of suitable size for assemblies and physical education, but its use as a classroom for Years 5 and 6 pupils restricts some activities. For example, assemblies are carried out in a small section of the hall and pupils sit very closely together. The regular movement of desks and chairs to accommodate physical education lessons and school lunches is disruptive. The acoustics in the hall do not suit its use as a classroom as noises are accentuated and at times teachers and pupils cannot be clearly heard. However, staff take considerable care to ensure that all arrangements are carried out safely. Classrooms are attractively displayed with pupils' work. Good use is made of the extensive school grounds to support learning in science, geography and physical education.

50. Most subjects are at least adequately resourced and materials and equipment are of good quality. Resources are in good condition, tidily stored and readily accessible to teachers and pupils. National and school funds have been used effectively to resource the literacy hour. Additional materials and equipment identified by the school as essential to support the numeracy hour have been purchased. Information technology resources are of good quality and the number of computers and range of software are increasing. Library books and resources for history are supplemented from loan service. Resources for pupils with special educational needs are good. Very good use is made of visits to places in the local area or further afield and visitors to the school. These are carefully selected to provide an additional stimulus for pupils' learning in a range of areas such as history and geography.

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

51. To raise standards further, the governors, headteacher and staff should:
- make more effective use of the information gathered about pupils' academic attainment and progress to identify and target specific skills requiring improvement; (Paragraphs: 39, 45, 78, 101, 113)
  - include more opportunities in the curriculum for pupils to apply their skills, knowledge and understanding to problem-solving and investigative activities and to pursue their own lines of enquiry; (Paragraphs: 25, 28, 39, 74, 100)
  - improve the standards of pupils' handwriting and presentation of work at Key Stage 2 by raising teachers' expectations of what is acceptable. (Paragraphs: 25, 64, 67, 83, 85, 97, 100, 104, 106)

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

Improve the quality of teachers' marking by clearly identifying for pupils what they need to do to improve. (Paragraphs: 25, 67)

Reduce the quantity of worksheets used to support learning, particularly in literacy, to give pupils more opportunities for free writing. (Paragraphs: 25, 68)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27.6	69.0	3.4	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	3	56
Number of full-time pupils eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	1	6

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	4
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence	%
School data	1.6
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	2	4	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	4	4	4
	Total	6	6	6
Percentage of pupils at NC level 2 or above	School	100 (71)	100 (71)	100 (71)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	4	4	4
	Total	6	6	6
Percentage of pupils at NC level 2 or above	School	100 (71)	100 (71)	100 (71)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	2	3	5

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	2	2	3
	Total	3	3	4
Percentage of pupils at NC level 4 or above	School	60 (63)	60 (100)	80 (100)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	1	1
	Girls	2	3	3
	Total	2	4	4
Percentage of pupils at NC level 4 or above	School	40 (75)	80 (100)	80 (100)
	National	68 (n/a)	69 (n/a)	75 (n/a)

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	50
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)	3
Number of pupils per qualified teacher	19
Average class size	28

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

Total number of education support staff	2
Total aggregate hours worked per week	28

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
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	£
Total income	120,370
Total expenditure	119,883
Expenditure per pupil	2,180
Balance brought forward from previous year	6,430
Balance carried forward to next year	6,917

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

### **Questionnaire return rate**

Number of questionnaires sent out	58
Number of questionnaires returned	31

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	6	0	0
My child is making good progress in school.	55	35	0	3	6
Behaviour in the school is good.	67	30	3	0	0
My child gets the right amount of work to do at home.	25	54	18	0	4
The teaching is good.	70	27	0	0	3
I am kept well informed about how my child is getting on.	57	37	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	7	13	0	0
The school expects my child to work hard and achieve his or her best.	73	23	3	0	0
The school works closely with parents.	61	35	3	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	68	29	4	0	0
The school provides an interesting range of activities outside lessons.	52	35	6	0	6

## **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**

52. The quality of education for children under five is good and provides them with an effective base for future learning. The curriculum successfully covers all national recommendations for the age group. At the time of the inspection, three children were under five.
53. The attainment on entry of children over time is above average. However, the number of children entering the school is small and thus the attainment on entry varies significantly from year to year. Most of the pupils entering the school have had effective pre-school experience. Overall, children, including those with special educational needs, make good progress in their personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. By the time they are five, all children have attained the national Desirable Learning Outcomes and most achieve beyond these.
54. Parents are provided with a good range of information. The induction programme is effective and helps both parents and children to be fully prepared for entry in school. Parents are kept well informed about the curriculum. Very good links have been established between parents and staff.

### **Personal and social development**

55. Children under five make good progress in their personal development. They are keen to learn and enjoy school. Their standard of behaviour is very good and they apply themselves to their work enthusiastically. Children concentrate well, often for long periods of time, and they mix confidently with their classmates. They play and work effectively together and clearly express their ideas and views. For example, one child talked confidently to the inspector about the story she was reading and her favourite characters. Children take equipment out and put it away carefully with little prompting from the teaching staff. They take turns and wait patiently, for example when taking turns to dribble a ball during physical education. Children are well integrated into their mixed-age class, which includes pupils up to the age of seven. The quality of teaching is good. Activities planned are specific to children's needs and successfully promote children's integration with the main tasks and activities within the class. Effective use is made of non-teaching staff, who are highly experienced and make a significant contribution to children's learning.

### **Language and literacy**

56. Children make good progress in language and literacy and, by the time they are five, attain standards which exceed those expected of their age. They speak clearly and make themselves understood. They answer questions appropriately and listen carefully to their teacher and others in the class. The quality of teaching is good and children are successfully encouraged to recognise familiar words and practise their letter sounds. They enjoy books and reading and use letter sounds to read unknown words. In writing, children reach the expected levels for children of their age and

demonstrate many aspects of the National Curriculum expected of pupils in Year 1. Children successfully use initial letter sounds in their spelling. They attempt to write many words independently. Pupils participate in the literacy hour well and read enthusiastically with the others in the class.

