

# INSPECTION REPORT

## **ST ANDREW'S CE VC PRIMARY SCHOOL**

Great Yeldham, Halstead

LEA area: Essex

Unique reference number: 115069

Headteacher: Mr Clive Middleditch

Reporting inspector: Dennis Maxwell  
8798

Dates of inspection: 6 -10 November 2000

Inspection number: 224871

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: County

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Church Road  
Great Yeldham  
Essex

Postcode: CO9 4PT

Telephone number: 01787 237235

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Christine Hunter

Date of previous inspection: 15 June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dennis Maxwell 8798	Registered inspector	Science Information technology Music Equal opportunities.	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How well is the school led and managed?
Ron Elam 9092	Lay Inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Patricia Ryder 22930	Team inspector	Early Years Mathematics Art Design and technology Physical education	
David Pink 20877	Team inspector	Special educational needs English Geography History Religious education	How good are the curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

St Andrew's Primary school is a small school for pupils aged 4 to 11 years. It is situated centrally in the village of Great Yeldham, close to Braintree in Essex, and provides education for children in the village and nearby area. There are 121 pupils on roll, of whom a few attend from outside the immediate area through parental choice. Very few pupils are from ethnic minority heritages, and no pupils speak English as an additional language. The percentage of pupils entitled to free school meals, at 19 per cent, is close to the national average. The percentage of pupils identified as having special educational needs, at 28 per cent, is above the national average. Pupils' attainment on entry to the school is average, and seventeen pupils were under the age of five at the time of the inspection.

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

This school, through the drive and leadership of the headteacher, has successfully come out of serious weaknesses identified at the previous inspection. His energetic and very positive leadership has resulted in good recent improvements, and satisfactory improvement overall since the previous inspection. The governing body has a clear vision for the development of the school, and provides effective strategic direction. Monitoring procedures are becoming established. The school provides an interesting and worthwhile education overall that enables the pupils to make steady progress and to reach broadly average standards. The school plans well and provides good experiences in the core subjects of English, mathematics and science but less so in the foundation subjects. The high expectations of all staff promote good relationships and behaviour. The school helps the pupils' personal development well so that they become steadily more mature through the school. The quality of teaching is good overall. The school provides satisfactory value for money.

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

- The school has made good improvements since the previous inspection.
- Teaching in the Foundation Stage is very good, and the teaching of English and mathematics is good overall through the school.
- Pupils' attitudes and behaviour are good, and the school's procedures for promoting good behaviour are very good. The pupils' ability to show initiative and take personal responsibility is now very good.
- The management of the school is good, with a high level of shared commitment to improve standards.
- The approach to teaching literacy and numeracy is good.
- The parents have a good view of the school and very good information is provided for them.

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

- The progressive development of key skills in the foundation subjects and planning to meet the curricular needs of all pupils are not fully in place.
- The role of the subject co-ordinators and teachers' expectations for the quality of learning in the foundation subjects are not established.
- Assessment procedures and procedures for monitoring in the foundation subjects to help raise standards are at an early stage of development.
- Resources to support the pupils' learning are insufficient in the foundation subjects and the library.
- The provision for information technology does not meet requirements.

*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 1998. The school has made the satisfactory improvements expected in the key issues identified at the last inspection. The management of the school is good. The headteacher and staff have addressed the major priorities, working extremely hard under the able leadership of the headteacher and supported by the governing body. Standards seen during the inspection in the core subjects have improved through the school. The school has created a very good curriculum map that provides for secure coverage and progression in all subjects. The school has already correctly identified the foundation subjects as an area for improvement. The school has good assessment procedures for the core subjects. The governing body provides clear strategic direction. The headteacher has created a good atmosphere of open discussion where all issues are handled professionally. The school has improved provision for information technology well in recent months, but will not have full facilities until Easter.

## STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	C	C	E	D
Mathematics	E	D	C	B
Science	D	D	E	E

**Key**

well above average above    A  
 average                            B  
 Average                            C  
 Below average                    D  
 Well below average              E

In the national tests for Key Stage 2 attainment in English in 2000 was a little lower than in 1999, with pupils attaining well below the national average and below the average for similar schools. The school has identified writing as a particular focus for continuing development. There was a 38 per cent increase in mathematics for the number of pupils gaining level 4 or above so that attainment improved to in line with the national average and above the average for similar schools. In science there was an increase of 19 per cent in the number of pupils gaining Level 4 or above, although attainment was well below average. In all subjects, fewer pupils gained the higher Level 5, but the small number of boys and girls limits the significance of the variations since the trend in the school's results at Key Stage 2 is broadly in line with the national trend over the past four years. The school has used assessment information well to set suitable targets related to the ability profile for pupils in Year 6 of 66 per cent in English, and 80 per cent in mathematics to gain level 4 or above in the summer 2001 tests. Standards in the Key Stage 1 national tests for 2000 show a significant improvement over 1999 in most respects. Pupils' attainment in reading, writing and mathematics in 2000 is broadly in line with the national figures for 1999.

The effective teaching and good leadership is having a significant effect in raising standards. The observations of the inspection are that current standards in English, mathematics and science are broadly average by the end of Key Stage 2 as a result of the good teaching and well-planned tasks. The pupils achieve broadly in line with what would be expected for the age in both key stages. For example, pupils in Year 6 know how to order and structure an article for a newspaper using their literacy skills. Their numeracy skills are satisfactory and help pupils to explain their calculations. Investigational work in science has a good emphasis, for example work on making a periscope helps them understand how light behaves. They understand the significance of a church in the Christian religion.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. They take part well in activities, are keen to learn and have a good interest in school life.
Behaviour, in and out of classrooms	Good behaviour is the norm in classrooms. Behaviour in the playground and at lunchtimes is good. There has been a significant improvement in behaviour since the headteacher introduced consistent expectations and good strategies.
Personal development and relationships	Relationships are good amongst the pupils, and between pupils and all staff. This contributes well to their learning. The management of the children under five places a strong emphasis on their personal development.
Attendance	Attendance is satisfactory and has improved recently.

The good choice of most tasks encourages pupils to become interested in their work and enjoy their learning. The teachers' good management encourages pupils to settle down to work quickly. Pupils form good relationships and help each other in many ways. Pupils take on simple duties happily in class and around the school with a good sense of responsibility. The headteacher's very good strategy of encouraging pupils' self image through helping others is very effective. The pupils' good attitudes and behaviour are beginning to contribute to their learning and to improving standards. There are suitable procedures to monitor and encourage attendance, including listing the names of children with a good attendance record in the weekly newsletter.

## TEACHING AND LEARNING

Teaching of pupils:	The foundation stage	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Satisfactory	Good

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

Teaching is good overall across the school. The quality of teaching in the foundation stage is a significant factor in the pupils' good progress. The teachers have good subject knowledge overall and work hard to be well-prepared for the tasks. They manage activities well so that pupils are actively engaged in lessons. The teachers have established consistent behaviour strategies that encourage pupils to take on their own discipline, particularly at Key Stage 2. Teachers give good attention to basic skills across the curriculum, including in literacy and numeracy. Around ninety three per cent of teaching was good or better; of which fifteen per cent was very good or excellent. Seven per cent of teaching was unsatisfactory, which is an improvement over the previous inspection. The quality of teaching in English, mathematics and science is good. The high level of individual support for pupils with special educational needs results in these pupils making steady progress. The higher attaining pupils are usually but not always challenged sufficiently.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for the youngest children is good, with interesting tasks. The school has designed a very good curriculum map that covers all subjects well
Provision for pupils with special educational needs	Support and thoughtful teaching enable the pupils to make steady progress. The individual plans specify appropriate targets, although these are rather broad, and teaching is focused well towards achieving them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' personal development. School assemblies are thoughtful occasions that express the values of the school well, and give good attention to pupils' moral and social development. The school has established links with a school in Africa to extend pupils' cultural understanding.
How well the school cares for its pupils	The school provides its pupils with a good standard of care. It gives very good attention to promoting good behaviour and eliminating oppressive behaviour.

The curriculum has satisfactory breadth and balance and meets statutory requirements, other than currently in information technology. The school gives a good emphasis to English and mathematics, with daily sessions for numeracy and literacy that promote standards well. The organisation of the school curriculum also ensures that pupils have good learning experiences, although this is still becoming established for all subjects. All pupils have good access to the curriculum. The school places a high priority on building good relationships with parents. The school has good procedures for the pupils' health and safety.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives very good leadership and a clear direction for the work of the school. He has brought staff together well for the development of the school to make progress on agreed priorities. He is supported well in promoting good standards by the professional and hard-working staff.
How well the governors fulfil their responsibilities	The governing body is effective in meeting its responsibilities. It gives a clear strategic direction for improvements and has appropriate procedures to monitor the school's work.
The school's evaluation of its performance	The new headteacher carried out a thorough evaluation to identify priorities for immediate action. The staff and governing body have a strong commitment to improve, and are preparing for the long-term stable development of the school. The school analyses test information very thoroughly and uses it well for planning and teaching.
The strategic use of resources	The school uses learning resources well in the majority of lessons. Staff are deployed appropriately. The school provides satisfactory value for money.

The school has made good recent improvements under the leadership of the present headteacher, with the support and commitment of the governing body and all staff. Procedures for performance management are becoming established and helping to identify and direct further improvements. The headteacher has introduced very good measures to track pupils' attainment and progress that is helping to identify areas of strength and weakness. The school has tackled the need for firm behaviour management well. The procedures for development planning are good and the school is taking good action to tackle weaknesses. The governing body and headteacher have good, thorough arrangements for financial planning that target agreed priorities and evaluate the effectiveness of their spending decisions. The governing body gives careful attention to its statutory duties. Specific grants are used well for the intended purposes. The learning support assistants give thoughtful and considerate help. The accommodation is satisfactory overall and there are good plans for the development of the grounds. Learning resources are unsatisfactory overall, although there are plans to increase spending. The school takes good consideration about best value in decisions. The overall effectiveness of the school is satisfactory and it gives satisfactory value for money.

