

# INSPECTION REPORT

**ST THOMAS' C of E PRIMARY SCHOOL**

Winchelsea

LEA area: East Sussex

Unique reference number: 114563

Headteacher: Mrs H Moore

Reporting inspector: Mrs H E Davies  
21687

Dates of inspection: 9<sup>th</sup> - 12<sup>th</sup> October 2000

Inspection number: 2244359

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Friars Road Winchelsea East Sussex
Postcode:	TN36 4ED
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs C Praeger
Date of previous inspection:	27 <sup>th</sup> - 30 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs H E Davies 21687	Registered inspector	Mathematics Geography Design technology	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr B Sampson 100329	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr G Williams 22704	Team inspector	Science Information technology Physical education History Equal opportunities Special educational needs.	How good are the curricular opportunities offered to pupils?
Mrs J Newing 8073	Team inspector	English Music Art Foundation stage.	Pupils' attitudes, values and personal development.

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

### **INFORMATION ABOUT THE SCHOOL**

St Thomas' Church of England Primary School Winchelsea was founded in 1843 and is situated in the attractive Cinque Port of Winchelsea near to Rye. Most pupils come from the Winchelsea and Rye area, which consists mainly of private homes. Some pupils come from further afield because of the school's aided status. The school is smaller than other primary schools with 121 pupils on roll, 60 boys and 61 girls. The percentage of pupils eligible for free school meals, 19 per cent, is broadly in line with the national average. The majority of pupils are of white ethnic origin and there are no pupils who speak English as an additional language. The percentage of pupils identified as having special educational needs, including those with statements, is 17 percent which is broadly average. Many of these pupils are at the top of Key Stage 2. Pupils enter school in the year that they become five. Children start school on a part-time staggered basis over three terms, according to age. Attainment on entry is broadly average. At present there are 22 children under six in a mixed reception and Year 1 class. Numbers in the school since the previous inspection have increased significantly and a new class was formed in September 2000 to meet this growth. There have been significant staff absences over recent years and many changes at the end of last term. At the time of inspection four of the five teachers were new to the school. These included a newly qualified teacher, and two supply teachers. A special educational needs co-ordinator took up her part time post in September 2000.

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

Generally, pupils achieve standards that are as good as one would expect, with the exception of mathematics at Key Stage 2 and information and communication technology at both key stages. Pupils have satisfactory attitudes to learning. Teaching is usually satisfactory and some is good. The school keeps parents and carers informed about their child's progress in a satisfactory manner. The school has responded appropriately to the many staff absences and changes. It has made some improvements since the previous inspection. The school is managed in a cost effective way giving satisfactory value for money.

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

- Standards in science and history are above average at the end of Key Stage 2.
- Provision for pupils' spiritual development is good.
- Good teaching at the end of Key Stage 2 is having a positive impact on pupils' learning.
- Provision for pupils on the school's special educational needs register is good.
- Links with the community are effective.
- Procedures for monitoring and improving attendance are good.

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

- Management could identify and evaluate more clearly, through the schools improvement plan, the strengths and weaknesses of the school, and then take appropriate action.
- The curriculum for children under six, the Foundation Stage, could be fully implemented and teaching improved.
- The teaching of mathematics at Key Stage 2 could be improved so that standards are raised.
- Standards in information and communication technology could be higher.
- The quality of teaching could be improved so that there is no unsatisfactory teaching and more of the teaching is good, or very good.

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

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

The school was last inspected in January 1997. Four key issues were identified, these have now been mostly addressed satisfactorily. Standards have dropped in mathematics, and information and communication technology. They have improved in science, history and geography. The overall quality of teaching is similar, but more of it was good at the previous inspection. However, this is understandable, set in the context of the present staffing situation. The leadership and management of the school are now

satisfactory overall rather than good. However, with a new committed staff in place and one more appointment to be made, the inspection team feel that the capacity to improve is within the school's grasp.

## 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
	1997	1998	1999	1999
English	D	C	C	D
Mathematics	C	D	E	E
Science	B	B	B	B

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

When pupils enter the school their attainment is broadly average. In the 1999 Key Stage 2 National Curriculum tests, when compared to all schools, the percentage of pupils reaching the expected Level 4 was well below average in mathematics, similar to average in English and above average in science. However, when compared to similar schools, standards in mathematics were well below average, in English they were below average and in science standards were well above average. The percentage reaching the higher Level 5 was close to the national average in English and mathematics. The school's general trend for all core subjects over the past four years has been broadly in line with the national trend. Observations during the inspection indicate that this year, by the end of Key Stage 2, attainment in English will be broadly average, in mathematics it will be below average and in science will be above average. Attainment is better in science than English and mathematics because teachers are more enthusiastic about the subject. In science they concentrate well on teaching investigative skills and developing correct scientific vocabulary. Attainment is broadly average in art, design and technology, geography, physical education and music. Learning is satisfactory in these subjects. Attainment in history is above average and learning is good. Many staff absences over the past years, but last year in particular, by two members of staff, who have now left the school, have effected standards. However, good teaching is now having a positive impact, at the end of Key Stage 2 in particular. In information and communication technology standards are too low at both key stages. Pupils are not offered sufficient opportunities to develop their skills and knowledge. At Key Stage 1, attainment is broadly average in English, mathematics, science, art, design and technology, history, geography, physical education and music. Learning is satisfactory in these subjects. Pupils identified with special educational needs make appropriate progress. The needs of higher attaining pupils are met appropriately. There are no significant differences in attainment between boys and girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils play well together and come into school in an orderly and happy manner. Most pupils enjoy their lessons and are keen to learn.
Behaviour, in and out of classrooms	Satisfactory. Most pupils know the school rules and stick to them. A small number of pupils show immature behaviour at times.
Personal development and relationships	Satisfactory. At the time of the inspection 80 per cent of the teachers were new to the school, so routines and relationships were developing. Older pupils in particular are responding to the consistent approach.
Attendance	Satisfactory, overall. However, procedures for monitoring and improving attendance are good.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Unsatisfactory	Satisfactory	Satisfactory

Teaching is satisfactory or better in 91 per cent of lessons. It is unsatisfactory in 9 per cent of lessons. It is good in 25 per cent and very good in 3 per cent. The quality of teaching for the youngest children is unsatisfactory, as there is no appropriate planned curriculum. At the time of the inspection, organisation and management of the youngest pupils was good and the supply teacher had a good relationship with the children who she knew well. However, the new foundation curriculum was not in place to support her teaching. At Key Stage 1 and 2 teaching is satisfactory overall with some good and very good teaching at the end of Key Stage 2. Teaching of English and mathematics is generally satisfactory now, due to the appointment of new staff. However, teaching of information and communication technology is unsatisfactory, as pupils are not given sufficient opportunities to develop skills, knowledge and understanding. The good teaching is characterised by effective lesson planning that ensures a suitable match of work to pupils needs. Literacy skills are taught satisfactorily across the curriculum. However, the use of numeracy and information and communication technology skills across the curriculum is underdeveloped. Teachers and support staff are aware of, and meet, the needs of a range of pupils appropriately. Teachers' use of homework across the school is inconsistent. Teaching of pupils on the school's register of special needs is satisfactory.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	At Key Stages 1 and 2 the curriculum is generally broad and balanced, except for some areas of information and communication technology. It is unsatisfactory in the Foundation Stage.
Provision for pupils with special educational needs	Good. The school is committed to supporting these pupils and ensures that extra staff are available to support them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for moral, social and cultural development is satisfactory. Provision for pupils' spiritual development is good.
How well the school cares for its pupils	Satisfactory overall. There are many new staff in school, so some training procedures still need to be addressed.

Links with parents are satisfactory overall. Many come into school to support the pupils and the community raises much money for the school.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher has concentrated on maintaining a calm caring ethos during a period of many staff changes. However, strengths and weaknesses in the school are not identified clearly enough. The role of subject co-ordinators is undeveloped.
How well the governors fulfil their responsibilities	Unsatisfactory overall. Governors know the school well and are very supportive. However, they do not act as critical friends and hold the school accountable for its standards by identifying clearly where the strengths and weaknesses lie. Statutory requirements are not met fully.
The school's evaluation of its performance	Unsatisfactory. The school does not identify strengths and weaknesses clearly enough to take appropriate action.



The strategic use of resources	Satisfactory use is made of the available resources. Staffing, with the exception of early years, accommodation and learning resources are satisfactory overall. The school applies the principles of best value for money appropriately.
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**PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• That their children like school.</li> <li>• Parents feel comfortable approaching the school with questions or problems.</li> <li>• The school helps their children to become sensible and mature.</li> <li>• The teaching is good.</li> <li>• The behaviour in school is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The provision for more extra curricular activities.</li> <li>• A more consistent approach to homework.</li> <li>• The school to work more closely with parents.</li> <li>• Better information about their child's learning.</li> </ul>

The inspection team agrees with the parents' positive views, except that teaching and behaviour are satisfactory rather than good. The team feel that links with parents and information about learning are satisfactory overall, but they agree that homework needs to be more consistent. However, bearing in mind the current staff changes, they feel that extra curricular activities are satisfactory at present.

