

INSPECTION REPORT

ST KENELM'S CE PRIMARY SCHOOL

Minster Lovell, Witney

LEA area: Oxfordshire

Unique reference number: 123110

Headteacher: Mr R G Alder

Reporting inspector: Mr. D. Nightingale
OFSTED Inspector No: 18911

Dates of inspection: 15th – 18th January 2001

Inspection number: 210458

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Wenrisc Drive Minster Lovell Witney Oxfordshire
Postcode:	OX29 0SP
Telephone number:	01993 775394
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs R Feilden
Date of previous inspection:	02/02/1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18911	Mr D. Nightingale	Registered inspector	English science information and communication technology history physical education religious education special educational needs equal opportunities	What sort of school is it? What should the school do to improve further? How high are standards? Pupils' attitudes, values and personal development How well are pupils taught? How well is the school led and managed?
9306	Mrs B. Moore	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
11848	Mr J Taylor	Team inspector	mathematics art and design design and technology geography music the foundation stage curriculum English as an additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This village school for children aged 4 to 11 years is smaller than other primary schools. There are 83 pupils on roll with similar numbers of girls and boys. Information from the statistics available indicates that when children enter the school their overall attainments are about those expected of children of their age. One per cent of pupils is eligible for free school meals; this is well below the national average. There are 14 pupils on the register of special educational needs, which is below average compared with schools nationally. There are no pupils with statements of special educational needs. The number of pupils from minority ethnic groups and with English as an additional language is about one per cent, which is about the national average.

HOW GOOD THE SCHOOL IS

The school is now beginning to make appropriate improvements. By the time children leave the school they achieve standards in most subjects that are at least as good as expected for their age. Pupils have good attitudes, behave well and willingly accept responsibility. Almost all the teaching is satisfactory and the teaching of the youngest children is good. The school provides a satisfactory quality of education, which meets the needs of most of its pupils. The leadership of the school is satisfactory overall but there are weaknesses in the relationships with parents, which lead to some parents losing confidence in the school's management. The school has made satisfactory improvement since the last inspection and is now making an adequate response to the issues with which it is faced. The school provides satisfactory value for money.

What the school does well

- Standards in English by the time children leave school are above average. Reading standards throughout the school are good.
- Teaching of children at Key Stage 1 is good;
- Pupils behave well and are quietly enthusiastic about their work;
- Provides well for pupils to develop their spiritual moral and social understanding;
- The school has set itself appropriate targets for its continued development.

What could be improved

- Standards of writing and science for pupils at Key Stage 1 of the current group of children;
- Giving a clearer sense of purpose and direction to teaching and learning;
- Parents confidence in the school through more effective relationships with parents and sensitivity in addressing parental concerns;
- The policy and procedures for the formal appraisal and management of teacher's performance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in February 1999 it has just about made satisfactory progress in resolving the main issues identified. Leadership and management of curriculum development have improved so that these are now satisfactory. An appropriate curriculum has been planned using local and national schemes of work. Teachers' planning is better based on assessment of pupils' work. The quality of teaching of the oldest pupils has improved and some monitoring procedures have been introduced. Purchase of suitable resources has led to good progress in developing children's skills in information and communication technology (ICT) so that they are now at the level they should be. There have been improvements in the quality of information to parents, although relationships with parents are still an issue, as several parents feel unable to approach the school with suggestions or concerns. Improvements have also been made in pupils' attainments in design and technology, geography, history and music. The number of children at the end of Key Stage 2 who are now working at the levels higher than expected in English and mathematics has also improved.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	D	C	E
mathematics	B	E	C	E
science	A	D	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Test results show that by the time pupils leave the school, standards are broadly in line with what schools achieve nationally. It is slightly below this in science. The percentage of children who achieved the higher level (Level 5) was lower than the national average and this affected the overall performance results. This is particularly reflected in the results when compared with those of similar schools. Standards were well below the average for these schools. The school has identified the need to increase the number of children who achieve the higher level and inspection evidence indicates that in this they are being successful. The differences in performance each year are partly due to the effect of small cohorts of children on statistics and to issues of unsatisfactory teaching identified at the last inspection. Evidence indicates that standards are continuing to rise this year. Targets for the current year are realistic and the school is likely to achieve and possibly exceed them. Inspection evidence shows that pupils' attainments in English are better than those expected nationally and as least as good as expected in mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are quietly enthusiastic about their work.
Behaviour, in and out of classrooms	Good. Pupils usually behave well in lessons and around the school. They are usually courteous and well mannered.
Personal development and relationships	Good. Pupils willingly accept responsibility for tasks around the school and for helping younger children. They have limited opportunity to show initiative in organising their work.
Attendance	Good.

Pupils' positive attitudes and behaviour is a significant feature of the school. The positive attitudes and good behaviour help to create an atmosphere where pupils enjoy working and thus achieve appropriate standards in their work. Relationships among pupils are good and they often encourage one another in their work.

TEACHING AND LEARNING

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

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 at Key Stage 1 is good and is already beginning to help raise standards among the younger children. Where teaching is good it reflects the good quality of teachers' planning so that lessons are well organised and activities suited to the different ages and abilities in the class. Teachers are good at asking questions which make children explain answers. Good use is made of the revision of work from previous lessons. The pace of the lessons is kept brisk so that pupils work well and produce appropriate amounts of work. Good use is made of support staff and resources.

Where teaching was less successful or unsatisfactory lesson planning was poor. As a result lessons lacked structure or work was not suitably matched to the age and abilities of the children; the older children in some classes were not always given challenging enough work. The teacher sometimes directs activities too much so that pupils do not have opportunity to show initiative. When lessons last too long pupils lose concentration.

In 88 per cent of lessons observed teaching was satisfactory or better; in 44 per cent it was good and in eight per cent it was very good. This is an improvement since last inspection. In 12 per cent of lessons seen teaching was unsatisfactory. All the very good teaching was at Key Stage 1.

Pupils' learning overall is satisfactory. They work at a suitable pace throughout lessons and acquire appropriate levels of understanding, knowledge and skills. They make good use of their previous knowledge when they apply it to new work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Reliance on national and local education authority guidance ensures that the National Curriculum is appropriately covered but this guidance has not been modified to meet school's needs. Planning for a few areas has still to be completed.
Provision for pupils with special educational needs	Satisfactory. Individual education plans provide appropriate targets and help pupils to make satisfactory progress. Where older pupils work with a class of younger children they do not get full access to a curriculum appropriate for their age.
Provision for pupils with English as an additional language	Satisfactory. Suitable progress is made in all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good – Provides well for pupils to develop knowledge of faith and belief, understand the values of society and to build good relationships. Fosters a good understanding of cultural heritage but limited development of understanding of cultural diversity.
How well the school cares for its pupils	Satisfactory. All appropriate procedures are effectively followed. There are not enough staff suitably trained in first aid. The use of test results to track pupils' progress through the school is good. Information from this not shared enough with staff.

Although parents' help in supporting their children's learning, particularly in reading, makes a good contribution to the standards achieved, the school does not work as closely with parents as it could. Too many parents express concerns about how their suggestions and complaints are handled.

The curriculum is suitably planned with due emphasis given to literacy and numeracy. Procedures for assessing pupils' progress are sound, although relevant information from tests is not always shared appropriately with teachers to help them start work at suitable levels.

Procedures for encouraging good behaviour are successful. Pupils are given good opportunities to take responsibility for aspects of the day-to-day running of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Teachers, both full and part time, are committed to improving the school. There is no clear statement of school values and approach to teaching and learning to focus the work of the school. There are weaknesses in the management of relationships with parents.
How well the governors fulfil their responsibilities	Satisfactory. Committees are established and effective use is being made of the school development plan to evaluate success. Criteria for judging success need to focus more on the effect of achieving each target.
The school's evaluation of its performance	Satisfactory. Results are carefully analysed and monitoring of standards and teaching has recently been implemented. Information from this is not always used to address the issues identified.
The strategic use of resources	Improvement in the quality and number of computers has helped improve standards in ICT. Resources overall are good and used effectively in lessons. Financial planning is satisfactory.

There is an appropriate level of suitably qualified teaching staff and a good level of support staff. The spacious accommodation is not always used effectively. There is no suitable reference library or appropriate enclosed play area for children under the age of five.

Teachers, particularly those who work part time, make a valuable contribution to the leadership of the school through their commitment to the development of the subjects for which they are responsible. Management of the administration and day-to-day work of the school by the headteacher is satisfactory. The leadership provided in developing the curriculum and monitoring standards is improving and is now satisfactory. There is no brief and succinct statement of school values or a policy on teaching and learning to underpin the work of the school and provide guidance and direction to school developments. There are weaknesses in the management of relationship with parents. The governing body use recommended guidance to help judge whether the school provides value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like going to school • They feel their children are making good progress • Their children are expected to achieve their best 	<ul style="list-style-type: none"> • Information about how their children are getting on; • Feeling more comfortable when they approach school; • How the school works closely with parents; • The leadership and management of the school; • Activities outside the classroom.

