

## INSPECTION REPORT

**BARFORD ST PETER'S CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Barford, Warwick

LEA area: Warwickshire

Unique reference number: 125729

Headteacher: Pat Wheatley

Reporting inspector: Grahame Sherfield  
4758

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> June 2002

Inspection number: 230723

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Street Barford Warwickshire
Postcode:	CV35 8EW
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Ann Fawcett
Date of previous inspection:	19 <sup>th</sup> – 21 <sup>st</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4758	Grahame Sherfield	Registered inspector	Geography, history, information and communication technology	The school's results and achievements How well are the pupils taught? How well is the school led and managed?
9770	John Baker	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22955	Doreen Cliff	Team inspector	Foundation Stage, special educational needs, English, art and design, music, physical education	
31838	Martyn Williams	Team inspector	Equal opportunities, mathematics, science, design & technology	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Barford St Peter's Church of England Aided Primary School is smaller than average with 50 boys and 55 girls. There are four classes. There is one reception and Year 1 class, the former group being described as in the Foundation Stage, and one of pupils in Years 1 and 2. There are two further classes – one of Years 3 and 4 pupils and one of pupils in Years 5 and 6. Pupils' attainment on entry to the school in reception is generally above expected levels. About five per cent are known to be eligible for free school meals which is below the national average. Most pupils come from the pleasant village of mainly private housing in which the school is located, though about a third live in other villages nearby. About 22 per cent of pupils have special educational needs, which is in line with the national average. Many of these have moderate learning difficulties. One pupil has a Statement of Special Educational Needs. Six pupils are from ethnic minorities. There are no pupils with English as an additional language.

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

This is a steadily improving school with some good and very good features. Its effectiveness is good. The headteacher and her staff have worked successfully to improve teaching and raise standards in English, mathematics and science, which are now above average. The school's income and expenditure are high: it provides satisfactory value for money.

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

- Pupils' attitudes, behaviour and personal development are very good because very good provision is made for moral and social education.
- Pupils' attainment in music is well above expected levels throughout the school as a result of very good teaching.
- The quality of teaching is consistently good in the school because teachers are committed and work hard and opportunities for training have been good.
- The school benefits from the very good leadership and management of the headteacher which make a very positive contribution to pupils' achievements.
- Pupils with special educational needs make good progress because teachers and learning support staff work together effectively to support their learning.
- There are very good links with parents which have a very positive impact on their children's learning.

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

- Pupils' attainment in information and communication technology (ICT) by the end of Year 6 is below expected standards as there has not yet been time for new equipment and planning to have their full impact.
- Planning for teaching and learning in the Foundation Stage does not fully take account of the standards expected nationally before starting the National Curriculum (the Early Learning Goals).
- Subject leaders do not systematically observe lessons in order to monitor standards attained and the quality of teaching and learning.
- Planning does not support the coherent development of pupils' skills and understanding in design and technology, geography and history as they advance through the school.

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

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

Improvement since the last inspection in May 1997 has been good. Key issues identified in the last report have been largely tackled. Where this is not fully the case, this is because the school has prioritised well and responded appropriately to national initiatives in literacy, numeracy and ICT. The

quality of teaching has improved and standards have been raised in English, mathematics and science. Pupils' attitudes and behaviour have improved significantly and a new classroom has enhanced the school's accommodation. Provision for pupils with special educational needs is also better. The school is well placed to continue to improve.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	B	A	E	E*
mathematics	D	A*	D	E
science	B	A*	C	E

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

This village school has small numbers of pupils in Year 6 (14 in 2001, 12 in 2000) and there can therefore be considerable variations in standards attained from year to year. These are reflected in the grades in this table. In 2001, over half of the pupils taking the tests had special needs and in English E\* means that standards were in the lowest 5 per cent achieved in similar schools. In 2000, the year group had higher levels of attainment and A\* indicates attainment in the highest 5 per cent nationally in mathematics and science. It is thus not possible to comment on the trend in standards over time. Inspection evidence indicates that in the current Year 6, standards are above average in English, mathematics and science and pupils achieve well. Pupils sustain and develop their ideas in their writing, striving to use imaginative vocabulary. They tackle mathematics problems in everyday situations successfully and use subject vocabulary with some confidence. Pupils record systematically in scientific experiments to help solve problems. The school comfortably exceeded targets set for 2001 and is making good progress towards those set for 2002, which are suitably challenging.

In national assessment tasks at the end of Year 2 in 2001, attainment in mathematics was average compared with that of similar schools and well above this in writing. In reading, attainment was well below the average in similar schools. In comparison with national figures, attainment in reading was average, in mathematics it was above average. It was well above average for writing. Variations within a small year group apply in Year 2 as well, as higher attaining readers did much better in 2000. Inspection evidence shows that standards by the end of Year 2 in English, mathematics and science are above average and pupils achieve well. Most pupils read simple texts with confidence and are beginning to use sentences successfully. They solve simple money problems and use scientific vocabulary with understanding. In reception, children are achieving well and are already working confidently within the National Curriculum, especially in English and mathematics. Their skills in aspects of their personal and creative development, such as independent learning through investigation, are less well developed. Pupils' achievement throughout the school is good overall.

Standards in music throughout the school are well above expected levels and pupils achieve very well. In ICT, pupils achieve satisfactorily and standards are in line with expected levels by the end of Year 2. Currently, standards are below these by the end of Year 6. There has not yet been time for new hardware and planning to support improvements in standards. In other subjects, by the end of Years 2 and 6, pupils achieve satisfactorily and reach standards expected nationally.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Pupils' attitudes are very good and they respond very well to the opportunities provided for them.
Behaviour, in and out of classrooms	Behaviour in classrooms and around the school is very good.
Personal development and relationships	Relationships between pupils, and between pupils and teachers and other adults, are very good. Pupils take real pleasure in the achievements of their classmates and support each other very well. They respond well when given the opportunity to take responsibility.
Attendance	Attendance is above average and pupils are keen to come to school.

Very good attitudes, behaviour and relationships make a very positive contribution to pupils' learning.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching is good overall throughout the school. In reception, the quality of teaching is good and children respond very well to the suitably challenging work presented. In Years 1 and 2 and in Years 3 – 6, the teaching of English, mathematics and science is good and pupils' response in lessons is very good. Pupils are managed very well. Questioning is often used effectively to make pupils think and to help the teacher decide what pupils need to do next. Pupils respond very well to these opportunities. Their levels of concentration and capacity to think for themselves are well developed. In the best teaching seen, lesson planning was very good and activities were very well suited to developing pupils' understanding. Teachers' knowledge and enthusiasm were often excellent. Where, in a small number of lessons, teaching was satisfactory, there was sometimes too much emphasis on teachers directing pupils and, as a result, pupils had limited opportunities to think and work for themselves.

The skills of literacy and numeracy are taught well in Years 1 and 2 and in Years 3 – 6. The school meets the needs of its pupils well, including those with special education needs and pupils with high levels of attainment.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum for Years 1 – 6, which is broad and balanced. Statutory requirements are met. In reception, the curriculum is appropriate for current children, but planning is not yet in place to develop skills in the different areas of learning systematically, prior to starting the National Curriculum in Year 1. There is a satisfactory range of extra curricular activities.
Provision for pupils with special educational needs	Provision is good. Pupils make good progress as they are well supported in their work by teachers and learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural	Good overall. The school makes very good provision for pupils' moral and social development, particularly in caring for others. Provision for spiritual development is good and it is sound for cultural development.



development	
How well the school cares for its pupils	The school works hard to ensure pupils' welfare. Their academic performance and personal development are monitored well. Arrangements for child protection are very good.

In design and technology, geography and history, planning does not identify the best learning opportunities in order to help pupils develop their skills and understanding in the most systematic way as they move through the school. The school has very effective links with parents and frequently seeks their views. The great majority of parents have positive views of the school.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher. This makes a very positive contribution to pupils' achievements. The role of subject leaders has developed but it does not yet include systematic observations of lessons.
How well the governors fulfil their responsibilities	Governors have a good understanding of their responsibilities and are effective in fulfilling them. They know well the school's strengths and areas for development.
The school's evaluation of its performance	The school monitors its performance soundly in order to maintain strengths and take action to make improvements where needed.
The strategic use of resources	Sound use is made of resources available to the school and space within and around the buildings is used well.

