

# INSPECTION REPORT

## **SOUTH TAWTON PRIMARY SCHOOL**

South Zeal, Okehampton

LEA area: Devon

Unique reference number: 113263

Headteacher: Mrs B. Sutton

Reporting inspector: Mrs A.J. Pangbourne  
23818

Dates of inspection: 6<sup>th</sup>-8<sup>th</sup> November 2000

Inspection number: 225038

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: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Tawton Lane  
South Zeal  
Okehampton  
Devon

Postcode: EX20 2LG

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Appropriate authority: The governing body

Name of chair of governors: Mr P. Shaw

Date of previous inspection: January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

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

### **INFORMATION ABOUT THE SCHOOL**

South Tawton Primary School is situated in the village of South Zeal, on the edge of Dartmoor. The village comprises a mixture of owner occupied and local authority owned housing. The school draws its pupils from the village and from the outlying villages of South Tawton, Belstone and Sticklepath. Children's attainments on entry are broadly average. At the time of the inspection there were 192 pupils on roll, of whom three had statements of special educational need and 39 were included on the special educational needs register. This is broadly average. The percentage of pupils with special educational needs has increased significantly in recent years. There are slightly more girls than boys. The pupils are predominantly white with few pupils from an ethnic minority background. The socio-economic circumstances of the pupils are broadly average, with seven per cent entitled to a free school meal, which is also broadly average.

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

This is an effective school that gives pupils a good breadth to their education. Attainment on entry is broadly average for most children and they achieve average standards by the age of seven. By the age of eleven they achieve above average standards because the quality of teaching is good, and particularly high in Year 6. Pupils in Key Stage 2 and Year 1 achieve well, but achievement is sometimes less marked in the Foundation Stage (Year R) and Year 2 when tasks are not well matched to their needs. Pupils behave well and are interested in their work. The leadership and management of the school are good. The school provides good value for money.

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

- The quality of teaching is very good in Year 6 and good overall in Key Stage 2 and as a result, standards are above average in English and mathematics by the time the pupils leave the school.
- The headteacher, governors and staff work well together to improve standards, which contributes to the success of the school.
- The school makes very good provision for pupils' social and moral development and as a result, behaviour is good, pupils are confident and friendly and can work without close supervision.
- A good range of extra-curricular activities, a well-structured focus on personal, social and health education, a good range of visits and visitors and effective use of literacy across other subjects enrich the curriculum.

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

- In the Foundation Stage and Year 2, tasks are not always well matched to the needs of the pupils, particularly higher attainers, and as a result, these pupils do not make as much progress as they should.
- The curriculum for the Foundation Stage is not always appropriate to the needs of young children and consequently, there are insufficient opportunities for focused independent play and for children to make choices.
- Opportunities for spiritual development across the curriculum are sometimes missed.

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

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

On balance, the school has made satisfactory improvements since its last inspection in 1997. Standards have generally remained high in English, mathematics and science by the end of Key Stage 2, although standards at Key Stage 1 have been more variable. The changing nature of the intake to the school, where there are now significantly more pupils with special educational needs than at the time of the last inspection is a factor which contributes to this variability. The quality of teaching has improved. The school has successfully addressed most of the issues pointed out in the previous inspection. Teachers now identify what pupils are going to learn in their planning, schemes of work have been completed and investigative approaches to mathematics and science have been developed. The school has worked hard to provide for a greater range and depth of opportunities for writing. Although new

buildings have been provided for children in the Foundation Stage, weaknesses remain in the provision for these children.

## 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	B	A	C	E
Mathematics	B	A	A	B
Science	B	A	A	A

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

Key Stage 2 National Curriculum test results were well above average in 2000 in mathematics and science and average in English. In comparison with similar schools, that is schools with up to eight per cent of pupils entitled to a free school meal, pupils' performance was well above average in science, above average in mathematics and well below average in English. The reason why the results for English were so much lower than the other subjects is because that year group included an untypically high number of pupils with special educational needs, particularly in literacy. This year group achieved below average results in reading and writing in their Key Stage 1 tests in 1996. National Curriculum test results for pupils at the end of Key Stage 1 in 2000 show that standards in reading, writing and mathematics were below average and well below average when compared with similar schools. The percentage exceeding the expected level was below average in reading and mathematics and well below average in writing. There are significant variations in standards between year groups, according to the distribution of pupils with special educational needs, and this particular year group also contained a high number of pupils with special educational needs.