### **Mathematics**

57. Children's attainment in mathematics is above that expected of pupils of their age and they make good progress. The quality of teaching is good and children's learning is successfully supported with a wide variety of resources. The teacher skilfully reinforces number work during other activities. Children learn at a good pace as a direct result of the good teaching they receive. Children count up to ten by themselves and up to thirty with help from an adult. They understand about counting on and back. They competently print repeat patterns, using both shapes and colours. They draw simple routes by joining numbers together. They recognise which plastic cups contain the most liquid and correctly predict which cup may have more or less if someone drinks from one of the cups.

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

58. By the time they are five, children have made good progress in their knowledge and understanding of the world and standards are above those expected of children of their age. The quality of teaching is good because children are provided with a good range of experiences, which help them to learn many things about the world around them and to gain an early understanding of the world beyond their immediate experience. They demonstrate a good knowledge of where animals live, for example in a nest or hole. They make simple predictions about whether objects will float or sink. They test which wheeled toys go furthest when rolled down a ramp and demonstrate an awareness of the effects of pushes and pulls on the way the toys travel. They know simple facts about some famous people such as Christopher Columbus. They know how to make a glass of orange squash and record this in drawings. They know about religious festivals such as baptism and have learnt an Indian dance.

### **Physical and creative development**

59. By the time they are five, children have made good progress in their physical and creative development and exceed the expectations of their age. The quality of teaching is good because pupils are well motivated by a wide range of activities. Children participate in physical education lessons enthusiastically and enjoy making shapes and taking part in sports activities. They are developing a good awareness of how to make shapes with their bodies and control them. They confidently jump, skip and run, and control balls with their feet. They paint and draw to a good standard and control pencils and paint brushes well. They recognise and name correctly a wide range of colours. Children are imaginative and creative and the outdoor play area is used effectively to promote children's physical and creative development.

## ENGLISH

60. The results of the 1999 national tests for pupils at the end of Key Stage 1 showed that, in reading and writing, the percentage of pupils attaining the nationally expected level or above was very high in comparison to the national average. The percentage of pupils attaining the higher level in reading was above the national average and well above in writing. When compared with similar schools, standards of attainment in reading were broadly in line with the average and, in writing, they were above average. Inspection findings show that the standards of attainment of the current Year 2 pupils are similar to those of the previous year.
61. The results of the 1999 national tests for pupils at the end of Key Stage 2 showed that the percentage of pupils reaching the nationally expected level or above and the higher level was well below the national average. It was very low in comparison with the average for similar schools. Inspection findings show that standards of attainment of the current Year 6 are significantly better than the previous year and are above the national average.
62. It is difficult to establish trends over time as shown by the results of national tests at the end of both key stages because the number of pupils taking the tests each year is small, usually five or six. However, scrutiny of the school's records of pupils' achievements shows that pupils are achieving what can reasonably be expected. However, pupils' achievements at the end of Key Stage 1 in reading in comparison with similar schools were lower than might reasonably be expected.
63. At Key Stage 1, pupils make good progress in writing simple stories. Higher attaining pupils write with good levels of imagination and respond well to the stimuli provided by teachers. From Reception onwards, pupils try hard to include interesting words and phrases in their writing. Year 1 pupils sequence events in their writing well and lower attaining pupils make good progress in writing simple sentences with the help of an adult. Presentation of work is often good. Handwriting is clear and legible, although the development of joined script for Year 2 pupils is apparent in handwriting books, but not so evident in other work. Pupils use full stops and capital letters competently. By the end of the key stage, some pupils are familiar with speech marks and use them in their writing. Standards of spelling are good. Progress in reading is satisfactory. Pupils read with satisfactory levels of expression from an early age. They extend their sight vocabulary well and successfully apply initial sounds and letter blends, learnt in literacy lessons, to their reading. By the end of the key stage, pupils are competent readers with a satisfactory range of strategies for dealing with unfamiliar words. Speaking and listening skills are good and above national expectations. Pupils talk confidently about their work and are keen to offer views and opinions in discussions. They listen carefully to teachers, other adults and pupils in their class, particularly during story times.
64. At Key Stage 2, pupils are provided with a wide range of purposes and opportunities to write and they respond to these well. Year 3 pupils use simple punctuation, including speech marks, accurately. They are developing a good understanding of how to plan the different parts of a story. Year 4 pupils make effective use of their own ideas in poems, as well as in writing in other subjects, for example history. Pupils in Year 5 make good progress in drafting and re-drafting their written work to improve its quality and standards of spelling are good. By the end of the key stage, pupils write letters, poems, diaries, playlets and stories of good quality, with effective use of punctuation. They use paragraphs correctly. Pupils often make

sophisticated use of punctuation to add depth or dramatic effect to their writing. They have a wide vocabulary and are particularly successful at using describing words and phrases to add interest and character to their work. For example, Year 6 pupils were observed working in small groups making notes on the themes, style and characters to be included in different types of stories such as legends and fables. The pupils exchanged and discussed a wide range of interesting ideas, which they recorded in note form to provide a basis for the first draft of their work. Handwriting is generally printed and often poorly formed. Standards of spelling are good. Pupils are competent readers. Higher attaining pupils read with good levels of expression and understanding. Average attaining pupils read with some hesitancy and this limits their fluency. Lower attaining pupils read with limited expression but generally show a good understanding of the content of their texts. Standards of speaking and listening are above average. Pupils are articulate in discussions and express themselves well in conversations and when answering questions. They listen attentively to adults and to each other. However, pupils are not provided with a sufficiently wide range of planned activities to extend these skills further.