## **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>• Parents think their children like school.</li> <li>• Parents consider that the school expects the pupils to work hard.</li> <li>• Parents believe that the teaching is good.</li> <li>• Parents feel able to approach the school about problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Many parents think behaviour is not good.</li> <li>• Several parents do not think the children get the right amount of work to do at home, and do not feel well informed about their child's progress.</li> <li>• Several parents do not find the school to work closely with them.</li> <li>• Many parents do not think the school provides enough activities outside lessons.</li> </ul>

The inspection team notes that the school is making significant progress in tackling difficulties recently, and agrees with the parents' positive views. While a few concerns remain about behaviour, the inspection team considers that behaviour overall by the great majority of pupils is good. Sufficient work to do at home is usually given, although this varies a little. The headteacher now sends regular weekly newsletters to parents that are informative and well-presented. The headteacher makes a point of being available before and after school to see any parents wanting a word, and all teachers usher the children outside after school. This a small school, and the selection of outside school activities is reasonable, though it could be more varied through the year.

## **PART B: COMMENTARY**

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

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

1. Attainment in English, mathematics and science is average by the end of Key Stage 2 but is below average by the end of Key Stage 1. Children's attainment overall on entry to the school is average and the very good teaching in Year R enables them to make good gains in skills and understanding. Their achievement in relation to their own abilities is good. In each class, the attainment of individual pupils varies considerably. The good teaching and well planned tasks in Key Stage 2 enable pupils to make steady progress. In Key Stage 1 this is not so consistent and the difficult behaviour of a small minority of pupils affects learning. The positive learning ethos that all staff promote encourages pupils to work hard so that most of them achieve appropriately in relation to their prior attainment in English, mathematics and science. Pupils' attainment in information technology (IT) meets the national expectation overall by the end of Key Stages 1 and 2 through the effective teaching and recent focus on skill development, although specific skills are undeveloped.
2. Standards in reading and writing in the end of Key Stage 1 national tests for summer 2000 were broadly average, showing good improvement since 1999 when they were well below the national average. The school has correctly identified writing as a focus for improvement following analysis of test results. In mathematics standards in 2000 were average, also showing good improvement since 1999. The percentage of pupils gaining the higher level 3 was average in reading, writing and mathematics, indicating that the higher attaining pupils were challenged sufficiently. The trend from 1996 shows variation year by year but overall is in line with the national trend. The results for science are close to the national average in most aspects, although pupils' understanding of materials and their properties is less secure. In the Key Stage 1 summer 2000 tests, in comparison with schools in similar contexts having between 8 and 20 per cent free school meals, the percentage of pupils gaining Level 2 or above in reading, writing and mathematics was average.
3. The proportions of pupils gaining Level 4 and above in English, mathematics and science were close to the national average in the Key Stage 2 summer 2000 national tests. Few pupils gained the higher level 5 in any subjects, affecting the overall standards. Standards in mathematics were average overall and above the average for similar schools. Standards in English and science were well below the national average. Standards in English were below the average for similar schools and in science were well below. Since the last inspection, test results have followed an improving trend that is broadly in line with the national trend. The improvements in the 2000 results over 1999 indicate a strong focus on improving attainment through good leadership that has followed the recent appointment of a new headteacher.
4. The school has set carefully considered targets for 2001 related to the ability profile of the pupils. The target percentage of pupils expected to achieve Level 4 or above in English is 66 per cent, and in mathematics is 80 per cent for the summer 2001 national tests. These targets are challenging, but follow on from the improved standards in 2000 and improving expectations.

5. Pupils of different attainment make appropriate progress. There is no significant difference in the performance of boys and girls over the past four years taken together at Key Stage 1. The higher performance of girls over boys at Key Stage 2 is partly explained by the ability profiles of the pupils although the previous report stated that the boys' attainment was adversely affected by poor behaviour. Pupils are generally well motivated and shared good relationships with the school. Those pupils with behavioural difficulties are well motivated by the school. The requirements of pupils with special educational needs are identified carefully and they reach appropriate levels of attainment linked to their individual education plans. They are integrated well into lessons and receive well-targeted support, which enables them to make steady progress towards the targets on their individual education plans. There are no significant variations in attainment among pupils of different background.
6. By the end of both Key Stages 1 and 2 attainment in design and technology, geography, history, information technology and physical education is average. Attainment in religious education is in line with the expectations of the locally agreed syllabus. Standards in art are below average.
7. Teachers provide pupils with good opportunities for literacy across the curriculum, for example in religious education. Pupils are also developing their research skills in history by asking and recording questions about photographic evidence. However, extended reading, especially of non-fiction for the more able pupils, is limited by the lack of suitable texts in classrooms and the library. By age eleven pupils are beginning to sustain ideas through writing longer and more complex sentences and they read fluently. There are insufficient opportunities for research and extended writing. The numeracy strategy is helping pupils to develop their mental skills and pupils in Year 6 can explain how to multiply decimals. Some good experimental and investigative work was seen, for example pupils have experimented in making a periscope to investigate how light behaves. The more able pupils are not always challenged in lessons.
8. Good examples of using the work of artists to develop skills was seen in Years 5 and 6 when pupils used the work of Lowry to help them with their landscapes. In Years 4 and 5 pupils have experimented with strengthening and joining materials and understand how to make pop up mechanisms and levers. In geography pupils compared Torbay with their own area and understand how to make comparisons. By age eleven pupils understand that portraits and photographs can be used as evidence in finding out the Victorian period. They are beginning to import pictures in IT that involve the skills for mixing pictures with text. Pupils have good games skills, and girls and boys play an active part in lessons. Pupils in Year 3 know the story of "Vishnu Saving the World", and by Year 6 pupils understand the significance of a church in the Christian religion.

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

9. Pupils' attitudes, behaviour, personal development and relationships with each other and adults are strengths of the school that make a good contribution towards promoting their attainment and progress. This conclusion is an improvement on the findings at the time of the previous inspection. Parents state that their children enjoy school. The attendance of the pupils is satisfactory.

10. Throughout the school the pupils' attitudes towards learning are good, including those of pupils with special educational needs. They usually concentrate well and show interest in what they are doing, as was seen for example in a Year 3/4 mathematics lesson working out multiplication problems. They have the confidence to try and work out answers in front of their classmates, who usually wait and encourage them. During an English lesson pupils showed their eagerness to answer questions when discussing the development of a story. Pupils settle quickly to group work in lessons and most pupils maintain their interest even when not being directly supported by adults in the classroom.
11. Overall, pupils behave well in the classrooms, at play and during lunch times. This represents a significant improvement during the past year and from the time of the previous inspection. Pupils are open, well mannered, polite to adults and to each other, courteous and welcoming to visitors. Most pupils move around the school in an orderly way even when not supervised. They wait patiently for other classes when going to and from their rooms at the beginning and end of the day and for assemblies. They show respect for property, for example, when using the computers and take care collecting and putting away equipment and material during lessons. They generally know to put up their hands and not to call out. A few pupils occasionally need to be reminded of how to behave and generally respond quickly. Nevertheless one or two instances were seen of pupils continuing to chat inappropriately to their neighbours despite being asked by the teacher to pay attention. She quite properly then followed this up at the end of the lesson. No bullying occurred during the inspection and the school has appropriate procedures to deal quickly and effectively with any aggressive behaviour that may take place. There were no exclusions in the last school year which compares well with the national picture.
12. Relationships between pupils and with adults are good and contribute to the quality of work in lessons. Pupils get on very well with each other when playing games at break and lunch times. They willingly follow the instructions of teachers and other adults in the school. In the classroom the youngest children respect each other's space when sitting close together on the carpet. Good co-operation was seen when pupils from Years 4 and 5 were working in groups considering the features of a playscript. Even reception age children are willing to work with others, for example in a lesson building clay boats and testing whether they would float. They are concerned for the well being of others and pupils are caring for any of their classmates with problems at home.
13. The pupils' personal development is good. Pupils in Years 5 and 6 showed their ability to understand the feelings of others when, during a history lesson, they made some perceptive observations about the lives of children in Victorian times. During lessons the pupils take very good initiative such as when Year 3 and 4 pupils went to the library to find books about the habitats of different creatures. Key Stage 1 pupils had the confidence to share their ideas with others when talking about things that are precious to them during circle time. Since the last inspection the school has increased the opportunities to take on responsibility. In addition to various tasks around the classroom, older pupils respond very well to being playgroup leaders organising games for the younger ones at lunchtime. The pupils also benefit from collecting for charities during the year and meeting people in the community such as when they take part in local music and garden festivals.

14. Attendance is satisfactory. It has stayed around the national average for several years though there was a dip in one year due to a few pupils with particular problems about coming to school. Regular attendance makes an appropriate contribution to the standards achieved by the pupils. Absences are usually due to the inevitable childhood illnesses, though a number of parents insist on taking their children on holiday during term time. Unauthorised absence is below the national average and reflects the efforts the school makes to obtain explanations from parents. Pupils are generally keen to come to school and are punctual in arriving. Registration takes place promptly at the start of the day. However the registers stay in the classroom during the morning when the more usual practice is for them to be returned to the office to ensure they that are readily available for emergencies.