## **PART B: COMMENTARY**

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

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

1. Attainment on entry to the school is broadly average. This is confirmed by the baseline assessments that are generally completed soon after the children start school. The curriculum for the children in the Foundation Stage is unsatisfactory. It is planned according to the National Curriculum programmes of study, which means that the youngest children experience a formal subject based curriculum, when they should be learning through structured play, with clear learning objectives based on the early learning goals. Children are unlikely to achieve all of the early learning goals if the present situation continues. The teaching of children in the Foundation Stage is unsatisfactory because they are being offered an unsatisfactory curriculum. However, this class is at present being taught by a supply teacher, who although not experienced with this age group, demonstrates good features in her teaching. Her enthusiasm and consistently good management of the children enables them to learn satisfactorily in the areas of creative, and personal, social and emotional development.
2. In the 1999 Key Stage 1 National Curriculum tests, the percentage of pupils reaching the expected Level 2 was broadly in line with the national average in reading, writing and mathematics. When compared to similar schools it was also broadly in line in reading, writing and mathematics. Trends over the past four years have varied with different cohorts of pupils, but have generally remained broadly in line with national averages. In the 1999 Key Stage 2 National Curriculum tests, the percentage of pupils reaching the expected Level 4 was well below average in mathematics, broadly in line in English and above average in science. When compared to similar schools standards in mathematics were well below average, standards in English were below average and standards in science above average. The percentage of pupils reaching the higher Level 5 was close to the national average in English and mathematics. The general trend over the past four years for all core subjects has been broadly in line with the national trend. The school is beginning to set more realistic targets for its pupils. Standards have declined in mathematics and improved in science since the previous inspection.
3. Observations made during the inspection, indicate that this year, by the end of Key Stage 2 attainment in English will be average, in mathematics it will be below average and in science will be above. Attainment is broadly average in art, design and technology, geography, physical education and music. Learning is satisfactory in these subjects. Attainment in science and history is above average, and learning is good. Many staff absences have affected standards however good teaching is now having a positive impact at the end of Key Stage 2. In information and communication technology standards are too low at both key stages, pupils are not offered sufficient opportunities to develop their skills and knowledge. At Key Stage 1, attainment is

broadly average in English, mathematics, science, art, design and technology, history, geography, physical education and music. Learning is satisfactory in these subjects. Pupils identified with special educational needs make appropriate progress. There is no evidence of significant differences in attainment between boys and girls.

4. In English, standards in speaking and listening are broadly average in Key Stage 1, but a little lower at Key Stage 2. However, they are rapidly improving in Upper Key Stage 2. In a class assembly pupils spoke clearly and confidently. They used intonation and expression well so that they captured and sustained the interest of the whole school. Younger pupils in Key Stage 2, although eager to answer questions and participate in discussion, do not always express their ideas clearly. Sometimes speaking and listening is not promoted well at the end of the literacy lesson.
5. At the end of Key Stage 1, reading is broadly in line with the national average. Most pupils are reading appropriately for their ages. At the end of Key Stage 2, reading is in line with the standards expected nationally. Most pupils are reading difficult books with understanding. During the inspection many pupils in Year 5 and 6 were reading books connected to their history topic, and although sometimes the books were very challenging, pupils' interest meant they persevered and enjoyed the book.
6. Pupils in Key Stage 2 know how to use non-fiction books competently, referring to the index and the contents page when looking for information. Reading in Key Stage 2 has improved since the last inspection when pupils' were reading undemanding books. Reading is now better managed. Home school reading logs provide effective communication with parents. At present they show what pupils have read, but they do yet not say which skills are being developed and achieved.
7. At both key stages, writing is just below the expected national standard. However, with the return of a permanent teacher in class 2, and class 5's teacher's high expectations and very good teaching it is likely that attainment will be broadly in line with national averages by the end of each key stage. Pupils in Year 2 are beginning to use capital letters and full stops correctly when writing sentences. However handwriting and presentation are sometimes untidy. Pupils in Year 3 are just beginning to be taught to use joined script. Although some pupils learn spellings as homework, each week, they do not always transfer this learning into their everyday writing and some commonly used words are still spelt incorrectly.
8. In mathematics, at Key Stage 1, standards are average, pupils work with 1p and 2p coins, counting on, identifying coins and adding the coins together effectively. In the mental "warm up" older pupils count on in 2's, for example 2 more than 2, 4, 5. They use addition cards to mentally calculate and add numbers to 10 and find numbers that are more than 10 but less than 30. In the main activity session pupils count in 5's and begin to see patterns of 5's. Pupils identify missing numbers in a sequence, for example, 5, 10, 15, 25, 30 up to 100. Pupils work with money and make amounts to 15p easily. Pupils' learning about numbers and the number system is satisfactory, but little evidence was seen of reasoning or processing, representing and interpreting data. In one lesson the pace was slow and expectations too low. Pupils need to be challenged to do their best.
9. In mathematics at Key Stage 2, standards are improving but are still below average. Pupils continue to develop an understanding of problem solving using money. They write correctly on their white boards amounts of money such as £5.05, £25.68, £12.8, pupils give change to 50p accurately. Pupils use a variety of methods to solve money problems. They are encouraged to explain how they have arrived at an answer and to use the correct mathematical terms. They learn strategies that help them solve problems quickly for example, shortcuts to adding, 12p to 8p to make 20p then add on other amounts. Pupils know about right angles and degrees and are beginning to work out perimeter of squares satisfactorily and the area of different shapes. Pupils have a good knowledge of the names and properties of 2D shapes such as pentagon, hexagon, triangle, octagon, heptagon, square and rectangle. Year 6 pupils learn how to use brackets to

simplify calculations. They use mathematical terms and are beginning to develop satisfactory recall skills. Pupils practise multiplying numbers up to 10 mentally. Some are confident going forwards but many struggle when working back from 10. Times tables are not secure for most pupils. Many pupils are insecure with fractions, percentage ratios and decimals.

10. Attainment in science at Key Stage 1 is average. Year 1 pupils consider and observe well how seeds grow after they have been planted. They record their observations accurately. They are introduced to scientific vocabulary such as roots and shoots and they understand that plants need sun and rain for growth. Older pupils know that animals are classified by the differences between them, for example, that humans talk. They record their findings by drawing accurately and the more able pupils write sentences effectively.
11. Attainment at Key Stage 2 is above average. Year 3 pupils study teeth and how they assist the digestive system. They are able to name the teeth and identify their functions. They use correct terminology throughout their tasks. In the middle of the key stage, pupils study the properties of magnets and conduct experiments to compare the strength of different magnets and record their findings. At the end of the key stage, pupils conduct investigations into air resistance and use the principles of fair testing to ensure accuracy. They predict what they think will happen, discussing with members of the group and offering scientific reasons for their prediction and finally they compare their prediction with their findings.
12. Attainment in information and communication technology at both key stages is below average. Pupils, use of information and communication skills in other curriculum areas is underdeveloped. Pupils at Key Stage 1 are able to switch on their computers, identify the different icons and move the cursor to the appropriate positions. However, their ability to enter and store information or to give instructions and explore results is unsatisfactory. They are unable to present completed work or review what they have achieved effectively. Thus, their breadth of knowledge, skills and understanding of working with and exploring a range of information and communication technology tools is unsatisfactory. At Key Stage 2, pupils are able to locate and retrieve information and use keyboard skills to word process but their skills have not been extended beyond this level. Thus, again their breadth of study and experience is limited.
13. Attainment on entry has remained broadly average over the past years. In comparison with all schools, by the time pupils reach the end of Key Stage 1 attainment has continued to be broadly average overall with science above, however when pupils reach the end of Key Stage 2 standards in English and science have been maintained but in mathematics they have declined, this is because pupils' progress in mathematics has not been as well monitored as in the other two subjects. This has been compounded by staff absences. Targets set by the school take into account different cohorts and small cohorts. Target setting by the school is more accurate in English than mathematics. In 1999 it was close for English but in mathematics two pupils did not achieve Level 4. They accounted for 14 per cent and so the school was well below target. In 2000 a significant number of boys, 5 out of a total of 6, were on the schools register of special educational needs and did not achieve any Level 4's, they accounted for 35 per cent of the results, therefore results were well below average across the board.
14. Pupils with special educational needs have their needs met suitably. Provision is good within lessons and when they are withdrawn for extra support. Individual education plans are provided for pupils at stage 2 on the school's special education needs register and beyond. Staff and parents contribute information about the pupils when statutory statements are being drawn up. Clear targets are set for pupils so that work is relevant to their developing needs. Their learning is satisfactory and they attain standards that are appropriate to their needs. No significant differences were observed between boys and girls. Pupils' satisfactory attitudes and behaviour have a positive impact on their learning. In the parents questionnaire 97 per cent agreed that their child liked school.