65. Pupils of different prior attainment make good progress overall in lessons and over time. They respond well to the good teaching and well-planned activities they receive, particularly in the literacy hour. Pupils with special educational needs are given good support by teaching and non-teaching staff towards the targets in their individual education plans. As a result, pupils placed on Stage 1 of the special needs register are often removed from the register after a short time. There are no significant differences in the performance of boys and girls at both key stages.
66. Pupils have good attitudes to their work. They behave well in lessons and co-operate well in group activities. They are keen to answer questions. The quality of discussions amongst Years 5 and 6 pupils in particular is often high. They enjoy listening to, or reading for themselves, stories and poems. Pupils' interest in their work makes a significant contribution to the standards achieved, particularly in writing, where they have the opportunity to express their imaginative thoughts and ideas.
67. The quality of teaching is good at both key stages. Of the lessons seen, 60 per cent were very good. Of the remainder, 10 per cent were satisfactory and 30 per cent were good. When teaching is at its best, teachers are well prepared, planning is very thorough and subject knowledge is good. For example, in a lesson in the Key Stage 1 classroom, the teacher had planned a literacy lesson to successfully accommodate the four year groups, Nursery to Year 2, in her class. The opening whole-class session was carefully managed to ensure that pupils in all year groups were able to answer questions and understand the purpose of the activities to follow. The teacher shared the purpose of the lesson with the pupils and this was written on a flipchart for them to see. Independent group activities were well resourced and were well matched to pupils' needs so that those not receiving individual attention from an adult maintained their concentration and worked hard. The teacher used her subject knowledge very effectively to extend pupils' learning through good questioning. She set high standards for pupils to achieve, to which they responded well. The final whole-class session was particularly successful in reviewing the objectives of the lesson and helping both teacher and pupils assess what had been achieved. The relationships between teachers and pupils are very good and this makes a significant contribution to the standards achieved. Questions are searching and challenging, and this helps pupils to clarify and justify their answers. Where teaching has shortcomings, but is otherwise satisfactory,

expectations of standards of presentation and handwriting are too low. Teachers mark all the work pupils' produce, but written comments are not developmental and do not indicate to pupils what they need to do to improve.

68. Teachers' planning for the year and for each term is based securely on the guidelines of the National Literacy Strategy. Teachers include clear learning objectives, which indicate what all pupils will achieve, what some might achieve and what a few might be able to achieve. This is an effective way of planning activities to accommodate the wide range of different attainments and ages within each class. Role-play and drama are used well to add depth and understanding to stories and poems. Commercial worksheets are used extensively in all classes, particularly to support grammar and word work. Whilst these are useful in consolidating learning, their over-use restricts opportunities for pupils to write freely and creatively at times. Worksheets produced by teachers are often of better quality and used more effectively, as they are linked closely to what teachers intend pupils to learn in lessons. Teachers make good use of the good quality reading materials available in classrooms and the library.
69. The subject is well led by the co-ordinator, who works closely with her colleagues to monitor standards. The National Literacy Strategy has been effectively implemented and good teamwork and co-operation are responsible for the consistently good quality of teaching and learning at both key stages. Literacy is promoted effectively in other areas of the curriculum, particularly in history and geography. Teachers maintain good records of pupils' achievements but are not using the information they gather effectively enough to target the specific skills that need developing. For example, staff are aware that reading standards, as shown by the results of the 1999 national tests at the end of Key Stage 1, were lower than expected. They have included improvements to reading standards as a priority in the school development plan, but have not identified the specific skills that need to be targeted. However, spelling standards have been successfully raised through changes in teaching methods and effective use of information technology. Resources are adequate. Books for use in the literacy hour are of good quality and reading scheme materials are in good condition. The library is well stocked and good use is made of the local education authority's loan scheme to supplement the school's own resources.

## **MATHEMATICS**

70. In the 1999 national tests for pupils at the end of Key Stage 1, the percentage of pupils attaining the expected level or above was very high when compared with the national average and well above when compared with the average for similar schools. The percentage of pupils reaching the higher level was very high when compared with the national average and well above when compared with similar schools.
71. Results of the 1999 national tests at the end of Key Stage 2 were below the national average. The percentage of pupils attaining the expected level or above was below the national averages and well below when compared with similar schools. The percentage of pupils reaching the higher level was very low when compared with the national average and when compared with similar schools.
72. The marked differences between the results at the end of both key stages are due to the variations from year to year in the standard of attainment of each small intake of pupils. Inspection evidence indicates that the current Year 6 pupils are attaining

standards that are above the national average and reflect their level of attainment on entry into school.

73. At Key Stage 1, pupils, including those with special educational needs, make good progress. By the end of the key stage, all pupils use addition and subtraction facts to twenty. They reverse an addition sum quickly and accurately in their heads and explain confidently what they have done and the answer achieved. They confidently order two-digit numbers up to 100 and recognise patterns of 2, 3, 5 and 10. They use money accurately, adding and subtracting amounts including pounds. Pupils recognise simple fractions by partitioning numbers and shapes. They collect data about birthdays and create tally charts from their findings. Pupils use correct mathematical language to describe the edges and numbers of sides in two-dimensional shapes. They know the names of a good number of shapes and create complex patterns by reversing them.
74. The good rate of progress made by all pupils at Key Stage 1 is successfully maintained at Key Stage 2. By the end of the key stage, pupils competently multiply and divide whole numbers up to 10,000 by tens and thousands. They devise personal strategies for solving problems set for them by their teacher. They confidently explain their working and their reasons for solving the problem the way they have. They produce tally sheets and frequency charts, and analyse the graphs produced, as a result of research, for example into increases in the world high jump record. Pupils practise their numeracy skills effectively in science, information technology and design and technology, for example suggesting shapes that will increase the stability of a weather station. Pupils are not provided with enough opportunities to apply their skills to practical situations or study projects of their own choice in depth.
75. Pupils' attitudes to their work are very good. They are keen and enthusiastic about mathematics. Younger pupils are very willing to speak out in class, knowing that what they say, even if inaccurate, will be treated with respect by staff and other pupils. Older pupils enjoy devising and explaining strategies for solving problems and undertaking mental mathematics. Such positive attitudes and confidence make a significant contribution to the standards achieved.
76. The quality of teaching and learning in mathematics are good. Of the lessons seen, 50 per cent were good and 50 per cent were very good. There are instances of very good teaching at both key stages. For example, at Key Stage 1, very good teaching was observed when the teacher began the lesson with a well-planned whole-class activity, which successfully promoted the main learning objectives. The two classroom assistants were then used very effectively to reinforce and extend the objectives with groups of pupils of different prior attainment. At the end of the lesson, the teacher used questions successfully to consolidate what pupils had learned. As a result, all pupils made good progress. At Key Stage 2, a teacher used her assessment at the end of a lesson of what pupils had learned very effectively to change the level of challenge in the subsequent lesson. This meant that pupils were provided with activities which closely matched their needs at the start of the next lesson, and attained standards beyond those expected of pupils of their age.
77. The National Numeracy Strategy is being used effectively in the school. Teachers are confidently adapting the guidelines to suit their pupils' needs and making good use of classroom assistants to help pupils make good progress. For example, at Key Stage 2, a teacher started a lesson with very rapid mental mathematics