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

15. The quality of teaching is good overall. The teaching of the under fives is very good and at Key Stage 1 is satisfactory. Teaching is good in Key Stage 2 with a good focus on direct teaching and practical experience. Teaching was satisfactory or better in 93 per cent of the lessons seen, with seven per cent unsatisfactory. It was very good in 15 per cent, notably in the foundation stage. Overall, the quality of teaching has improved since the last inspection when 14 per cent of teaching was unsatisfactory. Teachers' behaviour management of the pupils and their expectations for attainment are now good, whereas the previous inspection found weaknesses in these aspects of teaching.
16. The consistently good quality of teaching in English, mathematics and science is an important factor in the levels of attainment being reached. The development of oral skills, reading and writing is effective. While writing skills are less strong the school is actively focusing on the development of a good range of writing. The school has concentrated on establishing the literacy and numeracy strategies recently as a priority and the strategies used are good, and promote attainment well. However, the planning for lessons in these subjects at Key Stage 1 is unsatisfactory and too brief to support the teaching. The overall good teaching of basic skills and understanding in these subjects equips pupils well for work across the curriculum, for example in history and science.
17. In science, effective teaching methods with well-chosen practical activities support pupils in making steady progress in most lessons, although this is less consistent at Key Stage 1. The teaching of information technology is becoming established and new computer equipment is enabling teachers to provide an effective programme of skills development. The pupils' use of computers across the curriculum is developing their skills well. The teaching of religious education is good and develops the pupils' knowledge.
18. Teaching in the foundation subjects is broadly satisfactory although, until recently, these have not had the same attention as the core subjects so that the teachers are less familiar with the subject content. The headteacher has recently designed a very good curriculum map, or outline, that shows good progression and coverage for all subjects. Teachers' planning is now secure and is based on national guidance. They decide upon clear learning objectives that are shared with pupils to alert them to the focus for lessons. Basic skills are developed effectively in all subjects through thorough teaching although the school has yet to implement the plans fully for the foundation subjects. Assessment opportunities are noted on most plans and teachers are beginning to make an evaluation of lessons. In doing so, teachers are addressing the issue of using assessment

information better to inform daily lessons planning. Most marking is thorough, and a few comments to pupils on how to improve are included, although this is an aspect for development. The school now has good assessment procedures for the core subjects but for the foundation subjects there are no formal assessment procedures and this is an area for development. It was noted that during lessons teachers frequently give direct comment and feedback to the pupils as to whether answers are correct, or how work is progressing.

19. Teachers' expectations are generally good for behaviour and standards. In most lessons pupils are challenged appropriately by the activities planned for them. Some extension work for the higher attaining pupils is provided but this is not consistently planned. These issues were identified at the time of the last inspection, and staff discussions with good leadership has contributed to improvements. Teachers use effective teaching methods on most occasions which provide a variety of experiences and approaches to the tasks. Teachers select appropriate ways to promote knowledge and understanding. This was noted in science, for example, when pupils made periscopes to deepen their understanding of how light travels. In English, well-chosen texts help pupils to improve their understanding of sentence structures. Homework is used sensibly to consolidate pupils' knowledge.
20. Time, support staff and learning resources are generally used well. Lessons have a good structure and teachers often tell pupils how much to complete within a given time, so that the pace of learning is usually good. Teaching of pupils with special educational needs is satisfactory. Within normal class lessons tasks are matched to their needs. Learning support assistants are well briefed, confident and supportive to pupils with learning difficulties. Learning is well matched to individual education plans although the small learning steps needed for pupils to achieve the targets on these plans are not consistent identified or shared with the pupils. This makes it difficult for pupils to be fully involved in their own learning. The support staff work effectively with pupils in lessons, giving thoughtful and encouraging help. Resources are used well in most lessons to make learning more interesting and relevant, although occasionally tasks are not sufficiently resourced. Teachers' subject knowledge and understanding is generally good, which supports their discussions and questioning and helps pupils develop a good range of skills. In the reception class, for example, there is a wide range of materials for children to explore and experience with focused questions by the teacher.
21. In the majority of lessons, behaviour is managed well by teachers to keep pupils attentive and on task. When required, pupils' inappropriate behaviour is usually managed effectively to deal with it quickly. Teachers have good classroom organisation that link well to the purpose of the lessons. They achieve a good balance between whole-class, small group and individual teaching so that pupils have a variety of opportunities for learning and social interactions. Teachers establish a purposeful atmosphere and often use skilled questioning to help pupils to reflect on and share what they have learnt. Both teachers and support staff use strategies well that help pupils with special educational needs.

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

22. The curriculum is broad and balanced and it provides a satisfactory range of learning opportunities for pupils. The curriculum is satisfactory in both key stages and good in the nursery. Curriculum opportunities for pupils with special educational needs are satisfactory and all pupils are included in the activities. The activities chosen for pupils under five are

matched well to the national guidance. The planning and provision for English, mathematics and science is good, whilst for information technology is satisfactory overall. The provision for information technology does not meet statutory requirements but the school has firm plans that it should be in place by Easter 2001. Religious education is planned in accordance with the locally agreed syllabus, with extra support for the scheme provided by the local diocese. The school has made good improvement overall since the last inspection to the curriculum and planning, with significant improvements in English, mathematics and science. There have been satisfactory improvements in the coverage and planning for the foundation subjects since the last inspection. The school takes close account of national guidance for the foundation subjects although these are not yet fully in place.

23. The quality of curricular experiences offered for English and mathematics is good, as is the organisation of these subjects. Adequate time is allocated for the teaching of both subjects and pupils get a good grounding in the style and structure of language. The allocation of time across other curriculum subjects is satisfactory but does not sufficiently allow for the development of extended writing or a deeper study of the foundation subjects as part of pupils' learning. The use of numeracy in subjects other than mathematics is under-developed, although there are examples in science. The school makes appropriate provision for the teaching of sex education and drugs awareness.
24. The school has satisfactory arrangements to meet the learning requirements of pupils with special educational needs set out in their education plans and statements. The co-ordinator for special needs has established good procedures and provision for those pupils with behavioural difficulties to help them develop positive attitudes.
25. The implementation of the national literacy strategy is good although the development of language skills is not developed consistently in other subjects. However, this is beginning to be developed using the schools "curriculum map". This is a planning strategy, which helps teachers to plan for subject progression and skill development across the curriculum so as to ensure that good opportunities are provided and to prevent replication. Because of this planning pupils are developing speaking and listening skills in religious education lessons, where they are also given the opportunity to recount at length stories for the Bible. The numeracy strategy is also well implemented, although again the opportunities for pupils to extend and use their knowledge through the foundation subjects is limited.
26. There is a satisfactory range of extra-curricular activities. Pupils have the opportunities to play football as a competitive sport. There is also a sewing club and recorder group.
27. The school provides good access to the curriculum for all pupils. The school, through its everyday philosophy, makes great efforts to ensure that pupils are included in the opportunities offered by the school. In the Year 1/2 class pupils with behavioural difficulties are well managed by teachers and support assistants. This occurs in such a way to enable the pupils to be confident about the decisions they can make about their inclusion in the learning of the class. There is a guiding policy on equal opportunities, which is monitored well. Information from tests is monitored to ensure that teachers are aware of potential areas of inequality. The Christian ethos of the school forms and supports this approach. This ensures that all pupils, including those with special educational needs, are fully involved in all school activities.



28. The school maintains satisfactory links with the local village community. Many of these links have yet to be formalised, because of the recent appointment of the headteacher. However, there are close contacts with the local church and the school is used by community groups.
29. The school maintains good contacts with partner schools, including the local secondary school to which most pupils go. The school also hosts meetings of teachers from other schools and this supports teachers' in-service development. Regular contact is made with schools and agencies involved with pupils with special educational needs to enhance their learning and to ensure smooth transition between schools.
30. The opportunities for pupils to reflect upon their spiritual development are good. In Year 2 pupils are given opportunities to judge and to reflect on things which are precious to them. Whilst doing this they use occasions to explain their feeling to others. Pupils in Year 4 recognise non-human intervention in people's lives through stories for non-Christian cultures.
31. The development of a very strong moral code is central to the beliefs of the school. Pupils are expected and do relate well to each other and are considerate in their dealings with others. They clearly know the difference between right and wrong and are aware of the impact of their actions on others. Pupils with special educational needs in their behaviour are encouraged to be confident and make decisions about their actions so as to build a sense of moral worth.
32. The social relationships between teachers and pupils and between pupils in the school are very good. Pupils generally work well together in groups, listen as others talk about their ideas or lives, and are aware when others are upset. The very good relations between teachers and pupils support learning well. The opportunities for cultural development are satisfactory. Pupils study the local history of their village in history and geography. There is a good range of class reading books which promote recognition of cultural variety. Pupils have good opportunities for studying the festivals and practices of faiths other than Christianity. They also encounter stories from non-European cultures.

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

33. Staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. The procedures for assessing pupils' attainment and progress are satisfactory.
34. Overall, the school has good procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection and the school follows local procedures. The staff have received appropriate guidance on how to deal with any situations that may arise and know who to report to in the school if necessary. The provision for first aid is good. Several staff have been trained, records are kept of any treatment and letters are home to parents as appropriate. The school follows the health and safety procedures of the local education authority and an audit was carried out less than two years ago. Risk assessments are carried out and regular checks take place of, for example, fire extinguishers and the premises as a whole. The governors are appropriately involved. The teachers ensure that pupils are made aware of health and safety issues

during lessons such as science, physical education and design and technology. The arrangements for sex education and drugs awareness are appropriate.