Staffing and accommodation are good. Learning resources are satisfactory. The school applies the principles of best value well.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The good behaviour in the school.</li> <li>• The good teaching.</li> <li>• They feel comfortable about approaching the school with questions or problems.</li> <li>• The school expects children to work hard.</li> <li>• The ways in which the school helps children to take on responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework received.</li> <li>• Information about how children are getting on.</li> <li>• The leadership and management of the school.</li> <li>• The range of activities provided outside lessons.</li> </ul>

The inspection team endorses the parents' positive views but does not confirm the concerns raised. The school's policy on homework is carefully considered and reflects national guidance. Good information is provided about how children are getting on, the leadership and management of the school are good and the range of activities outside lessons is satisfactory.

## **PART B: COMMENTARY**

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

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

1. In the 2001 National Curriculum tests at the end of Year 6, attainment in mathematics and science was well below the average in similar schools. In English, it was in the lowest five per cent of such schools. In comparison with all primary schools nationally, attainment was average in science and below average in mathematics. It was well below average in English. However, more than half of the 14 pupils taking tests in 2001 had special educational needs. The school has undertaken a close analysis which compares the attainment of the 2001 pupils at the end of Year 6 with the standards they achieved at the end of Year 2. This shows clearly that they made progress which was as good as is expected nationally and in some cases better than this. The Local Education Authority (LEA) provides data which allow schools to compare their results with those of others in the county with similar numbers of pupils with special educational needs. Analysis here shows that results in this school in 2001 were better than those Warwickshire primary schools with similar proportions of special needs in mathematics and science and broadly in line in English.
2. This is a small school with small numbers in Year 6. This can mean considerable variations in attainment from one year to another and renders impossible a judgement of any trend in results. For example, in 2000, results at the end of Year 6 were very high. In science and mathematics, the school's results were in the top five per cent nationally. In English, they were well above average. Inspection evidence shows that standards are above average in the current Year 6 in English, mathematics and science and pupils are achieving well, including those from ethnic minorities and those who are gifted or talented. They develop significantly in their capacity to form good working relationships and respect the achievements of others. Pupils read well and talk with evident interest and enjoyment about books. They use good vocabulary in their writing and punctuation is generally accurate. Pupils know their tables well. They use mathematical vocabulary with understanding and can explain how they have tackled a problem clearly. Skills in carrying out scientific enquiries are well developed and pupils understand the importance of evidence, careful observations and accurate recording.
3. In national assessment tasks at the end of Year 2 in 2001, attainment in mathematics was average compared with that of similar schools and well above this in writing. In reading, attainment was well below the average in similar schools. In comparison with national figures, attainment in reading was average while in mathematics it was above average. It was well above average for writing. LEA data show attainment as above average for similar county schools in mathematics and writing and slightly below in reading. LEA information for 2000 indicates that variations within a small year group apply in Year 2 as well since higher attaining readers in the school that year did better than similar county schools. In the current Year 2, evidence gathered during the inspection shows attainment in English and mathematics and also in science to be above average. Pupils, including those from ethnic minorities and those who are gifted or talented, achieve well. They enjoy reading and read confidently and with expression. Many write in sequences of sentences appropriately, use punctuation effectively and spell simple words correctly. Pupils can work out the solutions to simple problems in mathematics and can articulate their methods with some confidence. In science, they use appropriate terms with real understanding.
4. The attainment outlined above by the end of the current Year 2 and Year 6 shows improvement on standards at the time of the last inspection. This is as a result of significant developments in the school's analysis and use of data as well as better teaching and the effective implementation of the National Literacy and Numeracy Strategies. Learning support staff make an important contribution to the quality of teaching generally. The effective partnership between teachers and support assistants is the reason why pupils with special educational needs achieve well throughout the school. There is real trust shown between special needs pupils and learning support staff which has a positive impact on achievement. From 1999 to 2001, boys did

consistently better than girls in reading, writing and mathematics at the end of Year 2 and in English, mathematics and science by the end of Year 6. Boys have therefore been doing better in this school than has been the case nationally. No significant differences in attainment between boys and girls were noted during the inspection. Boys' attitudes to learning are very positive.

5. When current reception children entered the school, their attainment was above average. By the end of reception, they have achieved well and exceeded the Early Learning Goals set nationally for children before beginning the National Curriculum. Children are working well at levels expected for Year 1 pupils, particularly in English and mathematics. They are well adjusted and confident, though their skills in aspects of their personal and creative development, such as independent learning through investigation, are less well developed. This is because planning does not fully take account of the Early Learning Goals. Children enjoy books and reading skills are well developed. Most can form letters correctly and write simple sentences. They can do simple calculations with numbers up to 20 and can count beyond this number.
6. By the end of Year 2 and Year 6, attainment is in line with expected levels in art and physical education. Achievement is satisfactory. In design and technology, history and geography, pupils also reach expected standards and achievement is satisfactory overall. However, pupils' skills and understanding develop unevenly in these subjects, with some aspects developing well, while others build less systematically. This is because planning does not identify the most suitable opportunities to develop the full range of skills and understanding as pupils advance through the school. Pupils reach expected standards by the end of Year 2 in information and communication technology (ICT) and achieve soundly. But they do not yet reach expected levels by the end of Year 6 and should do better. New equipment has been purchased, more is on order and opportunities for the use of ICT have been planned across the curriculum. However, there has not yet been enough time for these developments to have full impact on attainment. In music, by the end of Year 2 and Year 6, standards are well above expected levels as a result of some outstanding specialist teaching. Pupils achieve very well.

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

7. The attitudes, behaviour and personal development of pupils throughout the school, including those with special educational needs, are very good. They enjoy their lessons, show enthusiasm for school and uphold its values. This has a very positive effect on their learning, attainment and conduct. These features have improved since the last inspection.
8. Pupils are very well motivated and have very good attitudes to learning. They show commitment to their work, both in lessons and in after school activities. For example, many pupils are prepared to stay on at the end of the school day to take part in drama and sports clubs. Pupils of all ages listen to instructions carefully and sustain their concentration well in class. They are confident when expressing their thoughts and feelings and are able to work independently on individual and group tasks. Pupils are interested in the subject matter of their lessons, and are enthusiastic about the prospect of gaining new knowledge and skills. Great excitement was generated in a science lesson, for example, when pupils searched for "mini-beasts" in the school grounds. They collected these very carefully and later released them responsibly. In all age groups, attitudes to learning promote attainment and achievement.
9. Pupils' behaviour in lessons and around the school is very good. This helps teachers to teach effectively and pupils to learn and achieve well. Pupils clearly understand the school's expectations regarding behaviour and uphold its code of conduct. For example, they are extremely well mannered in the dining hall, eating their lunch quietly. Pupils behave well because they have accepted and absorbed the school's ethos of fairness and care for one another. This results in pupils being self-disciplined, polite and considerate, as when they spontaneously pick up litter. There were no instances of bullying or fighting and no pupils have been excluded in the past three years.

10. Relationships within the school are very good. Those between pupils and staff are characterised by mutual liking and respect. This significantly enhances the quality of both lessons and pastoral care. In class, pupils follow teachers' instructions, respect what they have to say and willingly accept guidance from them. Relations between pupils are also very good and are based securely on co-operation and friendship. In lessons, pupils work collaboratively without close supervision, share resources and take turns to use equipment. They work together constructively of their own volition and often demonstrate spontaneous and genuine applause for the success of others. Pupils of different ages, sex and ethnic origins play together harmoniously in the playground. They are aware of others' needs and show genuine concern for each other's welfare.
11. Pupils' personal development is very good. As they grow older, pupils become increasingly confident, mature and capable of taking on responsibilities. They respond well to the school's carefully considered programme of personal, social and health education which helps to prepare pupils for life outside school and encourages them to express and reflect on their feelings, values and beliefs. Pupils of all ages take responsibility for their own learning, for example, by monitoring their own progress towards their individual targets for improvement. They show maturity and responsibility in selecting charities to support and helping to organise events to raise funds for them. They take on lunchtime duties, such as supervising other pupils in corridors, older pupils leading younger by example in good behaviour. In class, pupils respond sensibly to duties and jobs that are frequently given to them.
12. Pupils' attendance has improved since the last inspection and is now good. The school's attendance rate was above the national average in the year 2000-01. There is virtually no unauthorised absence, and pupils' punctuality is very good. This, together with the high level of attendance, has a positive effect on the pupils' attainment and progress.