Inspection evidence shows that standards overall are above those expected for eleven-year-olds and meet those expected for seven-year-olds in English and mathematics. Standards in science were not investigated in depth on this inspection, but standards seen in lessons were above expectations. The reason for the differences between test results and inspection evidence is due to the distribution of pupils with special educational needs.

Pupils in Key Stage 1 generally achieve as they should, although tasks are not always appropriate for the needs of pupils in Year 2 and the Foundation Stage, particularly higher attainers. As a result, these pupils do not always achieve as well as they might. Pupils achieve well in Key Stage 2, because the quality of teaching is good and they are offered challenging tasks. Results have improved at a similar rate to those nationally at Key Stage 2, but results at Key Stage 1 have slowly declined towards the national average, reflecting the changing intake. The school exceeded its target for mathematics and met its target for English in 2000. It is likely to meet the more challenging targets it has set this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are keen to do their best.
Behaviour, in and out of classrooms	Good, both in class and in the playgrounds contributing to an orderly environment. There have been no exclusions.

Personal development and relationships	Personal development is good. Older pupils take responsibility for a range of duties around the school.
Attendance	Very good. The school has made good efforts to continually improve attendance through very good monitoring.

Pupils throughout the school work well in groups. The way in which older pupils take responsibility for younger ones, for example in supervising the library, is a particular strength.

### TEACHING AND LEARNING

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

The quality of teaching was satisfactory or better in 96 per cent of lessons. Seventeen per cent of lessons were very good or better. Sixty per cent of lessons were good or better. Teaching was unsatisfactory in four per cent of lessons. The quality of teaching is good overall and contributes to good learning. It has improved since the previous inspection, where 12 per cent of the teaching was unsatisfactory. The quality of teaching is highest in the four classes in Key Stage 2, where 83 per cent of lessons were good or better, and particularly in Year 6 where most of the teaching was very good. In the Year 1 class, the quality of teaching was consistently good. Good teaching was seen in each class in Key Stages 1 and 2. In the one unsatisfactory lesson, the activities set did not meet the needs of the pupils. The teaching of English and mathematics are good at Key Stage 2 and range from satisfactory to good in the two classes in Key Stage 1. In Year 1 and in Key Stage 2, where the quality of teaching is consistently good, pupils make good gains in their learning. In the Foundation Stage and the Year 2 class, the rate of learning is not always as fast on the occasions when work is not well matched to the needs of the pupils. Strengths in the quality of teaching include the use of challenging questions, which extend learning, and high expectations, which encourage pupils to persevere. Tasks are well matched to the needs of the pupils and teachers manage pupils well. Where teaching is less successful, tasks are not always appropriate for the needs of the pupils, class management is less secure and pace slows. The needs of higher attaining pupils are not always well met, particularly in Year 2 and in the Foundation Stage.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Good range of extra-curricular activities and a well-structured programme for personal, social and health education. Unsatisfactory for children in the Foundation Stage
Provision for pupils with special educational needs	Satisfactory. Pupils are given appropriate support in lessons. However, targets on individual education plans are too general and have insufficient detail on the needs of individuals.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social development is a particular strength but provision for spiritual development is less well developed. Statutory requirements for collective worship are not fully met.
How well the school cares for its pupils	Good. The clear policy for child protection is well known by all staff.



The school is currently reviewing the timing and organisation of sessions within the school day, having changed the start time this term. Consequently, from Year 2, pupils have their literacy and numeracy hours without a break in between. This sometimes leads to some loss of concentration towards the end of the second session. During the inspection, the last session of the day was used for collective worship, including personal, social and health education and for teachers to discuss their work with some pupils in rotation. The school is reviewing this because it does not fully meet statutory requirements by withdrawing some pupils from collective worship.

The curriculum for children in the Foundation Stage provides insufficient opportunities for focused independent play or for children to make choices.