Evidence from the inspection confirms that pupils enjoy coming to school and that they make appropriate progress. They are now expected to achieve well. The school provides a suitable range of activities outside the classroom. The school gives appropriate formal information about children's progress but could make parents more welcome to talk informally about children's work. Several parents felt their concerns were not dealt with sympathetically and so they were reluctant to approach school. This is leading to a loss of confidence in the management of the school by many parents. This is an aspect of its work that the school needs to improve.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainments on entry to the school are at least about those expected for children of their age and most have achieved a significant number of the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative, physical and personal, social and emotional development. By the end of the Reception year, nearly all pupils have achieved the targets set in the early learning goals. In **communication, language and literacy** children listen carefully and answer questions clearly in suitably structured phrases or sentences. They read familiar words and most write their names and form letters correctly. Through sorting and classifying objects pupils develop their **mathematical** understanding of shapes and number. Most children can count to 10 and some use adding and subtracting words appropriately. They develop a good **knowledge and understanding of the world** as they listen to stories about different places, learn how life was different in the past and look at artefacts associated with Judaism. Through singing songs, with suitable actions, playing instruments and using a range of paints and other materials, children make suitable progress in their **creative development**. Children use tools, control brushes, pencils and crayons successfully but lack of large equipment means children are not able to achieve all the goals for **physical development**.
2. At Key Stage 1, standards overall are about those expected for children of their age. The inspection found that the current cohort of children was not achieving as well they could in science and writing, as the work in the previous term had been below the appropriate level of difficulty. The new teacher has quickly identified this as an issue and is already taking steps to rectify the matter. The results of the National Curriculum tests for seven-year olds in 2000 showed that pupils' performance in **mathematics** was well above the national average. The high proportion of children who attained the higher Level 3 significantly influenced this. There are not as many children in the current group of children who work at the higher level and this results in standards seen at the inspection being closer to average than at the time of last year's tests. Although the percentage of pupils attaining the expected level in **reading** and **writing** was better than the national average, the proportion achieving the higher levels was closer to the national average. This is reflected in pupils' performance when it is compared with the results from similar schools. In **reading** and **writing** pupils' performance was below that achieved by similar schools but in **mathematics** it was well above the average achieved by these schools. In the teacher assessment for **science** standards were in line with the national average but below those achieved by similar schools. The trend in test results over the past three years is of improvement in line with the national trend except in mathematics, where it is slightly better than this. There is no significant difference between the attainments of boys and girls although boys achieve standards that are generally better than boys nationally.
3. By the end of Key Stage 2, standards overall are at least those expected for children aged eleven. The National Curriculum tests in 2000 showed that pupils' performance in **English** and **mathematics** was similar to the national average but that performance in **science** was below average. The below average proportion of pupils who achieved the higher level (Level 5) influenced the overall performance, particularly in **English** and **science**. This is most noticeable when results are compared with those of similar schools. In all three subjects pupils' performance was well below the average for these schools. The pupils tested in 2000 had, however, made very good progress from Key

Stage 1. When results were compared with those of schools with similar Key Stage 1 results progress was very good in **English**, good in **mathematics** and satisfactory in **science**. There has been no clear trend in results over the past five years. Differences in the number of children taking the tests produce variations from year to year. The average improvement has, however, not been as good as nationally. Results in 2000 were better than in previous years and the inspection evidence indicates that this improvement will continue. The weaknesses in teaching identified at the last inspection have largely been remedied, with a consequent improvement in standards. The school has set appropriate targets for this year, particularly for children capable of achieving Level 5, and evidence indicates that these targets will be achieved. There are no significant differences between the attainments of boys and girls.

4. In **English**, the inspection found that at Key Stage 1, standards were about those expected for their age but that they were better than would be expected by the end of Key Stage 2. Pupils have good **speaking and listening** skills. Younger children speak confidently and clearly and some use an extensive and appropriate vocabulary. They listen well in stories and answer questions well, often giving good explanations. The older children speak clearly and articulately when they express opinions. **Reading** standards throughout the school are good. At Key Stage 1 children read confidently and the higher attaining pupils are developing fluency and expression. Most children have a clear understanding of what they have read. Children, particularly the younger ones, are not confident in identifying the sounds associated with letters and this limits their ability to read unfamiliar words. By the end of Key Stage 2, pupils read a wide range of suitable stories. The more able readers have developed fluency in their reading but some of the other children need to practise reading aloud more often. Older pupils know how to use reference skills to locate information in books but they have no experience of finding books using a library catalogue as the school does not have a suitable library.
5. Standards in **writing** at Key Stage 1, at the time of the inspection, were below average. Although pupils' handwriting was usually neat and spelling often accurate the standard of independent writing was not high enough. Too few children used sentences properly and children had not had enough chance to write at a suitable length. To rectify this weakness, the new teacher at Key Stage 1 has started to plan more suitable opportunities for children to write. At Key Stage 2, the inspection found standards in writing to be above average. Pupils wrote for a variety of purposes such as letters, poetry and persuasive writing. Work was usually well presented, particularly the final draft. Written work was often thoughtful, usually followed the conventions of grammar, used relevant punctuation and had most words spelled correctly. Handwriting improved as pupils got older and some children are developing an individual style. Literacy skills are used in other subjects, but not extensively enough at Key Stage 1.
6. In **mathematics**, the inspection found pupils' attainments at both key stages to be at the level expected of their age. Several of the children in Year 6 are working at levels that are at Level 5 in the National Curriculum. By the age of seven, most children add and subtract numbers to give answers up to 100. They know the properties of regular two- and three-dimensional shapes; measure, using suitable units, sort and classify objects and record findings on simple graphs. By the age of eleven they have improved their use of mental strategies to include methods such as doubling or rounding up. They confidently use mathematical language to explain how they have answered problems. Their understanding of the importance of pattern in mathematics is good as they explore and use numbers such as square numbers. Data are recorded on appropriate graphs, sometimes using the computer to help, and children interpret this information well. They use their numeracy skills successfully in solving problems.

7. Inspection found standards in **science** to be below the level expected at Key Stage 1 but consistent with what is expected of pupils by the end of Key Stage 2. The younger pupils had covered only a limited amount of work and their understanding had been limited by not being given enough opportunity to record what they had discovered. They know about different sources of light and conduct very simple experiments such as one to see if light is needed to see colour. Although they predict what might happen, they do not record whether or not they were right. They know about the importance of exercise and the value of a healthy diet. Pupils at Key Stage 2 improve their scientific knowledge and understanding. They make simple hypotheses when carrying out tests, record their observations and draw suitable conclusions. They know why a test needs to be fair. When reviewing their predictions they give reasons to say why they were right or not. Children acquire a good body of knowledge themselves through studying human health. They know useful information about materials; for example, they know that some materials can be reversed and but changes to others cannot.
8. Pupils with **special educational needs** make satisfactory progress. They learn at an appropriate rate but few achieve the levels expected for their age. Pupils benefit from support by classroom assistants who help them to work at an appropriate level on the tasks set for the class. Where children work in a class with younger children they have work that is suitable to their level of attainment but do not always have the opportunities to follow a curriculum appropriate for their age. By identifying children's needs early some children make enough progress as to no longer need additional support.
9. Standards in **information and communication technology (ICT)** have improved significantly since the last inspection. The acquisition of appropriate computers and associated software means that children can now study most aspects of the National Curriculum to achieve the standards expected of their age. By the end of Key Stage 1, pupils know how to use word-processing to present their work and use other programs to communicate in pictures. They support learning in other areas through using programs in which they have to control events. By the end of Key Stage 2, pupils have refined their communication skills and use text, pictures and sound to present their work. They have a good understanding of how computers can help record and present relevant information. For example, they know how a formula can help with calculations and use the program to record their results in different types of graph. They have not yet the opportunity to use the Internet or to send e-mail but this is planned for later in the year.
10. In **religious education**, pupils at both key stages have a knowledge and understanding that are appropriate for their age. At Key Stage 1, pupils learn about other religions such as Judaism through looking at important festivals. They compare different places of worship and write about their experiences of weddings or baptisms. They do not record enough of their work (particularly the older children) to help them express their ideas and use their literacy skills. Pupils at Key Stage 2 make sound progress and improve their knowledge and understanding of Christianity and other major religions. The younger children extend their knowledge of the life and stories of Jesus while the older pupils increase their understanding of worship through looking at the beliefs of religions such as Islam and Judaism. They understand the common links between Judaism and the origins of Christianity and Islam. Following attendance at a service at the local church pupils were given the opportunity to reflect on their feelings. There is not enough opportunity for children to respond to work in their own way.
11. Pupils' learning in **history** at Key Stage 2 is good; by the age of eleven they have a knowledge and understanding of the past that are better than expected for their age. At Key Stage 1, pupils have an appropriate understanding of how life in the past was different from their own lives. At both key stages pupils' learning in **art and design, geography, design and technology** and **music** is satisfactory and they achieve

standards that are appropriate for their age. Too few lessons in physical education were seen to make a secure judgement but the standard of pupils' performance that was observed was in line with what would be expected for the age of the children.