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

15. Pupils', including those with special educational needs, attitudes, values and personal development are satisfactory. This is not as good as at the last inspection, however the school is undergoing a period of change.
16. The youngest pupils leave parents and carers happily and come into school confidently. They play well together in the playground and come into school in an orderly and happy manner. Pupils obviously enjoy most of their lessons. For example, the youngest pupils in a music lesson practised playing home made instruments to accompany African music, with enthusiasm and enjoyment. Pupils in Years 2 and 3 worked well together in pairs developing an understanding of the characteristics of pattern in an art lesson. The oldest pupils were actively engaged in their learning and keen to contribute in a literacy lesson. However, pupils do not always demonstrate these positive attitudes to learning. Occasionally, this is the result of teachers' lower expectations. However, many pupils concentrate for longer periods and take a pride in their work. Older pupils are really enthusiastic about their history topic. They have brought in a large range of artefacts and have produced some good quality writing, which is on display to celebrate their achievement.
17. Behaviour is satisfactory overall. There have been no recent exclusions. Most pupils listen to their teachers as they introduce text and demonstrate essential skills. There is a small minority of pupils in each class, in Key Stage 2, who display immature behaviour that prevents them from achieving the standards of which they are capable. Pupils behave appropriately in large groups, for example, the youngest children in hymn practice and the whole school in the class assembly on World War 2. The high standard and the interest level of the assembly contributed to the good behaviour observed. Pupils play well in the playground; no rough or anti-social behaviour was observed. The strong Christian ethos of the school encourages pupils to learn to respect the feelings and beliefs of others. Pupils use their initiative and take responsibility, for example, by acting as monitors and getting out material for lessons. Class assemblies give good opportunities for pupils to take responsibility for their own learning.
18. Relationships are satisfactory. The teacher of the youngest children has established a very positive relationship and the children have settled into school confidently. The teacher in class 5 has established very good behaviour management skills enabling pupils to relate positively to one another. Pupils in all classes work well collaboratively in the frequent opportunities they are given. Teachers and support staff provide good role models.
19. Attendance at the school is satisfactory. It is similar to the national average for this type of school. The pupils come to school and into classes on time and lessons commence promptly. At the previous inspection unauthorised absences were very high. This was one of the key issues for action. The school has eliminated these absences completely and there are no unexplained absences at the school. This is an improvement since the previous inspection.

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

20. The quality of teaching and learning is satisfactory overall. Teaching is satisfactory or better in 91 per cent of lessons. In 9 per cent it is unsatisfactory, in 25 per cent it is good and in 3 per cent it is very good. The good, and very good, teaching in Key Stage 2 is beginning to have a positive impact on pupils' learning, for example, in a very good literacy lesson in class 5. The overall picture is not as good as during the previous inspection, however, this can be explained by the significant staff changes, with 80 per cent new staff, including a newly qualified teacher and two supply teachers.
21. The quality of teaching for children in the Foundation Stage is unsatisfactory because they are being offered an unsatisfactory curriculum that is not based on the early learning goals. No baseline assessments have taken place yet this term. This class is at present being taught by a

supply teacher, who although not experienced with this age group, demonstrates good features in her teaching. Her knowledge of the children, her enthusiasm and consistently good management enables them to make satisfactory progress in some areas of learning. She has established good relationships and the children have settled into school happily and are developing positive relationships within the class. They respond well to the teacher's individual intervention and concentrate well on set tasks, for example, drawing happy/sad faces and talking about what makes them experience these feelings.

22. At both key stages, the quality of teaching and learning is satisfactory overall. The best teaching is at the end of Key Stage 2, where the teacher's planning ensures that a good match is made to meet pupils' individual learning needs, with regard to their prior attainment. A firm and consistent approach is being used to establish a good working environment. This has a positive impact on pupils' learning. Teaching of science and history at Key Stage 2 is good. Pupils' knowledge and understanding is better than expected for their age. Pupils with significant levels of special needs are well and sensitively supported within the classroom, and sometimes withdrawn for individual support. An unsatisfactory lesson in mathematics was characterised by a lack of pace and lower teacher expectations. Teachers assess pupils informally on a day-day basis and are establishing the new assessment procedures satisfactorily.
23. Teachers generally have secure subject knowledge, except in information and communication technology. In the previous inspection, teachers' subject knowledge in geography at Key Stage 2 was regarded as insecure this is not now the case. Teachers' use of support staff and volunteers to support pupils' learning is variable. Some support staff have received little training. Those that have received training make a positive contribution to pupils' learning. Literacy skills are taught satisfactorily overall across the curriculum although spelling and handwriting are identified for improvement by the co-ordinator. Numeracy and information and communication technology skills are not promoted sufficiently across all areas of the curriculum.
24. Teachers' planning is usually effective and lessons have a clear structure. Most teachers identify clearly to pupils what the learning objectives are for each lesson. Teachers employ good organisational strategies and they manage their pupils well. Teachers' expectations are generally satisfactory, and in class 5, the oldest pupils, they are high both for behaviour and academic achievement. This has a positive impact on pupils' learning. Effective teaching strategies include whole class, group work and individual support.
25. Teachers make satisfactory use of time and resources. Most lessons are interesting and capture pupils' interest, for example, in a geography lesson at Key Stage 2 and a history lesson at Key Stage 1. Teachers are beginning to keep effective records of what pupils are able to do and what they understand. The use of homework is variable, some classes have reading at home, spellings and tables to learn and are tested each week. Parents expressed concerns in the pre-inspection meeting, and in the questionnaires, about consistency in the schools approach to homework. The inspection team believe that their concerns are justified. The use of homework across the school is inconsistent. This is identified as a priority for development in the school improvement plan.

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

26. At Key Stage 1 and 2, the quality and range of opportunities for learning provided by the school are generally satisfactory. Teachers have introduced the National Literacy Strategy and the National Numeracy Strategy satisfactorily. Opportunities for learning are particularly successful in science and history at Key Stage 2. Curriculum requirements are met in all areas, with the exception of some minor areas of information and communication technology.

27. Curriculum provision for children under six, the Foundation Stage, in the reception class is unsatisfactory. The appropriate early learning goals that young children should achieve are not properly planned and this limits children's progress and does not prepare them well for the National Curriculum at the beginning of Year 1. However, there are some areas that have been appropriately addressed such as creative, and most importantly children's personal, social and emotional development. The school acknowledges the urgency to introduce the Foundation Stage, and as parents have just been informed, an early years teacher is to be appointed for January 2001.
28. Provision for pupils with special educational needs is good both within lessons and when pupils are withdrawn for extra support. The governors have appointed a part time special educational needs co-ordinator (SENCO). She works in school for one day a week. She is currently reviewing the needs of the pupils as identified in their statements and individual educational plans (IEP's) and carefully considering strategies to improve provision. For example, by establishing regular team meetings with the committed support staff to ensure effective monitoring and evaluating of progress and improving further the quality of recording to ensure continuity and progression. The school implements the Code of Practice successfully and clear procedures are in place to assist with the identification and assessment of these pupils. Individual education plans are provided for pupils at stage 2 of the school's special educational needs register, and above. Staff and parents contribute information about pupils when statutory statements are being drawn up. Clear targets are set for pupils so that work is relevant to their developing needs.
29. At the time of the previous inspection a key issue was to monitor the implementation of subject policies identified in the school development plan. At the time of this inspection, policies were in place, although some are now out of date. Current government guidelines and units of work are now being used. Teachers plan a half-termly overview with more detailed fortnightly plans. However, complete schemes of work for all subjects have not yet been drawn up. The school is beginning to look at an overall curriculum 2000 plan, this is identified in the school improvement plan for this term. This will include long, medium and short term planning, which will provide a generally balanced and relevant range of opportunities for all pupils, including those with special educational needs.
30. The school provides health, sex and drugs education through a personal, health and social education. This enables pupils to be well-informed individuals who have positive attitudes and take responsibility for their own actions. Circle time is beginning to have an impact on offering pupils good opportunities to discuss and solve problems within a safe and secure environment. The youngest children know the rules of circle time and very successfully shared a speaking and listening session, using a decorated egg, as an indication of whose turn it was to speak.
31. The extra-curricular provision is just satisfactory within the context of current circumstances. There are football and netball clubs run by the newly appointed staff. Opportunity is being offered for external provision to promote rugby skills. In the past residential experiences were a feature of the school and consideration is to be given to promoting this opportunity again. Visitors to the school including, local crafts people, and members of the community share their knowledge and experiences effectively, for example, talking about aspects of World War Two, which Year 6 pupils found particularly interesting. The school maintains a positive equal opportunities policy that is successful at Key Stage 1 and Key Stage 2. However, the lack of appropriate provision in the Foundation Stage denies children their full entitlement.
32. Careful attention is given to avoid any stereo-typing by race, gender, culture and belief. Boys and girls are given equal responsibilities to undertake tasks around the school, for example, being dinner monitors or ringing the bell for the start and end of playtime. As pupils get older they help in such tasks as supervising younger pupils coming in from the playground. Good use is made of the local environment through subjects like history, geography and science.

33. The provision for pupils' spiritual development is good. The school is warm, welcoming and a Christian community where pupils are cared for and achievements celebrated. Provision for spiritual awareness is good. Pupils are helped to gain knowledge and insight into their own and other's beliefs and they are encouraged to respect and value the opinions of others through daily acts of worship and circle time. The strong Christian ethos of the school encourages pupils to learn to respect the feelings and beliefs of others. Pupils are given time for reflection, for example, when thinking about what it might have been like to be an evacuee. The school has good links with the church and pupils are involved in church services such as, Harvest and Christmas and the clergy visit the school on a regular basis. Opportunities are provided during the daily acts of worship to reflect on what they have heard and seen.
34. Provision for pupils' moral development is satisfactory. The head teacher and staff are appropriate role models. Pupils know what is expected of them in terms of behaviour and work output and the majority of pupils respond appropriately. Pupils are praised for maintaining expected standards and generally respond to school rules. They are successfully encouraged to treat staff, visitors and other pupils with kindness and courtesy. Property is treated with respect and there were no signs of vandalism anywhere in the school.
35. The school makes satisfactory provision for pupils' social development. It is generally a harmonious community, where relationships offer friendship and kindness and a sense of sharing. Responsibility is fostered from an early age, so that the pupils mostly work purposefully and collaborate well at all times. Class monitors, in particular, undertake their tasks reliably and effectively. Pupils' social skills are enhanced by the quality of the school's community links.
36. Provision for pupils' cultural development is satisfactory. Pupils' own cultural traditions are apparent in the teaching of specific areas such as, history and geography. Pupils enjoy singing to various village audiences at different parts of the year and singing in festivals. Appropriate emphasis is placed on other cultural traditions through music and art. Pupils learned effectively about the food, costumes, dance and festivals of China as part of a topic linked to distant lands in literacy. Other religions such as Judaism are studied although there were no artefacts on display. Links with other countries, such as India, provide pupils with information about other cultures and prepares them for life in a multi cultural society.
37. Links with the church, parents and the community are good. This has a positive impact on pupils' learning. The school has effective links with the local High School and its other feeder schools. Links with the church are very positive. Pupils prepare for the Eucharist Service in the church and the vicar takes assembly regularly and plays the piano for hymn practice.