The school pays good attention to safety on the difficult site, which is divided by a narrow road.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership by the headteacher, supported well by the senior management team. Co-ordinators for English and mathematics have a good understanding of their roles.
How well the governors fulfil their responsibilities	Satisfactory. The governors are committed to the school and are supportive. However, they have not ensured that the school fully meets statutory requirements for collective worship.
The school's evaluation of its performance	Satisfactory. Although the school monitors its performance and identifies the right priorities for improvement, there is room for more rigour in the way in which the school uses its information and takes action to raise standards still further.
The strategic use of resources	Good. The school has recently adopted the Additional Literacy Strategy in Years 2, 3, 4, 5 and 6 and employed support staff to help implement it. The use of this strategy is already impacting positively on standards.

The headteacher regularly examines samples of work to assess standards. She knows all pupils very well because she regularly works alongside teachers in the classrooms.

The school applies the principles of best value to purchases well and evaluates spending carefully. Teachers carefully evaluate the value for money given by courses that they attend.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Behaviour is good and the school helps children become mature and responsible.</li> <li>The teaching is good and children make good progress because they are expected to work hard.</li> <li>Their children enjoy coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents would like more homework and others would like less.</li> <li>Some parents would like more information about how their child is getting on.</li> </ul>

The inspection team fully supports the positive views parents have of the school. With regard to their concerns, they found that the school provides a suitable amount of homework, but that reports to parents provide insufficient information on what pupils need to do in order to improve.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The quality of teaching is very good in Year 6 and good overall in Key Stage 2, and as a result, standards are above average in English and mathematics by the time the pupils leave the school.**

1. In the National Curriculum tests for eleven- year- olds in 2000, pupils reached average standards in English and well above average standards in mathematics. Standards this year are higher in English and a little lower in mathematics, being above average in both subjects. This is because there are significant differences in the proportion of pupils with special educational needs, and particularly in literacy, in different year groups.
2. When children start school, their attainment is broadly average and standards at the age of seven are also broadly average. Progress accelerates through Key Stage 2 because the quality of teaching is good and the very good teaching in Year 6 enables them to reach above average standards by the time they leave the school.
3. There are several factors that contribute to the high quality of teaching. One of these is that teachers plan challenging and interesting activities to extend pupils' skills. For example, in English, pupils in Year 6 show effective use of expressive vocabulary such as 'O sweet Titania, languish in the grove circled by fairy flowers, white and mauve' when writing in the style of Shakespeare. In a very good literacy lesson, pupils in Year 6 took responsibility for their own work as they planned a script for the radio, based on a story. The pupils learned the importance of stage directions and the impact of the first scene because the teacher modelled turning a story into a script very well. In mathematics, pupils in Year 5 learned to identify isosceles triangles from the description provided by their partner; for example, 'three sides, no right angles, two matching sides'. The pupils responded very positively to this task because it was presented to them in an interesting way.
4. A particular strength is the use teachers make of challenging questions to provoke thought and test out understanding. For example, in a good literacy lesson focusing on news articles, for pupils in Year 4, questions were used well to help pupils explore the meanings of newspaper headlines. For example, the teacher offered the headline 'Mayor slams school meals' before asking if the meaning was clear. As a result, pupils learned the importance of fitting the style of writing to the purpose of the text. Questions such as 'Which verb is the more powerful in this passage?' provoke thought and lead to a good understanding of grammar. In a poetry lesson in Year 3, pupils made very good gains in their learning when the teacher asked challenging questions such as 'What type of text is this?' and 'Why did the poet use this adjective?' Pupils were challenged to give reasons for their answers; for example, to say why a chosen word was so much better. This helps pupils make very good gains in their learning. In mathematics, questions such as 'If we can divide a square into a half, a quarter and an eighth, can we have a go at a third?' motivated pupils in Year 3 who settled quickly and enthusiastically to the task. Very challenging questions such as 'What is the highest common factor of 24 and 42?' encourage productive group discussion and enable pupils to make good gains in their understanding.
5. Another feature of good teaching is the way in which teachers manage the pupils. For example, in a mathematics lesson for pupils in Year 3, effective management strategies ensured that all pupils took part in the mental arithmetic session. As a result, by the end of the session, pupils learned how to halve 62 mentally, using a partitioning strategy. In the same lesson, the teacher asked pupils to 'put your finger on your nose if you're not sure what to do!' enabling them to seek help in a discrete manner.
6. Good features common to lessons in Key Stage 2 are high expectations of behaviour, which are made clear to the pupils and ensure that no time is wasted and that pupils respond immediately to their teachers. Teachers are skilled in clear explanation and ensure that pupils know what they are

going to learn in each lesson. This enables pupils to be clear about what they should be learning and leads to a better understanding of their own progress.