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

13. The quality of teaching and learning has improved since the last inspection in 1997 and it is now good overall. In English, mathematics and science, teaching is good and the good features are similar in the classes in reception, Years 1 and 2 and Years 3 to 6. The teachers' use of questioning is a strong feature. At the beginning of lessons, teachers often use questions to remind pupils of what has been covered before, to involve them in new learning and to build enthusiasm for the session ahead. Sometimes questions are open-ended to make pupils think, such as "What could I do to make..." in mathematics in Year 2. On occasion, they are directed towards individuals to check understanding and help them to make progress. Questioning is also used to check pupils' progress while lessons are under way as well as to consolidate what they have learnt at the end. The teachers' manage their pupils very well. They make good use of praise to build pupils' confidence and they have high expectations of pupils' capacity to show self-discipline and maintain concentration on the tasks in hand. There is often a sharp focus on using the correct subject vocabulary, for example in science and in mathematics. Pupils rise to these challenges very well and make good progress. They understand what they are doing, show considerable interest and concentrate well.
14. Lessons generally proceed at a good pace with enough time allowed for pupils to complete tasks while avoiding any waste of time. Activities are well planned to develop learning effectively. For example, in one Year 1 mathematics lesson on adding single and double-digit numbers, carefully chosen number sentences led into very good use of plastic cubes to help pupils understand what was taking place when two such numbers were added. In a Years 5 and 6 mathematics lesson, the mental maths introduction led very well into the main activities on the use of timetables to plan holidays. Such very good planning of sequences of activities characterised some of the best lessons seen where teaching was very good. Lessons are usually carefully planned so that pupils' knowledge and understanding is effectively developed in a number of linked lessons taking place over several days, as in work on information texts in literacy in Year 1. Teachers take trouble to make good links between work in different subjects of the curriculum and this makes a strong contribution to pupils' learning. In a Years 5 and 6 English lesson, clear links were made with local environmental issues being studied in

geography while in a Years 3 and 4 art lesson, connections were made with work in science and geography. As a result of all these features, pupils generally develop their knowledge and understanding well in lessons.

15. Much attention is given to carefully matching work to the needs of individual pupils. There are sometimes different tasks with differing levels of difficulty to ensure that pupils do as well as they can. Teachers and learning support assistants often adjust the level of challenge by varying the amount of support they provide and making clear different expectations to different pupils. Pupils with higher levels of attainment are suitably challenged and those with special educational needs are supported well. As a result, both groups achieve well. Teachers work well with learning support assistants who often show good subject knowledge. They are well briefed and contribute very positively to the quality of teaching. In a reception science lesson, the assistant's knowledge of plants was used appropriately to support children in their work in the school grounds. Adult volunteers sometimes make a very positive contribution, such as in a Years 3 and 4 science lesson on habitats around the school site. Teachers generally use homework well to consolidate and develop pupils' learning outside school.
16. In the small number of lessons where teaching observed was satisfactory, relative weaknesses included limited subject knowledge and a slow pace where activities were given more time than they required. Sometimes there was too much emphasis on teachers directing pupils at the expense of time for pupils to think and work for themselves.
17. Teachers are making increasing use of ICT to assist in the preparation of resources. They also use the Internet in their teaching to find information and to take advantage of good quality learning activities for pupils. Many opportunities have been identified where ICT can support learning in the different subjects of the curriculum, though at present not all of these are being utilised. The recently purchased digital projector and electronic whiteboard are already being used effectively in the Years 1 and 2 class to support work on coins in mathematics and on the seaside in history and geography.
18. The quality of teaching in art and geography throughout the school, and in design and technology in Years 3 to 6, is sound. There were too few opportunities to observe teaching in ICT, history, physical education (PE) and design and technology in Years 1 and 2 for a judgement of its quality to be made. The teaching of music in the school is outstanding. Subject knowledge is excellent and enthusiasm is great. Expectations are very high and activities proceed at a very good pace, with humour and fun. This results in some exhilarating lessons where pupils are really engaged and make very good progress in their learning.

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

19. The school provides a well-balanced curriculum which meets the needs of all its pupils. The requirements of the National Curriculum are met. Children currently in reception have already begun to work on the National Curriculum. This suits them well as they entered the school with good levels of knowledge, skills and understanding. The school has not yet planned systematically to develop skills in the different areas of learning in order to meet the Early Learning Goals, prior to starting the National Curriculum. As a consequence, pupils' capacity to initiate ideas and make decisions for themselves is not as well developed as other aspects of their learning. There are now appropriate policies for all subjects, either in place or in the form of guidelines awaiting formal agreement. A map of the whole curriculum is nearing completion, which is intended to help staff to ensure the most balanced coverage. The National Literacy and Numeracy Strategies have been implemented well. Pupils usually work in mixed age classes but they often learn English and mathematics in groups according to their age, which permits a more precise focus on their needs. The development of pupils' language and mathematical skills is well supported in all subjects. There are usually good links made between subjects so pupils see how their learning fits together as a coherent whole. Opportunities for the use of ICT have been identified in most subjects, though not all of these are yet being exploited. There is now planning for all subjects, largely based on nationally produced schemes. This ensures that, in

most cases, pupils' skills, knowledge and understanding develop cumulatively and in a logical sequence. In design and technology, geography and history, however, the planning does not yet identify the best learning opportunities in order to help pupils move forward in the most systematic way. As a result, teachers are not well supported in developing pupils' skills and understanding smoothly in these subjects. Nevertheless there has been a good improvement in the curriculum overall since the previous inspection, which has contributed to rising standards.

20. There is a satisfactory range of extra-curricular activities. After school clubs for pupils in Years 3 to 6 include drama, netball and football and help to foster well rounded development. A varied programme of visitors and educational visits, both in the locality and further afield, enhances learning and broadens pupils' experiences. For example, a visiting theatre group performed aspects of the life and work of Sir Isaac Newton, enhancing pupils' appreciation of both drama and science. The school takes every valid opportunity to enrich its curriculum through events which occur from day to day. For example, the discovery by pupils of the lone fledgling, which they named "Perry the Pigeon", gave pupils the chance to take some responsibility in hand rearing as well as provide a stimulus to diary writing and record keeping.
21. Equality of access and opportunity is good for girls and boys, regardless of background or attainment. For pupils with special educational needs, provision is good. All staff plan well so that these pupils are fully included in lessons, for example, by taking part regularly in mixed ability groups in some lessons or through carefully matched work. Learning support assistants make an important contribution to pupils' learning. Close liaison between teachers, assistants and the special educational needs co-ordinator means that the pupils' varied needs are fully met. Care is taken to make sure that they do not miss particular lessons regularly, when occasionally withdrawn for extra support, and suitable arrangements are made for them to catch up. The school has identified gifted and talented pupils in Years 3 to 6 and offers extension courses, in mathematics for example, in conjunction with other primary schools and the Local Education Authority.
22. Good provision is made for pupils' personal, social, and health education (PSHE). The subject leader is the author of the effective published courses that the school follows. These provide good guidance for teachers and challenging work for pupils. There is an appropriate programme of lessons in place. In each class, circle time is set aside each week to discuss issues and to reflect on feelings and views. These activities make a good contribution to pupils' understanding of the responsibilities of membership of the community. A suitable sex education policy is in place and drugs education plays an appropriate part in the PSHE programme. The school has had voluntary support from a retired national adviser in this area, who also generously visits the school every week to support the science curriculum. The policies for PSHE and for racial equality remain in draft form, still awaiting final approval. The school is aware that the latter should have been in place by 31<sup>st</sup> May 2002.
23. The school has developed good links with the local community and has an appropriately close relationship with the local church. Pupils make visits to a nearby plant research station, which furthers their understanding of science. As well as parents, other members of the community regularly volunteer their help. The school makes good use of their expertise to support pupils' learning in various subjects and sports. Close links with the pre-school nursery mean that children enter the school well prepared for their first term. There are good links with the secondary school to which most pupils go.
24. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development, which is similar to the judgement made in the last inspection. Provision for pupils' spiritual development is good. The school's guidance to teachers contains the explicit aim of seeking opportunities for pupils to reflect and explore their responses to everything around them. Such opportunities are largely unplanned, but occur frequently across the curriculum. For example, in a science lesson in Years 3 and 4 pupils had very good opportunities to experience the wonder of discovery and the fascination of the world of insects. Circle times encourage pupils to consider values and beliefs. Collective worship helps pupils gain knowledge and insight

into issues affecting values and beliefs that enable them to reflect on their own experiences and feelings.