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

38. The school cares for its pupils, including those with special needs, in a satisfactory manner. The school has appropriate procedures for child protection and for ensuring pupils' welfare. These compare with the standards judged at the previous inspection and contribute effectively towards the pupils' learning. The head teacher is the trained child protection person and the school follows the local authority guidelines. There is good liaison with social services. The headteacher maintains a very useful child incident book and this, with any other relevant documentation, is kept securely in the school office. However, the school does not have any other member of staff who is similarly trained and, some new staff have not received up to date training in current child protection procedures.
39. The school has effective procedures for recording and reporting accidents and also for the administration of medicines. Children with specific allergies are known well to the support staff and the school has several, well trained, first aid persons. The headteacher is also the school's



trained health and safety officer and together, with the relevant governor has developed a very detailed risk assessment document. There is a very concise Health and Safety Policy. The school conducts and records regular fire exercises and all fire, portable electrical and physical education equipment is in date tested and recorded. All escape routes from the school building are well marked and they provide easy access. The local policeman visits the school regularly and talks to pupils about 'Stranger Danger', Road Safety and Drugs and Alcohol Misuse. The visits have a positive impact on pupils' learning.

40. When children join the school from nursery groups, and also when they transfer to secondary education, procedures are efficient and caring. The school makes good use of outside professional help such as the nurse, educational psychologist and the Educational Welfare Officer. Supervision at lunchtime is adequate.
41. Procedures for monitoring and improving attendance are now good and a strength of the school. These procedures have improved considerably since the previous inspection when, they were described as patchy. Such procedures link directly to the improved unauthorised absence figures. There is a register for each class, which is marked both morning and afternoon. After each session these are all returned to the school office for checking. Absence figures are now calculated regularly and notated in the relevant register. All long- term absences are relayed to the head teacher and governors and are well monitored. Good use is made of the local educational welfare officer and the school has an effective lateness routine.
42. The school has satisfactory procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour. There is a detailed written Behaviour Policy and effective rewards and sanctions. The school's Golden Time system is applied well. Pupils understand how it works. Team points are keenly sought by the pupils. Circle time is used well to promote self-esteem and endorse positive attitudes. Sanctions are rare but work effectively. Each class also has its own sets of rules that are well known and adhered to by most pupils. When necessary, the school does set up individual behaviour plans that are consistently monitored by all staff.
43. Bullying within the school is rare, but if it does happen the school has procedures to deal with it. The school has used staff training videos on how to deal with incidents. Both the visiting policeman and the educational welfare officer provide input to the pupils. Staff are vigilant and supervise pupils effectively. Year 5 and 6 pupils have undertaken relevant role-play during assemblies and understand appropriately the effects of bullying.
44. Teachers know of their pupils' progress and achievements through daily ongoing assessment linked to clear learning objectives in lesson plans. The use of marking to help pupils improve is variable across the school. Sometimes pupils are unclear about what they need to do to improve. Baseline assessment usually takes place in the first half term, however due to staff absence these have not taken place yet this term, an area that the school acknowledges it must address. Statutory end of key stage assessments are undertaken satisfactorily. After much staff discussion a new effective assessment policy is in place. Tracking sheets are checked in September by senior management, and some standardised tests are given to pupils in October. Optional standard assessment tasks are undertaken by other Year groups. The tracking files provide a positive element to promote and establish an effective link between assessment and curricular planning. Pupils keep their own records of personal achievement, into which they put significant pieces of work this has a positive impact on their learning. Close links are maintained with the outside agencies who work with, and assess effectively, pupils who are on the school's register of special educational need.

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

45. The school has satisfactory links with parents. From the evidence gathered at the pre-inspection meeting, the returned questionnaires and through talking to parents, it is evident that some have mixed views about the school at present. Most were concerned that due to staff changes it was a very difficult time for the school to be inspected. The other main concerns were that the school does not have a clear homework policy and does not provide sufficient after school activities. Evidence gained during the inspection confirms parents' views about homework. However, it is felt, that due to staffing circumstances, the number of extra curricular activities is currently adequate. Nevertheless, most parents feel that this is a popular and growing school that does look after its pupils well. Most parents find the teachers to be open to suggestions and concerns. Parents also like the school's general ethos and the way that children are taught to care for each other as individuals. Generally, although not as positive, as at the previous inspection, parents at the meeting felt sure, that once the new staff settle into school their concerns would disappear.
46. The quality of information provided by the school for its parents, is satisfactory. All parents receive regular newsletters, an updated prospectus and a Governors' Annual Report. The prospectus complies with all statutory requirements. However, the Governor's Annual Report does not contain details on the progress of the previous inspection action plan. The school provides parents with an annual pupil report. At the pre-inspection meeting parents stated that they were very pleased with these reports. These do not, however, comply with all statutory requirements in that, they do not report on Information and communication technology and design and technology as separate subjects, neither do they all set any targets for pupils. The majority of parents have signed the Home School Agreement. Most parents find the home school reading diaries a good link with the teachers. For parents who have children with special educational needs the school has produced an individual explanatory leaflet, which is appreciated by the parents. There have been recent curriculum evenings for parents on literacy and numeracy strategies and school achievement targets. These were well attended. In the school foyer parents have their own information box within which is a current copy of the school's Behaviour and Discipline Policy. The school arranges teacher interviews and parent consultations evenings on a regular basis. Parents say that these are conducted in a very friendly manner. Parents whose children have individual education plans are appropriately informed and involved. No evidence could be found, at the inspection, of inadequate notice being given of forthcoming events as stated by some parents at the meeting.
47. The contribution of parents to their children's learning at home and at school is satisfactory. This has a positive impact on pupils' learning. A group of approximately two or three parents, per class, come into the school and help out where they can. Some help with listening to readers or taking children out on educational visits. At Christmas time many of the more artistic parents help create scenery or clothes for productions. Others help with gardening, and painting, for example, some parents have constructed a playground pergola. When parents collect their children from school many stay for informal conversations and supervise their children on the outdoor play equipment. The school has very energetic parent support, although no official parent teacher association at the moment. They have, via sponsors and social events, raised funds for the school swimming pool, the leasing of video equipment, the upkeep of a climbing frame and supply of books. At home, some parents help with their children's homework.

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

48. The headteacher leads the school in a satisfactory manner. There have been many absences over the past years and recent staff changes. The headteacher has concentrated on maintaining a calm working environment, which reflects its Christian ethos. The agreed school aims are evident in the day-to-day working of the school and in the way that the new staff and supply teachers feel welcomed into the school. Parents have been made aware of the many changes and some are anxious about the long-term effects on their children's education. Others feel confident that given a little time the new staff will settle into the school and improvements will be made.

49. The school improvement plan charts developments for the forth-coming year. The headteacher puts the plan into place after consultation with staff and governors. However, there is no strong curriculum input as the role of subject co-ordinators is underdeveloped. This limits its value as a tool for whole school improvement and some important areas are overlooked, for example, the Foundation Stage. The school improvement plan is presently unsatisfactory as not all strengths and weaknesses are clearly identified. Governors should consider a more active role in its development. Literacy, numeracy and information and communication technology feature strongly, however the targets set and the individual responsible are not always clearly identified. Success criteria are vague. Standards at the end of Key Stage 2 in mathematics have been well below average compared to all schools in recent years. They are now showing signs of improvement as a result of the good teaching exhibited by one of the newly appointed teachers. Some monitoring and evaluation of literacy and numeracy has taken place by the headteacher, co-ordinators and an LEA adviser. Co-ordination of non-core subjects is unsatisfactory due in some degree to staff absence and changes this is identified as a priority for development in the school improvement plan. The literacy co-ordinator is already showing what can be achieved in a short time. Only one teacher has been in school longer than five weeks. Mathematics and information and communication technology co-ordinators should now implement monitoring and evaluation of their subjects as a priority. The headteacher has been monitoring teaching and learning since the spring and is well placed to extend the good practice observed in the school, so that it impacts positively on pupils' learning and ensures that the quality of teaching is improved from satisfactory overall to good.
50. The governors know the school well. Some visit often and many work in the school. They understand the changes that have taken place. They support the head teacher very well. They must continue this support, but also act more as partners and critical friends and ensure that the provision in the school is of the highest standard, so that all pupils, including those in the Foundation Stage, are offered a rich and stimulating curriculum. There is a satisfactory committee structure, especially for finance, buildings and personnel which feeds back to the main governing body the necessary information needed to assist in decision making. The curriculum committee is less effective and needs a tighter steer. At present there are no identified governors for literacy and numeracy. Governor's welcome performance management, they have set targets for the head teacher and deputy headteacher in the past year. A key issue at the previous inspection was to establish the systematic assessment of pupil's work, as proposed in the teaching and learning policy. Steps have been taken to address this issue, however the impact has been limited. A new effective assessment policy has been written with clear guidance and structure to enable teachers to monitor pupils' progress more clearly. The headteacher and her deputy must ensure that this policy continues to be used effectively to improve standards, particularly in Key Stage 2. Governors do not meet all of their statutory requirements with regard to pupils' reports, governor's annual report and the implementation of the Foundation Stage.
51. The provision and management of pupils with special educational needs is good. The co-ordinator is new to her role and is beginning to manage the responsibilities of her post appropriately. The school is committed to providing as much support as is necessary to these pupils. The school complies with the Code of Practice. Those pupils identified as having special educational need are supported well by the support staff. The governor for special educational needs has an appropriate understanding of her role.
52. Financial procedures are good. The school's administrative officer is efficient and effective in supporting the daily running of the school. Appropriate use is made of technology to support procedures and allow regular information to be accessed for scrutiny. Grants are used for their specific purpose. The principles of best value for money are applied satisfactorily. All major spending decisions are discussed at governing body meetings. Governors have recently agreed a substantial building programme for the school. Minor issues in the most recent audit report of October 1998 have been addressed. There is an adequate number of staff to meet the needs of