7. Another feature of the very good teaching seen in Year 6 is very effective use of time targets to ensure that pupils know how long they have to complete an activity. This results in pupils remaining on task and settling quickly to activities. Reminders such as 'Come on, Class 6, this is too long' reflect high expectations to which the pupils respond well. Very good relationships, a relaxed style and a real enthusiasm for English and mathematics encourage pupils to ask if they are unsure what to do. All these factors contribute very positively to the standards attained by the time the pupils leave the school.

**The headteacher, governors and staff work well together to improve standards, which contributes to the success of the school.**

8. Analysis of test results in 1999 identified that standards in writing were not as high as those in reading and that pupils were not always using the skills which they had been taught in their own writing. To address this, one session each week is designated for extended writing and inspection evidence shows that standards in writing have improved. The school formally assesses samples of writing twice each year to evaluate progress. To raise standards in reading, particularly for lower attaining pupils, the school has successfully introduced the Additional Literacy Strategy in Years 2, 3, 4, 5 and 6, adapted to meet the needs of the pupils. It has invested in support staff to assist in the implementation of this strategy and sessions seen during the inspection, showed that the pupils were well motivated by the activities and that they were making good progress.
9. The school has recently changed the timing of the school day in order to give more curriculum time and so raise standards. The school now starts a quarter of an hour earlier and during this time, parents are invited to read to younger pupils, the Additional Literacy Strategy takes place and older pupils share information socially and are ready for a prompt start. This is contributing to improving standards, particularly in literacy. The school is committed to a broad curriculum and it is experimenting with different timings of sessions within the school day in order to make the best use of the time. However, at the time of the inspection, the timing of the literacy and numeracy hours were consecutive for pupils from Year 2 and led to some loss of attention towards the end of the second session, particularly in Year 2. The arrangements being tried at the time of the inspection allow time for teachers to discuss their work with some pupils during the time allocated for collective worship and personal, social and health education. The school is currently reviewing this organisation to allow for a break between literacy and numeracy and to ensure that pupils are not excluded from collective worship.
10. The school has a well-established programme for monitoring the work of the school. This sets out clearly tasks for each term. For example, the headteacher sets professional development targets for teachers at the beginning of the year, monitors planning and works alongside teachers in their classrooms. The senior management team track the progress of individual pupils across the school. In the spring term, the headteacher, deputy headteacher and co-ordinators monitor classroom teaching, assess samples of extended writing and track progress for a second time. By the end of the school year, both statutory and whole school test results are analysed to identify areas of weakness. For example, evaluation of last year's results identified a need to raise standards further in literacy and this is why the school has adapted the Additional Literacy Strategy to meet the needs of pupils in other year groups as well as those for whom it was intended. Although the school generally uses its monitoring data to identify areas for improvement, there is room for more rigour in the evaluation of its data. For example, the school has already identified that tasks are not always well matched to the needs of the higher attaining pupils.
11. The governing body keep themselves informed of the work of the school through regular planned visits. They have been instrumental in making improvements to the format of the school development plan and have analysed results of twice yearly tests to judge the effectiveness of the Additional Literacy Strategy. The commitment they make from the school's budget to support this strategy has a beneficial effect on the standards attained. Two years ago the school appropriately made the decision to become involved in the licensed teacher scheme, where student teachers

undertake most of their training in the school. The student who trained in the school last year, under the leadership of the headteacher, is now a valued and successful member of the staff, contributing positively to the high standards by the end of Key Stage 2.