25. Provision for pupils' moral development is very good. Distinguishing right from wrong is promoted well and consistently by all adults in the school, who provide very good role models. The opportunity to draw up their own rules for behaviour makes a positive contribution. All pupils are well aware of the high expectations of the school's aims and code of conduct. Pupils in Year 6 share the role of prefect, for example helping to supervise other children at playtime. This helps them to gain a very good understanding of the idea of responsibility, and also fosters their social skills.
26. Provision for pupils' social development is also very good. They are encouraged to take responsibility for their work and for helping others, often working collaboratively in pairs or larger groups in lessons. Pupils are regularly given monitor roles for day-to-day classroom routines. This helps them see how each one can play a valued and useful part in the running of the school. Plans to develop this aspect by the re-introduction of a school council have recently been agreed by staff and older pupils. Throughout the school, all adults treat children with respect so the children relate very well to them and to each other. Annual residential visits help develop these relationships in a less formal context. Regular fundraising for charity, for example for the Blue Peter appeal, helps pupils to see that they have responsibilities towards a wider society also.
27. Provision for pupils' cultural development is sound. Pupils have some opportunities to learn about western traditions, particularly through literature, history, art and music. In geography, they study a locality in Peru. The school is building links with a primary school in Zambia in order to help pupils learn more about similarities and differences in cultures and customs. A recent visit by a group of African drummers helped them experience at first hand the richness and diversity of other cultures. Arrangements to prepare pupils for life in a diverse society are satisfactory, though more could be done to provide further opportunities for pupils to explore cultural diversity, for example in art and music.

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

28. The school provides very good care for its pupils. This includes very good support for pupils' personal development as well as good procedures for monitoring and supporting pupils' academic progress and very good provision overall to ensure pupils' welfare, health and safety.
29. The very good personal support and guidance pupils receive make a significant contribution to their personal development. Looking after pupils' personal and emotional needs is the responsibility of class teachers who, together with support staff and lunchtime supervisors, know the pupils and their families very well. Therefore they are sensitive to pupils' needs and thus able to provide good personal support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Personal development is promoted strongly by entry into the "Gold Award" book for qualities such as effort, friendliness, helpfulness and leadership.
30. Assessment procedures have improved since the time of the last inspection and are now good overall. Procedures are good in English, mathematics and science, although there is considerable variation in other subjects of the curriculum. In these foundation subjects, class teachers keep their own records of pupils' achievement against tasks set and, since teachers have the pupils in their class for two years, they have a clear picture of what each child can do. The school lacks a systematic way of carrying out assessment in foundation subjects and this makes it difficult to pass on information to the next class teacher. The use of assessment information to guide curriculum planning is satisfactory overall and good in English and mathematics. Pupils receive good support and guidance on their academic progress. Individual targets are set in English and mathematics and this, together with good day-to-day assessment and some good marking, helps pupils to know what to do to improve which, in turn, contributes positively to standards achieved.

31. Pupils with special educational needs are well cared for. The progress of those on Stages 3 and 4 of the previous Code of Practice and those with a Statement of Special Educational Needs is reviewed each term. This process informs future targets for improvement. Pupils and parents are fully and appropriately involved. The school has made satisfactory progress towards implementing the new Code of Practice, introduced earlier this year.
32. Child protection procedures are very good. The designated person is appropriately trained and all staff were involved in the preparation of the child protection policy. Staff also receive regular training on child protection and are advised of any changes in procedures at staff meetings. This ensures that they are fully aware of the child protection procedures and their importance. The school knows who to contact should the need arise.
33. Procedures for promoting good behaviour and eliminating bullying are good and are consistently applied by all staff. Each class discusses and agrees class rules which are displayed in the classroom. Throughout the school, the emphasis is on making pupils aware of the standards expected and reinforcing this by praising good behaviour. Good behaviour is also promoted by awarding stickers and by the "Gold Award" book. A range of sanctions of increasing severity is available to deal with instances of misbehaviour, should these arise, and includes the involvement of parents as necessary.
34. Procedures for promoting and monitoring attendance are good and parents are very diligent about reporting absences which results in very little unauthorised absence. Reminders are sent to parents about the importance of punctuality when necessary. Also awards are made for 100 per cent termly and annual attendance.
35. Health and safety procedures are very good and ensure a safe working environment. The policy, based on the Local Education Authority model, is very comprehensive and includes details of individual responsibilities and duties of the governing body. There is good involvement by the health and safety governor and all issues are reported back to the governing body. Risk assessment documentation is very good and covers a wide range of potential hazards, including additional risks associated with specific subjects. Pupils' personal safety, personal hygiene and general well being are covered well through the personal, social and health education curriculum. Also the school is working towards the Healthy Schools award this term.

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

36. The partnership with parents is a strength of the school and makes a very significant contribution to pupils' attainment and progress. Parents have positive views about the school, which has the confidence of all communities. Their children make a happy and successful start to school because the school has very good induction procedures. Pupils either start full-time or part-time, depending on advice from the pre-school group, which results in them all settling in very well. Also a "Teddy Bears Picnic" is held in September which helps to establish good relationships with new parents.
37. Parents are very well informed about the school through the prospectus, the governors' annual report, weekly newsletters and other correspondence. Information for parents about the curriculum is very good and includes regular curriculum meetings and details of work to be covered are included in letters sent out by class teachers, termly or half-termly. Long-term curriculum planning documents are also available to parents on loan, together with class planning sheets giving details specific to each class.
38. Information for parents about their children's progress is very good overall and has improved since the last inspection. Parents have the opportunity to discuss their children's progress at autumn and spring consultation evenings and staff are available for informal discussions at other times. Consultation evenings include discussion of pupils' targets and attainment levels. Brief reports are issued at the end of the autumn term, which give comments on effort, attitudes and homework. Annual reports are good overall, stating clearly what pupils can do and give some



comments on progress, attitudes and effort. Years 3 to 6 reports also include the results of optional end of year tests. Years 1 and 2 reports do not have enough comment on attainment and achievement. Information for parents of pupils with special educational needs about the progress of their children is very good. A positive and productive partnership is established and staff are always willing to discuss a child's progress on request.

39. Parents make a very good contribution to their children's learning at school and at home. This has a very significant effect on attainment and progress. All parents have signed the home/school agreement and virtually all support their children with their homework. Parents' excellent attendance at parents' evenings and other events demonstrates to their children the importance they place on education. This helps to develop very good attitudes to the school in their children. Classes 2 and 3 receive regular help from parents and all classes receive occasional help with specific subjects, such as design and technology. Parents also provide very good help on trips and visits and help with school events, such as Sports Day. In addition, parents raise very substantial funds for the school through the Friends' Association as well as playing a major role in raising money for the school development fund.
40. Parents are appropriately involved in the school's decision making. Their views are sought through annual questionnaires and taken into account when deciding needs and priorities. For example, a coffee morning was held following the last questionnaire to prioritise the topics about which parents would like to know more.