activities with the majority of the class, whilst a classroom assistant developed the mental agility of pupils with special educational needs in a separate group. Such confident use of the strategy resulted in pupils increasing their skills at a pace best suited to their ability at mental calculation. Skilful teaching is used to introduce new ideas and help pupils apply what they have learned to new problems. For example, older pupils were observed tackling complex money problems. They planned how to spend a set amount of money in an adventure park to satisfy the different demands of pupils of varying ages and interests. The pupils responded well to the challenge and co-operated well. Such activities are often planned by teachers and opportunities are missed to encourage pupils to investigate their own mathematical problems. Teachers make good use of homework to extend pupils' learning, particularly in Years 5 and 6. Work is generally well planned to match pupils' needs. The most able pupils are well challenged by their tasks. The progress of pupils with special educational needs is good.

78. The quality of curriculum provision has improved since the previous inspection. The subject is well led by the co-ordinator. Priorities for development are well supported by the purchase of new resources and adjustments to teaching methods. Teachers' plans are monitored each term, but the evaluation of the impact of teaching and learning on standards is not sufficiently rigorous. For example, procedures for gathering information about pupils' achievements are satisfactory and often used well to adjust future planning. However, the information is not used effectively enough to help pupils identify improvements in their own performance by setting specific targets for them to meet. Mathematics is used well to support other areas of the curriculum such as recording results in science. Information technology is used appropriately to gather data and display results.

## **SCIENCE**

79. The results of the 1999 teacher assessments of pupils at the end of Key Stage 1 showed that the percentage of pupils attaining the expected level or above was very high when compared with the national average and well above the average for similar schools. The percentage of pupils reaching the higher level was very high when compared with the national average and well above when compared with similar schools.
80. Results of the 1999 national tests at the end of Key Stage 2 showed that the percentage of pupils attaining the expected level or above was close to the national average but very low when compared with the average for similar schools. The percentage of pupils reaching the higher level was very low when compared with the national average and that of similar schools.
81. The marked differences between the results at the end of both key stages are due to the variations from year to year in the standard of attainment of each small intake of pupils. Inspection evidence indicates that the current Year 6 pupils are attaining standards that are above the national average and reflect their level of attainment on entry into school.
82. At Key Stage 1, pupils, including those with special educational needs, make good progress. By the end of the key stage, standards of attainment are above average. Pupils make good gains in their knowledge and understanding as they carry out investigations into forces. For example, Year 2 pupils were observed successfully discussing how a comparison might be made between the performance of different

toy cars moving down ramps. They set up the experiment and carefully recorded their results on a chart. With the help of the teacher, they analysed the results and compared them with their predictions. Pupils know that some substances are solids and some are liquids. They show a good knowledge and understanding of a wide range of aspects of science. Pupils' development of the concept of making scientific tests fair is particularly well developed.

83. At Key Stage 2, pupils successfully build on the solid base of scientific knowledge and understanding established at Key Stage 1 and make good progress. Pupils in Years 3 and 4 respond well to regular opportunities to experiment and investigate. For example, they were observed devising methods for separating substances from each other, using a wide range of materials and equipment provided by their teacher. They worked well in groups, discussing possible methods and recording their results. Pupils showed a good understanding of the necessity to record results accurately and systematically. By the end of the key stage, pupils demonstrate a clear understanding of how to make investigations and experiments fair by changing only one variable at a time. They analyse sounds by the level of loudness given off by different musical instruments and materials and suggest practical ways of muffling sound. Scrutiny of past work shows that pupils produce a considerable amount of writing, diagrams and drawings, but do not always present their work neatly and carefully.
84. Pupils respond very well to science in all lessons and have good attitudes to learning. They listen carefully to their teachers, respond with enthusiasm to questions and are keen to contribute. They work hard and gain new knowledge as a result. They work sensibly by themselves or in small groups. Pupils are confident in handling equipment and materials and do so with care. Behaviour is very good. These mature attitudes and high level of sensible behaviour contribute significantly to the rate and quality of learning.
85. The quality of teaching and learning are consistently good. Teachers are confident and have a good knowledge of scientific concepts. This helps them to plan challenging investigations and provide a satisfactory balance between direct teaching and opportunities for pupils to find out for themselves. Pupils are successfully encouraged to use their previous knowledge and understanding to move on in their learning in well-sequenced steps. For example, a Key Stage 2 teacher used a study of the comparison of gestation periods to help pupils to understand how such fundamental aspects of life may affect the success of a species. Teachers make good use of questions to confirm understanding and to encourage pupils to predict what might happen and, in particular, suggest reasons for the results. Such awareness of the concepts at the heart of the activity and the careful structure to the lessons lead to pupils advancing their learning well. Day-to-day assessment of pupils' achievements is used well to devise the next activity for pupils to undertake. Science activities are not used well enough for pupils to practise writing skills or to raise the quality of presentation of their work. Targets are rarely set for pupils to improve their science work and this is a weakness.
86. The curriculum meets statutory requirements. The good quality scheme of work fully covers the required Programmes of Study. The quality of the subject policy, and the effective organisation of the scheme of work into a helpful tool for teachers in planning their lessons, are improvements since the last inspection. The subject is well led and the co-ordinator is successfully helping her colleagues prepare for the new National Curriculum 2000. The co-ordinator does not observe her colleagues

teach, but there are useful plans to address this in the near future. The use of information technology to support research in the subject is satisfactory, but its use for pupils to write reports, construct tables and display findings in graphical form is underdeveloped. There is an appropriate range and quantity of practical resources. The school makes good use of the local environment to support learning, for example with pond and river studies.