**The school makes very good provision for pupils' social and moral development and as a result behaviour is good, pupils are confident and friendly and can work without close supervision.**

12. As well as planned opportunities to develop social skills, teachers also make the most of opportunities in lessons. As a result, pupils are confident, show good behaviour and work together well. Pupils are encouraged to show respect for others from an early age and this is developed well as pupils move through the school. For example, in the reception class, children helped each other to ride a range of old bicycles brought to school by a visitor. They took turns sensibly and showed respect for the visitor's treasured collection of bicycles. A visit from children due to start school next term gave good opportunities for the reception class to meet new friends. In Year 1, pupils negotiate their own rules amicably when exploring sounds made by different instruments; for example, 'No one plays when someone else is playing.' By Year 2, pupils share their own stories confidently with the class, who listen with interest and clap enthusiastically at the end. In the same class, pupils work independently investigating forces in household objects, enabling the teacher to work with another group. Pupils in Year 3 choose their favourite Roman tile pattern by evaluating the work of their peers and give their reasons for their choice, which are accepted with interest by their classmates. All pupils are expected to work independently in group activities during the literacy and numeracy hours and most respond well to their teachers' expectations.
13. The climate of mutual respect shown between adults and pupils and between pupils is a significant factor leading to the very good provision for social and moral development. For example, in a Year 3 poetry lesson, pupils were encouraged by the teacher's comment 'That's a lovely idea. It's really made me think'. Consequently, pupils know that their contributions are valued and are motivated to persevere. In Year 4, the good role model set by the teacher in writing headlines for a newspaper encouraged pupils to co-operate and collaborate, showing respect for the headlines suggested by others. By Year 6, pupils work well together in groups, building on each other's ideas when writing play scripts. They take responsibility for their own work, saying 'Let's read it out so far.' Most teachers apply strategies of behaviour management well and manage behaviour unobtrusively. However, in Year 2, pupils sometimes take too long to tidy up after an activity and become fidgety during group discussions.
14. Taking responsibility is encouraged outside the classroom and this develops as pupils move through Key Stage 2. For example, pupils in Years 3 and 4 read stories to pupils in Key Stage 1, pupils in Year 4 clear the tables after lunch, Year 5 pupils help younger ones at lunchtime and pupils in Year 6 lay the tables between the lunch sittings. These responsibilities are appreciated by the dining room assistants and make a positive contribution to the pupils' personal development. By Year 6, pupils take responsibility for a range of duties. They act as bus monitors, ring the bell at the end of the day and take responsibility for the library, ensuring its tidiness and checking books in and out efficiently for the rest of the school.

**A good range of extra-curricular activities, a well-structured focus on personal, social and health education, a good range of visits and visitors and effective use of literacy across other subjects enrich the curriculum.**

15. The school ensures that pupils develop their skills in many areas of the curriculum and this contributes to well motivated pupils and above average standards. Pupils develop their physical skills well through extra-curricular activities such as football, netball, gymnastics and fitness clubs. There are also good opportunities for musical activities such as the recorder club, the choir and orchestra. Other areas of the curriculum are well catered for by the cookery, environment and computer clubs. These varied activities show the school's commitment to a broad curriculum. The personal, social and health education programme provides good opportunities for pupils to explore subjects such as citizenship. For example, during the inspection, pupils in Key Stage 2 explored

the themes of greed, betrayal, disloyalty and unkindness shown by a character in 'The lion, the witch and the wardrobe'. This enabled them to consider whether they had shown these characteristics and contributed positively to their personal development. Younger pupils consider how it would feel if their home was flooded and think about people less fortunate than themselves.

16. A wide range of visits and visitors give pupils a good understanding of life in the wider world. These visits support many aspects of the curriculum. For example, artists and authors visit the school during Book Weeks and National Poetry Day. Pupils visit a range of museums to support work in history, younger pupils visit a fire station and an airport to give them first hand opportunities of what happens in such places. Pupils in Year 6 develop their life skills through a programme of visits to Okehampton Army camp. They develop social and cultural skills through a residential visit to France. All these opportunities contribute positively to the good curriculum provided by the school.
17. A strong feature of the curriculum is the way in which the school uses literacy in other subjects, particularly history, science and religious education. For example, in history, pupils in Year 2 use their developing literacy skills to write about the Great Fire of London, using vocabulary such as 'The fire burned all day with buildings crashing down and the flames roaring!' They write lists to compare differences between life in 1666 and 2000. By Year 6, pupils undertake research into people who helped Victorian children and write their biographies. They produce detailed flow charts about life in Victorian Britain. In science, pupils in Year 2 write lively accounts about freezing and melting, showing developing use of punctuation such as 'It had frozen into ice!' In Year 6, pupils write up their investigations about erosion, transportation and deposition, showing what rivers do to landscapes. In religious education, younger pupils write prayers about blessings and accounts about Moses, while older ones research definitions of worship, write prayers and investigate sacred texts such as the Bible.