35. Support for pupils with special educational needs is satisfactory. Pupils are identified early in their school careers and pupils proceed through levels of support if appropriate. Some individual education plans lack specific, measurable targets. This makes it difficult for teachers and pupils to track their achievements in learning. The school works closely with outside agencies to ensure the appropriate support for pupils.
36. The recently introduced procedures for promoting discipline and behaviour are very good and have been very effective in improving the behaviour of the pupils in recent months. Advisers from the local education authority provide good support and guidance. Teachers ensure that pupils know what is expected from them both from displays in the classroom and in discussions with them at the beginning of the year. The policy has a good balance of rewards and sanctions and especially recognises and emphasises good behaviour. The school's approach is outlined in newsletters to parents. The inspectors saw good instances in lessons of teachers ensuring that the pupils understood how to behave. The midday supervisors are fully involved, recording what happens in the playground and awarding certificates to those pupils with good behaviour all week in the playground. Four weeks' good behaviour leads to a headteacher's award. Positive behaviour within a whole class is also recognised. Though the parents could not recall any instances of bullying or racism, the school takes appropriate action quickly and effectively if any occurs. The pupils who show sustained difficulty with behaviour are monitored well through the school's special needs system.
37. Overall the procedures for monitoring and promoting good attendance and punctuality are satisfactory. Class teachers and the headteacher identify any pupils with an unexplained absence or for whom there is a concern. The school reminds parents of the need for regular attendance and the importance of arriving on time. Parents who wish to take a holiday in term time are asked to explain why that is necessary and the headteacher reminds them of the adverse effect on their child's education. The computerised system in use enables the school to analyse attendance in each class during the year. The education welfare officer visits the school each half term and contacts parents of any pupils with particularly poor attendance.
38. The assessment procedures for the school are good. The school makes good use of the results of national tests at the age of seven and eleven, to track the progress in attainment made by pupils. Optional tests are also given to pupils in Years 3, 4 and 5. This information is related to the assessments made when pupils enter the reception class. The information is used to highlight differences in attainment between boys and girls. The English test results are closely analysed and used as a basis for review and evaluation of the teaching of that subject. It is through this method that the school has identified writing as a relative weakness and has taken action to address this. The information from test results is used to provide targets for groups and individual pupils so that standards of attainment can rise. This provides pupils with some direction for their learning. However, the day-to-day assessments made by teachers are inconsistent across the school and this means that often, whilst pupils know where they are aiming for, they lack the knowledge of the means of getting there. Currently assessment procedures and arrangements to monitor the quality of work in the foundation subjects are not in place.

39. Whilst there are many opportunities for pupils to develop their social skills and sense of responsibility and pupils are recognised for these activities; there is no effective on-going record of assessment so that pupils can see the progress they are making in this area of the curriculum.

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

40. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are generally very pleased with all that the school does. The inspection team supports all of their positive comments which show an improvement since the time of the last inspection. Parents say that the school is well led and the teaching is good. They feel comfortable approaching the school with any questions. Their children like coming to school and make progress from the level of support they receive. The school expects them to work hard and helps them to become mature and responsible. Some parents are concerned about the range of activities outside lessons but the inspection team consider the provision of clubs and activities at lunchtime to be appropriate and generally typical of most schools of this size. Some doubts were expressed about the amount of homework but the inspectors conclude that the amount of homework set is generally appropriate. Nevertheless the school has already identified the need to review its homework policy. A few parents also feel they are not well informed about the progress of their children though the great majority is satisfied with the amount of information provided. The inspectors support this latter view. A few parents also feel the school does not work closely with them though the inspectors' view is that the school provides good opportunities for parents to meet teachers and that the school encourages parents to become involved. A few parents were also dissatisfied with the level of behaviour in the school. The inspection team observed that only a very small number of pupils misbehave occasionally and they are generally dealt with effectively by the staff.
41. The school has established good links with the parents and these contacts are effective. The headteacher sends home every week attractive and interesting newsletters with details of various matters affecting the pupils. They outline the behaviour policy, recognise the awards given to pupils and highlight the need for good attendance and punctuality. The examples of pupils' work help parents to understand what their children are doing in the classroom. Other letters refer to more specific matters. Every morning and afternoon provides a very good opportunity for parents to see the headteacher and class teachers. The headteacher is in the playground at the beginning of the day and teachers go outside at the end of the day when parents are collecting their children. Parents are encouraged to come to the Friday 'show and tell' assemblies. Many parents come to the formal meetings with teachers each term to discuss their children's progress and are given guidance on what questions to ask the teachers. The annual report on progress is provided in the summer term. This report provides an excellent and detailed summary for all subjects of what the pupils know and can do together with targets for improvement. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans.
42. Parents' involvement with the school makes a satisfactory contribution to its work and to the attainment of the pupils. The meetings for new parents and the induction booklet provide excellent information about the school, what happens in class and how parents can help at home. The school plans to extend information on helping with homework to other classes and to hold meetings on helping with writing and reading. Few parents help

regularly in the classroom though they are strongly encouraged and welcomed to do so. More parents help on trips out of school. The parent-staff association is very supportive arranging both fund raising and social events, including ones for the benefit of the pupils.

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

43. The previous report identified serious weaknesses in the leadership and management of the school and the curriculum, and set out key issues related to improvements in management and subject planning. Since that time the school has made satisfactory improvements to the key issues raised in the previous report, through the hard work of the recently-appointed headteacher, fully supported by all staff and governors. The headteacher has made several good improvements, particularly in establishing clear expectations and procedures to support teaching, the curriculum and development planning. The school has successfully implemented the literacy and numeracy strategies. Members of staff have improved their lesson planning. Schemes of work for all subjects have been adopted so that statutory requirements for the curriculum are met, and information technology will be fully in place before Easter. The headteacher has begun a programme of lesson observations to monitor standards with helpful feedback that is handled professionally by all staff.
44. The governing body takes a close interest in the school and has appropriate arrangements for subject links that is helping to inform judgements and decisions. The visits provide useful background information, but are not always directly linked to priorities for development. Members of the governing body understand the need to take account of making improvements and adding value in their decisions, and to take on an active role through their visits. The governors are beginning to have a definite influence on shaping the educational direction and are becoming increasingly aware of the school's strengths and weaknesses. They fulfil their statutory duties well.
45. The headteacher has introduced good procedures to monitor the school's performance, such as tracking pupils' progress and analysing test results to provide a growing understanding of strengths and weaknesses. The lesson observations are used in discussion to identify strengths and areas for development. The headteacher was appointed after the current development plan and budget was agreed, but is monitoring progress. There are now firm plans to make an evaluation of the school's work, and the headteacher and governing body have already identified issues for improvement that are related well to the needs of the school. The commitment to school improvement by all staff and governors is very good, although the processes are still at an early stage of development.
46. The teachers and all adults make the aims and values of the school explicit through its work in a variety of ways, for example within the reception class. The headteacher has motivated the staff through his own commitment to help create a purposeful school with high standards. The teachers and learning support assistants work well together to promote good standards through effective teaching and thoughtful support. The subject co-ordinators' roles in monitoring and support are developing and they have a good understanding of curriculum needs. The teachers work very well as a professional team, and informal contacts help on-going evaluations, but their influence as subject co-ordinators is under-developed. At present, there are insufficient formal procedures to monitor provision and attainment in the foundation subjects particularly.

47. The leadership and management of special educational needs by the headteacher as the co-ordinator are good. He is knowledgeable and hard working, having set up careful record keeping procedures to help identify needs and focus support. The targets in the pupils' development plans are appropriate but not sufficiently specific. Procedures and strategies are being reviewed and the school is beginning to target appropriate resources to those pupils with the most need. The requirements of the statements for pupils with special educational needs are met.
48. The headteacher has introduced procedures to monitor the quality of teaching and standards which are recognised by the teachers as supportive and represent good management. He has focused initially on the core subjects and monitoring the foundation subjects is an area for development. Overall procedures to evaluate the quality of teaching, standards and curriculum balance are in place but at an early stage of implementation. The school has identified writing as a focus for improvement, and the headteacher has made several useful analyses about performance in the national tests to help identify learning needs. The practice of setting individual targets in English, mathematics and science is being introduced and these are used to inform a whole school target.
49. The deployment of teachers to classes meets the needs of pupils, and teachers take account of mixed aged classes appropriately in their planning. School developments are planned to include in-service training to help members of staff be prepared. The learning support staff provides a good level of support. The learning environment has improved, and the recent extension with a library means that the overall quality of the school buildings is satisfactory. There is an outside play area for the children who are under five. The school provides daily assemblies that meet statutory requirements for an act of collective worship. There are sufficient learning resources for the core subjects, but those for the foundation subjects are unsatisfactory and the provision is therefore unsatisfactory overall.
50. The headteacher and governing body have made good improvements to the overall management of the school since the previous inspection through planned discussions about areas for improvement linked to the action plan. The school's financial planning is good, with careful attention to budget costs. Their oversight of the finances and budget through regular monitoring of budget statements is thorough and targets agreed priorities, evaluating the effectiveness of their spending decisions. Money obtained through the standards fund is used effectively. The funds for pupils with special educational needs are used well, and the individual education plans are carefully focused to identify where support should be directed. The use of learning resources and accommodation is satisfactory. The financial control and school administration are good. The school is thorough in all financial decisions in applying the principles of best value to promote the pupils' attainment. The school secretary has good procedures and routines, and the school uses new technology appropriately for administration. The headteacher is introducing some high quality analyses of assessment information that makes very good use of new technology capabilities.
51. Pupils' attainment on entry to the school is broadly average and the area that the school serves has average socio-economic circumstances. The expenditure per pupil is above average, although similar to other small schools. Pupils leave the school at the end of Key Stage 2, aged 11 years, with average attainment, as shown by the summer 2000 results. Progress is satisfactory through the school overall. Pupils receive very good teaching in the reception year and good teaching within Key Stage 2. Pupils are helped to develop

good attitudes to work and school life. Taking account of all these factors the school is judged to provide satisfactory value for money.

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

52. In order to improve the quality of learning for all pupils equally, and to raise standards, the governing body, headteacher and staff should: extend the good work undertaken recently in the core subjects to develop the foundation subjects by:

- planning for the progressive development of key skills in the foundation subjects and raising expectations for the quality of learning to meet the curricular needs of all pupils. (paragraphs 18 22 23)
- strengthening the role of the subject co-ordinators to provide support and raise expectations and standards with appropriate staff development. (Paragraphs 46 48)
- establishing assessment procedures and arrangements for monitoring the quality of work in the foundation subjects. ( Paragraphs 18 38)
- making funding available to resource all subjects in relation to their schemes of work. (Paragraph 49)
- arranging for the headteacher and governing body, with subject coordinators, to monitor standards. (paragraphs 44 46 48)
- The governing body should ensure that statutory requirements for information technology are met. (paragraphs 22 117 120)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	41	37	7	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	121
Number of full-time pupils eligible for free school meals	N/A	23

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	35

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	13.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.8
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
	2000	11	8	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	10
	Girls	6	7	7
	Total	10	11	17
Percentage of pupils at NC level 2 or above	School	53 (52)	58 (74)	89 (79)
	National	84 (82)	88 (83)	88 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	9
	Girls	7	7	6
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	73 (59)	79 (78)	79 (74)
	National	82 (82)	86 (86)	87 (87)

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

Since the number of girls is less than 10 the figures for boys and girls separately are not entered.