the curriculum, except at present no early years specialist. Resources for learning are currently satisfactory and appropriate to the demands of the curriculum. Accommodation is satisfactory with interesting grounds that are used to support learning effectively particularly in science, physical education and geography. Correct procedures are being followed for the induction of the newly qualified teacher and staff new to the school.

53. Leadership and management of the school is satisfactory overall, it is not as good as it was at the previous inspection when it was judged to be good. At present there are some concerns regarding the leadership and management of the school, however the inspection team feel that the indications are, with a settled staff this aspect will improve. It is the responsibility of the senior management to monitor and evaluate the strengths and weaknesses of the school and to set appropriate targets and ensure that they are met.

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

In order to raise standards further

- 1 The senior management of the school must identify more clearly the schools strengths and weaknesses. They could do this by;
  - Using the school improvement plan to set targets and chart outline developments over a longer period of time. (Paragraph 49)
  - Using the school improvement plan to chart in detail one year's development. (Paragraph 49)

- Being more explicit about who, when and how actions for improvements are to be implemented. (Paragraph 49)
  - Developing the role of subject co-ordinators so that they have a more direct input into the improvement plan. (Paragraph 49)
  - Monitoring regularly the progress being made towards achieving their targets. (Paragraph 53)
- 2 Senior management could implement the Foundation Stage of the curriculum for children under six. (Paragraph 1. 21. 27. 49. 55. 56)
    - Then monitor the teaching and learning to ensure that it is effective.
  - 3 Senior management could improve the teaching of mathematics at Key Stage 2. by;
    - Ensuring that the best practice observed in the school is extended. (Paragraph 74)
    - Ensuring that accurate assessment of pupils learning needs takes place. (Paragraph 75)
    - Ensuring that the subject co-ordinator monitors and evaluates the teaching and learning of mathematics on a regular basis. (Paragraph 75)
  - 4 Senior management could raise standards in the information and communication technology by;
    - Ensuring that the subject co-ordinator monitors and evaluates the teaching and learning of information and communication technology on a regular basis. (Paragraph 103)
    - Ensuring that pupils are provided with more opportunities to develop ideas and make things happen. To exchange and share information, and review, modify and evaluate their work. (Paragraph 102)
    - Providing appropriate staff training. (Paragraph 103)
  - 5 Improve the quality of teaching so that there is no unsatisfactory teaching and more of the teaching is good or very good by;
    - Rigorously monitoring and evaluating the teaching and sharing the good practice already observed in the school. (Paragraph 20. 49)

Other weaknesses for the school to consider

- 1 In English, to improve handwriting and spelling. (Paragraph 66)
- 2 To provide a more consistent approach to homework. (Paragraph 25)
- 3 For governors to fulfil all of their statutory requirements with regard to, reports to parents, the Governors Annual Report to parents and the implementation of the Foundation Stage of Learning. (Paragraph 50).

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	25	63	9	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		121
Number of full-time pupils eligible for free school meals		17

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR-Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		49

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

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	93.9
National comparative data	94.1

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	14	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	87	91	91
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	22	23
Percentage of pupils at NC level 2 or above	School	70	96	100
	National	82	86	87

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

1998 data is excluded completely because the year group size was ten.

1999 \* Boys and girls data excluded because boys numbers were below ten, however the totals are included as the year group number was above ten.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	3	12	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	9	12
Percentage of pupils at NC level 4 or above	School	73	60	80
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	73	73	80
	National	68	69	75

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

1998 data is excluded because the year group size was nine.

1999 \* Boys and girls data excluded because boys numbers were below ten, however the totals are included as the year group number was above ten.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	0
Any other minority ethnic group	

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

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### Teachers and classes

#### Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	21
Average class size	27

#### Education support staff: YR-Y6

Total number of education support staff	7
Total aggregate hours worked per week	96.5

### Financial information

Financial year	1999/00
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	£
Total income	248136
Total expenditure	240702
Expenditure per pupil	2208
Balance brought forward from previous year	5360
Balance carried forward to next year	12794



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

**Questionnaire return rate**

Number of questionnaires sent out	140
Number of questionnaires returned	34

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	0	0	0
My child is making good progress in school.	38	38	6	0	9
Behaviour in the school is good.	35	56	3	0	0
My child gets the right amount of work to do at home.	18	32	18	18	6
The teaching is good.	38	47	9	0	6
I am kept well informed about how my child is getting on.	24	35	26	9	6
I would feel comfortable about approaching the school with questions or a problem.	41	41	9	9	0
The school expects my child to work hard and achieve his or her best.	50	35	3	0	12
The school works closely with parents.	21	41	26	9	3
The school is well led and managed.	32	38	9	3	9
The school is helping my child become mature and responsible.	35	50	3	0	9
The school provides an interesting range of activities outside lessons.	12	32	26	15	15

## **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**

54. Children in the Foundation Stage are taught in a mixed age class of reception and Year 1. The classroom is spacious. Parents and children have their own entrance with appropriate cloakroom facilities. They also have direct access to the outside playground however, there is no secure outside area designated for these children. Children are admitted to school in line with the Local Education Authority admissions policy. At present some children in reception are full-time and some are part-time. There are 22 children under 6 in the reception class. Most attend mornings only. Levels of attainment on entry are broadly average.
55. The curriculum for the children in the Foundation Stage is unsatisfactory. It is planned according to the National Curriculum programmes of study. This means that the youngest children experience a formal subject based curriculum, when they should be learning through structured play, with clear learning objectives based on the early learning goals. Children are unlikely to achieve all of the early learning goals if this situation continues.
56. The teaching for children in the Foundation Stage is unsatisfactory, because they are being offered an unsatisfactory curriculum. However, this class is at present being taught by a supply teacher, who although not experienced with this age group, demonstrates good features in her teaching. The teacher is supported appropriately by a classroom assistant and a trainee nursery nurse. The teachers' enthusiasm, consistently good management of the children and positive relationships enables them to make satisfactory progress in their creative, and personal, social and emotional development. No judgement was made in this area at the previous inspection.

### **Personal, social and emotional development**

57. The teaching and learning for this area is satisfactory. The teacher is lively and enthusiastic and her enthusiasm is communicated to the children. She has established good relationships and the children have settled into school happily and are developing positive relationships within the class. The teacher is a good role model who gives the pupils positive encouragement in their learning. They respond well to the teacher's individual intervention and concentrate well on set tasks, for example, drawing happy/sad faces and talking about what makes them experience these feelings. Children's personal, social and emotional development is in line with the national expectations and children are likely to achieve the expected standards by the end of the foundation stage.

### **Communication, language and literacy**

58. Teaching and learning for this area is unsatisfactory; communication, language and literacy are not planned according to the early learning goals. The children are unlikely to reach the expected standard by the end of the Foundation Stage. Too few opportunities are provided through structured play to enable them to understand, imagine and recreate ideas. There are insufficient opportunities for children to make connections between different experiences and to talk in small

groups to each other or to adults, so that they are able to continue to develop their language skills appropriately. However, the current supply teacher does not give children some opportunities to communicate their thoughts, ideas and feelings, for example in circle time, children talk confidently about how they travel to school, in what sort of vehicle and in some cases they know the make of the car. Children are beginning to understand that writing carries meaning and they are beginning to copy under the writing of an adult scribe. They try to form their own letters and words but insufficient attention is paid to their own early writing and mark making. The children enjoy making a large class book, using photographs about themselves, which they share with each other or an adult. They have frequent opportunities to share books and listen to well-read stories.

### **Mathematical development**

59. Teaching and learning for this area is unsatisfactory. There is no planning to show that these children experience activities that enable them to develop the skills of counting, calculating, measuring and seeing patterns. Children are unlikely to achieve the early learning goals by the end of the Foundation Stage. This half term the supply teacher is providing opportunities for the children to use money in the class shop, to sort objects according to different criteria, for example, colour and size, and to sing number songs. They do not however, have the opportunity to use developing mathematical ideas and methods to solve practical problems nor in practical activities and discussion to begin to use vocabulary involved in adding and subtracting.