## WHAT COULD BE IMPROVED

**In the Foundation Stage and Year 2, tasks are not always well matched to the needs of the pupils, particularly higher attainers, and as a result, these pupils do not make as much progress as they should.**

18. Examination of samples of work from pupils of different abilities shows that pupils of above average attainment are often given the same tasks as those of average attainment. This is particularly noticeable when pupils are using worksheets to record tasks. Consequently, higher attaining pupils achieve the tasks easily and consolidate their skills rather than develop greater understanding. Results of National Curriculum tests in 2000 show that, by the end of Key Stage 1, the percentage of pupils exceeding the expected level was below average in reading, mathematics and science and well below average in writing.
19. During the inspection, the 11 children in the Foundation Stage were sometimes offered tasks that were inappropriate to their needs. For example, children were offered unchallenging worksheets designed to practise handwriting and letter recognition. Some of these sheets were designed to practise writing 'n' and to identify items beginning with that letter. The children were asked to practise writing 'n' and then to cut out items beginning with 's'. This led to some confusion. Other children were given a detailed picture and asked to cut out items beginning with 's'. This activity had little value because the items were too small. Higher attaining children could already identify items beginning with 's' and consequently were unchallenged.
20. In literacy lessons for pupils in Year 2, pupils are usually offered different tasks during the group activities session, but examination of planning shows that over the week, these tasks are rotated between the different groups. Some pupils are expected to work unaided and others with help from support staff. This leads to insufficient challenge for higher attainers and tasks that are too challenging for lower attainers. For example, during the inspection, higher attaining pupils were given a picture from a story and asked to draw speech bubbles and complete them to show what the characters were saying. One pupil quickly wrote 'There are seven biscuits left over from the party. You must have one each' using correct spelling. The lowest attaining group was offered the same task with support from the classroom assistant. This task was too difficult and pupils spent too long trying to draw speech bubbles, which left them insufficient space in which to write. In a mathematics lesson, higher attaining pupils counted in 10's confidently and then repeated a similar activity without moving their learning on. Too often, higher attaining pupils are expected to complete more of a task or to do it unaided, rather than being offered different tasks that are more closely matched to their needs.

**The curriculum for the Foundation Stage is not always appropriate to the needs of young children and consequently, there are insufficient opportunities for focused independent play and for children to make choices.**

21. During the inspection, four lessons were seen for children in the Foundation Stage. In most of these lessons, children spent much of the time either sitting on the floor listening to their teacher or sitting at their tables. There was an over dependence on colouring activities and in the use of unchallenging worksheets and workbooks. In a lesson to develop communication, language and literacy skills, for example, the children were expected to copy and complete a sentence from the blackboard or to copy over and under the teacher's writing. Several children were unable to read the words on the board and completed the task under close supervision of classroom helpers who told them what to write. Consequently, some children became disinterested and took too long to complete the task. The teacher's planning sheet did not identify what children were expected to learn after the written tasks and as a result, children wandered aimlessly, playing with construction apparatus and games. There was no focus to the play activities and as a result children made little gains in learning.
22. The previous inspection identified a lack of balance between activities chosen by the child and those chosen by adults. This weakness remains and children are over-directed by adults. There was no evidence of children taking responsibility for their own learning and this inhibits the

development of independence skills. The curriculum also includes insufficient opportunities for children to develop their physical skills through regular planned outdoor play; for example using wheeled toys or for challenging role-play. However, there are plans for the erection of a fixed outdoor canopy, which will make the provision for these activities easier.