Pupils' attitudes, values and personal development

12. At the last inspection pupils' attitudes and behaviour were described as good. These standards have been maintained. Throughout the school pupils have positive attitudes to their work. They are interested in their tasks and usually work enthusiastically. They are particularly eager to start work on practical activities. Most children are willing to answer questions and give their views on matters being discussed. The younger children listen with rapt attention and great enjoyment as their teacher reads a story with great expression. In most lessons pupils sustain their concentration well but when a lesson lasted too long some of the older children found it hard to sustain interest and concentration. As a result the standard of their work deteriorated. A few children are passive in lessons, listening quietly but rarely joining in with answers or class responses. Parents' views confirm that their children enjoy coming to school.
13. Children under five make satisfactory progress in their personal and social development. By the time they are five they take part in lessons with interest and enthusiasm. They understand the need for rules to help groups work together. Children line up to go to the hall for assembly or lunch and know how to answer questions when in a large group. When working with others they take turns at activities. Their confidence is growing and they are happy to share experiences with the older children in the class.
14. Pupils behave well in and around school. Older pupils contribute to making some of the rules. They are courteous and well mannered in most lessons. Occasionally, a few of the oldest pupils do not listen as carefully as they should to instructions in some lessons. When working in groups they co-operate sensibly; for example, in a science lesson children took turns to use a force meter. There were no incidents of bullying during the inspection and parents generally felt that any such incidents were dealt with quickly and effectively. Last year there was one fixed period exclusion that successfully helped a pupil overcome problems.
15. Relationships among children are good. They think about the feelings of others and support each other in activities. For example, in a physical education a more competent pupil gave constant guidance to others to help them achieve success. In lessons such as religious education they show respect for the beliefs of others when they study how different religions celebrate their faith. Pupils willingly raise funds for charity when visitors explain a need and encourage them to take part.
16. Overall, pupils' personal development is good. They take responsibility for helping with jobs around the school from an early age - for example, by taking registers to the office. Older pupils enjoy having tasks allocated so that they can help with different jobs such as setting up the overhead projector for assembly or helping at lunchtime. In lessons the pupils take some responsibility and initiative for organising their work. For example, in an ICT lesson one group of pupils decided how they would record their work differently from others but still fulfil the task set. Opportunities for this type of initiative are limited, as pupils are often too directed about their tasks.
17. Attendance levels are above the national average and there were no recorded unauthorised absences last year. Pupils arrive at school on time and most lessons start punctually.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching overall is satisfactory and this is reflected in pupils' satisfactory rate of learning. In the lessons seen teaching was satisfactory or better in 88 per cent; in 44 per cent it was good and in eight per cent it was very good. In 12 per cent it was unsatisfactory. All the very good teaching was seen at Key Stage 1. This is considerably better than at the last inspection, when nearly a quarter of teaching seen was unsatisfactory and no teaching seen was very good. Improvements in the quality to teaching have mainly been brought about by changes in staffing and good support from the local education authority in providing suitable training. Teaching was consistently good at Key Stage 1. The teaching of all subjects seen during the inspection was at least satisfactory. No teaching of design and technology or geography was seen. The teaching of children at the foundation stage was also satisfactory.
19. Where teaching is good it reflects the good quality of teachers' planning. Objectives for what children are to learn are stated clearly and these are shared with children at the beginning of the lesson. In the best lessons teachers refer to these to help children see how well they have done. This is not, however, done often enough in other lessons. Sharing the objectives with pupils helps children to focus their attention on what it is they are expected to learn. Good planning identifies how tasks will be modified for pupils of different levels of attainment; for example, in a mathematics lessons at Key Stage 2 additional activities for the higher attaining pupils were noted. Planning was consistently good at Key Stage 1 and for children under the age of five. The detailed planning for the youngest children helped the support assistant prepare work and provided clear instructions for her work with the group. As a result these children were able to quickly settle into school routines. The teacher at Key Stage 1 only started work at the school the week prior to the inspection. She quickly identified the need to provide more challenging work and, so, planned more suitable activities.
20. All the unsatisfactory teaching was seen at Key Stage 2, although the teachers concerned also taught good lessons. The absence of a clear policy to give guidance to teachers contributes to the inconsistencies in the quality of teaching. Where teaching was unsatisfactory planning was poor. Consequently, lessons lacked structure, as no indication had been given as to how ideas would be developed, time would be used or what pupils would be expected to do. The lessons drifted along, with pupils finding it increasingly difficult to maintain concentration. Pupils had too little time left to do the tasks set. The teaching of literacy and numeracy is satisfactory but in some lessons teachers at Key stage 2 are unsure how best to structure the lesson. Although planning follows the appropriate framework the selection of activities does not always provide enough challenge. This results in tasks being set for the class that are suitable for the younger children but do not extend the learning of the older children.
21. In the better lessons teachers use their good knowledge well to give explanations to children. For example, in an art lesson at Key Stage 1 the teacher's good knowledge helped to show children that art comes in many different forms. This encouraged children to express their own views and opinions. Through clear explanations, such as that about forces in a science lesson, teachers help pupils improve their knowledge and understanding.
22. Where lessons were well taught teachers used effective methods. At Key Stage 1, the lively and dramatic reading of stories has children enthralled and ensures that they maintain their concentration. This helps them acquire suitable level of knowledge which the teacher expertly explores by carefully phrased questions that make pupils explain their answers. Teachers are good at asking these types of questions so that by explaining their reasons or thinking children improve their level of understanding through

articulating their thoughts. In some lessons teachers make good use of the answers children give to help develop pupils' understanding – for example in a mathematics lesson children's answers were used to confirm the method being used to find averages. Oral sessions in mental mathematics are effective when teachers conduct them at a brisk pace that makes children think and respond quickly. Pupils enjoy this challenge. In a lesson where teaching was unsatisfactory the pace of this part of the lesson was slow and the questions asked were not demanding enough. Consequently children's response was slow. In some lessons, particularly at Key Stage 2, not all children were encouraged to answer questions. As a result they were not fully involved in the lesson and not thinking enough about their work.

23. Many lessons begin with the revision of work from previous lessons. This helps consolidate what pupils have learned as well as helping to use their knowledge in understanding new ideas. Tasks are usually explained well so that pupils know what they are expected to do. As a result they settle to work quickly. For some activities the teacher directs them too much and pupils do not have time to think for themselves or with the oldest use their initiative in developing the activity. For example, in a science lesson, resources were very well organised but pupils did not have to make any decisions about what to use or how to conduct or record their experiment.
24. Lessons are usually well managed. Teachers set high expectations for behaviour, particularly at Key Stage 1. As a result pupils work at a suitable pace and produce an appropriate amount of work. In some lessons teachers make high demands on pupils' understanding by insisting they use correct subject terminology. When the teacher's expectation of pupils is high children respond well and are creative - for example, in the music or pictures they produce. When the pace of the lesson was kept brisk it helped with the good management of pupils by keeping them interested in their work and ensuring that they worked at a suitable rate. Where teaching was unsatisfactory teachers' expectations were low and the work set was too easy. Consequently, pupils' interest was not engaged and they did not work productively or quickly. In a few lessons pupils were not effectively managed. For example, too much use was made of whole-class response to questions, with the effect that pupils continued to call out answers at inappropriate times. When lessons, such as in science at Key Stage 2 lasted too long pupils lost concentration and the teacher had some difficulties in ensuring that pupils sustained their diligence and attention to their work.
25. Teachers usually organise resources well and use them to good effect. Support staff are effective in all classes. Teachers brief them well so that they know what they have to do and what children are expected to learn. They make an important contribution to the teaching of children with special educational needs. Often they work on activities designed to achieve progress in the targets on pupils' individual education plans. Sometimes, however, these children are withdrawn for support during the lesson so that they do not benefit from the whole-class session. In ICT teaching there is an over-reliance on one member of support staff who has a very good knowledge to do most of the instructing. This is done well but opportunities to develop pupils' skills through careful questions and use pupils' prior knowledge are not taken. This limits pupils' ability to develop independence in thinking about their work.
26. When teachers used discussions at the end of lessons to share pupils' discoveries and to draw appropriate conclusions, this was effective in consolidating the ideas children had learned. In the less successful lessons teachers did not use this type of conclusion or used it effectively in summarising or assessing what children had learned. Pupils' progress is assessed through most lessons and teachers use their planning to record those pupils who have achieved the objectives or those who need further help. Some marking is thorough and pupils are given targets to help them improve. Appropriate amounts of homework are set to extend work in class or carry out simple research.

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

27. The curriculum has improved since the last inspection and is now satisfactory. The school is providing an appropriate range of learning opportunities for all but a very small minority of its children. A rolling programme of topics ensures that each age group covers all the requirements of the National Curriculum without repeating work. Breadth of learning has been secured since teaching the full music curriculum began at the beginning of the current term. Provision is well balanced, although an observed lesson in science of two hours' duration was clearly too long for primary school children. Lesson planning now usually provides for children of differing abilities and identifies what children are expected to learn. The school makes extensive use of the nationally prepared schemes of work. However, in some subjects, these have not yet been effectively adapted to make them individual to the school. For example, in history units such as *What were homes like a long time ago?* do not include guidance on how the rich variety of local resources should be used. Provision for the teaching of literacy, numeracy and the agreed syllabus for religious education is effective.
28. Since the beginning of this term curricular planning for children at the Foundation Stage is now separate from that of the Years 1 and 2 children in Class 1. This gives a clearer picture of the provision being made for these children to achieve the early learning goals. Other than in some aspects of physical development, they have a wide range of appropriate activities. A satisfactory curriculum is provided for most of the children with special educational needs. Their needs are identified at an early age and a relevant Individual Education Plan is written. These identify the activities and support to be provided in order to achieve the targets set. Some of these targets are not specific enough to help judge progress. The curriculum provides equality of opportunity for most children. Children with special educational needs who work in a class with younger children do not have access to a similar curriculum as others in their age group.
29. After school sport clubs are limited to football and netball, with cricket in the summer, but a good range of extra-curricular activities is provided through visits. These include watching plays at Stratford upon Avon, a musical festival at Burford and the residential week at Glasbury. These visits and visitors to the school, such as the Fire Brigade, the police and school nurse, enhance the curriculum.
30. While there is no policy for children's personal, social and health education it is satisfactorily promoted through curricular planning. Sex education and awareness of the misuse of drugs, such as tobacco and alcohol, are taught as a part of the science curriculum. Other personal aspects are cultivated through spiritual, moral social and cultural development, which, overall, continues to be good.
31. Provision for pupils' spiritual development is good. Opportunities to think about life's fundamental questions, appropriate to children's ages, are provided at Church services such as All Souls Day and the annual Christingle. Through these, older children reflected sensitively in their writing about aspects of bereavement and the effects it has on people. Younger pupils have been made aware of values and beliefs linked to special events.
32. Provision for children's moral and social development is also good. Such development is cultivated through the teaching of right and wrong, understanding of living in the school community, the importance of good standards of behaviour and acceptance that rules are an essential part of living together. Older children help with writing school

rules. They are taught about how their actions have an impact on others and how to try to make sure that this, as often as possible, is for the better. Stories told in assemblies such as how the months of the year resolved the problem of quarrelsome November and how people pollute the environment give children a great deal of food for thought on these issues.