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

41. The quality of leadership and management in the school is good. The headteacher provides very good leadership and has a clear view of the future development of the school, based on a good knowledge of the school's strengths and weaknesses. The school has clear aims, including the creation of a happy, caring environment. This aim in particular is reflected very well in the day-to-day activities of the school, both in the classrooms and elsewhere.
42. The headteacher makes effective use of a good range of assessment information, including comparative data provided by the Local Education Authority (LEA) and results from national tests, as well as from the Qualifications and Curriculum Authority tests the school has chosen to use. As a result, she has a firm grasp of the standards attained by the pupils and whether these are good enough. Spreadsheet software is already used to store and handle data and further appropriate use of ICT is planned. Monitoring of the quality of teaching and of planning by the headteacher is detailed, thorough and results in a clear evaluation for teachers of strengths and areas for development. Some staff have made lesson observations in partnership with the LEA link inspector. However, at present subject leaders have observed few classes and they therefore mostly lack direct information about standards being achieved and the quality of teaching and learning in the subjects for which they are responsible. This means that information available to subject leaders to help plan improvements in standards and in teaching and learning is lacking this important dimension. Progress has been made since the last inspection in developing the role of the subject leader. All now are accountable for their subjects and provide helpful support and guidance for their colleagues. They have annual action plans and several strategies have been used to monitor and evaluate standards and teaching. These have included collecting samples of work and checking planning. But the school has rightly recognised that developing classroom observations is the key next step and plans to set out procedures in a monitoring policy.
43. Performance management of the teaching staff is well established and makes a useful contribution to the clear and appropriate priorities for the school's future development set out in the school development plan. This is a detailed and comprehensive document that involves thorough consultation with staff and governors. A notable feature is the close attention paid to reviewing the previous year's plan and the importance of checking whether further work is needed to achieve any key objectives. The plan is clearly an important working document which guides the headteacher and her staff in developing the school.

44. The governors are fulfilling their role well, with active sub committees. Governors visit the school frequently and spend time in classrooms. Visits are systematically reported to the whole governing body. Some governors are linked with particular subject managers, some of whom have given presentations to governors, or discussed action plans with them. Governors receive regular and detailed reports from the headteacher with a sharp focus on progress with the school development plan. As a result of these activities, the governors have a good knowledge of the strengths and weaknesses of the school.
45. Provision for special educational needs is well led and managed. Staff meet termly to review the register and identify issues to be addressed. Preliminary work has been done on implementing the new Code of Practice which was introduced earlier this year. A review of the school's current policy and full implementation has not yet been completed. The school strives with some success to promote racial harmony through work on different cultures in various subjects, such as geography and music. A race equality policy has been drafted but not yet finally agreed by governors.
46. The strategic use of resources is sound overall. The school's finances are effectively managed and monitored. Available funding for ICT and special educational needs has been used well. The school has been carrying forward relatively large amounts unspent in its budget. It is aware of this and deliberately spent in excess of income in 2001-02 and is planning to do so again in 2002-03. The carry forward into the current financial year was a little over seven per cent of income. The balance, which, it is anticipated, will be carried forward to the next financial year, is less than three per cent. Compared with national figures, the school has spent highly on supply/relief staff and on learning support staff. The former has been intended to provide non-teaching time for staff to carry out specific tasks and the latter has been designed to provide very good levels of support in the classrooms. Pupils have benefited both indirectly and directly from this expenditure. There are sound plans to reduce spending to levels sustainable within income for the next financial year.
47. The principles of best value are applied well by the school. Close comparisons are made with standards achieved in similar schools in the LEA and beyond and the school challenges itself appropriately in its provision of activities outside the curriculum, such as residential visits. Consultation on the school's priorities is wide ranging and includes an annual questionnaire of parents' views. As a small school with limited resources, appropriate advantage is taken of contracting services provided through the LEA.
48. Staffing in the school is good with a range of expertise and levels of experience. Learning support assistants and other non-teaching staff make a very positive contribution to pupils' learning and the smooth running of the school. Accommodation is good and includes a recently built classroom for Years 5 and 6 pupils. It is clean, modern and welcoming. The grounds are extensive and well used in the curriculum. Educational resources are satisfactory overall. The school has already met current national targets for the number of computers and is well placed to meet the higher figure set for next year. Resources for design and technology, history and geography are currently unsatisfactory. This restricts the range of learning opportunities which can be provided for pupils in these subjects.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to raise further the standards attained in the school, the governors, headteacher and staff should:
- (1) raise standards attained in ICT by the end of Year 6 by completing the implementation of planned learning activities and fully utilising current equipment and planned further purchases  
(See paragraphs 6, 108, 111, 113, 114)
  - (2) support children in reception more effectively in reaching the Early Learning Goals by drawing up detailed planning to develop the different areas of learning  
(See paragraphs 5, 19, 51, 54, 55, 57, 61)
  - (3) develop the role of subject leaders in monitoring standards attained and the quality of teaching by providing opportunities, and training where needed, for observations of teaching and learning in classrooms on a planned basis and support for subject leaders in planning action as a result  
(See paragraphs 42, 69, 81, 87, 93, 100, 107, 126)
  - (4) improve the coherent development of pupils' skills and understanding in design and technology, geography and history by identifying systematically the best opportunities in each of these subjects in current planning and ensuring that these underpin teaching and learning as pupils advance through the school.  
(See paragraphs 6, 19, 93, 99, 106)

The school has already identified issues 2, 3 and 4 for attention in the school development plan.

## 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	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	5	14	6	0	0	0
Percentage	7	19	52	22	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	105
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23

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	5
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
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 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	6	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	18	19	19
Percentage of pupils at NC level 2 or above	School	95 (83)	100 (83)	100 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	19	19
Percentage of pupils at NC level 2 or above	School	89 (92)	100 (83)	100 (83)
	National	85 (84)	89 (88)	89 (88)

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

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	10	12
Percentage of pupils at NC level 4 or above	School	71 (100)	71 (92)	86 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	11	12
Percentage of pupils at NC level 4 or above	School	71(92)	79 (83)	86 (92)
	National	72 (70)	74 (72)	82 (79)

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

*Because the number of boys or girls is 10 or fewer, these figures have been omitted from the tables above.*

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	99
Any other minority ethnic group	4

*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)	5.4
Number of pupils per qualified teacher	19.5
Average class size	26.75

**Education support staff: YR– Y6**

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

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**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	2001-02
	£
Total income	254,886
Total expenditure	268,890
Expenditure per pupil	2,513
Balance carried forward from previous year	32,583
Balance carried forward to next year	18,579

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	107
Number of questionnaires returned	65

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	42	5	3	2
My child is making good progress in school.	46	48	5	0	2
Behaviour in the school is good.	55	35	6	0	3
My child gets the right amount of work to do at home.	45	40	11	3	2
The teaching is good.	58	32	5	0	5
I am kept well informed about how my child is getting on.	31	55	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	65	28	6	2	0
The school expects my child to work hard and achieve his or her best.	63	34	2	2	0
The school works closely with parents.	42	52	2	3	2
The school is well led and managed.	42	41	9	2	6
The school is helping my child become mature and responsible.	51	40	2	0	8
The school provides an interesting range of activities outside lessons.	23	51	20	3	3

### Other issues raised by parents

Four parents wrote comments on the back of their questionnaires. All were generally supportive of the school, though there was some concern over information for parents about the curriculum and homework. One outlined a behaviour problem but stated that this was being dealt with.