### 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
	2000	5	8	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	4	4
	Girls	6	7	6
	Total	8	11	10
Percentage of pupils at NC level 4 or above	School	62 (63)	85 (47)	77 (58)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	4	4
	Girls	5	6	6
	Total	7	10	10
Percentage of pupils at NC level 4 or above	School	54 (63)	77 (63)	77 (50)
	National	70 (68)	72 (69)	79 (75)

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

Since the number of boys and girls are both less than 10 they are not entered in the table.



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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	102
Any other minority ethnic group	0

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

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	20.1
Average class size	24.2

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

Total number of education support staff	5
Total aggregate hours worked per week	90

### ***Financial information***

Financial year	1999/2000
	£
Total income	281675
Total expenditure	267493
Expenditure per pupil	2074
Balance brought forward from previous year	1336
Balance carried forward to next year	15518

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

### **Questionnaire return rate**

Number of questionnaires sent out	121
Number of questionnaires returned	50

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	48	10	0	1
My child is making good progress in school.	30	54	6	8	2
Behaviour in the school is good.	10	50	16	18	3
My child gets the right amount of work to do at home.	26	52	12	8	0
The teaching is good.	28	66	2	4	0
I am kept well informed about how my child is getting on.	40	38	18	4	0
I would feel comfortable about approaching the school with questions or a problem.	53	38	6	2	0
The school expects my child to work hard and achieve his or her best.	40	50	4	6	0
The school works closely with parents.	29	48	17	6	0
The school is well led and managed.	26	52	16	0	6
The school is helping my child become mature and responsible.	24	59	8	6	2
The school provides an interesting range of activities outside lessons.	18	51	29	0	2

## **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**

53. Since the last inspection, the school has maintained the provision of a good education for pupils under five. All children who are under five are admitted full time and are based in the Reception class.
54. The majority of pupils enter school with average skills in literacy, numeracy and personal and social development. Children in the Reception class attain satisfactory standards in developing language, in early reading, writing, mathematics and knowledge and understanding of the world. In creative, physical and personal, social and emotional development, attainment is good. The great majority of pupils are on track to achieve the early learning goals by the time they enter Year 1.
55. The Foundation Stage curriculum is well balanced and offers a wide range of stimulating activities, which capture children's enthusiasm and enhance the quality of their learning. Planning is thorough and the development of specific areas of learning is effectively assessed through the use of target sheets which record what individual children have achieved.

### **Personal, Social and Emotional Development**

56. The children achieve good standards of personal, social and emotional development. Class routines are very well established and children acquire good work habits. Their behaviour is good and they are able to share and take turns when working in pairs or small groups. They sustain very good levels of concentration and persevere with their work. The children are keen and interested in their learning and set about their tasks with great enthusiasm. They display above average independence for children of this age group, dressing themselves quickly and tidying away their equipment well. They develop very good relationships with their friends and with the adults who work with them.
57. The children show good awareness of the needs and feelings of others in their classroom activities. They try to comfort any child who is upset and offer to help if another child finds the work difficult. Most listen carefully to what is said by other children or the teacher.
58. Personal, social and emotional development is very well taught and the teacher uses a wide range of situations and strategies to help develop pupils' learning. The high expectations of the teacher do much to promote this area of learning. An atmosphere of calmness prevails in the classroom and the teacher uses every opportunity to raise awareness of the needs and feeling of others. Consequently, children acquire above average skills for their age group.

### **Communication, Language and Literacy**

59. Standards of attainment in language and literacy are satisfactory. Children are able to listen attentively in small or large groups but many still need help to express their ideas. Whilst explaining their work or communicating with others, many struggle to find the words they need. The teacher is skilful in framing questions which support and encourage accurate responses and develop communication skills. The children enjoy singing rhymes

and this activity is also well used by the teacher to extend vocabulary. Children enjoy books and most handle them with care.

60. Early reading and spelling skills are taught with the aid of the Early Reading Research system which involves three short periods of focused work daily. The children enjoy this work and participate enthusiastically in the sessions. Many can recall the letters and sounds that they have learned previously, recognising an, am, in and it. Children are also learning to sound simple three letter words such as beg, red and bat. The children's writing is beginning to develop and they are attempting to write their own names and letter shapes correctly.
61. The teaching of language and literacy is good. Lessons offer a very good range of activities. Imaginative use of role play, rhymes and stories and a clear focus on the development of vocabulary results in the good development of the children's language and literacy skills. Planning is thorough and effective, building carefully on the children's previous experience.

### **Mathematical Development**

62. The children achieve satisfactory standards in mathematics. They can sing number rhymes which involve counting forwards and backwards to and from numbers up to ten. With the help of a large number line the children can count backwards from 10 to 1. They try hard to copy numbers accurately and most can order numbers to 10 with the support of pictures. Some children can recognise and name squares and circles.
63. The teaching of mathematics is good. Lessons are well planned and offer a wide range of experiences which involve the children in using as many of their senses as possible. Number rhymes are used effectively to enhance the children's learning and they show great delight when singing these. The use of mathematics vocabulary, which is reinforced in the teaching of other areas of learning, is a strong feature of the teaching of mathematics. The teacher provides children with clear strategies for developing number skills, for example, children are taught to mark each object when counting so that it is not counted twice. Clear questions help children to focus their thinking and the range of difficulty is varied according to their needs.

### **Knowledge and Understanding of the World**

64. The children enjoy learning about the world around them. They investigate their environment and the materials they handle. They talk about the changes to their bodies when they are exercising. They have been learning about the festival of Diwali, have experimented with rangoli patterns and have made sweets. A visit from an Indian lady who told the story of Rama and Sita and talked about the festival of Diwali was very effective in enhancing learning. Pictures were taken of the visit and printed out on the computer as a permanent record for the children to discuss. They use small and large constructional equipment to build items from their own imagination or to fulfil a specific request from the teacher. The children use computers with developing confidence to explore paint programs.

65. The quality of teaching in this area of learning is very good. A wide range of activities which stimulate the children's interest is provided. The learning is well planned and involves the children in using as many senses as possible. The teachers' planning builds upon the children's previous experience in a systematic way and is therefore very effective. Very good questioning skills help children to make sense of their activities and recall processes. Attention is drawn to health and safety and to personal hygiene.

### **Physical Development**

66. Children's development in their gross motor control is above average and most are already exceeding the standards expected for pupils of this age. In physical education, children show an increasing capacity to control movements and clear awareness of space. They take part in warm up stretches well and can hold a balance using different body parts. They respond appropriately to fast and slow music and can sensibly find and work with a partner. There is a safe outdoor area for the children with direct access from the Reception classroom and this provides further opportunity to develop physical skills.
67. The quality of teaching in this area of learning is very good. The teacher and member of support staff participate enthusiastically in the activities and movements are modelled well. The teacher has high expectations and uses every opportunity to extend vocabulary and to offer encouragement and praise.

### **Creative Development**

68. Children enjoy singing rhymes and songs and are building a good repertoire. They are able to respond to fast and slow, loud and quiet music. Opportunities for free painting and for colour mixing enable children to build on their creative skills. They display very good skills for their age in the way they use scissors and choose and join materials. They handle clay well and try hard to produce a good resemblance to the teacher's model. Children design objects using a range of materials, for example, they use tissue, glitter, glue, paper, clay and straws, demonstrating a high degree of independence for their age.
69. Teaching in this area of learning is very good. An imaginative range of very well planned activities means that the children have access to a rich and stimulating learning environment. Resources are carefully chosen to complement and support the children's learning and clearly focused learning objectives ensure that the work is targeted to children's needs.
70. The Foundation Stage co-ordinator is very effective in managing the curriculum. Relationships in the Reception class are very good and a happy, safe learning environment has been created. Effective induction systems help to ensure that a positive home/school partnership is established. This process includes visits by children before entry and a meeting for parents which the headteacher and playgroup leader both attend. The fact that parents are a child's first educator is stressed and a 'Journey Together' booklet, which parents complete to show what their child can do before they come to school, supports this work. The Foundation Stage co-ordinator has also produced a 'Getting Ready for School' booklet, which provides information on coming to school, developing independence, encouraging a good learning habit, reading, writing and mathematics. This is a very useful guide for parents.