33. The school's provision for cultural development is satisfactory. The school is very active in teaching children about their own cultural traditions. They visit important local places such as the village church and the ruins of Minster Lovell and places further afield like Oxford and Stratford. Displays of examples of works of art, traditional stories in literacy lessons, participation in local musical festivals and village events all contribute to pupils' understanding of their own culture. The awareness of the diversity of different cultures is taught through studies of Muslim, Hindu and Jewish faiths. Appreciation of the art, literature and music of other cultures is not promoted enough. Music from other countries is occasionally played in assemblies and some appreciation of aboriginal traditions and art is evident in work based upon the story *The Rainbow Bird*. However, there are few books or other resources to develop an awareness of multi-cultural diversity in Britain.
34. There are now no major weaknesses in curricular provision. Attention to the minor blemishes would make it even more effective in providing learning opportunities which meet the interests, aptitudes and needs of all the children.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. With the implementation of a whole-school policy, assessment procedures have improved since the last inspection and are now satisfactory. Good use is made of assessment profiles from the pre-school playgroup and the Oxford Baseline Assessment that is used when children enter school. These provide accurate information, which means that suitable lessons can be planned to enable children to achieve the expected levels. Detailed analysis of National Curriculum and other tests is used effectively to track the progress of children as they move through the school. This identifies what children do well and how they might improve. It is used particularly well with Year 6 children to focus on areas of weakness that need to be addressed before the National Curriculum tests at the age of eleven. Teachers are not always fully aware of the results of some of this analysis and this occasionally results in work that is not pitched at high enough levels. For example, children who attained well above average levels in mathematics at the end of Key Stage 1 in 2000 were not being sufficiently challenged in Year 3.
36. Good practice takes place for day-to-day assessment based upon whether or not children are achieving the learning objectives upon which lessons are based. This information is used systematically to plan future work and to inform the assessment summaries of children's progress, which are completed at the end of each half term. Marking of work is also used well to tell children how well they are achieving and what they might do to improve. There is some inconsistency across the school, particularly in the reading records: some of them are used extremely well to assess, identify difficulties and plan future reading while others simply list the books read.
37. Assessment includes satisfactory procedures to identify children with special educational needs, plot their progress and guide the teaching towards the targets in their Individual Education Plans. The school provides appropriate support to help these children. The school has no recorded procedures for monitoring personal development.

38. Procedures for the care of pupils are satisfactory. Teachers know and understand their children well. Child protection procedures and those for ensuring pupils' welfare are satisfactory. The health and safety policy is effective and regular inspections take place. Governors are aware of their responsibilities for this. There is an urgent need to ensure that all staff are given up-to-date training to enable them to administer first aid to a required standard. The governing body has expressed its concern that when the headteacher is not on the premises there is no other member of staff with appropriate training in first aid.
39. Monitoring of attendance is satisfactory; registers are marked correctly but there is no evidence that registers are regularly totalled to help improve attendance still further. The Education Welfare Officer checks them each term. There are satisfactory procedures for monitoring and promoting good behaviour and for the elimination of oppressive behaviour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The last inspection reported the school's relationship with parents to be unsatisfactory. There still remain areas of the school's partnership with parents that are unsatisfactory. A significant number of parents expressed a lack of confidence in the leadership of the school. Many parents feel their concerns are not dealt with appropriately or sympathetically. They felt that response to their concerns was slow. Several parents did not feel that communication of some matters, particularly expectations for homework, were not always clear. Nearly fifty per cent of the returns in the parent survey stated that they did not feel the school worked closely with parents. Forty-two per cent of parents felt the school was not well led and 30 per cent did not feel comfortable about approaching the school with concerns. Similar concerns were expressed at the meeting with parents and in the letters received prior to the inspection. Discussion with parents during the inspection supported these views.
41. The quality of information for parents has improved and is now satisfactory; newsletters give more information and reports on children's progress have improved. The contribution of parents to children's learning is satisfactory and particularly good in helping with children's reading. Teachers appreciate the help that some parents give in lessons such as science and on visits, but several parents feel offers of help would not be welcome. This reduces the impact parents make in helping with their children's learning; as does the restricted access they have to teachers. Overall, parents say that their children enjoy coming to school and this was supported by the various discussions held with pupils. There is a very active parents' association that raises valuable funds for the school. It organises events, which are enjoyed by the local community, and supports activities for families such as visits to the theatre.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The last inspection reported concerns over the quality of leadership, particularly in the development of the curriculum. Most of these concerns have been met and the overall leadership of the school is now just about satisfactory. Improvements in the planning of the curriculum have benefited from changes in staffing, although the speed at which improvements have been made has been inhibited by the absence of staff. Overall, the school has made satisfactory improvement since the last inspection and the main causes of its serious weaknesses have been remedied.

43. The headteacher, staff and governing body are committed to raising standards through improving the quality of teaching. Some well-chosen teaching appointments, particularly at Key Stage 1, are helping to achieve this objective. Teachers willingly take responsibility for one or more subjects and work hard to produce suitable planning for each subject. As some of these teachers are temporary, part-time appointments, this shows a high degree of commitment to helping the school improve. Through teaching the oldest pupils the headteacher has improved standards at the end of Key Stage 2. Support from the local education authority has been important in helping improve the leadership of the school and staff expertise.
44. Although there is a shared commitment there is no clearly and succinctly expressed statement of what the school seeks to achieve to provide a focus and clear sense of purpose to adults and pupils. As a result, parents do not have a clear measure of how to judge the school's approach to different issues and this is reflected in the high level of concern expressed by parents about the leadership of the school. Nor has the school acted on the recommendation of the local education authority to produce a policy on teaching and learning which would give clear guidance to teachers and others on the principles underlying the planning and teaching of the curriculum. Some of the inconsistencies between classes, particularly in the quality of planning, the independence given to pupils and the length of time devoted to subjects, would be lessened by such a policy.
45. A programme of monitoring teaching and pupils' work involving teachers looking at the subjects for which they are responsible, has now been started. It was not firmly established until the end of 2000 but there is now a regular timetable for reviewing each subject. Teachers produce short reports on their subject after looking at pupils' work. These briefly comment on progress and identify minor areas for improvement or the need for more resources. They do not indicate whether standards are appropriate or raise any significant issues for development. The limited observation of teaching by the headteacher shows some perceptive analysis but the teachers were not given a copy of the notes, only a brief oral feedback. As a result, some important issues, such as matching the levels of work to the different ages of children, were not reported to teachers, who were not then able to address the matter. As a result, the effects of monitoring have not been as effective as they could have been. There is no well-established system of teacher appraisal to link with the monitoring programme. Requirements for the establishment of performance management of teachers have not yet been met. The governing body has not approved a policy as one has yet to be drafted. Although school targets have been agreed, targets for individual teachers have not and the process by which these are agreed has not started, so that it will be difficult to meet requirements by the deadline set nationally. Progress in the performance review of the headteacher has been delayed.
46. Although parents receive appropriate information through newsletters, the quality of communication with parents overall is unsatisfactory. A significant proportion of parents feel that the school does not work closely with parents and that they are uncomfortable about approaching the school. Discussions with parents revealed that they felt their concerns were not dealt with sensitively or appropriately. This has led to a loss in confidence by some parents in the leadership of the school. The governing body is aware of the concerns of parents and has taken some measures to address the issue, including the investigation of complaints they have received. Teachers, particularly those recently appointed, are working to improve relationships with parents but there is a need for a more positive lead from the headteacher.
47. Since the last inspection the governing body has responded to training and support and now has a better view of its role in the strategic management of the school. Appropriate committees help deal with the detail of issues such as finance, premises and the curriculum. These report to the full governing body and provide minutes of

most meetings. The governing body is now better informed about issues through a written report from the headteacher. This replaced oral comments on agenda items and gives governors time to reflect on the issues before meetings. The report usually provides relevant information about the work of the school, such as an analysis of test results. It provides some help to the governors in their important role in evaluating and accounting for the work of the school. This is an area in which the governing body is now more active. A pattern of regular visits to monitor the teaching of the curriculum has started and a working party is providing guidance to give this a clearer focus so that governors are less reliant on the headteacher for information about the school. The governing body has been prepared to take difficult decisions, such as reducing the number of classes in response to falling rolls, but there have been occasions when they have not always acted decisively on the advice they have received.

48. The governing body is now more involved in producing the school development plan, particularly as it is now presented in a clearer and more usable format. The plan provides very appropriate targets for school development over the next year, most of which are based on developing the initiatives started under the action plan from the previous inspection. Brief statements for judging the success of each target are included but these often focus on the completion of the task rather than judging how it has improved the quality of education or helped in raising standards.
49. Provision for special educational needs is appropriately led. A new co-ordinator has very recently taken on responsibility and is familiarising herself with all the documents and procedures. The school adheres closely to the guidance of the local education authority. The governor with oversight of special educational needs visits regularly to see that all procedures are followed. Records are kept appropriately. The governing body receives regular reports on the provision for pupils with special educational needs.
50. Financial planning is sound. Due account is taken of historical spending patterns and changes to the number of pupils on roll as well as linking available finance to school priorities. The need for some resources is identified in the school development plan but co-ordinators do not have an allowance for purchasing resources identified through the curricular planning. Although requests to the headteacher for new resources are usually met, there is limited evaluation of the effectiveness of what is bought other than through informal discussion. The governing body, through its finance committee, monitors the budget each term and is beginning to use recommended guidance to help in evaluating whether or not the school gives value for money. Taking account of the standards achieved, the improvements since the last inspection and the overall effectiveness of the school the school just provides satisfactory value for money.
51. Financial and school administration is sound. Records are kept appropriately, mostly on a computer. Appropriate financial records are provided when needed and procedures for financial administration are followed closely. Computers are being used successfully both in administration and in the classroom. The efficiency of the school office helps provide the headteacher with time for his class teaching commitment.
52. For the size of the school the number of suitably qualified teachers is appropriate. Although two classes are taught by part-time teachers, the arrangements for ensuring an appropriate curriculum is taught are sound. This has some advantages, as the expertise of a larger group of people than would be usual in a small school is available. The good level of support staff ensures that each class has a classroom assistant. They mainly support children with special educational needs at Key Stage 2 and the youngest children at Key Stage 1. There is no overall strategy for staff development linked to the performance management of teaching and this limits the identification of training needs for teachers and of issues the school could helpfully consider. The local education authority has provided suitable training in ICT and mathematics as well as other general support. Procedures for the induction of new

staff are limited. Not all staff have a copy of the staff handbook. As a result, they are not always sure about routines, such as registration.