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

60. Teaching and learning in this area is unsatisfactory. Planning for this area is based on the programmes of study for Key Stage 1 science and insufficient practical opportunities are provided for activities based on first hand experiences that encourage exploration, problem solving, and prediction. However, the children are gaining some knowledge about the world around them. They know we are in the season of autumn and can talk about the features of this time of year. Some know that seeds, for example, conkers and acorns, when planted will grow and produce roots and shoots, and in the right conditions, grow into trees. They are learning about families and beginning to recognise the different generations within families. They know that it is important to look after themselves and recognise the need for adequate sleep, food and exercise. Children are unlikely to achieve the early learning goals by the end of the Foundation Stage.

### **Physical development**

61. Teaching and learning is unsatisfactory in this area. Children are provided with satisfactory opportunities to develop the skills of running, jumping and balancing in a weekly physical education lesson in the hall and to interpret music with movement. Children respond well to verbal signals, for example, when playing games like 'Simon Says'. There is a satisfactory range of construction toys that children use competently to develop their fine motor skills. However there is no secure designated outside area for these children to continue to develop control and co-ordination so that they move with confidence and imagination. Few opportunities are available for them to use a range of small and large equipment. Children are unlikely to achieve the early learning goals by the end of the Foundation Stage.

### **Creative Development**

62. Teaching and learning in this area is satisfactory and children are likely to achieve the early learning goals by the end of the foundation stage. They have frequent opportunities to explore colour, texture form and shape. They paint, print, cut and stick enthusiastically. They make models effectively with a variety of materials. They explore sounds and sing simple songs from memory. Children listen to and accompany music from different cultures with percussion

instruments that they have made. Children develop their imagination in role play situations, for example, when they serve in the class shop.

## ENGLISH

63. The results of the National Curriculum assessments in 1999 indicated that at the end of Key Stage 1 standards in reading and writing were broadly in line with national average, when compared to all schools and to similar schools. At Key Stage 2, standards were broadly in line with those found nationally, but below those in similar schools. Pupils achieving the higher Level 5 were close to the national average.
64. Observations made during the inspection indicate that standards in speaking and listening are broadly average in Key Stage 1, but slightly lower at Key Stage 2. However, they are rapidly improving in Upper Key Stage 2. In a class assembly pupils spoke clearly and confidently. They used intonation and expression so that they captured and sustained the interest of the whole school. Younger pupils in Key Stage 2, although eager to answer questions and participate in discussion, do not always express their ideas clearly. Sometimes speaking and listening is not promoted well at the end of the literacy lesson.
65. At the end of Key Stage 1, reading is broadly in line with the national average. Most pupils are reading at an appropriate level. At the end of Key Stage 2, reading is also broadly in line with the standards expected nationally. Most pupils read difficult books with understanding and they are beginning to “read between the lines”. During the inspection many pupils in Years 5 and 6 were reading books connected to their history topic, and although sometimes the book was very challenging, pupils’ interest meant they persevered and enjoyed the books. Pupils in Key Stage 2 know how to use non-fiction books competently, referring to the index and the contents page when looking for information. Reading in Key Stage 2 has improved since the previous inspection, when pupils’ were reading undemanding books. Reading is now better managed. Home school reading logs provide effective communication with parents. At present they show what pupils have read but they do not as yet say which skills are being developed and achieved.
66. At both key stages, writing is just below the expected national standard. However, with the return of a permanent teacher in class 2, and class 5’s teachers’ high expectations and very good teaching, it is likely that attainment will be broadly in line with national averages by the end of each key stage. Tracking documents confirm the view of the inspection, that by the end of Key Stage 2 most pupils will reach the expected standards. Pupils in Year 2 are beginning to use capital letters and full stops correctly when writing sentences. However, handwriting and presentation are sometimes untidy. Pupils in Year 3 are just beginning to be taught to use joined script. Although some pupils learn spellings, as homework each week, they do not always transfer this learning into their everyday writing and some commonly used words are still spelt incorrectly. Sustained writing and use of complex sentence structures is now being developed particularly, with the oldest pupils. Pupils have access to a good range of dictionaries, which they are beginning to use effectively.
67. The quality of teaching and learning is satisfactory. The school has implemented the National Literacy Strategy satisfactorily. Teachers follow the appropriate planning procedures and lesson objectives are clear. Teaching in the literacy hour is at least satisfactory, and sometimes it is good. In Years 5 and 6 it is sometimes very good. Higher attaining pupils achieve as well as they should. The features of the very good teaching are the high expectations, very brisk pace and detailed lesson planning which ensures that tasks are well matched to pupils’ prior learning. As a result of this very good teaching, pupils are well motivated and work hard and learning is good. These factors have a significant impact on pupils’ attainment and learning. In a few lessons the pace of teaching is slower, expectations are not as high, and instructions are sometimes long and complicated with the result that pupils do not always achieve the standards of which they are

capable. Marking does not always show pupils what they have done well and what they need to do next. Pupils show satisfactory attitudes to English. Most pupils read quietly in the daily reading session. They listen well when the teacher introduces new text and tasks. However, a minority in each class in Key Stage 2 exhibit immature behaviour when they are set independent tasks, this limits their learning. The very good teaching in Year 5 and 6 is having a significant impact on pupils' attitudes. Although the class does not yet quite gel as a whole, most pupils work really hard to complete the task set in the time allowed.

68. The curriculum is broad and balanced. The National Literacy Strategy is used as a basis for a scheme of work and this ensures continuity through the school. Some classes, in both key stages, have suffered from considerable teacher absence and 80 per cent of the teachers are new this term. These are significant factors affecting pupils' learning. A new assessment policy was completed recently and is beginning to impact effectively on learning. Pupils with special educational needs are well supported by non-teaching assistants. Classroom assistants and volunteers support pupils in all classes, although in some classes they are inexperienced and would benefit from training to increase their effectiveness. Some parents of pupils in Key Stage 1 come into school to support pupils' learning in reading and writing. This has a positive impact on pupils learning.
69. Co-ordination of the subject is satisfactory. The literacy co-ordinator is new to the school and has the capacity to implement improvement. She is beginning to have an impact on pupils' standards. The co-ordinator has identified handwriting as a priority for development. Consideration is given to teaching pupils the use of joined script as soon as they can form their letters correctly. Spelling is identified in the school improvement plan as an area for development. To ensure that pupils learn effectively and reach the highest standards of which they are capable, there needs to be continued monitoring of teaching and learning and a sharing of best practice. Some effective monitoring and evaluation has taken place. The school has invested considerable sums of money into literacy resources and they are now adequate. Good examples of speaking and listening were seen in a design and technology lesson where pupils were beginning to evaluate the design of a prototype moneybag. Insufficient use is made of information and communication technology to support learning in this subject. Literacy, particularly reading, is satisfactorily promoted throughout the school. Last year a well-known author of children's non-fiction books led a workshop for pupils in Years 3 and 4, based on Florence Nightingale. Parents who are involved with writing and publishing led a workshop for pupils in Years 1 and 2. Standards have generally been maintained since the previous inspection.

## **MATHEMATICS**

70. The results of the National Curriculum assessments in 1999 indicated that at the end of Key Stage 1 standards in mathematics were broadly in line with national average, when compared to all schools and to similar schools. At Key Stage 2 standards were well below those found nationally and in similar schools. However the percentage reaching the higher level 5 was close to the national average. Standards have been maintained at Key Stage 1, but have declined at Key Stage 2 since the previous inspection.
71. Observations made during the inspection indicate that the standards achieved by Year 2 pupils, including those with special educational needs, are just average and are likely to be average by the end of the key stage. Standards achieved by Year 6 pupils, including those with special needs, are below average and are likely to be by the end of the key stage. However, the good teaching now in place at the end of the Key Stage 2, is having a positive impact on pupils' learning, expectations are now high, but there is much work to cover. Pupils in both key stages have suffered from staff absences.