## ENGLISH

71. Pupils' attainment in English by the end of Key Stage 1 is below the national average, but attainment is average by the end of Key Stage 2. Pupils' achievements in English in relation to their prior attainment is satisfactory. In the national tests for summer 2000 attainment in reading and writing at Key Stage 1 was close to the national average, showing good improvement over 1999. The trend in reading standards has been above the national trend over the past five years while the trend in writing has been broadly in line. There has been some variation year by year in both reading and writing standards, due in part to the small year groups but, as the previous inspection reported, also related to lack of focus on raising standards.
72. In the national tests at Key Stage 2 for summer 2000, attainment in English was well below the national average since fewer pupils, 16 per cent, gained the higher Level 5 than in 1999. The trend over the past four years is broadly in line with the national trend, showing steady improvement. However, the number of pupils taking the national tests at the age of eleven in 2000 was small and this affects the significance of any variation.
73. In comparison with similar schools, the percentage of pupils gaining Level 2 or above was below the average for similar schools. However the percentage of pupils gaining the higher Level 3 was at the average for similar schools. By the end of Key Stage 2, the percentage of pupils gaining Level 4 and above was well below the average for similar schools while the proportion gaining Level 5 was below the average. The small groups and wide variation of pupils in those groups from year to year make comparison of results from one year to the next uncertain, however. There are also variations in the numbers of pupils with special educational needs with quite large numbers in certain year groups, which also make comparison tentative.
74. Standards in speaking and listening are satisfactory overall through the school. In the reception class the teacher's thoughtful manner helps pupils to listen and then talk about what they smell or the music they hear, for example. Very good practice is shown by the learning assistant noting which pupils respond to questions or discussion. In the Year 1/2 class work during the literacy lesson encourages pupils listen to and respond to teachers' questioning. The class session when pupils reported on their group's work gave good opportunities for pupils to talk to the whole class, and several pupils are beginning to lengthen their responses. In Year 3 pupils recalled many parts of the story 'After the Storm' and joined in discussions about characters and what happens. By Year 6 pupils are very responsive to the teacher's questioning, for example about connectives in English grammar, and most pupils explain and contribute clearly. The pupils discussed the contents and layout of a page of a newspaper confidently.
75. Standards in reading are broadly average at both key stages. By age seven pupils read simple sentences fluently with little hesitation, encouraged by their choice of reading books. They predict missing words in a text. For example, as pupils peel words from pictures, they are challenged to work out the missing words, and the teacher helps them to seek clues from the text. Most pupils have sufficient phonic skills to build words by their letter sounds and the reading research programme is promoting this well. The more able pupils are developing a good sight vocabulary and recognise many words. By Year 6 most pupils read standard text fluently and with good expression. They recognise most of their own errors and self correct them. Many pupils have suitable strategies for identifying unfamiliar words but, for a few pupils, these skills are under-developed. Pupils read a

suitable range of non-fiction and fiction texts and understand how to locate information from books in the school library. They can predict possible ways a story may develop and are beginning to choose books by being familiar with the work of specific authors. They express preferences in the types of reading selected.

76. Standards in writing are close to the national average at Key Stage 1, maintaining the standards noted at the time of the previous inspection but showing good improvement over 1999. The pupils' achievement is satisfactory in relation to their prior learning. By age eleven pupils have made good progress, whilst that to age seven is satisfactory. By age seven, pupils build words to write them by using the sounds of the letters. They know the conventions for full stops and capital letters, although the use is not always correct. They write for a good variety of purposes introduced by the teachers, such as things that are important to them. Pupils in Year 3 relate the details and events of a story clearly and focus on the main ideas to be included in an introduction. In Year 5 pupils understand some of the differences between a play and prose text. They identify character, set the scene and understand the significance of a narrator in a play. They use adverbs well to improve the interest and accuracy of their writing. By age eleven pupils know how to order and structure an article for a newspaper, demonstrating a good variety of writing skills. They use a writing frame appropriately to support their writing. They are beginning to sustain ideas through writing longer and more complex sentences, and are beginning to use connecting words to increase the length and complexity of their sentences. Handwriting is generally legible, but letters are unevenly formed and writing is not always joined.
77. The school has made good improvement since the last inspection. The attainment of pupils by the age of eleven has improved, and disruptive pupils do not now affect the learning of others. There is some potential disruption in Year 1/2 because of pupils with behavioural difficulties, but these are usually handled sensitively and effectively by the teacher and support assistants and do not affect the learning of others. The behaviour of pupils in Years 3/6 is well managed and supports good learning. Good use is now made of assessment data on pupils so that learning is more effectively targeted to meet pupils needs. The imbalance in the attainment of boys and girls is recognised and is being addressed through an emphasis on improving pupils' writing. The co-ordinator now has a clear role in the process of raising standards.
78. The use of pupils' literacy skills across the curriculum is satisfactory. The school follows the National Literacy Strategy and this ensures that teachers plan well to develop pupils' skills consistently. The school has recognised a weakness in pupils' writing and this is being addressed. The school has designed a central "Curriculum Map" or outline that includes all subjects. This allows teachers the opportunity to plan for language development across the curriculum. Although this has only recently been introduced, there are already opportunities for developing writing at length in religious education. Pupils are also developing their research skills in history by asking and recording questions about photographic evidence. However, the extension of reading especially of non-fiction for the more able is hampered by the lack of suitable texts in the classrooms and library or access to information on CD-ROMs.
79. Pupils' attitudes to English are good and are reinforced by the teaching strategies used. Pupils are very positive about their learning and contribute willingly to the carefully structured class discussions. Pupils work very well in pairs and groups and are willing to share both their ideas and experiences. They become independent in their learning from

the start of Year 3 and can arrange materials and texts to support their work. In Year 5 pupils devised a short play based on a scene from "A Midsummer Night's Dream" with the minimum of intervention by the teacher. Pupils are confident readers, enjoy reading and expect to select books, which challenge their abilities. The attitudes of pupils with special educational needs are usually good and always appropriate to their need. Pupils with behavioural difficulties make decisions about the course of their involvement in the learning of the class.

80. Teaching is good overall. Teachers' planning is good and relates to the national literacy strategy. Lessons are conducted at a brisk pace and teachers have high expectations of behaviour. Expectations of attainment are also high in Years 3 to 6 which promotes attainment well. Classroom management is good in both key stages, keeping pupils on task. In Key Stage 1 the good management of the teachers and the effectiveness of the learning support assistants ensure that standards are usually well maintained. Relationships between teachers and pupils are good and based upon mutual respect. Tasks are well organised to meet the needs of pupils in different age and ability groups, so that pupils make steady gains in understanding. The introductory and final sessions of the lessons are used effectively to extend the speaking and listening skills of pupils. Long term assessments are used effectively to track pupils' progress across the key stages and these assessments are used appropriately to set targets for pupils to aspire to. The teaching of reading is challenging and effective.
81. The lessons are sometimes too long and this results in pupils becoming less involved in their learning. Although a balance between the development of literacy skills across the curriculum is being addressed, as yet there are insufficient opportunities for research and extended writing. The teaching of hand-writing lacks precision and so whilst pupils do practice handwriting, their writing lacks sufficient style and form. Assessment information provides useful information as to pupils' attainment and progress, but the lack of consistent day-to-day assessment means that pupils are not always aware of the steps they need to make in order to achieve their targets. The use of information technology is under-developed with pupils spending longer completing word-processed tasks than they do working with pen and paper. Pupils are beginning to make use of databases of words.
82. The co-ordination and management of English is good. The co-ordinator is confident and enthusiastic about improving standards. There is a clear view of the strengths and weaknesses of the language provision and steps have been taken to improve writing. The co-ordinator is beginning to monitor the quality of teaching by reviewing teachers' planning. There is, in this small school, a shared commitment by staff to review and evaluate their teaching in order to improve standards. The central "Curriculum Map" devised by the school is proving useful in supporting planning for the development of language, writing and research skills across the curriculum.

## **MATHEMATICS**

83. In the national tests for Key Stage 1 of summer 2000 the proportion of pupils gaining Level 2 or above was at the national average and shows good improvement over 1999. The proportion of pupils gaining Level 3 was also at the national average. In the national tests for Key Stage 2, the proportion of pupils gaining Level 4 and above was above the national average, showing good improvement over 1999. The proportion of pupils gaining Level 5 was below the national average. When compared with similar schools attainment in



mathematics at age eleven was above average. The trend in performance in mathematics is broadly in line with the national trend over the past four years.

84. Attainment by the end of Key Stage 1 in mathematics is below average, and attainment is average by the end of Key Stage 2, using evidence from lessons, discussions with pupils and an analysis of previous work. There is a wide range of attainment within the year groups. A small number of more able pupils are attaining levels above national expectation. There are no marked differences in the performance of girls and boys, although the long term pattern indicates boys attaining better than girls. Pupils with special educational needs make satisfactory progress against the targets in the education plans.
85. In Key Stage 1 pupils are developing their understanding of mathematical vocabulary and have begun to identify tens and units. Most can add and subtract numbers to 20. Pupils can count back in tens with the aid of a hundred square. Higher attaining pupils can recognise three figure numbers. The implementation of the numeracy strategy is helping pupils to develop their mental skills although many pupils still call out unrealistic answers.
86. Eleven-year old pupils can explain why, when you multiply decimals, digits are moved one place to the right. Pupils can multiply and divide decimals by 10 and 100 and can describe the properties of a range of triangles, for example scalene and isosceles. They demonstrate good mathematical vocabulary and use the terms horizontal, vertical, dissect, translation and rotational symmetry accurately. The majority of pupils work confidently at the level expected for their age. Higher attaining pupils achieve consistently at, and sometimes beyond, the expected level. Pupils consolidate their previous learning and have appropriate skills to apply this to new contexts. Pupils with special educational needs are well supported and make satisfactory progress.
87. Most pupils enjoy mathematics and behave well. A small minority of pupils in Years 1 and 2 who have behavioural difficulties occasionally disrupt the learning of others. The school has good strategies in place to manage these pupils but more support is needed. In Key Stage 2 pupils work well together in a group, supporting each other. They are eager to respond to mental questions and to give explanations for their results. They concentrate well in lessons showing very good attention spans.
88. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. This shows good improvement since the last inspection when there was some unsatisfactory teaching of older pupils. In many lessons pupils are encouraged to explain their methods and teachers deal sensitively with errors. Pupils therefore feel that making a mistake is acceptable and understanding why the answer is incorrect is helpful to their learning. The creation of this supportive atmosphere means that pupils are not afraid to take risks and are confident in their approaches. Teachers make good use of praise to reward effort and achievement but the pace of the lessons is sometimes too slow. At Key Stage 2 most lessons have a brisk pace, time is used well and work is carefully matched to the pupils' abilities.
89. The national numeracy strategy is implemented well. The three part lesson structure is well established and lessons are usually well planned. The introduction of a common weekly planning format, which states clear objectives and matches work to pupils' ability, contributes much to the effectiveness of mathematics teaching. It is used well to ensure appropriate coverage of the national numeracy strategy in mixed age classes in the upper part of the school. This good practice is less consistent in Key Stage 1 where the teachers

do not share lesson objectives sufficiently with the pupils or clarify what has been learnt in the closing section of the lesson. The opening session of some lessons is too long and this results in pupils spending long periods listening and having too short a time working on the main activity. The use of computers to explore data handling, shape and control technology is helping pupils to develop their mathematical understanding, particularly in the upper two classes.