53. The spacious accommodation is not always well used. For example, in one classroom children were cramped for space when they sat “on the mat” for class discussions. Some classrooms are enhanced by attractive displays. Not everywhere, particularly the hall, provides a bright and stimulating place to encourage learning. Resources overall are good and used well to help teaching and support children’s learning. There has been a marked improvement in the resources available for ICT since the last inspection and these have been significant in raising standards in the subject. There is no library where children can develop appropriate skills and learn to work independently and no suitably enclosed and equipped outdoor play area for children at the foundation stage.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The school should:

- Improve the standards in writing and science at Key Stage 1 by:
 - Providing pupils with opportunities to write at appropriate length in different styles;
 - Providing pupils with more opportunities to conduct simple investigations and record their findings.

Paragraphs: 2, 5, 7, 64, 69, 79, 80

- Provide clear and purposeful direction to teaching and learning by:
 - Producing a policy on teaching and learning to provide consistency in teaching;
 - Producing a succinct statement to reflect the school’s main aims and values (A Mission Statement) agreed by all staff, governors and shared with parents.

Paragraphs: 20, 44

- Restore the confidence of parents and improve the effectiveness of the school’s relationships with parents through:
 - Making staff more accessible to meet with parents for informal discussions;
 - Providing a range of opportunities for parents views to be listened to;
 - Communicate with parents, either individually or collectively, the considered response to their concerns or suggestions;
 - Improving the overall quality and sensitivity of communication.

Paragraphs: 40, 41, 44, 46

- The governing body must ensure that the policy for the formal appraisal and management of teacher’s performance is approved and implemented to meet the required timescales.

Paragraphs: 45, 52

55. The governing body should also consider the following minor issues for inclusion in the action plan:

- Providing suitable play equipment and outdoor area for children in Foundation Stage.
- Provide appropriate first aid training for all staff;
- Provide an appropriately catalogued library.

Paragraphs: 38, 53, 63, 68

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	36	44	12	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)	0	81
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

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

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 ¹

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	5	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	15
Percentage of pupils at NC level 2 or above	School	93(93)	93(86)	100(100)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	93	93	93
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2 ²

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	9	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls			
	Total	18	14	18
Percentage of pupils at NC level 4 or above	School	90(66)	70(60)	90(79)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	9
	Girls			
	Total	18	17	17
Percentage of pupils at NC level 4 or above	School	90(60)	85(60)	85(73)
	National	70(68)	72(69)	80(75)

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

¹ Figures for girls and boys have been omitted because the number is 10 or fewer

² Figures for girls have been omitted because the number is 10 or fewer

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	77
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	22.5
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	27

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Financial information

Financial year	1999/2000
	£
Total income	190174
Total expenditure	201707
Expenditure per pupil	2037
Balance brought forward from previous year	16234
Balance carried forward to next year	5001

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	83
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	47	4	0	0
My child is making good progress in school.	32	53	5	2	2
Behaviour in the school is good.	32	49	17	0	2
My child gets the right amount of work to do at home.	17	64	9	6	4
The teaching is good.	26	51	6	4	13
I am kept well informed about how my child is getting on.	23	55	6	15	0
I would feel comfortable about approaching the school with questions or a problem.	21	49	11	19	0
The school expects my child to work hard and achieve his or her best.	32	51	9	2	6
The school works closely with parents.	6	40	28	19	6
The school is well led and managed.	6	43	23	19	9
The school is helping my child become mature and responsible.	15	64	15	0	6
The school provides an interesting range of activities outside lessons.	9	34	26	26	6

Summary of parents' and carers' responses

Letters and written comments by parents highlighted the concerns identified in the parental survey. Most were concerned about how their children were disciplined and the unsympathetic response they received when information on this was sought. There were some concerns raised about the quality of information provided.

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

56. At the time of the inspection there were three full time and five part time Foundation age children in Class 1. Many have attended the recognised pre-school playgroup which meets in a building within the school grounds. Assessment profiles from the playgroup show most have achieved a significant number of early learning goals on entry to the school. Although the teacher for these children has been in post for less than two weeks she has quickly identified the activities required for them to make progress. This includes planning a programme different from that for the Year 1 and 2 children in the class, firmly linked to the required areas of learning and with greater emphasis on play activities. During the inspection the classroom support assistant supervised most of the activities observed. She is extremely well briefed and shows a good understanding of how to use the teacher's lesson plans to achieve the learning objectives. The teacher is currently re-scheduling her teaching time so she can allocate an appropriate amount exclusively for the children at the Foundation Stage.
57. Observations of children's work and their activities show that they make sound progress and, by the time they are five, most have attained the early learning goals in the areas of learning. A good foundation is laid for the National Curriculum.

Personal, social and emotional development.

58. Almost all children can dress and undress independently and manage their own personal hygiene by the time they enter school. They understand what is right and wrong and that there needs to be agreed values and rules for groups to work harmoniously together. For example they take turns sensibly when selecting shapes from the "feely box", follow the rules for lining up, processing into assembly and the conventions that apply when answering questions. They are keen to learn, are developing appropriate levels of independence and are able to concentrate when their interest is engaged, for instance in story time. Levels of confidence vary but most are happy to participate in whole-class activities with the older children by bringing books and toys and talking about them. Adults provide good role models by treating each other and the children with respect and courtesy. This is reflected in the caring way that children behave towards each other. Children respond appropriately to significant experiences. They showed a range of feelings, including awe and wonder, when beautiful works of art were projected onto a large screen at the beginning of an art lesson.

Communication, language and literacy.

59. Children have sound communication skills when explaining what they are doing, re-telling stories and negotiating with others. They answer questions clearly in a structured manner, express opinions and make predictions when listening to the story of "The Hungry Caterpillar". All know that print carries meaning, read a range of familiar common words and show an understanding of elements of a story, for example main characters. The older children read appropriate books and use clues to meaning such as picture cues and initial letter sounds to read new words such as *dance* and *rolled*. Children are given many opportunities to share rhymes, poetry and stories. The teacher has created a stimulating learning environment that encourages children to read less common words such as *world*, *fruit*, *colour* and *caterpillar*. Most children can write their own names and form recognisable letters, for instance when writing words beginning with the current week's letter.

Mathematical development.

60. Mathematics is developed in a range of activities. Children take part in daily counting routines involved in lining up for lunch, sharing out resources and whole-class oral number work at the beginning of numeracy lessons. Practical work - for instance, identifying shapes in a 'feely box' - underpins the development of mathematical vocabulary. During this most learn the names of common shapes and use words such as *sides, round, flat, bigger* to describe each shape's properties. They can count reliably at least up to ten and some use adding and subtracting words correctly. In a lesson linked to the caterpillar story they showed they could recognise, write, match and order numbers to this level.

Knowledge and understanding of the world.

61. Children are keen to explore and find answers by investigating. For example, they use construction toys to build houses or examine a range of fruits. They have a sound awareness of where they live and that there are contrasting places nearby and in other countries. Through sharing the story of *Handa's Surprise* they know about hot places where people's lives, animals, food, flowers and trees are different from the ones they are familiar with. They join the older children in topics about the past, begin to learn about aspects of their own culture, such as traditional fairy stories and about other cultures, when looking at artefacts and festivals of the Jewish religion.

Creative development.

62. Children join in tunefully with singing and learn actions to accompany songs. They learn to play percussion instruments, responding to simple musical elements like pitch and picture symbols. They act out familiar scenes in role-play in the house corner, such as setting the table or preparing food. They draw, paint and print using increasing skill and are curious about how things are made and how they work. The whole-class art lesson with the older children, when pictures were projected onto a big screen, created great interest.

Physical Development.

63. Children use tools such as scissors, correctly, safely and with increasing control when cutting out caterpillar discs to record numbers. They hold pencils correctly, manipulate small objects such as beads, jigsaws and construction toys successfully and improve their handling skills in sand and water activities. No physical activities were observed during the inspection but planning shows that there are regular opportunities for children to develop running, balancing, climbing and co-ordination skills during physical education lessons. As the school has no safe outdoor play area and there is a lack of large play equipment, particularly wheeled toys and carts, there are no opportunities for children to achieve some of the learning goals in this area. This weakness was identified at the last inspection

ENGLISH

64. By the time pupils leave the school at the end of Key Stage 2, standards are above the average expected for their age. This is an improvement on the overall performance of pupils in the National Curriculum tests in 2000. This is mainly due to the number of pupils working at the higher level. It is also an improvement on the previous inspection, which reported attainment to be about average. Standards achieved by pupils at Key Stage 1 in the National Curriculum tests in 2000 were close to the national average in

writing. Standards of the current group of Year 2 children are about those expected for their age in reading but below average in the content and structure of their writing. Evidence from pupils' work shows that they were not given enough opportunities to write in the previous term. Through planning suitable activities, the new teacher at Key Stage 1 has started to improve the quality of children's writing by providing them with harder work. Pupils with special educational needs make satisfactory progress, as do pupils with English as a second language.