## ART

87. Only one lesson was observed during the inspection, but from the evidence of displays and scrutiny of teachers' planning, standards of attainment are in line with those expected for pupils of their age at the end of both key stages. Pupils, including those with special educational needs, make satisfactory progress as they move through the school. Standards are similar to those reported at the time of the previous inspection.
88. At Key Stage 1, pupils make brightly coloured prints using a variety of materials such as sponges and pieces of wood. Pupils use crayons and brushes competently, using correct grip and applying colours with care. They paint seascapes, giving thought to the range of colours involved. They assemble collages using sticky paper and experiment with art straws to represent the spines on a hedgehog. At Key Stage 2, pupils use washes effectively to create paintings in the style of Monet. They study Islamic hand decorations and patterns evident in Arabic writing. They use art packages on the computer to good effect, for example to produce landscape pictures. They make a satisfactory range of three-dimensional shapes, including pottery. Pupils have recently had the advantage of working with a sculptor in school and have produced small clay models of a sculpture planned for the village Millennium Green.
89. Throughout the school, pupils learn and apply new skills successfully and this indicates that the quality of teaching overall is at least satisfactory. Class teachers plan lessons with clear objectives. They identify the skills to be taught and set out an appropriate structure to help pupils build on each element sequentially. In the lesson observed, the teacher successfully caught the pupils' imagination by producing a vase designed by Clarice Cliff. She emphasised the link between Cliff and the Staffordshire countryside and how this had influenced some of her work. She skilfully led the pupils through an understanding of the design elements involved in Cliff's work, and then set the pupils the task of using these ideas to devise decoration for pots of their own. In this lesson, with its high level of intellectual and artistic challenge, the teaching was judged to be good. It had a significant impact on the pupils' understanding of the various influences on design and the place of art in everyday life. In the lesson, the pupils worked very sensibly. Such a mature attitude enabled the teacher to spend her time discussing work with individual pupils and so enhance their understanding of the techniques they were learning.
90. The policy for the subject has been improved since the last inspection. The current provision meets the requirements of the National Curriculum. The co-ordinator is leading staff effectively in amending the scheme of work to meet the recommendations and of the new National Curriculum. Displays of artwork around the school are of satisfactory quality. They make a successful contribution to pupils' understanding of the wide range of two- and three-dimensional work covered by the

school. They successfully extend pupils' understanding of the influence of cultural diversity on art.

## **DESIGN AND TECHNOLOGY**

91. No lessons took place in design and technology during the inspection. However, evidence of pupils' previous work, discussions with teachers and pupils and scrutiny of teachers' planning, indicate that standards are in line with those expected of pupils of their age at the end of both key stages. Pupils, including those with special educational needs, make satisfactory progress. Standards are an improvement on those reported at the time of the previous inspection.
92. Pupils are learning to undertake designing and making activities that match their ages and abilities. In Key Stage 1, pupils design and make models of sunglasses for their teddy bears, considering how they will be held in place, as well as the quality of their appearance. They design and make toys for a cat, taking into consideration what will make them attractive to the cat and suitable materials to use that will prevent the cat tearing the toy apart. At Key Stage 2, pupils draw successfully on their learning in science to devise circuits for model traffic signals, making sure that they can be illuminated in the correct sequence and combinations. In cooking and food technology, they consider which type of decoration will appeal best to the person for whom the product is intended and discuss critically whether the cake or biscuit meets the original design. Pupils make critical evaluations of their products and are precise about how they would improve their work in the future. For example, a group of pupils explained the need for a wider base for their weather station in order to achieve greater stability. They correctly identified the fact that modelling clay is heavy and prevented the wind speed indicator from being sufficiently sensitive to record light breezes.
93. Pupils are interested in design and technology activities and have a sensible and critical attitude towards their work and this contributes significantly to their understanding of what they are doing. These mature attitudes are an improvement since the last inspection.
94. Teachers plan interesting activities to capture the pupils' imaginations and to draw attention to the practical application of design and technology to solving problems in everyday life. Pupils have been working with a sculptor in designing and making a structure for the centre of the village Millennium Green. As part of this project, they designed and made clay models of the intended structure considering stability as well as aesthetic appearance. Such involvement in real projects at all stages of their time in school ensures satisfactory progress and a good understanding of the design, make and evaluation aspects of design and technology. The curriculum fulfils statutory requirements, an improvement since the last inspection. There is a limited

amount of recorded evidence of pupils' evaluations and modifications of their designs, in diagrams or written notes and the opportunity for pupils to apply their literacy skills is missed in this respect. The use of information technology is largely limited to recording outcomes with a digital camera.