## **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**

50. By the end of Foundation Stage, attainment exceeds the Early Learning Goals for children in all areas of learning. The majority of children currently in reception entered the class with levels of attainment that were higher than average. This has contributed to their confidence in the skills in the areas of learning and their ability to work within the National Curriculum that starts from Year 1. The children achieve well, especially in communication, language and literacy and mathematical development where most are working well within Level 1 of the National Curriculum in English and mathematics. Positive attitudes to learning are developing particularly effectively. In the last inspection report, no judgements were made about this stage of education, as children were included with the rest of the class working on the National Curriculum.
51. The school does not yet have a clear policy or plan for the teaching of the areas of learning in the Early Learning Goals. These Goals identify aspects of learning which have not yet been fully integrated into the planning for children in the Foundation Stage. There is limited emphasis on developing independent learning through investigation and the exploration of children's own ideas. Although current planning goes some way towards identifying the Early Learning Goals relevant to topics being studied, it does not as yet take into account the full range of the areas of learning. The school has rightly identified this as an area to be addressed in the school development plan.
52. A strength of the Foundation Stage is the relationship that has been established with parents and carers. There is a home-school diary, communicating day-to-day information, and parents and carers feel welcome and valued. They are kept informed about the children's progress and are encouraged to talk with staff about any concerns they may have. Close links with the local pre-school setting and the induction procedures in place mean that children are able to start school feeling confident, knowing many of the adults with whom they will be working.
53. The teaching of the children in the Foundation Stage is good. The management and organisation of the class, accompanied by consistently high expectations, means that the children are secure and confident in their learning. Another strength of the Foundation Stage is the work of the learning support assistants. Their knowledge of the children means that they can provide the correct kind of support whenever it is needed. Progress is measured using the Local Education Authority's baseline assessment procedures. This occurs during the first half term after entry to school and again during the spring term. The analysis of the results enables the school to identify targets for the attainment of the children by the end of Year 2. Currently, the systems for assessing pupils' progress within each area of learning are less secure, and the impact upon planning limited.
54. The children enjoy an attractive and stimulating classroom. Their work is valued and displayed well. There is prompt recognition of children's completed work by sharing it with the class. Every child's writing is displayed informally, adding to the pride they show in their accomplishments. Relationships between children and between adults and children are very good. The children feel valued and respected and, as a consequence, they are confident when answering questions and expressing ideas to the class. There is a good range of classroom equipment that children use appropriately and look after well. Displays also support learning and act as effective prompts for writing and numeracy skills. There is also a small outdoor play area with basic large equipment. However, the planned play opportunities to enhance learning are limited. There are insufficient secure storage areas for this equipment.

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

55. Children make good progress in this aspect of their development and it is seen as an important feature of the class. The children know that the adults have high expectations of the way they

behave and, in all the activities observed, they were polite and considerate to each other. There are clear routines and the children follow these well. They take turns to speak and share equipment. Children work quietly and remain focused on activities when adults are supporting other groups. This was seen when the children were working in small groups talking about photographs of different sculptures. They listened to each other's ideas and respected them. A particular feature of the class is the way the children support each other. They help each other with spellings and celebrate individual success with spontaneous applause. The children feel secure and comfortable in the reception class. This builds their confidence and allows them to take some risks with their learning. However, they have only limited opportunities to plan and develop their own ideas within activities directed by teachers.

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

56. Speaking and listening skills are above those expected for children of this age. Children are able to follow the teacher's instructions with clear understanding. Their answers to questions are articulate and show a developing sense of appropriate vocabulary. They are encouraged to listen to each other, ask questions and make comments, in both whole class sessions and group activities. Some opportunities are planned for children to use role play as a way to develop these skills.
57. Language skills are taught well through the format of the literacy hour. Pupils make good progress. Children are confident sharing a text and join in parts or read individually, when requested by the teacher. They use the pictures well to support their understanding and identify main features of the story. Reading skills are well developed. Children frequently read to adults. They are confident and most obviously enjoy books and recall favourite stories. They are able to recognise many words but have not yet acquired a range of strategies to help read unfamiliar ones. Reading diaries are used to keep a record of the books read and recognise the children's hard work, but they do not identify areas for development or reinforcement. The children are also becoming confident writers. The majority can write independently, form letters correctly and leave spaces between words. Despite this high standard, they are not yet using capital letters or full stops to mark sentences. There are limited opportunities provided for children to write creatively or informally outside the structured lessons, for example during role play.

### **Mathematical development**

58. The provision for children's mathematical development is good. The lessons use the framework of the National Numeracy Strategy. Teaching is good and questions are used effectively to challenge children and assess their understanding. The resources are good and used well to develop learning and understanding. The majority of children can do simple calculations using numbers to 20 and can count beyond that. They recognise large numbers and many can write round numbers of hundreds and thousands. The children are beginning to tell the time accurately. They readily tell the time in hours and some children confidently recognise half-past and quarter-past the hour. The more able children are able to draw the hands on a clock to represent times accurately. The children are beginning to use standard measures. They can identify items longer or shorter than a metre. They know the value of most coins and can give change up to twenty pence. The children can represent information pictorially on a simple graph and are also developing an understanding of repetitive pattern. Most children are working confidently at standards expected nationally for Year 1.

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

59. There is sound provision for the development of the children's knowledge and understanding of the world. There were few opportunities during the inspection to observe this area of the curriculum and it is not possible to judge the quality of teaching. A scrutiny of work and planning shows that all aspects are taught and that the Early Learning Goals have been exceeded. Organisation means there are close links with the curriculum for Year 1 children and in some areas this means a stronger emphasis on subject content. The children have worked on a variety of topics planned to fit a two-year cycle of work identified for the older children. Their

good general knowledge and levels of attainment mean that the majority of children cope with this. The children have learnt about the Great Fire of London, different types of homes and the seashore. During the inspection, they were using the school grounds to identify different kinds of plants. They are able to find a range of plants and begin to note differences between them. Prompted by the adults working with them, the children are beginning to use scientific language to describe plants and name external features. The children enjoy helping to look after two guinea pigs. They understand the need for fresh food and water, and the need to ensure that they have shade during the hot weather. The children have some opportunities to use the two computers in the classroom, although they were not in use in lessons observed during the inspection. They can use the mouse and a simple tool bar. They begin to understand some simple health and safety rules when using different equipment and the need to have clean hands.

### **Physical development**

60. The children's use of equipment is good. They can manipulate small tools well. The children have used scissors to cut out pictures of beaches in different countries and there is evidence that they can also use glue carefully, as in the collages they have created. The children show that they can use paintbrushes and pencils with skill. No PE lessons took place during the inspection and it is not possible to judge the quality of teaching in this area of learning.

### **Creative development**

61. The children enjoy this area of the curriculum and are working within the standards expected in Year 1. They paint pictures using colours effectively to represent characters from a book being read by the class. The children talk about photographs of sculptures and discuss what materials they are made from and possible locations for them. They then look for and collect natural materials from the school grounds that will be used to make their own compositions in the style of Andy Goldsworthy. Very good teaching of music means children attain standards above those expected. Most are beginning to sing in tune. They know the words of a range of simple songs and can use actions to accompany them. The children know the names and signs of some notes and individuals use these to hold simple singing conversations. Many of the children can identify a range of musical instruments, know how to hold them and play them. They were entranced when one child played a xylophone and, when shown how, changed its tone by hitting the notes in a different place. Small groups of children enacted their own versions of a book shared by the class. They took on different roles, though they were hesitant sharing ideas and were often dependent upon a strong leader organising them. Teaching is satisfactory overall as is children's achievement, since there are limited opportunities for children to make decisions and act on their own initiative.

### **ENGLISH**

62. Attainment in English by the end of Year 2 and the end of Year 6 is above average. This is an improvement since the last inspection when standards were judged to be average. Girls and boys, regardless of background or attainment, achieve well.
63. By the end of Year 2, most pupils are working confidently in all areas of the English curriculum. They have good speaking and listening skills. Pupils express themselves well, explaining answers and opinions. They make appropriate responses to questions and sustain a conversation. Standards in reading are above average. Pupils read fluently, using expression for emphasis. They know when errors are made and often self correct. They can also use context to understand the meaning of unfamiliar words. Pupils can recall favourite stories and discuss preferences. However, they are not yet familiar with many authors or different genres. The pupils have good dictionary skills and understand contents and glossary pages. They have made their own versions of these for booklets they are producing about trees. Pupils present their work well and are developing fluent handwriting using correct letter formation. However, there is often confusion about the placing of ascenders and descenders in relation to other letters and they are not yet beginning to use joined writing. The pupils are acquiring a range of basic skills for

writing and these are generally applied well to extended pieces of work. Many pupils use basic punctuation accurately and higher attaining pupils use commas, speech marks and apostrophes. They spell common words accurately and make secure phonic attempts at more difficult ones.