65. Overall, the quality of teaching in the lessons seen was satisfactory, which was reflected in the satisfactory learning of most pupils. At Key Stage 1, it was good but was more variable at Key Stage 2 and in one lesson was unsatisfactory. Where teaching is good the planning for each lesson has clear objectives and the activities children are going to do are described well. This ensures that children know what is expected of them. Stories read to children or for pupils to examine closely are chosen well so that they help improve children's understanding. Resources, such as a puppet at Key Stage 1 and the overhead projector at Key Stage 2, were used well to provide a focus for pupils' attention. Most lessons begin with a brief review of previous work to help set the basis for the new learning in the lesson. Where teaching is unsatisfactory the planning is poor and provides no clear guidance on how the lesson will be structured so that time is used effectively or what children are expected to will learn.
66. Most seven-year olds speak confidently and clearly. Higher attaining pupils use an extensive and appropriate vocabulary. The teacher read stories in a way that captured children's imagination so that they listened with rapt attention. Very good use of questions encouraged children to give extended answers. For example, when considering the wolf in the story of the *Three Little Pigs* children were encouraged to describe his character so that they said he was "greedy" or "horrible." By the age of eleven, most pupils speak clearly and articulately. This was evident in the way they discussed their work with visitors. By expecting children to give explanations and opinions when answering questions teachers help pupils clarify their thinking and understanding. This was seen when pupils in Year 6 selected significant phrases from the poem *Timothy Winters* that supported their explanation. Not all pupils were encouraged to make contributions to this class discussion.
67. Standards of reading throughout the school are good. Children take books home regularly and the support given by parents in hearing their children read makes an important contribution to children's progress. Adults provide good examples of how different texts should be read. Children at Key Stage 1 read suitable books confidently and correct any errors when prompted. Higher attaining children are fluent and developing expression when they read aloud. Most children have a sound understanding of what they have read but are not always willing to predict what may happen in a story. The more able talk informatively about the stories they have read, giving suitable reasons in support of their answers. Children know the names of all the letters in the alphabet but younger children in particular, have an insecure knowledge of the sounds associated with each letter. This inhibits pupils' reading of unfamiliar words, as they need reminding to sound out the letters. The new teacher has quickly identified this as a weakness that needs to be rectified.
68. By the age of eleven children read a wide range of suitable stories, although few children were confident to say how well they thought they could read. Most have a sound understanding of what they have read, although they are not always able to explain the significance of some phrases. The more able children read fluently and accurately but several of the other children need more practice in developing fluency. Evidence from discussion with pupils and from their reading records indicates that pupils are not heard to read often enough. There is limited evidence to show that pupils have benefited from shared reading sessions in small groups as part of their literacy lessons. Pupils with special educational needs read suitable books well and use skills

such as letter sounds to help read difficult words. Older pupils know how to locate information in reference books, using the contents and index. Their skills in finding appropriate books in a library are limited because the school does not have a library with a relevant catalogue system.

69. Pupils at Key Stage 1 do not achieve as good a standard in their written work as they could. Their handwriting is generally neat and well formed and appropriate for most children but the higher attaining children have only very recently been expected to use joined writing in their everyday work. Spelling of appropriate words is usually accurate. Most children spell common words well and the higher attaining children begin to spell more complex words. The quality of their independent writing is below the standard expected for their age. Only the higher attaining children use capital letters and full stops consistently and a few children are still dependent on copying the teacher's writing. The recently appointed teacher has noted this and is beginning to set greater expectations of what the children should achieve.
70. By the end of Key Stage 2, standards in writing are above average. Most children's writing shows features of the expected levels and a several pupils are working at the higher levels. Their work shows a range of writing for different purposes including reports on visits, directions on how to find a place, different types of letters and poetry. Some older pupils, mainly the higher attaining children, write persuasively when presenting an argument such as "Do We Need Zoos?" Using a framework helps pupils to draft some of their work. The older children improve the quality of their work as they redraft some pieces. They sometimes use the computer to present the final copy very well. There has been an improvement in handwriting, particularly by those who find writing difficult. Pupils make good choices of vocabulary to improve their writing and spell most common words correctly. Sentences are usually correctly structured and most pupils use paragraphs in their longer pieces of writing. Speech marks are used accurately and the more able children understand the difference between direct and indirect speech. Effective use of the classroom assistant means that pupils with special educational needs are able to respond at an appropriate level and thus make progress at a similar pace to the other children.
71. Teaching of literacy through effective use of the National Literacy Strategy is just satisfactory. Although work is planned to follow the Strategy some lessons do not take enough account of the different age groups in the class. For example, work in Year 3 and 4 on traditional tales from the Year 3 programme of work had not amended enough to include what Year 4 children would be expected to achieve. As a result there was not enough challenge for the older and more able children. Where the lesson followed the recommended structure there was good pace, with the lesson proceeding smoothly from one activity to the next. As a result children worked at a steady pace and produced suitable amounts of work. Where the lesson did not follow a clear structure too much time was spent on oral work and children did not have enough time to produce appropriate amounts of work. The withdrawal of one group of children meant that they did not take a full part in the literacy lesson, as they should do. Misleading information sometimes inhibited children's learning.
72. Pupils make satisfactory use of their literacy skills in other lessons. Opportunities to record work in different styles of writing are used in science and religious education at Key Stage 2, but are not used enough at Key Stage 1. Pupils make good use of their reading skills to research work, for example in history. Discussions in some lessons contribute to improving pupils' skills in communication.
73. The co-ordinator has monitored pupils' work and observed some lessons. The written reports on these make perceptive comments on what needs to be improved but these notes are not shared enough with teachers. As a result, teachers have not been able to take action on what needs to be done. Resources are satisfactory in quantity and

many are of good quality. They are used effectively to support pupils' learning. At Key Stage 1 there is a shortage of appropriate books for shared reading activities.

MATHEMATICS

74. Seven-year-olds attain the standards expected for their age. This represents lower levels than were attained in the National Curriculum tests in 2000 when the school's results were well above average in comparison with all school nationally and with similar schools. This is mainly because, in a small cohort of ten children, fewer are currently achieving above average levels. Attainment of eleven-year-olds is in line with what is expected for their age. This matches the results of the 2000 National Curriculum tests, which were average compared with all schools nationally but well below when compared with similar schools. Approximately 40 per cent of the current Year 6 are achieving higher than average standards, which shows a significant improvement since last year. These standards are similar to those reported at the time of the last inspection, although there has been some improvement in the number of older children achieving higher levels. Children with special educational needs make satisfactory progress
75. The implementation of the numeracy hour has raised standards in mental skills. Most seven-year-olds understand place value of numbers up to 100 and use this knowledge confidently when ordering, adding and subtracting numbers. They know the names of most common two- and three-dimensional shapes and some of their properties. They understand how to measure, can sort objects into sets using different criteria and record information on graphs. By the age of eleven children find answers quickly and accurately, using mental strategies such as halving, doubling, rounding numbers up and down and using place value. They understand that answers can be found in a variety of ways and use correct mathematical vocabulary when explaining their own methods. Pupils understand patterns such as square numbers, fractions, decimals, and percentages and apply these confidently to a range of problems. Their work in recording and interpreting mathematical data and applying and using numeracy is particularly good. Numeracy has been applied accurately to several everyday situations such as calculating length and cost of shelving for a room and the various percentage costings involved in running a bus company. It is also used well in other subjects, for instance when compiling times lines in history, measuring temperature in geography or using force meters in science.
76. The overall quality of teaching is satisfactory, although both some very good and some unsatisfactory teaching was observed. Most teachers show good subject knowledge and are technically competent in teaching basic numeracy. This was shown in the very good lesson at Key Stage 1 when different approaches were made to enable children to extend their counting in tens to three-digit numbers, learn more about ordering and explain why numbers fitted in certain places in a number square. Lessons are well planned, with clear learning objectives that children understand and, in most, tasks challenge and inspire children so they gain new knowledge, skills and understanding. This was evident in the Year 5 and 6 lesson when teaching had good pace, was well structured and involved all children with tasks well matched to their particular needs. There was particularly good provision for slower learners in this lesson; with the good support of a classroom assistant, they made sound progress in making frequency tables, compiling a Carroll diagram of their results and using this to answer questions.
77. In the good lessons, children were well managed and there were high expectations of levels of concentration and productivity. Children were given the chance to think and learn for themselves, which they did successfully through studying line graphs, and understanding terminology such as *mean*, *range* and *mode*. High expectations were missing in the unsatisfactory lesson, when work was pitched at too low a level for many of the children and they failed to concentrate when the teacher was teaching to another

group. A good feature of all the teaching is the good use made of resources and the clear manner in which classroom assistants are briefed to support the progress of children, especially those with special educational needs. Effective assessment is undertaken through marking, during teaching and 'coming together session' at the end of lessons. The use of marking is particularly good in the class of Year 3 and 4 children where it is used well to tell children how well they are doing and how they can improve. Good use is made of computers to support learning, particularly with older children, although some inappropriate use was also seen. The lesson using spreadsheets to insert information and represent it in a variety of formats was especially good in this respect. Regularly set homework supports the work done in the classroom.

78. The curriculum is well planned and good use is being made of the National Numeracy Strategy to make sure that children's learning is built securely on their previous learning. Resources are steadily being improved to support the greater emphasis on mental work. A detailed action plan exists to raise standards during the current year. Good use is made of out of school lessons to boost the level of attainment of children in Year 6.