## **GEOGRAPHY**

95. Standards of attainment at the end of Key Stage 1 are in line with the national expectation for pupils of their age. Standards at the end of Key Stage 2 are above the expectation for pupils of their age. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. At the time of the previous inspection, standards of attainment were in line with expectations at the end of both key stages. Standards have improved at the end of Key Stage 2, largely due to improvements in the subject scheme of work and teachers' planning.
96. At Key Stage 1, pupils learn a wide range of geographical skills. Standards of drawing and writing are satisfactory as they record their findings. Pupils talk confidently about their work, using correct technical language, for example when making simple comparisons between the climates in Africa and the United Kingdom. By the end of the key stage, pupils show satisfactory standards of geographical knowledge and understanding. They name and locate several countries on an outline map of the world, for example Africa, Australia and France. They use photographs and postcards to identify the appropriate country, for example correctly linking a picture of the Eiffel Tower with France. They are aware that some countries have a wet and a dry season and that temperatures and amounts of rainfall can be much greater than in England.
97. At Key Stage 2, pupils make good progress in applying their geographical skills to field studies, particularly within the local area. Pupils are beginning to interpret maps and use other sources, such as photographs, books and CD-Roms, to research their projects. Years 3 and 4 pupils were observed discussing the possible location of some play equipment for the village Millennium Green. They showed a good understanding of the points of the compass and discussed the environmental implications of placing equipment made from different types of materials in a rural setting. By the end of the key stage, pupils show a good understanding of a wide range of geographical concepts, although the standard of presentation of their writing and drawing varies in quality and some is unsatisfactory. Pupils use aerial photographs of the village and maps of the local area confidently. They have a good knowledge of the location of several countries of the world, their capital cities and an understanding of the reasons for characteristic features such as deserts and heavy rainfall. Pupils take part in an annual residential visit, which includes field studies and orienteering work. This experience makes a significant contribution to pupils' appreciation of concepts such as settlement patterns and environmental considerations.
98. Pupils at both key stages enjoy their work and have good attitudes to the subject. They take part keenly in discussions and put forward their views and ideas confidently. Key Stage 1 pupils take care with their work and try hard to write and draw neatly. Key Stage 2 pupils show less concern for the quality of their recording and some completed work does not match the good standard of their geographical knowledge and understanding. Pupils' behaviour is good and they handle maps,

photographs and books sensibly. They work very well together, particularly in group tasks. They listen well to the views of other pupils, teachers and visitors. For example, Years 3 and 4 pupils showed considerable respect for a visitor telling them about the Millennium Green project and listened to her intently. Pupils of all ages show concern for the environment.

99. The quality of teaching and learning in the lessons seen were good. At Key Stage 1, the teacher successfully maintained pupils' interest and motivation with a well-planned and resourced activity based on identifying where in the world a bear called Barnaby was located. Pupils gathered clues from pictures and messages on postcards and successfully identified Australia as the bear's location. The teacher maintained a good pace to the lesson by moving pupils on in their learning step by step and used some good quality worksheets effectively to help pupils record their findings. Pupils made good progress in their learning as a result. Years 3 and 4 pupils responded well to the relevance of a lesson which continued the close link pupils have with a village millennium project. The teacher had planned a range of interesting activities, including responding to an e-mail from someone who wanted to know more about the project, and these were successful in providing effective opportunities for pupils to apply their previous learning to practical situations. In both lessons, planning contained clear learning objectives and a good match of activities to pupils' individual needs.
100. Teachers make very good use of the local area, including the school grounds and the surrounding village, to develop pupils' geographical skills. Scrutiny of teachers' planning shows that practical activities are a regular feature of pupils' work in all year groups and this makes a significant contribution to the standards achieved by pupils. Pupils' folders contain many commercial worksheets, some of which restrict opportunities for pupils to draw maps or write their own accounts. There are too few opportunities for pupils to use their skills, knowledge and understanding to pursue personal interests or projects. Teachers' expectations of pupils' behaviour are very high at both key stages, but teachers do not demand sufficiently high standards of presentation of work from their pupils at Key Stage 2.
101. The subject fully meets statutory requirements and provides balanced coverage of the National Curriculum Programmes of Study. The subject co-ordinator is successfully leading the staff in a revision of the curriculum for the new National Curriculum 2000. The co-ordinator has few opportunities to see her colleagues teach or identify areas for improvement in teachers' planning. As a result, she has a broad understanding of standards in the subject but has not identified specific skills or groups of pupils where improvements could be made. Resources are adequate for curriculum coverage, are in good condition and well used.

## **HISTORY**

102. Standards of attainment at the end of Key Stage 1 are in line with the national expectation for pupils of their age. Standards at the end of Key Stage 2 are above the expectation for pupils of their age. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and good progress at

Key Stage 2. At the time of the previous inspection, standards of attainment were in line with expectations at the end of both key stages. Standards have improved at the end of Key Stage 2, largely due to improvements in the subject scheme of work and teachers' planning.

103. Pupils are provided with a wide range of opportunities to study historical periods and to develop a sense of chronology. At Key Stage 1, pupils show a growing understanding of the past, based on their own lives, as they talk and write about themselves, their immediate family and their grandparents. They understand about the passage of time as they celebrate birthdays and anniversaries. By the end of the key stage, pupils show a satisfactory recall of facts and write simple accounts about the past, for example after visiting places of interest. They show a developing awareness of the importance of prominent historical figures, such as Christopher Columbus, and use books, pictures and artefacts to make simple interpretations about how people used to live.
104. At Key Stage 2, pupils build well on the interest created at Key Stage 1 and they make good progress. Periods of history are studied in greater depth and pupils begin to use their research skills well to find evidence for themselves. They write extended accounts of how people used to live, for example in Tudor times, and use results of their research to make judgements, for example about Henry the Eighth's qualities as a king. Pupils use their learning to good effect in taking on the roles of characters from the past in their writing and role-play. For example, Years 3 and 4 pupils were observed making gas masks, cardboard containers and labels, similar to those carried by evacuee children during World War Two. As the lesson progressed, pupils began to wear the finished articles and became deeply engrossed in experiencing the reality of those times. By the end of the key stage, the content of pupils' written work is of a good standard and their use and interpretation of artefacts, photographs and documents are particularly good. However, the standard of presentation of some pupils' work is unsatisfactory.
105. Pupils' attitudes to their work are good and they derive evident enjoyment from their studies. Pupils talk confidently about their work and are keen to answer questions or give their views. Pupils at Key Stage 2 work hard at role-play and use what they know very effectively to enact scenes from the past. For example, Years 5 and 6 pupils were observed writing playlets depicting life in Britain during World War Two. They used information they had learned during the lesson effectively and worked well together in groups of three and four to create realistic characters and slices of life.
106. Only two lessons were observed during the inspection, both at Key Stage 2. However, discussion with pupils, scrutiny of their work and evidence from teachers' planning indicate that the quality of teaching and learning are good at both key stages. Teachers have good subject knowledge and plan interesting and motivating activities for their pupils. They make very good use of the local area to promote historical enquiry through visits and by inviting visitors into school to talk to pupils. In one lesson observed, Years 5 and 6 pupils were drawing effectively on knowledge and understanding they had gained from a visit to a local site where a German aircraft had crashed during World War Two. They had spoken to people involved in the capture of the pilot. The visit had made a significant contribution to pupils'