72. At Key Stage 1 pupils work with 1p and 2p coins, counting on, identifying coins and adding the coins together effectively. In the mental warm up older pupils count on in 2's, for example 2 more than 2, 4, 5. They use addition cards to mentally calculate and add numbers to 10 and find numbers that are more than 10 but less than 30. In the main activity session pupils count in 5's and begin to see patterns of 5's. They identify missing numbers in a sequence, for example, 5, 10, 15, 25, 30 up to 100. Pupils work with money and make amounts to 15p easily. Pupil's learning about numbers and the number system is satisfactory, but little evidence was seen of reasoning or processing, representing and interpreting data. In one lesson the pace was too slow and expectations too low. Pupils need to be challenged to do their best.
73. At Key Stage 2, pupils continue to develop an understanding of problem solving using money. They write correctly on their white boards amounts of money such as £5.05, £25.68, £12.8, pupils give change to 50p accurately. Pupils use a variety of methods to solve money problems. Pupils are encouraged to explain how they have arrived at an answer and to use the correct mathematical terms. They learn strategies that help them solve problems quickly for example, shortcuts to adding 12p to 8p to make 20p then add on other amounts. Pupils know about right angles and degrees and are beginning to work out perimeter of squares and the area of different shapes. Pupils have a good knowledge of the names and properties of 2D shapes such as pentagon, hexagon, triangle, octagon, heptagon, square and rectangle. Pupils in Year 6 learn how to use brackets to simplify calculations. They use mathematical terms and are beginning to develop satisfactory recall skills. Pupils practise multiplying numbers up to 10 mentally. Some are confident going forwards but many struggle when working back from 10. Times tables are not secure for most pupils. Many pupils are insecure with fractions, percentage ratios and decimals. Little exploration using a variety of resources and materials including ICT was observed. The use of mathematics in pupils work in other subjects is limited at present.
74. The quality of teaching and learning in mathematics is now satisfactory overall. A little is unsatisfactory. The school has implemented the National Numeracy Strategy satisfactorily. Attainment at the end of Key Stage 2 has been below average for over two years, however the new Year 6 teacher is raising standards by assessing what pupils can do and matching the work to their attainment and setting clear targets for them to achieve. Higher attaining pupils achieve standards that are appropriate to their attainment. Teachers in Key Stage 1 and 2 follow the appropriate planning procedures and lesson objectives are clear. Good use is being made of individual white boards at the beginning of lessons. In the best lessons relationships and behaviour are good. Pupils enjoy their work and are enthusiastic when the work is challenging. The teacher uses discussion to clarify thinking and reinforce learning. Pupils are given opportunities to express their mathematical thinking. Pupils generally listen well to their teachers and are attentive and keen to learn. However, some lessons lack pace and challenge. When this happens pupils are unsure of what is expected and they lose interest and concentration. Teaching is most effective when teachers set short-term targets for pupils and monitor their progress in achieving them, for example in a good Year 6 lesson pupils were given a time target to complete each section of work, this was very effective in moving the lesson on at an appropriate pace without wasting time yet getting the most out of each pupil. Pupils work well together, and in pairs co-operating effectively on group tasks.
75. Co-ordination of the subject is unsatisfactory at present. The many staff absences and changes have been a contributing factor. The curriculum is broad and balanced and meets statutory requirements. The National Numeracy Strategy is used as a basis for a scheme of work and this ensures continuity through the school. Some monitoring of teaching and evaluation of end of key stage results has taken place, but there has been no impact on standards as yet. In past years insufficient monitoring of pupils individual progress has taken place, this was identified in the previous report. Assessment of pupils, particularly in Years 5 and 6 is now effective and will raise standards for these pupils. Raising standards in mathematics is an area identified as a priority in the school improvement plan. The school is also receiving additional support from the local education authority to raise standards. The good teaching now being seen at Years 5 and 6 will no doubt go some way to begin to raise standards, but the co-ordinator needs to evaluate the

teaching and learning of mathematics throughout the school and identify and share good practice. Little evidence of information and communication technology being used by pupils was observed. A booster club was held last year to support pupils and help to raise standards further.

## SCIENCE

76. The results of the teacher assessments in 1999 indicated that at the end of Key Stage 1 standards in science are well above average. At Key Stage 2 standards were above average when compared to all schools and to similar schools.
77. Observations made during the inspection indicate that the current standards for the oldest pupils in Key Stage 1 are close to national expectations. Their knowledge and understanding is generally as would be expected in the light of their attainment on entry. Standards at the end of Key Stage 2 are above national expectations for pupils of this age.
78. At both key stages, teachers concentrate well on investigative skills and developing correct scientific vocabulary. This impacts positively on maintaining standards of achievement. Pupils' standards of scientific enquiry are well developed, but their use of information and communication technology for data handling is not as well developed as their knowledge and understanding of science facts.
79. At Key Stage 1, younger pupils consider and observe effectively how seeds grow after they have been planted. They record their observations accurately. They are introduced to scientific vocabulary such as roots and shoots satisfactorily. They know that plants need sun and rain for growth. Older pupils understand that animals are classified by the differences between them, for example, humans talk. They record their findings accurately by drawings and the more able pupils write sentences effectively.
80. At Key Stage 2, pupils study teeth and how they assist the digestive system efficiently. They are able to name the teeth and identify their functions accurately. They use correct terminology throughout their tasks. In the middle of the key stage, pupils study the properties of magnets effectively and conduct experiments to compare the strength of different magnets and record their findings correctly. At the end of the key stage, pupils conduct investigations about air resistance and use the principles of fair testing to ensure accuracy. They predict what they think will happen, discussing with members of the group and offering scientific reasons for their prediction and finally compare their prediction with their findings accurately.
81. The quality of teaching and learning is satisfactory. Sometimes it is good. Where teaching is good, it focuses on pupils' interests offering effective and interesting 'hands on' experience. Teachers motivate pupils with their own enthusiasm. Teachers have good subject knowledge in this area and successfully encourage pupils to use correct scientific vocabulary. Pupils respond well and most concentrate well when they are interested in the tasks set them. Their behaviour is generally satisfactory sometimes it is good.
82. The co-ordinator for science is enthusiastic. Short term curriculum planning is appropriate and the day-to-day assessment is sound and sometimes good. Teachers are at present using units of work from current government guidelines that are to be evaluated at the end of term. The co-ordinator intends to produce a new curriculum map to match curriculum 2000. Resources overall are satisfactory and good use is made of the local environment. The school has a garden where vegetables are grown and examined. There is a meadow area where small insects and wild life can be observed. Overall, satisfactory use is made of pupils' numeracy and literacy skills, particularly speaking and listening, but little use is made of information and communication technology skills. Standards in science have improved at Key Stage 2 since the previous

inspection. This is due to the teacher's enthusiastic approach, good use of resources and good subject knowledge.

## **ART**

83. Observations made during the inspection, indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected nationally for pupils of their age. Learning is satisfactory. There are some good examples of detailed observational drawing by the oldest pupils showing tone and shading. Pupils in Key Stage 2 last year produced some high quality block printing of angels, for which the stimulus was photographs of mosaics in an Italian museum. Standards are now average rather than above average as observed at the previous inspection.
84. Pupils in Year 1 and 2 are effectively developing skills in mixing colours. For example, by looking at the work of various artists, they experimented with mixing their own colours and shades. Some pupils have created attractive landscape scenes. Pupils in the early part of Key Stage 2 are beginning to understand the characteristics of pattern and create their own black and white pattern using a single motif.
85. The quality of teaching and learning is satisfactory. Teachers have good subject knowledge and are clear about the skills they want the pupils to learn. Lessons are planned carefully and resources used effectively to achieve the learning objectives. Pupils respond well to the clear instructions that they are given. Pupils in both key stages enjoy their art lessons. Pupils in Year 1 and 2 were excited and fascinated when they made new colours, then making them lighter and darker. Pupils in Key Stage 2 persevered with their pattern making until they were satisfied with the end result. Pupils in Key Stage 2 take responsibility for setting out the resources and clearing away afterwards.
86. Co-ordination of the subject is unsatisfactory as at present there is no overall scheme of work to support teachers in their planning for the future. There is an art policy but it is now out of date. Teachers are at present using units of work from current government guidelines that are to be evaluated at the end of term. The co-ordinator intends to produce a new curriculum map to match curriculum 2000. Little evidence of use of information and communication technology to support this subject was seen. Art makes a satisfactory contribution to pupils' spiritual and cultural development by observing the work of artists from different cultures and by pupils reflecting on their responses to different works of art.

## **DESIGN AND TECHNOLOGY**

87. Observations made during the inspection, indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected nationally for pupils of their age. Learning is satisfactory. Standards have been maintained since the previous inspection.
88. No lessons were observed at Key Stage 1. However younger pupils are given the opportunity to work with a variety of materials including, play dough, fabrics and paper. They are effectively developing skills of cutting and sticking. Older pupils are looking at preparing a healthy diet from fruit and vegetables. Some pupils covered the ceiling with black plastic to make a space environment. They made an attractive space rocket and good links were made with literacy by creating a space drama. In one lesson at Key Stage 2, pupils made moneybags enthusiastically out of newspaper. They listened attentively to instructions and responded well to the teacher, Pupils approached their task with enthusiasm and began to understand the difficulties of design. They were able to identify design problems accurately and began to discuss ways of improving the finished article effectively. Recently pupils in Year 3 have designed sandwiches, taking account



of a healthy balance of food and making them look appetising. Pupils have used clay and modelling materials and they cook on a regular basis. Good links were made with history when pupils designed and made Victorian houses.

89. There is a design and technology policy but it is now out of date. Teachers are at present using units of work from current government guidelines that are to be evaluated at the end of term. The co-ordinator intends to produce a curriculum map to match curriculum 2000. Co-ordination of the subject is unsatisfactory at present as there is no overall scheme of work to support teachers in their planning for the future. Little use of information and communication technology was seen to support this subject.

## **GEOGRAPHY**

90. Few lessons were observed however, evidence from planning, pupils' work, displays, photographic evidence and discussion with staff and pupils, indicate that the majority of pupils, including those with special educational needs, achieve standards expected for pupils of this age nationally. This is an improvement to that found during the previous inspection when standards were judged to be below average at the end of Key Stage 2.
91. By the end of Key Stage 1, pupils ask geographic questions and they record their observations effectively. Pupils express views about people, places and environments accurately. They identify and describe what places are like. Pupils know that places are linked to each other for different reasons, for example, food from other countries. By the end of the key stage, pupils understand a range of geographic terms satisfactorily. They identify features of the local landscape and understand features of other locations effectively.
92. By the end of Key Stage 2 pupils knowledge, skills and understanding have been developed satisfactorily through a variety of experiences. They discuss confidently the water cycle, continents of the world, counties in the United Kingdom, rivers and capital cities. Pupils know how climate affects jobs. They understand how land has changed, with particular reference to their own area. Pupils have a satisfactory knowledge of geographic features and they recognise how climate and land features can offer different kinds of employment. Pupils undertake fieldwork outside of the school, for example, at Elms Farm Nature Reserve.
93. The quality of teaching and learning is satisfactory at both key stages. At Key Stage 2, in particular the teacher's enthusiasm for the subject is conveyed to the pupils who are keen to learn. This has a positive impact on pupils' learning. Questioning at both key stages prompts pupils to extend their answers and promotes satisfactory learning. Lesson planning includes clear objectives. Teachers make good use of the local environment.
94. Co-ordination of the subject is satisfactory overall, as pupils are provided with many rich experiences. There is a geography policy, but it is now out of date. There is no current overall scheme of work to support teachers in their planning. Currently teachers are using units of work from government guidelines that are to be evaluated at the end of term. The co-ordinator intends to produce a new curriculum map to match curriculum 2000.