SCIENCE

79. By the end of Year 6 standards are about those expected of pupils at the end of Key Stage 2. This is better than the 2000 National Curriculum tests indicate but similar to the findings of the last inspection. At Key Stage 1, standards are below those expected for children aged seven. These are not as high as at the previous inspection or compared with the National Curriculum teacher assessments in 2000. This is partly due to variations in the size of cohort and changes in class structure in September 2000. The recently appointed teacher at Key Stage 1 is aware of the shortcomings and is taking appropriate steps to bring about improvements.
80. Pupils at Key Stage 1 know that there are different sources of light. They conduct simple experiments – for example, to see which type of light shines the brightest. They make appropriate predictions but do not comment on whether or not they were successful. As a result of looking at healthy living children know that exercise is important for health and that some foods are healthier than others. The amount of work covered by children in Year 2 is limited and there is not enough written evidence to show that the planning has been fully implemented. As a result, the more able children have not been sufficiently challenged to extend their scientific understanding and to develop appropriate ways of recording their work. For example, the opportunity to use the results of their homework research was not fully utilised to produce graphs to show their findings.
81. At Key Stage 2, pupils, including those with special educational needs, improve their scientific knowledge and ability to conduct investigations. When carrying out tests they make simple hypotheses, record their observations and draw suitable conclusions. When recording their work they say how they made it a fair test and say whether or not their prediction was right. If there was a difference they give a reason for this. Through investigations and research children acquire a good body of knowledge about human health – for example, how micro-organisms cause illness and how some drugs are useful and others harmful. Pupils summarised their work well in their individual booklets on "How to Stay Healthy". When looking at materials pupils know that changes can be made by, for example, dissolving, melting, freezing, condensing and boiling, and that some of these changes can be reversed and others cannot.
82. During the inspection it was possible to see lessons only at Key Stage 2. Overall, the quality of teaching was satisfactory, as was the standard of pupils' learning. The majority of teaching seen was of good quality but the lessons are too long and this

adversely affected one lesson, which was unsatisfactory as a significant minority of children lost concentration towards the end of the second hour and were not positively involved in the lesson. Teachers have good subject knowledge, which they use well to give pupils clear objectives for the lessons. Sometimes the objectives written on the board for the children are more concise and easier to assess than those in teachers' plans. Sharing of the objectives gives pupils a clear understanding of what they are expected to achieve.

83. The teachers give good explanations so that pupils understand the content of the lesson. For example, in a lesson on forces, a brief introduction used pupils' previous knowledge sensibly to ensure that they understood the different types of forces that act on an object. Pupils set up their investigations enthusiastically, quickly settle to work and think sensibly about their tasks as experiments are explained to them carefully. For example, children in Year 3 and 4 eagerly investigated how different materials provided insulation by seeing how they affected the speed at which ice melted. In all their investigations pupils make predictions as to what will happen. Teachers use resources well to demonstrate how to use equipment. For example, the teacher used an overhead projector effectively to show how to measure *newtons* on a force meter and questioned children thoroughly to see that they understood. As a result all children were able to measure accurately and the more able children made detailed measurements recording their answers using decimal fractions. Their interest in their investigations ensures that they work at a good pace while conducting the experiments and record their observations carefully. Well organised lessons make sure pupils have resources readily available but this sometimes restricts pupils' ability to develop the investigation as they have little choice over what to use or how to carry out their tests. This particularly prevents the higher attaining children from using their previous knowledge in order to develop independence in their investigations. Support staff and parent helpers help groups effectively carry out their investigations.
84. Short discussions at the end of lessons, or at the end of the experiment, are used sensibly to summarise work and draw help pupils draw conclusions. For example, pupils looked at the measurements they had made about melting ice to draw conclusions about which were the most and least effective materials to use as insulation.
85. The subject co-ordinator, who works part time, provides satisfactory support for her colleagues. Planning follows the scheme of work produced by the local education authority from which teachers develop ideas for activities each week. The recently introduced two-yearly rolling programme avoids children repeating topics. The plans do not always identify how work will be adapted for the different ages and abilities of children in each class. There has been limited monitoring of pupils' work but this has not included enough detail on how well pupils of different abilities achieve or make recommendations on how standards could be improved. As a result, monitoring has had limited effect in raising standards. There is a good range of resources, which are well supplemented by consumable resources when needed.

ART and DESIGN

86. Only one lesson was observed during the inspection. Displays around the school, discussion with children and teachers and scrutiny of planning shows that the school has maintained the improved quality in art and design work reported in the last inspection.
87. Key Stage 2 children use a range of media, such as paint, pencil and pastel to develop the style of their work. Older children have investigated the visual qualities of materials when painting landscapes and used a variety of methods and approaches to

communicate observations, feelings and ideas about still life objects. Some of the pencil drawings of jugs and the paintings in the Class 3 Art Gallery show good attention to detail, skill with tools and effective use of techniques such as highlighting by shading. Children have researched the life of great painters such as Van Gogh and developed a sound understanding that there are many types of art. Younger children at this key stage have interpreted the aboriginal story *The Rainbow Bird* using collage techniques and abstract paintings to illustrate dreams and learned how images can be used to convey feelings.

88. The one lesson observed was at Key Stage 1 and it was of very good quality. The learning objective was very clear so that children learned that artists tell stories and give messages through their work. Projecting examples of paintings and sculptures onto a large screen created a high level of excitement and interest. A child's description of an abstract as being 'cool' was used extremely effectively to increase children's vocabulary by discussing words of similar meaning. The picture of sculptures led on to the task of clay modelling and children were taught techniques such as *pinching*, *smoothing* and *pulling* and learned about texture by handling the clay. They were shown how to produce different characteristics such as happiness and sadness on the faces of their models. The lesson was rich in new learning, particularly in the understanding that art is not simply about drawing pictures. There was a wide variety of other work on display in the classroom such as story paintings, self portraits, printing and patterns.
89. The good resources available are used well to improve children's achievement. Good use is made of the local environment and art and design are well linked to other subjects such as literacy, history and design and technology. Art and design support children's spiritual and cultural development through, for example, the work linked to aboriginal literature and the awe and wonder at seeing beautiful works of art projected onto a large screen. Planning for the subject is good.

DESIGN and TECHNOLOGY

90. No design and technology lessons were seen during the inspection. However, there is extensive evidence in curricular planning and children's work to show there has been much improvement in the teaching of this subject since the last inspection. All elements of the National Curriculum are now being covered. Standards at each key stage are at least in line with those expected and a number of children of all ages are achieving better than expected levels.
91. Work at Key Stage 1 based upon making a monster sandwich shows that children understand the step by step approach needed when making. The *Mouse Puppet* project has extended their skills through drawing designs, making patterns, identifying materials needed, and writing instructions for making and carrying them out. They have used appropriate tools, measured and cut out materials carefully, used sewing as a joining technique and evaluated their finished model, in some cases identifying ways in which it might be improved. It has embraced all the programmes of study for this key stage. In investigating, designing, making and evaluating *Moving Monsters* children in Year 3 and 4 have also completed a project taking in the breadth of the design and technology curriculum. This began with scientific work on how air is used to make things work, for instance hot air balloons, party blowers and whistles. They learned about pneumatic systems through the examination of a simple syringe, designed a monster which would move using air pressure, identified the materials needed, planned and made it using various tools and techniques and evaluated the finished models. Through evaluation they found out how it could be improved. Some of the end products were of good quality. Older children have taken slippers to pieces and defined criteria such as comfort, safety and strength as important elements in making them. They

have learned about the sensory properties of materials and the processes involved in using them. They have produced accurate designs, using appropriate measures, of slippers for different purposes, for example for disabled and elderly people.

92. The teaching has been well linked to other subjects, ages, abilities and interests of the children. Most children have made sound, and some good progress in their knowledge of design, skills in making, types and uses of materials and understanding of ways things move. Lesson plans are well constructed around what children are expected to learn.

GEOGRAPHY

93. No lessons were seen during the inspection. Scrutiny of planning, analysis of children's work and displays around the school show that most of the elements of the National Curriculum are being taught. Overall, standards at both key stages are in line with those expected for children's ages.
94. Children at Key Stage 1 know what a map is, identify land and sea, can describe their journey to school, know the seasons and that weather affects the types of clothes people wear and the activities they pursue. They have some knowledge of and understanding about people's occupations and the different types of dwellings. From their detailed study of the school environment, children in Year 3 and 4 suggested ways in which it might be changed for the better. This involved plans and maps, understanding about environmental issues such as refuse and recycling and how people damage the environment. Older children have studied aspects such as landscape, climate and human activity in their geographical enquiry about the Lake District. Through this they have learned how to compare temperature, rainfall, vegetation and human occupations such as farming, quarrying and tourism with those around Minster Lovell, other places in this country and abroad. They have used appropriate geographical vocabulary when analysing evidence such as photographs and writing about these conclusions. However, the systematic development of some geographical skills, particularly the use of atlases, is not given enough emphasis. This was a weakness highlighted in the last report.
95. The curriculum is effectively planned around a nationally produced scheme of work. Some elements of this need adapting to match the school's needs. The annual residential visit is used well to promote geographical skills.

HISTORY

96. Standards in history are in line with national expectations for children at Key Stage 1 but are above what are expected for children at Key Stage 2. This is an improvement since the previous inspection, when standards overall were satisfactory. Only two lessons were seen but evidence from these, analysis of children's work, discussions with pupils and teachers and a scrutiny of available planning show that children achieve at an appropriate level for their age and ability.
97. At Key Stage 1, children have an appropriate awareness of how their lives differ from life in the past. They know about some famous people, such as Florence Nightingale, but they did not know about characters, like Guy Fawkes, that they could have been expected to know. They have some understanding of events from the past – for example, they can tell how the Great Fire of London started and how people escaped from it. Their knowledge of other events was limited. They know how to find out about the past, as when they investigated discarded items to see what it told them about the people who had left them. When looking at pictures they explain why modern pictures are different from those showing lives in the past.
98. At Key Stage 2, children acquire a good body of knowledge about different historical periods. For example, they talk with enthusiasm about the burial rites of the ancient Egyptians, describe the battle formations of the Romans, know the significance of the reign of Henry VIII to changes in the church and talk of their visit to a Victorian classroom. They have a sound knowledge of the sequence of the different eras they have studied. Pupils know how to find out about the past using different sources of evidence such as artefacts, diaries and visits for first hand evidence and books, CD-ROM and pictures for other evidence.
99. Although it was possible to see only two lessons during the inspection the quality of teaching seen was at least satisfactory and was good with the younger children. Good lesson planning had clear objectives for what children were to learn. This ensured that children were able to use their existing knowledge to help understand the new ideas. Pupils achieve the objective of the lesson through well-planned activities that are well matched to their different levels of ability. Most tasks capture pupils' interest so that they enjoy learning about the past, work enthusiastically and produce work at an appropriate rate. Well-used resources provide children with suitable information to develop skills of historical inquiry. For example, Key Stage 1 children looked through a range of items people had discarded. Discussions at the end of lessons effectively share what children have found out or to set targets for further work.
100. Improvements in planning since the last inspection ensure that pupils are now taught all the relevant topics as they progress through school. Effective use is made of national guidance to produce an appropriate structure for what children are expected to learn each year. As classes contain children from two age groups the use of a two-year cycle ensures that children do not repeat topics. History makes an appropriate contribution to the development of pupils' literacy skills as the older children research information and record their findings. With younger children, good use of discussions helps them clarify their thinking and understanding. They have not had enough opportunity to record these in writing and so help with developing their literacy skills. Although monitoring of the subject has recently begun and has been limited to looking at pupils' work it has identified a need for more resources for the younger children. Resources overall are satisfactory, with a range of books, artefacts and videos available.