knowledge and understanding of events of the period and had created a good quality learning experience. Teachers make close links with literacy, geography and art in their planning. Expectations of behaviour are high at both key stages, but expectations of how well pupils' work should be presented are too low at Key Stage 2.

107. The subject co-ordinator leads the subject well. The scheme of work is of good quality, and provides helpful guidance for teachers when planning their lessons. Opportunities are missed, however, for pupils to develop their own personal interest or lines of enquiry. The subject co-ordinator and class teachers have a satisfactory grasp of how pupils are progressing, although there is little formal assessment of standards and specific skills that require improvement have not been identified. Resources are adequate at both key stages. Good use is made of local sources to provide books and artefacts to support pupils' learning.

## **INFORMATION TECHNOLOGY**

108. Standards of attainment at the end of both key stages are in line with national expectations and pupils make satisfactory progress. Pupils with special educational needs benefit from using information technology to support their learning in basic language skills and often make good progress. At the time of the previous inspection, standards of attainment were reported as unsatisfactory. The school has achieved a satisfactory improvement in standards since then, largely due to effective teacher training, adjustments to the scheme of work and teachers' planning, and improvements in the quantity and quality of resources.
109. Key Stage 1 pupils use the mouse and keyboard confidently. They follow simple on-screen instructions well. Reception and Year 1 pupils wordprocess simple sentences and statements and know how to alter the font size and style of writing. By the end of the key stage, most pupils are aware that information technology can be used to express ideas in different ways, for example through writing, graphs, pictures or through use of a tape recorder. They know how to delete or alter words, and print or save their work. Year 2 pupils are developing the knowledge of how to program a computerised floor toy to follow directional instructions.
110. At Key Stage 2, pupils make satisfactory progress in developing their wordprocessing skills. They competently produce stories, accounts, poems and letters in other subjects such as literacy and history, and work confidently either by themselves or with a partner. For example, Years 3 and 4 pupils were observed establishing individual e-mail addresses and writing e-mails in response to one received from an ex-member of staff. They used the keyboard at a satisfactory pace, and self-corrected spelling or grammatical errors. By the end of the key stage, pupils understand the functions and applications of spreadsheets. They instruct a screen robot to move in different directions, but have little experience of more sophisticated forms of control technology. Pupils make good use of CD-Roms to access information for classroom projects, for example in history. The school has only recently established an internet link and so pupils' skills in its use are limited.
111. Overall, pupils make satisfactory progress in learning new skills and applications for information technology. They make good progress when skills are taught directly to the whole class. They soon understand basic operations, as teachers introduce more direct teaching of skills into the weekly timetable. Pupils have good attitudes to



learning about information technology and its uses at both key stages and this helps them to become confident in using a wide variety of software. Many pupils at Key Stage 2 benefit from having computers at home, and often wordprocess their homework or access information to support classroom work. Pupils eagerly await their turn to use computers and show good levels of behaviour and co-operation as they share equipment.

112. The quality of teaching and learning are consistently good. Teachers have had suitable training and the level of subject knowledge is good. Whole-class sessions on teaching specific techniques are particularly effective and pupils make good progress in developing their skills during these lessons at both key stages. Teachers are making increasingly effective use of information technology in other subjects of the curriculum, particularly in literacy, numeracy, geography and history, although opportunities are missed for its use in design and technology. Teachers look closely for opportunities for pupils to use information technology to support learning. For example, a link was made to the internet during the period of the inspection and teachers wasted no time in planning activities for pupils to create their own e-mail addresses and to send e-mails.
113. The subject is supported by a good quality scheme of work, which is helpful to teachers when they plan their lessons. It effectively supports the step-by-step development of pupils' skills between year groups and key stages. The subject co-ordinator, in conjunction with class teachers, has begun to link resources closely to skills' development and, as a result, teachers have a good understanding of what software is available to support pupils' learning across several areas of the curriculum. The co-ordinator has few opportunities to see her colleagues teach, or observe pupils other than her own, using information technology. This limits her ability to assess accurately specific skills or areas of the curriculum to be addressed in teachers' planning. Teachers' procedures for recording the skills and knowledge that pupils acquire are satisfactory and they use the information well to match tasks to pupils' needs, particularly those pupils with special educational needs.

## **MUSIC**

114. No lessons were observed during the period of the inspection. However, based on evidence gained from a scrutiny of teachers' planning, attending assemblies, and from discussions with teachers and pupils, standards of attainment are judged to be in line with those expected of pupils of their age at the end of both key stages. Pupils, including those with special educational needs, make satisfactory progress.
115. Pupils from both key stages sing with enthusiasm in assemblies and show a satisfactory awareness of diction and rhythm. They listen carefully to music played in assemblies and make simple comments about how it makes them feel. Pupils handle percussion instruments with care and play them in the correct way. For example, Reception pupils were observed during a geography lesson composing music to represent a rainstorm. They played a variety of untuned percussion instruments very carefully and showed a good awareness of loud and soft. Pupils in Key Stage 2 have a satisfactory knowledge of the names of some major European composers.