64. By the end of Year 6, pupils are articulate, expressing opinions with assurance. They can express opinions and justify their ideas and beliefs. They listen to the opinions of others and make measured responses. Standards in reading are above average. Most pupils can talk about their books, making reference to the text to illustrate their opinions about characters and plot. The pupils write for a variety of purposes and audiences. Standards in writing are above average overall. They use the appropriate conventions in letter writing and persuasive writing and can present an argument, as in work in geography about a proposed local by-pass. Year 6 pupils show their understanding of diary writing and non-fiction texts in a project for younger children. Based on their hand rearing of Perry the pigeon, they have made an illustrated information book and an empathetic diary of his life. Pupils have a secure knowledge of the basic skills of grammar and punctuation and use these consistently. Spelling is good with accurate spelling of common and polysyllabic words. Pupils mostly use joined writing and many are beginning to develop their own styles.
65. Pupils show very positive attitudes and very good behaviour in all lessons. They work conscientiously and aim to complete their best work. The pupils take care with their work and it generally looks attractive and neatly presented. They answer questions confidently and show respect for the ideas and opinions of others. Pupils support each other and celebrate individual success. They co-operate well when working in small groups. This was illustrated when Year 6 pupils planned short dramatic representations of the characters of the animals living in the *Wild Wood* in the book *The Wind in the Willows*. Year 2 pupils were confident in modelling spelling and writing for the rest of the class when they were using different spellings of a particular sound.
66. Teaching is generally good and sometimes very good. The framework of the National Literacy Strategy is being used well. Teachers plan effectively and find creative ways to reinforce knowledge and understanding through drama and the presentation of information in a variety of ways. Planning is clear and identifies learning objectives, taking account of the pupils' different abilities within each class. In lessons objectives are shared with the pupils and they remain clearly focused upon the purpose of their work. Learning support assistants work effectively with the pupils with special educational needs identifying appropriate intervention. As a result, they have full access to the curriculum and have high self-esteem, which contributes to their progress. Teachers have a secure knowledge of the subject and use resources well to support learning. Clear links are identified with other curriculum subjects and the skills of literacy developed appropriately within them. This is evident in work done around topical issues, such as persuasive writing about the Golden Jubilee and letter writing to a school in Zambia. However, there is limited evidence of pupils writing their own poetry or using stories from other cultures. Pupils use word processing appropriately to refine text and to assist in writing letters and reports.
67. The teachers treat pupils with trust and respect, providing a secure and stimulating environment in which the pupils feel valued. Pupils are expected to work hard, explore their own ideas and develop a sense of independence. Teachers promote the pupils' ownership of their work. This is most successful when they can see they have built upon earlier learning. For example, in one lesson pupils confidently used their understanding of adjectives, adverbs and phrases to contribute to a character analysis and used a dictionary and a thesaurus to expand their vocabulary. The school keeps detailed records of individual pupils' progress in English. This enables teachers to identify targets for improvement as the pupils advance through the school. However, test results are not yet analysed to identify specific aspects of reading and writing for development. Teachers and pupils together identify individual learning objectives. These are then stuck into their books or on their tables to act as reminders on how to improve their work.

68. Reading has a high priority in the school and is actively promoted through displays, classroom reading areas and in the attractive well resourced library. Pupils enjoy sharing books with their teachers and many obviously enjoy reading for its own sake. They can borrow books from the library for pleasure and use them to support topic work in the classroom. However, the library is underused for teaching the use of library skills, reading for information and independent learning. The school has identified this as an area for development.
69. Leadership in English is good overall. The subject leader has a good knowledge of the subject and supports its development well through the school. Analysis of test results is used to effectively monitor pupil progress. This does not yet result in the identification of specific skills for development. The subject leader has rightly identified this as a priority in assisting in the raising of standards. Some monitoring of teaching and learning has been carried out but this is not yet on a systematic basis and the subject leader lacks sufficient direct knowledge of their quality as a result.

## **MATHEMATICS**

70. Attainment is above average by the end of Year 2 and of Year 6. Boys and girls, regardless of background or attainment, are achieving well, making good gains in knowledge, skills and understanding over their time in school. This shows an improvement since the last inspection, when standards were broadly average.
71. By the end of Year 2, pupils work out solutions to realistic problems, including money problems. They use mathematical symbols and language accurately, such as “addition” and “subtraction” and the lowest attainers, including those with special needs, are beginning to grasp the concept that one is the inverse of the other. Pupils are willing to discuss their work and explain their thinking. The highest attainers have a good grasp of place value, readily sequencing numbers to 1000, and know for example their 5 and 10 times tables well. Average attainers sequence numbers at least to 500 and halve and double competently. The lowest attainers are confident in sequencing to 100, but not so secure beyond this. In mental mathematics, they are confident in facts to 10 and already gaining confidence in those to 20. Most pupils describe common two and three-dimensional shapes, higher attainers also calculating the angles of a triangle. Higher attainers calculate accurately measurements of both length and capacity but average attainers tackle length only, and the lowest attainers measure in centimetres only, not combining these with metres. Pupils produce tables and interpret data from bar and pie charts and are beginning to produce simple line graphs for example to plot speeds and distance.
72. By the end of Year 6, most pupils are adept at explaining their reasoning when solving problems. In a challenging task to calculate the cost-effectiveness of travelling arrangements for a proposed trip to London, higher attainers especially checked in pairs the reasonableness of their conclusions. Pupils with special needs, with support, tried various approaches to resolve transport timetable problems. Mental calculations are usually brisk because pupils know their tables well. Lower attainers work well on tasks involving ratio and proportion and on simple coordinates, but are not confident with negative numbers. They are beginning to grasp the idea of probability through calculations involving spinners. The highest attainers cope with work more usually tackled in the secondary school, such as finding the equation of a line. Average attainers work well using co-ordinates in all quadrants but their labelling and explanations do not show clearly how they reached their conclusions. Their work on simple graphs and also the symmetries of two-dimensional shapes is, however, good.
73. The National Numeracy Strategy is taught well and used effectively to meet pupils’ needs. Teaching is now consistently good throughout the school, whereas at the time of the last inspection there was too great a use of undemanding work sheets for younger pupils. Most lessons move at a brisk pace so that pupils learn a lot in the available time. A key strength now is the way in which teachers use realistic problems as settings for a variety of mathematical skills. This helps pupils appreciate the necessary function of mathematics in their everyday lives so they are more motivated to learn. The thorough planning this entails also enables pupils to develop their skills uniformly in all strands of the subject. Pupils often work in single age groups

rather than in the mixed age classes usual in the school. This helps teachers to plan well for pupils' particular stages of development. Higher attaining pupils in Year 5 regularly attempt past national test papers that extend them well. Able mathematicians in Year 6 attend courses organised by Warwickshire Local Education Authority where they tackle work which pupils in secondary school usually do. This challenges and stimulates them. The strategies in place to extend the performance of higher attaining pupils in Years 5 and 6 show the commitment of the school to taking pupils to their highest levels. With this in mind, there is too little emphasis in Year 2 on vulgar fractions and decimals, key components of work at above expected levels. Pupils with special needs work in small groups usually with a learning support assistant so they have the help they need to consolidate and extend their learning at a suitable pace. The assistants are all well briefed by the teachers before the lessons so all pupils learn the right things, including the same correct mathematical vocabulary. This means that all pupils achieve well.