90. Teachers assess pupils' ability well using both formal and informal methods. Weekly planning formats highlight pupils' performance against learning objectives and the information gained is used to plan the next steps in learning. Target books for mathematics have been newly introduced and these are beginning to be found useful in tracking pupil progress throughout the school. The school uses the national optional and statutory tests to track performance and has analysed results very well to help target future improvement.
91. The co-ordinator has given good support to staff in the implementation of the numeracy strategy and has been supported in this work by the local authority. Mathematics is a focus for development in the school improvement plan and an action plan has been agreed with all staff. Members of staff see recent training in mathematics as effective in raising confidence. A newly introduced published scheme has been purchased to support teachers in the implementation of mathematics. The co-ordinator is aware that resources in mathematics need to be improved further and this has been given a high priority.
92. The school has improved the provision for mathematics since the last inspection and there are no longer delays or disruption to lessons in Key Stage 2. Assessment is well used and improvements in planning ensure that appropriate work is provided for special needs and higher attaining pupils. Although test results in 1999 show an imbalance in the performance of boys and girls, no imbalance was seen during the inspection.

## **SCIENCE**

93. Standards of attainment in the work seen are below the national average by the end of Key Stage 1, and are average by the end of Key Stage 2. This indicates a good improvement at Key Stage 2 but attainment at Key Stage 1 has declined since the previous inspection relative to national expectations for the age. In the summer 2000 tests, attainment at age 7 based on teacher assessment was below the national average and the average for similar schools, although the percentage gaining Level 3 was average, indicating good improvement since 1999.
94. The percentage of pupils gaining Level 4 or above in the summer 2000 national tests was close to the national average at 77 per cent and shows a good improvement over 1999. However no pupils gained Level 5 so that standards are well below the national average and the average for similar schools overall, as in 1999. Results in the tests have risen steadily over the last four years with a significant increase in 2000 in the number of pupils gaining the expected level. There have been differences between how well boys and girls are doing over the past four years but most of this is explained by differences in cohort.
95. The findings of the inspection are that the current Year 6 pupils are in line to attain average standards by the end of the key stage. Their attainment is promoted well by the practical approach to the teaching and learning of science and by the improvement in teachers' expectations and teaching since the last inspection.

96. Pupils in Key Stage 1 have taken part in several investigations across differing parts of the science curriculum, including seed growth over time and making simple electrical circuits. They know about some properties of materials, for example stretchy materials, and they present examples of elastic materials in their books with broadly satisfactory understanding in the task. There are making satisfactory gains in their investigational skills. They explain clearly how they have set up simple investigations and describe their observations of the changes that happen to water and steam. Pupils are developing early investigative skills, including those of predicting, measuring and recording although standards are below average.
97. In Key Stage 2 tasks are planned well to national guidance and teachers achieve a good balance between practical activity and theoretical work. Teachers have high expectations of pupils who respond positively. Some good experimental and investigative work was seen that showed aspects of planning, practical work and evaluation. There is a little use of information technology to present experimental results in tables and graphs. Pupils' knowledge of life and living processes is average. They know many characteristics of living things and record them as diagrams. Pupils have experimented in making a periscope to investigate how light behaves and understand how it reflects. Their investigations are sound, and are a good basis for the pupils' learning and understanding of science concepts. Pupils with special educational needs make good progress.
98. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2, so that pupils make steady progress in their learning overall throughout the school. This is an improvement since the last inspection. The teachers go carefully over previous work and use good questioning skills to ensure that pupils think and plan carefully about the subject matter. Teachers' planning in Key Stage 2 sets out learning objectives carefully and the activities for various groups. These teachers have good subject knowledge that is evident through their clear explanations and questioning, about their periscopes for example. Teachers at Key Stage 2 challenge pupils well through the tasks, but this is less evident at Key Stage 1. They use correct vocabulary so that pupils learn how to explain their observations and apply their literacy skills. The teachers make suitable resources available, and usually establish good experimental conditions. Marking in pupils books is usually thorough, although there are few comments on what pupils need to do to improve. Pupils usually share and handle equipment sensibly in response to the teachers' expectations. Plenary sessions are usually used well to discuss what the pupils have found out and these encourage pupils speaking skills. Teachers value all pupils' contributions. The higher attaining pupils are given suitable tasks but are not always extended in what they should complete.
99. The management of the subject is good. The co-ordinator monitors teachers' planning and has prepared a clear action plan for science in the school. The quality of teaching has been monitored by the headteacher, which provides useful feedback and points for discussion. The school has adopted national guidance as a scheme of work. Procedures for assessment are being put in place, although this is at an early stage. The curriculum meets the requirements of the National Curriculum. Resources are satisfactory, although further equipment should be purchased as funds allow. Numeracy skills are consolidated through calculations and drawing graphs. Information and communication technology was occasionally used during the inspection. The subject makes a good contribution to pupils' social development when they work together during practical investigations.

## **ART AND DESIGN**

100. There were limited opportunities to observe art lessons during the inspection. Taking account of the work seen, through discussions with pupils and staff and pupils' work on display, attainment in art is below national expectations. Pupils' experience is limited to a narrow range of media and they have little experience of three-dimensional work
101. Most pupils can produce appropriate observational drawings with guidance and the introduction of sketch-books is helping to raise standards. Good examples of using the work of artists to develop skills was seen in Years 5 and 6 when pupils used the work of Lowry to help them with their landscapes. Pupils in Year 1 focused on the work of Goya and Gainsborough when attempting portraits. In Years 3,4 and 5 pupils have experience of working with pastels and wax and are gaining appropriate skills in these media. In Years 4 and 5 pupils have experienced still life painting, block prints, paper weaving and mask making. They make appropriate gains through these experiences. Pupils' attitudes to their work are good and they are keen to co-operate and develop their skills. They try hard to improve their work and most listen carefully to instructions.
102. The quality and range of resources to support the teaching of art and design are inadequate and this results in a narrow range of work and pictures that are too small being used for class focus. Pupils have too few books to refer to when researching artists' work. In the two lessons seen during the inspection teaching was satisfactory with a suitable choice of task and purpose. The school has adopted national schemes of work for long term planning purposes but does not have the range of resources required to implement its curricular intentions effectively.
103. At present there is no assessment policy in art and design and specific criteria for identifying standards have not been identified. Planning is variable and not all classes have clearly focussed learning objectives. The co-ordinator has a good knowledge of the subject and is aware that standards and resources need to be improved. Staff training sessions are planned for in the near future in order to support staff in teaching the new scheme of work. Standards in art and design need to be monitored in order to raise attainment.
104. With the implementation of a new scheme of work for art and design, the school has made some improvement in its provision since the last inspection. However, standards still need to be raised and resources for the subject improved.

## **DESIGN AND TECHNOLOGY**

105. Only one group session was seen during the inspection and judgements are based mainly on the analysis of pupils' work and discussions with teachers and pupils. Standards in design and technology are in line with national expectations. Pupils with special educational needs and able pupils make satisfactory progress.
106. In Key Stage 1 pupils have the skills to create and label designs for simple puppets and cut and join basic materials. They select from a given range of materials for a specific purpose, but have limited knowledge of the properties of materials.

107. In year 3 pupils' work demonstrates good design and evaluation of shadow puppets and clear design plans for investigating air used as a means of control. In Years 4 and 5 pupils have experimented with strengthening and joining materials and have developed work on pop-up mechanisms and levers, with satisfactory skills. Year 6 pupils have designed air raid shelters and have begun work on designing and making fairground rides. Designs are neatly presented and accurately labelled.
108. Pupils enjoy their work and co-operate well. Pupils in Year 2 are keen to discuss and explain what they are making and Year 6 pupils are able to evaluate their previous work when discussing outcomes. Evidence seen in books shows that pupils' ability to evaluate is developing as they progress through the school. Some would benefit from more direction in this work in order to evaluate effectively rather than just listing their dislikes. More able pupils can state effectively how they would improve their products.
109. Planning for design and technology is variable and is better in the upper part of the school. School planning documentation is not consistently applied. A specific policy for the assessment of pupils' knowledge, understanding and skills in design and technology is not in place to raise standards further. The range and quantity of resources to support the teaching of the subject is limited and is insufficient to support teachers in implementing the planned curriculum.
110. The school policy for design and technology needs to be reviewed in the light of the adoption of the new scheme of work and standards in the subject are currently not monitored. The co-ordinator has a good knowledge of the subject and is able to support staff in implementing the new curriculum. Since the last inspection, the school has maintained its satisfactory standards in design and technology.

## **GEOGRAPHY**

111. Pupils' attainment in geography meets the expectation for the age by the end of both key stages. By the end of Key Stage 2 pupils have the skills to carry out an investigation on waste around the school. In Year 5 and 6, they compared Torbay, another locality in the United Kingdom, with their own. They understand that in making a comparison they can look at shops, use of buildings, leisure facilities and the availability of jobs. In this study they use maps to locate places. In Year 3 pupils use maps appropriately and are familiar with the symbols used to denote rivers and roads. They have the early skills to use information technology to change the symbols on maps. In Year 1/2 pupils know about some features of towns in other parts of the world through imaginary travels to Naples and Chicago. They identified the differences between places satisfactorily through tickets, receipts and pictures. Pupils' literacy skills are developed through a joint project on waste that is planned carefully by the teachers to give good purpose. Pupils' attitudes to their are positive so that they take part well in lessons and make steady progress.
112. From the evidence of pupils' work and teachers' planning the coverage of the national curriculum is coherent and appropriate, indicating that teaching is satisfactory overall with an appropriate emphasis on skill development. The co-ordination of geography is satisfactory. There is a scheme of work which guides teachers in their planning, which is an improvement over the previous inspection. Improvement is satisfactory since that time. Changes have recently been introduced into the teaching of geography but they, as yet,

have had insufficient time to have a significant impact on pupils' learning. The resources available are insufficient to support effective delivery of the curriculum.