## **HISTORY**

95. It was not possible to observe any history lessons being taught during the week of the inspection. However, evidence from planning, pupils' work, displays, photographic evidence and discussion with staff and pupils, indicate that standards in Key Stage 1 are broadly in line with national average, as it was in the previous inspection. Standards are above average at Key Stage 2, which shows an improvement since the previous inspection.

96. By the end of Key Stage 1, pupils have a variety of historic experiences and opportunities that promote their skills in historical enquiry. Pupils undertook an “archaeological dig” with the help of a local historian and they found many interesting treasures. Pupils have visited London where they undertook an organised walkabout to see and discuss Tower Bridge, St. Catherine’s Dock, Lloyds and Lenderhall Market. They were effectively compared and contrasted features from the past with the present. They have studied the armour and weaponry of the Anglo Saxons accurately and made helmets in a design and technology lesson based on the Coppergate design. A visit from local museum staff to show and date clothes stimulated much interest and encouraged good use of literacy skills. Pupils dressed up for the day as pupils from the past.
97. At Key Stage 2, pupils begin to investigate the differences between primary and secondary evidence. In their study of the Victorians, good use was made of the Art and Museum service to stimulate work about the Victorians. Pupils and staff dressed as Victorians to visit Preston Manor. They celebrated a Victorian Christmas and sang Carols to the people of Winchelsea. They modelled their classroom wall on a Victorian Street. In the current Year 5 and 6 class pupils have been studying World War 2, they have set up a good display of artefacts including ration books, gas masks, tank periscopes and newspaper copies of the day war was declared. They have very good displays of posters that circulated in Britain at that time such as, ‘Careless Talk Costs Lives’ and they have also made some of their own. Pupils interviewed some ladies who were children during the war and were fascinated by the small amount of food they had to eat. They talked sensitively about the feelings of children who had been evacuated.
98. The quality of teaching and learning is satisfactory at Key Stage 1 at Key Stage 2 it is good. Pupils with special educational needs show satisfactory understanding of aspects discussed. Pupils’ response to history is positive, particularly when the teachers are enthusiastic. They are keen to share their knowledge. Pupils respect the views of adults and have clearly listened carefully to the responses of visiting adults to their enquiries. Pupils at both key stages enjoy the first hand experiences provided for them by their teachers.
99. The management of the subject is sound, as is planning. However, monitoring of teaching and learning is an area to be addressed. The co-ordinator is enthusiastic and committed and ensures that pupils are given opportunities to study the history of their particular area where so much is on offer. Resources are satisfactory overall the acquisition of artefacts used at the end of the Key Stage 2 topic have been attractively staged to encourage an enthusiasm and curiosity for learning in this area. The school is well stocked with history books that reinforce pupils’ learning. It would be appropriate now to extend that learning with the use of information and communication technology to research and gather information relating to various topics.

## **INFORMATION and COMMUNICATION TECHNOLOGY**

100. At the time of the last inspection, standards in information technology were in line with national expectations at both key stages. Inspection evidence indicates that the situation has changed and standards are below average at both key stages. No information and communication technology teaching was observed. The judgement is based on interviews with the co-ordinator, with groups of pupils requested to show what they were able to do on the computer and of scrutiny of very limited evidence available at the school.
101. Pupils at Key Stage 1 are able to switch on the computers, identify different icons and move the cursor to appropriate positions. However, their ability to enter, store and retrieve information, is limited. Pupils’ capability to develop ideas and make things happen is underdeveloped and exchanging and sharing information is limited. They do not review, modify and evaluate their work as it progresses. Thus, their breadth of knowledge skills and understanding in information and communication is unsatisfactory.

102. At Key Stage 2, pupils are able to locate and retrieve information and use keyboard skills to word process. Pupils in Year 6 are beginning to talk about what information they need and how they can find it using the internet or a CD-ROM. They are beginning to interpret and check relevant information. Pupils have used email to send millennium greetings to other schools around the world. However, their skills in developing ideas and making things happen, for example desktop publishing or multimedia presentations are limited. Their use of exchanging and sharing information for posters displays or letters is underdeveloped. Pupils do not at present review, modify and evaluate their work sufficiently. Thus, their breadth of study and experience is extremely limited. The co-ordinator acknowledges this and is considering strategies to overcome these under-developed areas.
103. The quality of teaching and learning in this subject is unsatisfactory. Pupils are keen to work on computers and are eager to involve themselves in the subject. When given the opportunity they persevere with the tasks given. For example, there is evidence of good work, by pupils with special educational needs using the digital camera and other specific programmes. Co-ordination of the subject is unsatisfactory. No monitoring or evaluation of teaching has taken place and teachers experience and expertise is varied in this subject. An audit is to be undertaken to identify clearly the range of competency in order to establish appropriate in-service training together with regular and effective monitoring to evaluate the progress of skills being acquired for both staff and pupils. Teachers have not as yet taken advantage of the New Opportunities Fund grant made available to them for information and communication technology training.
104. Resources are being built up, there are presently sufficient computers and software in the classrooms for pupils to work on, and for them to be used in other curricular areas. At present insufficient use is made of information and communication technology in all curriculum areas. This is identified as an area for development in the school improvement plan. There is no up to date policy and currently teachers are using units of work from recent government guidelines. Each unit will be evaluated and used to produce a plan to match curriculum 2000.

## MUSIC

105. Observations made during the inspection indicate that pupils at both key stages, including those with special educational needs, achieve standards expected for their age. This is a similar judgement to the previous inspection.
106. At the beginning of Key Stage 1, pupils listen attentively to African music and identify the rhythm and some of the instruments being played accurately. They accompany the music with untuned percussion instruments and keep a steady beat effectively. At the end of Key Stage 1, pupils sing a repertoire of songs including Bobby Shafto harmoniously. They identify high and low notes and use their voices expressively. They perform musical patterns with percussion instruments accurately. At Key Stage 2 pupils follow a score, come in at the appropriate time and compose their own clapping patterns to the rhythm of the tune effectively. Throughout the school pupils sing tunefully and rhythmically as was evident in the hymn practice.
107. The quality of teaching and learning is satisfactory. Sometimes it is good. Lessons are planned with clear learning objectives and resources are used effectively. Teachers manage and organise their pupils well. Pupils enjoy music lessons. They listen to music attentively and concentrate well when responding by singing, clapping, playing instruments or dancing. Lessons are planned with clear learning objectives and resources are used effectively. Teachers manage and organise their pupils well.
108. Co-ordination of the subject is unsatisfactory at present because, there have been many staff changes. The music co-ordinator is new to the school and has the capacity to implement

improvement but as yet has not had time to have an impact on the subject. There is a music policy but it is out of date. Teachers are using units of work from government guidelines. Each unit is to be evaluated to build up a curriculum plan for the subject. Little use of information technology was seen to support this subject. Volunteers from the community come into school to play the piano effectively for hymn practice and to accompany pupils at church services and festivals. A peripatetic music teacher provides violin lessons once a week.

## **PHYSICAL EDUCATION**

109. Observations made during the inspection indicate that pupils in both key stages, including those with special educational needs, achieve standards that are expected for their age. This is similar to the judgement made at the previous inspection.
110. Key Stage 1, pupils develop ball skills effectively throwing and catching, initially extending to running with the ball in a mini game situation. They developed their skills appropriately and made satisfactory progress during the lesson. They understand the necessity to warm up and cool down and enjoyed their lesson. In a dance lesson, involving both key stages, pupils moved to music with eight beats to the bar. They paid good attention to safety with a high and low balancing activity. In a gymnastics lesson at Key Stage 2, pupils effectively displayed the skills of skipping forwards and backwards in pairs, improving their co-ordination as they progressed through the lesson. All pupils attend swimming lessons in the school pool at the end of the summer term and by the time they reach Year 6, the majority of pupils achieve the minimum requirement to swim twenty-five metres.
111. The quality of teaching and learning is satisfactory overall. Lesson planning enables teachers to promote opportunity to allow pupils to improve their skills, develop gymnastic movements, work together and be aware of health and safety. Learning is satisfactory at both key stages. They effectively develop ball skills, control and balance and move in time with music. Pupils at both key stages have positive attitudes. They are generally well behaved and their relationships with each other and their teachers are satisfactory. They respond to instructions and most of them sustain concentration. They show concern for each other's safety as they work individually, in pairs or as a class. Resources for physical education are satisfactory. The school has its own swimming pool and netball court. There are adequate hard areas for games and an attractive field used for athletics, school sports day and pitches for friendly matches in football against other schools. The hall is rather small and cluttered. Pupils are however reminded to take care of health and safety issues.
112. Because of the many staff changes the co-ordinator for physical education is new to the school, she has the capability to improve standards but has not had time to make a positive impact on the subject. There is a physical education policy but it is out of date. Teachers are using units of work from government guidelines. Each unit is to be evaluated to build up a curriculum plan for the subject.