INFORMATION and COMMUNICATION TECHNOLOGY

101. The acquisition of suitable computers and relevant programs since the last inspection has made a significant contribution to the raising of standards. At the last inspection pupils' attainments were judged to be below average at both key stages. Now the standards pupils achieve are in line with those expected nationally by the ages of seven and eleven.
102. At Key Stage 1, pupils develop skills in communicating information by using word-processing and other suitable programs. They type in text such as their names for class labels or a set of instructions as part of an English lesson. The more able children change the type and size of print used. When errors are made in typing they know how to correct their mistakes by using the *cursor* and *delete keys*. Pupils use a suitable program to draw pictures, which helps develop the use of the mouse. They enjoy using suitable games to help them control events. For example, they use a program about a toy box to select objects and place them in the correct place or order.
103. The older children have a sound understanding of how ICT is used in everyday life. Pupils further develop their skills in communicating information. By the age of eleven they use *multi-media applications* to put pictures or titles into their writing. For example, children's poems on Halloween were illustrated well by children creating a colourful design using *WordArt* for the title and adding illustrations from *Clip Art*. In other work they add sounds to moving pictures they have created. Pupils know that they need to provide suitably detailed statements to search for relevant information that is stored on a CD. By using *copy*, *cut* and *paste* the older pupils know how to copy a picture and transfer it into a piece of their own writing. When looking at data children know how to use a formula to help them calculate quickly and how to use the program to create different graphs from the information gathered. They used this knowledge well in a mathematics lesson to answer a range of searching questions. Instructions are given to a programmable model or program such as *logo* in order to control the movements made or to draw regular shapes. Pupils have not yet had the chance to find information using the *Internet* or to communicate by using *e-mail*.
104. The enjoyment pupils have in using computers is clear to see. They work enthusiastically and are eager to complete the tasks set. When working in pairs they co-operate well, taking turns to enter information or give instructions. They listen carefully to instructions. When given the chance they take responsibility for what they are doing and show some initiative in how they present their completed work.
105. A knowledgeable and effective classroom assistant does most of the teaching with groups of children. Clear planning gives details of what pupils are expected to learn. Brisk, but clear instructions make sure that pupils know how to use different skills. Children's previous knowledge and expertise is not always used to help explain how to use relevant programs. Pupils achieve good results because of the good support they receive during lessons. Class teachers do not monitor the lessons taken by the classroom assistant enough so that they know what children are doing and how well they are working.
106. Teachers have had some training to help improve their expertise and confidence. This, combined with good resources, has helped to raise standards in the subject. Planning is based on national guidance supplemented well by a detailed scheme from the local education authority. This ensures that each week children learn skills which build on their previous learning and so help them make appropriate progress. Teachers use ICT to support work in other subjects. This helps pupils present their work attractively but it is not always used in a way that supports learning in the subject or helps develop ICT skills. There has been limited monitoring of pupils' work and of teaching so that the strengths and weaknesses of teaching the subject are not yet clearly identified.

MUSIC

107. Standards in music at the end of both key stages are in line with those expected in some of the National Curriculum programmes of study. Children sing in unison very tunefully with good attention to pitch, rhythm and dynamics. Hymn singing in assemblies is of particularly good quality. Although not observed during the inspection, a significant number of Key Stage 2 children play recorders. A visiting teacher gives lessons in the violin to some pupils. Through these activities they learn about musical notation, how to hold instruments correctly and how to perform together with control and rhythmic accuracy. Children listen to and appreciate music in assemblies. However, the teaching of aspects such as composing, exploring music to illustrate their own ideas and feelings, musical elements and the purpose of different types and pieces of music only began at the beginning of this term. Children are making sound progress in these areas but have not yet achieved the standards expected for their age.
108. The quality of teaching in the lessons seen was satisfactory overall there were some good features. The Key Stage 1 lesson was well planned with interesting content to which the children responded with enthusiasm. They sang well-known songs tunefully and in unison and the teacher successfully used their enjoyment in this activity to introduce new songs. This resulted in sound learning of the tune and words for *I can sing a rainbow*. The teaching of picture notation and the playing of percussion instruments enabled most of the children to learn about the pitch and duration of sounds. The quality of teaching was good in a well-balanced lesson with older children. Very good subject knowledge was evident in the teaching of terminology such as *forte*, *piano*, *fortissimo* and *ostinato*. The children showed great interest in the meaning of these words and showed their understanding when they responded by illustrating them in actions. There was also good learning when the teacher introduced differing types of music and taught the children how to use hand movements to illustrate dynamics. The teacher maintained children's interest with the performance of rap music to illustrate a street noise during which they identified and talked about elements such as *pitch*, *rhythm*, *tempo* and *timbre*.
109. The school has now increased the formerly narrow provision for music which was identified at both of the last inspections. Resources have been improved and are now being used effectively to teach the full curriculum. A draft policy is ready to be finalised and the nationally prepared scheme of work is being used and adapted to meet the school's particular needs.

PHYSICAL EDUCATION

110. During the inspection only one complete lesson in physical education was seen. It is not possible, therefore, to make an overall judgement on teaching and learning. Evidence from teachers' planning and talking to teachers indicates that the school appropriately covers all the required content of the subject.
111. In the lesson seen pupils showed skills in controlling a ball with a hockey stick that were appropriate for their age. All managed to dribble a ball effectively and the more competent children did so at speed, keeping the ball under close control. The teachers made good use of these pupils to demonstrate skills to the other pupils. Pupils co-operated well in teams, giving each other instructions and advice sensibly. Most pupils behaved well and the small group whose behaviour was not at the high standard expected were promptly reminded to behave sensibly. The teacher managed the lesson well so that pupils were kept active throughout most of the lesson.

112. The recently appointed co-ordinator has improved the overall quality of planning to match more closely nationally produced guidelines. There has been little monitoring of teaching and learning in the subject as it has not been a priority for the school. Resources are good and have been enhanced well by resources provided through the *Top Sports* initiative. Although some parents felt there were not enough activities outside lessons, pupils have suitable opportunities for additional coaching in football and netball. Some pupils play in competitions but there is no regular competitive sport with other schools, which some parents would like to see.

RELIGIOUS EDUCATION

113. During the inspection it was possible to see only one lesson. An overall judgement on the quality of teaching and learning is not possible. From the evidence of teachers' planning, looking at pupils' work and discussions with teachers it is clear that the school covers the appropriate content set out in the local education authority's Agreed Syllabus. The evidence also shows that children attain standards that are about those expected for their age. Standards have been maintained since the last inspection.
114. Although pupils at Key Stage 1 have an appropriate knowledge of religious celebrations and worship they do not record enough of this to help develop their understanding. Children know how Jewish people celebrate the harvest at Succoth. They make some comparisons between places of worship such as the synagogue and the church. They record some of their own experiences in visiting a church for a wedding or a baptism. There is little evidence to show that the older children have had work different from that given to the younger children. Opportunities to develop children's literacy skills through recording their work in religious education have not been taken. The newly appointed teacher is aware that the older children need more challenge in the tasks they are set.
115. Progress at Key Stage 2 is sound and pupils extend their understanding of the beliefs and traditions of different faiths. The younger children have suitable knowledge about the life of Jesus and show some understanding of his teaching. For example, they tell the story of the Good Samaritan in a modern setting relevant to their own lives. The more able children tell important events in the life of Jesus, such as the Christmas story, particularly well. The older pupils increase their knowledge of different faiths through looking at stories from Islam and Judaism. They look at some of the principles of faith when they learn about the Pillars of Islam. They reflect on their experiences - for example, after attending a service at the local church to celebrate All Souls' Day. Much of their work is very well illustrated but there is very little difference in the work done by children of different ages and abilities. Pupils have not been given enough opportunity to respond in their own way and use skills learnt in other subjects, particularly literacy skills. When presented with a task where they had to choose a response the resultant work was disappointing in its originality.
116. Pupils take a quiet interest in the topics. Most children listen carefully and are willing to answer questions. They do not always settle to work as quickly as expected but once settled work at a steady pace. The older pupils take pride in presenting their work neatly.
117. Not enough teaching was seen for an overall judgement to be possible. In the teaching that was seen planning was sound. To ensure pupils make suitable progress, teachers lesson planning follows closely the programme of work for each half-term. Objectives of the lesson were shared with pupils so that they understood what they were expected to learn. Questions were used effectively to require pupils to explain their answers.

118. The subject co-ordinator, who teaches part time and is a temporary member of staff, provides appropriate support for her colleagues. Planning for the subject has carefully linked the guidance provided nationally with the requirements of the local education authority's Agreed Syllabus. A two-year cycle of work ensures that children do not repeat topics. There has recently been some limited monitoring of pupils' work but this did not report clearly enough on the standards achieved by pupils or identify any areas that need to be developed.