116. Teachers make good use of the subject scheme of work to plan lessons with a variety of activities. This is helpful in maintaining pupils' interest and motivation. Pupils at both key stages receive regular opportunities in lessons to sing, play percussion instruments, compose and perform. For example, Years 5 and 6 pupils successfully combined literacy and music by working on a project to write a play and compose suitable musical accompaniments. All pupils take part in the annual Christmas production, which provides a good opportunity for them to sing and play instruments to an audience.
117. The subject is well led by the co-ordinator. The subject scheme of work is of good quality and provides good support for teachers when they plan their lessons. Assessment procedures are largely informal, but teachers know their pupils well and plan activities which are generally successful in challenging pupils of different prior attainment. There is a good range of tuned and untuned percussion instruments, which are managed and stored effectively.

## **PHYSICAL EDUCATION**

118. Only two lessons were observed during the inspection. However, evidence from these lessons, discussions with staff and scrutiny of teachers' planning indicates that standards of attainment are in line with national expectations for pupils of their age at the ends of both key stages. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection.
119. Pupils at Key Stage 1 make satisfactory gains in the acquisition of skills, knowledge and understanding in their body co-ordination and control in gymnastics, floor work, dance and games activities. Pupils learn how to extend themselves physically, both through vigorous action and challenging movement. They work hard at practising and refining their skills. By the end of the key stage, boys and girls perform confidently in front of each other and are proud of what they can do.
120. By the end of Key Stage 2, pupils move confidently and safely. They use space well and have a well-developed awareness of others. Pupils show satisfactory control when bouncing, throwing and kicking a ball. Co-operation between pupils is good, especially when playing team games. All pupils swim 25 metres by the end of Key Stage 2 and some achieve this earlier in the key stage.
121. Pupils' attitudes and responses to physical activity are very good. They enjoy movement, in particular the expressive nature of dance. They listen carefully and respond quickly to the teacher's instructions. In the best lesson observed, they worked hard, not only physically, but also mentally, as they sought to improve and develop their movements. They treat equipment with care, wait patiently to take turns and enjoy co-operating and helping one another. For example, pupils took turns with basketballs and waited patiently for their turn to shoot at the newly-installed basketball net. Behaviour is very good. Mature attitudes mean that teachers need demonstrate only once and can set tasks with the expectation that the rules will be followed. They make good use of volunteers and so pupils advance their learning of new skills and the refinement of existing skills at a good pace.

122. The quality of teaching and learning is consistently good. Teachers plan thoroughly to ensure that activities are well sequenced in order to develop skills and movements step by step. The scheme of work is followed very closely to guide lessons. Good feedback is given to pupils about how well they are doing and what to do to improve. Pupils respond to these points and improve their performance rapidly as a result. When progress is sometimes good, it is closely related to the knowledge, understanding and enthusiasm of the teacher undertaking the lesson. In a Key Stage 1 dance lesson observed, the interaction and trust between the teacher and pupils, coupled with the teachers' thorough knowledge of dance, resulted in a complete performance being put together by the end of the lesson. The lesson concluded with a dramatic presentation of the building and demise of a snowman, with the pupils ably demonstrating the falling of snowflakes and the heat and force of the sun. This sensitive whole-class performance makes a good contribution to pupils' spiritual, social and cultural development.
123. The subject is well led by the co-ordinator. She monitors teachers' planning satisfactorily but has insufficient time to monitor and work alongside teachers in the course of lessons. The curriculum fully complies with the statutory requirements. The school has satisfactory facilities for physical education. It has a reasonable size hall for gymnastics and dance, and a good size field and hard play areas for athletics and games. The hall is currently used as a teaching space and requires careful timetabling and much moving of furniture in order for physical education lessons to take place. Whilst the school does all it can to minimise disruption, this is unsatisfactory provision in respect of ease of access to physical education. There is an appropriate outdoor play area for the younger pupils, who also make good use of the main playground and field. There are adequate and good quality resources to support the curriculum. Good use is made of visiting dance groups, including Asian dancers. The school undertakes a residential visit, which includes a programme of outdoor pursuits.

## **RELIGIOUS EDUCATION**

124. Standards of attainment at the end of both key stages exceed the recommendations of the Staffordshire agreed syllabus for pupils of their age. Pupils, including those with special educational needs, make good progress.
125. At Key Stage 1, pupils study places that are special to Christians, for example the local church. They learn stories from the Christian, Jewish, Muslim and Hindu faiths and gain a satisfactory understanding of what makes them special to people of those faiths. They make good progress in their knowledge and understanding of Old Testament stories. They learn about important events in the Christian calendar such as Easter. By the end of the key stage, they use their understanding to have well-developed views about caring and sharing.
126. At Key Stage 2, pupils study Christian, Hindu and Islamic festivals and gain a good understanding of what the festivals celebrate. Pupils visit a city school and have the opportunity to visit a mosque. They visit the parish church and talk with the vicar about his work and he is a frequent visitor in school and often takes assembly. This regular contact enables pupils to begin to develop a progressive understanding of

the significance of Christianity in the local community and, through their studies of different faiths, an increased respect for the many faiths represented in modern Britain. By the end of the key stage, pupils confidently explore and express their feelings in discussions.

127. Pupils' attitudes to their work are very good. Behaviour in lessons is very good and pupils listen intently to their teachers, visitors and to each other. They show respect for religion and for different faiths. They handle artefacts with respect.
128. Too few lessons were planned during the three days of the inspection to make a secure judgement about the quality of teaching throughout the school. However, in the one lesson observed, the quality of teaching and learning was good. The teacher's subject knowledge was good. She was therefore able to confidently draw comparisons between The Lord's Prayer and Al Fatihah, stressing the significance of the words for Christians and Muslims. Teachers use the locally agreed syllabus effectively to plan interesting and stimulating lessons.
129. The subject is well led by the co-ordinator. She helps colleagues make good use of visits within the local area and further afield to help pupils gain a broad understanding of the variety of different faiths found in Britain.