**Opportunities for spiritual development across the curriculum are sometimes missed.**

23. Personal, social and health education sessions take place at the end of each day, where pupils from each key stage meet together. Sometimes not all pupils are included in these sessions because this time is currently also allocated as a time for teachers to have conferences with pupils in rotation about their work. This does not fully meet requirements because all pupils are required to attend daily acts of collective worship unless withdrawn by their parents. The school is reviewing this as part of its reorganisation of the use of curriculum time. Personal, social and health education sessions seen during the inspection did not make a positive contribution to pupils' spiritual development. For example, there was no music to set the scene as pupils entered the room and no candle or artefact to establish a feeling of reverence. During a session for pupils in Key Stage 1, a helper was allowed to work on a computer with a pupil from Key Stage 2. The noise from the computer and their departure from the room before the session was finished detracted from a spiritual atmosphere. In a session for pupils in Key Stage 2, a hymn was sung with no discussion beforehand or reference to it afterwards, before a discussion of personal qualities shown by a character in 'The lion, the witch and the wardrobe'. Personal, social and health education sessions seen during the inspection had little focus on worship, divinity or personal responsibility. Consequently, they made a limited contribution to pupils' spiritual development. Opportunities are sometimes missed in lessons to marvel and wonder at the world. For example, a teacher asked if anyone was as tall as the penny farthing bicycle brought to school by a visitor, but missed the opportunity to find out and to marvel at the size of the bicycle. Where opportunities are taken, for example in Year 2, pupils responded with awe and excitement to the well-told story of the Iron Man.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The governors, headteacher and staff should carry out the actions below in order to raise standards and improve provision further.

- (1) Evaluate monitoring and assessment data more rigorously to identify strengths and weaknesses for individual pupils and use this information to ensure that higher attaining pupils, particularly in the Foundation Stage and in Year 2, are offered challenging tasks which are well matched to their needs. \*  
(paragraphs 18-20)
- (2) Improve the provision for children in the Foundation Stage by:
  - ensuring that all tasks have a clear focus and allow children to learn new skills;
  - providing opportunities for children to make choices and take some responsibility for their own learning;
  - ensuring that the curriculum is planned in accordance with curriculum guidance for the Foundation Stage and takes account of the 'stepping stones' towards the early learning goals.(paragraphs 19, 21 and 22)
- (3) Improve provision for spiritual development by:
  - ensuring that statutory requirements for collective worship are fully met;
  - identifying opportunities for spiritual development across the curriculum and ensuring that they are implemented consistently.(paragraph 23)

\* The school has already identified this as an area in need of improvement.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	43	35	4	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	192
Number of full-time pupils eligible for free school meals	14
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	39
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.006
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
	00	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	11	12	12
	Total	23	25	25
Percentage of pupils at NC level 2 or above	School	80 (90)	86 (90)	87 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	13	12	12
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	86 (86)	86 (87)	86 (86)
	National	84 (82)	88 (86)	88 (87)

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

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	00	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	14
	Girls	12	9	12
	Total	22	23	26
Percentage of pupils at NC level 4 or above	School	81 (88)	85 (72)	96 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	13	13
	Girls	12	9	12
	Total	20	22	25
Percentage of pupils at NC level 4 or above	School	74 (92)	81 (88)	93 (96)
	National	70 (68)	72 (69)	79 (75)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	190
Any other minority ethnic group	2

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

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	27.4

**Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	90

**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.*

**Financial information**

Financial year	99/00
	£
Total income	320094
Total expenditure	307408
Expenditure per pupil	1538
Balance brought forward from previous year	30000
Balance carried forward to next year	42686

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	80

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	3	1	0
My child is making good progress in school.	42	55	2	0	0
Behaviour in the school is good.	53	44	3	0	0
My child gets the right amount of work to do at home.	27	57	11	1	4
The teaching is good.	52	44	1	0	3
I am kept well informed about how my child is getting on.	39	44	13	1	3
I would feel comfortable about approaching the school with questions or a problem.	64	28	9	0	0
The school expects my child to work hard and achieve his or her best.	62	33	4	0	1
The school works closely with parents.	49	38	10	0	3
The school is well led and managed.	58	29	10	0	3
The school is helping my child become mature and responsible.	50	42	4	0	4
The school provides an interesting range of activities outside lessons.	35	49	10	3	3

### Other issues raised by parents

Parents felt that the school was welcoming and they were happy with the education provided. Some parents felt that the school's reorganisation into single age group classes was an improvement. There was some dissatisfaction with the congestion caused by buses in the narrow road at the end of the day, and some felt other options could be investigated.