## **HISTORY**

113. Pupils' attainment in history meets the expectation for the age by the end of both key stages. By the age of eleven pupils understand that portraits and photographs can be used as evidence in finding out about life style and conditions in the Victorian period. They recognise that the lives of the rich and poor in that period were significantly different and understand how it felt for children then through the careful teaching about the period. They have the presentation skills to discuss and report the evidence of their findings to the class, and want to do this well. In Year 6 pupils understand the use of a timeline to identify change over a period in a locality use as part of a geography project. In Year 3 they recognise artefacts as evidence from Ancient Egypt and know some of the uses of them at that time, showing satisfactory interest. They collect information about the period and understand the significant of using papyrus. In Years 1/2 pupils understand that things change over time. The teachers provide good opportunities in the study of the Victorians in Year 6 to develop different forms of writing.
114. The teaching observed during the week was satisfactory. In addition, from the scrutiny of pupils' work, wall displays and teachers' planning files, the evidence indicates satisfactory coverage of the subject and satisfactory approach to teaching history. The co-ordination of the subject is satisfactory, with informal support to colleagues. The scheme of work is related to an overall "curriculum map" for the school that helps to bring relevance to the pupils' work. Satisfactory use is made to visits to places of interest such as Duxford Air Museum and local museums. However, the planning does not allow sufficient development of chronology, use of evidence and research skills across the key stage. Assessment procedures do not contribute to raising standards and there are insufficient resources to support the teaching of the subject effectively.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

115. Standards are average at the end of Key Stages 1 and 2. Pupils are beginning to show their skills in their use of information technology to communicate and handle text and information. Standards have been maintained at Key Stage 1 since the previous inspection, but have declined in relation to expectations at Key Stage 2. However, the range and application of skills has extended considerably over recent years. Pupils achieve appropriately in relation to their prior attainment. Pupils with special educational needs make appropriate progress.
116. Within Key Stage 1 pupils apply a suitable range of skills to generate and communicate ideas using text and curriculum related programs. They have the early keyboard skills for word processing to enter simple text. By Year 2 pupils use the mouse neatly and with satisfactory skill to enter commands. They know how to use features of programs for modelling ideas by clicking on the mouse, such as in telling the time or simple arithmetic. Pupils are beginning to open up a program themselves and print a copy of their own work. A few examples of pupils' work on design using various textures of brush and colour are displayed showing satisfactory skills. Pupils have good experiences in using a variety of subject related programs that support language and mathematics work. They are making satisfactory progress in their development and understanding of how to use programs to support their work in other subjects.

117. By the end of Key Stage 2 pupils' attainment is average. Pupils are gaining appropriate word processing skills. They have the basic skills to enter text and select the font and size. Pupils load, modify and save text using appropriate skills but tend to delete text rather than edit it. Pupils are beginning to import pictures that involve the skills for mixing pictures with text. They are familiar with methods of searching for information and have the early skills to carry out research using a CD-ROM. A few pupils understand how to access information on the Internet but do not yet have access to the Internet in the school. Data handling skills are developing with data being collected by pupils and presented in the form of computer generated graphs and charts. Overall the pupils have gained an average understanding of computer operation and the steps to take to produce a finished piece of work.
118. Most pupils are interested in the tasks and keen to use the computers, showing good attitudes and behaviour. They are motivated by the use of information technology and sustain concentration to produce their work. The tasks allow for the equality of access for all pupils. Pupils mostly work together well, taking turns as needed. Pupils are becoming more capable of working independently of the teachers. Pupils with special educational needs are supported well and are fully integrated into the classwork, receiving effective support. The pupils' attitudes and behaviour are good overall while using information technology which helps them to work at tasks and improve skills.
119. The quality of teaching was satisfactory overall in the few lessons when information technology was observed with some good features, although little direct teaching was taking place. Tasks are carefully prepared that link with other subjects. In the Foundation Stage and Key Stage 1 teachers ensure that pupils are actively involved in using their skills and following the instructions within a program, such as adding objects. The teachers are beginning to select subject-related programs that reinforce or vary skills through computer use, providing good opportunities for consolidation, but this is still developing. At Key Stage 2 the skills are introduced and consolidated by having a good purpose linked to other subjects. Computer use by pupils is logged in some classes but the school does not yet have assessment procedures. Provision in the subject does not yet meet statutory requirements but there are good plans to ensure that it will be fully in place by Easter 2001, with improved facilities and subject coverage.
120. The co-ordinator has worked hard to establish the subject and provide support for colleagues. He has a clear action plan for the development of the subject that shows good understanding of staff needs. He monitors aspects of information technology through providing support, helping with planning for lessons, and working with the pupils. He has had the opportunity to observe lessons and make formal assessments and this is used well to promote improvements. The training needs of staff have been identified and appropriate support is arranged. The school has a policy for information technology that is due for review to bring it up to date. A nationally produced scheme of work has been adopted to provide structure and progression through the school. The quality of resources is now good and will meet the needs of the subject fully when connected to the Internet and further equipment and software is to be purchased as funds allow. The school, supported by the governors, has plans to make good developments in the subject and the direction it is taking is good.

## **MUSIC**

121. It was not possible to observe lessons in music since very few came within the timetables of the days in school. From looking at the teachers' planning and discussions with the co-ordinator, pupils are given appropriate opportunities to make gains in musical skills and understanding in both key stages. Pupils sing in assemblies with good style.

## **PHYSICAL EDUCATION**

122. Standards in physical education are in line with national expectations and have been maintained since the last inspection.
123. Most pupils in Years 1 and 2 participate enthusiastically in gymnastics though a few pupils with special educational needs are badly behaved and this disrupts the learning of others. Pupils use space well and have the skills to copy sequences of three movements produced by a partner. They hold a balance and move smoothly from one movement to the next. The higher attaining pupils are insufficiently challenged to extend their skills.
124. Pupils in Year 4 and 5 have developed good games skills in football practice. They tackle, dribble and run with a ball with average skill overall and co-operate well as they play, being enthusiastic about the work of others. Both girls and boys play an active part in the lesson and enjoy playing small side football games, encouraging other members of their team and accepting the decisions of their teachers. Older pupils display good team spirit and play fairly. They take part in the warm up and cooling down sessions with a positive attitude and listen carefully to instructions. Pupils of all abilities make good progress. Overall, pupils' attitudes to learning in physical education are good with the exception of a very small number of younger pupils.
125. Only two lessons were seen during the inspection. The quality of teaching in these lessons ranged from unsatisfactory to satisfactory. In the unsatisfactory lesson, planning was weak and consequently the lesson was not well balanced, Pupils had no opportunity to cool down and many pupils were inactive for long periods of time due to the choice of activities. This contributed to the poor behaviour of a small group of pupils. Teaching was better when the lesson was well planned and pupils were active for the majority of the session. The teacher used praise and encouragement well and pupils' skills were highlighted.
126. The school has adopted a new scheme of work for physical education. The scheme provides a good balance and range of activities, which include gymnastics, dance athletics, swimming and games. Weekly planning sheets are used to identify clear learning objectives and assess strengths and weaknesses. However, planning documents are inconsistently applied throughout the school. A method of assessing the development of pupil skills and of involving them actively in evaluating their own learning has yet to be developed.
127. The school uses coaches from a local football club to support the development of football skills for older pupils in a good arrangement. There is a football pitch some distance away but this is no longer used due to staff concern about pupil safety whilst walking to the pitch. Currently, games are taught on the two hard court areas. The school has its own swimming pool which is used mainly during the summer term. Pupils also attend a local swimming pool in the spring term and benefit from the expertise of qualified swimming coaches. All staff have received training and guidance in health and safety. Extra-curricular



clubs further enhance the provision well for physical education and include gymnastics, netball, rounders and football.

128. The co-ordinator has been newly appointed to the role and is enthusiastic about the subject and its future development. The school policy is in need of review in the light of the new scheme of work and the co-ordinator has identified a shortage of equipment to support the teaching of the subject.

## **RELIGIOUS EDUCATION**

129. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus at both key stages. In Years 1 and 2 pupils were encouraged to reflect upon things that are precious to them. They initially explored this as a group demonstrating satisfactory understanding and then represented their ideas through drawing things that are important to them. The pupils readily share their thoughts with others, and they react considerately to each other. In Year 3 pupils know the story of "Vishnu Saving the World" and are beginning to understand how Hindus relate to matters outside the person. They understand the significance of a church in the Christian religion and recognise how a church can change over time with differing practices, vestments and sacred vessels. In Year 5 they explored the reactions to suffering and related these to reasons that cause it. In Year 6 pupils explored the story of David and Goliath and reflected upon the qualities which made David the victor with satisfactory understanding.
130. Pupils have good attitudes and are respectful to one another. They share and value contributions made by others during discussions. There are several good opportunities for developing language skills through extended writing of stories in Year 6. Pupils also develop their speaking and listening skills from Year 1/2 through expressing and listening to the thoughts of themselves and others.
131. The teaching of religious education is satisfactory. While only two lessons were seen during the inspection, evidence from teachers' planning, wall displays and scrutiny of pupils' work indicates that teaching gives pupils a good grounding in several faiths with a greater understanding of Christianity. The teachers place a good emphasis upon the ability of pupils to reflect upon their thoughts and listen to others. The planning does not make sufficiently clear what standards the pupils are expected to achieve.
132. The co-ordination of the subject is satisfactory. The locally agreed syllabus is followed and the more recent guidance issued by the local diocese is also used in planning. However, these changes are new and have yet to make a significant impact on pupils learning. The improvement since the last inspection has been satisfactory. A scheme of work is in place to guide teachers' planning. However, the resources available are insufficient to adequately support the teaching.