74. Teachers' plans set clear learning objectives for different groups within lessons so the focus of teaching and learning is refined well. Intentions are shared with pupils at the beginning of the session and are reviewed at the end so pupils see where the work is leading and how well they are doing. Pupils' work is assessed carefully and the results are used well to adapt planning for the next steps in learning. All pupils know what they need to do to improve because their targets are either noted in their books or in some cases printed on cards placed on their desks. Teachers ask challenging questions and pupils' responses show good gains in knowledge and understanding. Pupils are quick to applaud the success of their classmates as well as take delight in their own success. During the written part of the lessons, pupils work well independently and rarely waste time. Throughout the school, pupils present neat work showing care in their presentation. The good focus given to presenting real life problems make the subject challenging, but relevant and enjoyable for all boys and girls, who have consistently positive attitudes to their work in consequence.
75. Mathematical skills are regularly supported in various subjects across the curriculum, including measurements in science experiments and data collection in geography. A corridor wall display shows how pupils have plotted goal totals for football, of topical relevance to the World Cup. Pupils make appropriate use of ICT to support their work on shapes, for example. The software makes work on reflective and rotational symmetry more vivid and hence it is understood more readily. Good use was made of an interactive whiteboard in one lesson to provide a vivid stimulus to the mental mathematics session. Computers are not used extensively to support and enhance teaching and learning during the daily mathematics lesson.
76. The school has made good improvements since the last inspection. Teaching has improved and standards have risen in consequence. Assessment and record keeping procedures are good and enable the achievement of each pupil to be tracked precisely so that support or extension may be appropriately given. The subject leader manages the subject well and carries out useful analyses of tests taken. She has worked closely with the headteacher to ensure that regular checks are made on teaching and learning so that plans for future development are sharply focused to meet the school's needs.

## SCIENCE

77. By the end of Year 2 and Year 6, girls and boys attain above average standards and achieve well. This is an improvement over the last inspection when attainment was average.
78. Scientific enquiry is now a particular strength. Pupils in Year 2 talked eagerly about their discoveries, especially about plants and trees. They know a good range of appropriate terms such as "coniferous" "germinate", and even "photosynthesis", so that they express themselves correctly. They described how, with their teacher, they had repeated experiments, measuring different shoots as they grew beans or chickpeas. They explained how they had predicted what might happen when freezing and thawing various things or connecting batteries for work on light and sound. They had then noted what actually happened, but were not entirely clear about what constituted a fair test. Their knowledge of life processes and living things is good. Higher

attainers know that “most wild plants like to grow where grass is not mowed” and locate ash and Scots pine trees into appropriate categories. Average attainers note that “roots suck in water to give the plant food”. Lower attainers draw and label plants correctly, naming “petals” for example, but do not produce the reasoned evaluations of their classmates. All pupils recalled well their work on sea creatures and explained enthusiastically why both crabs and jellyfish were well adapted to their environment. Whilst they did not actually use the terms, pupils described evaporation and condensation clearly. They all grasp the concept of reversible and irreversible changes: a lower attainer commented knowledgeably on melting chocolate that “it will go solid again but you can’t get it back as it was”. Whilst most could classify materials into solids, liquids and gases, they did not have much idea of conductivity, despite having made simple circuits with batteries. Lower attainers were not secure in their knowledge of circuitry but average attainers clearly described the consequence of an open circuit when experimenting with bulbs, and a higher attainer went on to describe correctly the effect of a dimmer switch.

79. By the end of Year 6, pupils have developed a good understanding that science is about establishing connections between cause and effect and that it is important to test ideas with evidence from observations. They keep systematic records to support their conclusions. They have created graphs and charts, sometimes using ICT, to plot findings after experiments for example on the effects of friction, filtration, and the effects of the Earth’s movement. Books and displays show that a wide range of work has been covered. Higher attainers offer practical suggestions to improve the function of a burglar alarm based on prior discoveries. They classify plants and animals well, and have some idea of the interdependence of many life forms. Lower attaining pupils and those with special needs tackle similar tasks, with appropriate support from teachers and learning support staff. Their powers of expression are not as well developed as those of their classmates so they need greater support in literacy but the quality of their ideas and conclusions is quite close to that of higher attainers. For example, a lower attaining pupil produced a good word-processed account of the life and work of Edward Jenner, showing good understanding.
80. The quality of teaching and learning is consistently good throughout the school. Teachers now foster scientific investigation and enquiry well and give pupils much freedom to find things out for themselves whereas at the time of the last inspection lessons were sometimes too prescriptive. Lessons are well planned, to cover all aspects of the curriculum. They are organised well so that pupils work at a brisk pace, as they build their skills with interest and concentration. Good questioning makes pupils think hard. Pupils with special educational needs are well supported by well-briefed learning support assistants so they make good progress in relation to their prior attainment. Pupils’ attitudes and behaviour in lessons are very good in Years 1 and 2 and in Years 3 to 6. Pupils show great interest in the activities and are very keen to share their discoveries, participating with enthusiasm and confidence and working conscientiously. Pupils enjoy their lessons. Boys and girls work very well together in groups. In two lessons, one in reception and the other in Years 3 and 4, pupils investigated plants and insects respectively in the school grounds. They worked diligently and higher attainers responded very well to opportunities to work without close supervision.
81. Leadership of the subject is good. There is now an appropriate policy and planning that meet the requirements of the National Curriculum. Assessment is good. Assessments of pupils’ knowledge and understanding are regularly made and the results systematically recorded. Pupils’ strengths and weaknesses in each strand of the subject are apparent as a result of the assessment procedures so that appropriate action may be taken. A portfolio of work that includes samples of work of differing levels is being maintained to support teachers’ judgements. Resources are good, the school grounds themselves being particularly well used for scientific investigations. With the increasing use of ICT, the school plans to acquire software to support data logging. There has been some monitoring of teaching and learning carried out, mainly through the subject leader working in the classrooms with her colleagues, but this is not yet on a systematic basis.

## **ART AND DESIGN**

82. Attainment in art and design is in line with that expected nationally for pupils at the end of Year 2 and Year 6. This remains the same as at the time of the last inspection. Pupils achieve satisfactorily. Those with special educational needs are well supported and make good progress.
83. By the end of Year 2, pupils use paint to create the effect of sky and water, using a range of colours and brush strokes. In one lesson, using the work of Monet, they began to learn about reflection. Through a demonstration, they observed the effect moving water has on the shape of a reflection. Pupils in Years 1 and 2 use pastels and paint washes to create effective backgrounds for collages and other pictures. They can interpret a painting of children playing on a beach by Mary Cassatt and apply the ideas to represent themselves playing in school.
84. Year 6 pupils show competence in drawing skills and in the use of colour to produce a group of self-portraits in the style of Andy Warhol. They have also used this technique to provide illustrations of the Queen for Golden Jubilee celebrations. Their vivid paintings of cans and packages in the Warhol style show accuracy in representation. Younger pupils have looked at the still life work of Cézanne and used pencil and pastel to create their own pictures of a vase of carnations. The pupils use sketchbooks to try out their ideas and techniques such as shading. In one instance, they worked to challenging questions set by the teacher to encourage the development of a piece of multimedia art to depict a journey. However, the use of sketchbooks to experiment, evaluate and gather samples is not yet fully developed.
85. Pupils enjoy art and talk about their work with enthusiasm. They listen carefully to explanations and are keen to answer questions and share ideas. They concentrate well and follow instructions carefully. In a Years 3 and 4 class, there was evidence of pupils beginning to evaluate the work of famous artists. Generally, they lack confidence in explaining what they think and feel about artists' work. They find it difficult to refer to colour, technique and effect.
86. The evidence available during the inspection indicates that the teaching of art and design is satisfactory. Teachers have high expectations and set challenging work. They expect high standards of behaviour and pupils to use equipment appropriately with regard to health and safety. Good links with other curriculum areas are often identified, particularly literacy and design and technology. Many texts shared with the pupils are often used as a basis for art. Although there is some use of computer programs for artistic representation, these are limited. Only limited opportunities for the use of ICT are planned. Progression beyond the use of simple art programs is not identified and opportunities are missed to develop design or work on pattern. The use of fabrics and art from non-western cultures is not sufficiently developed. There is also limited evidence of three-dimensional work. Teachers assess pupils' progress in the subject but as yet there is no coherent system to inform planning and progression in the acquisition of skills as pupils move through the school.
87. Subject leadership is satisfactory overall. The subject leader is enthusiastic and has personal expertise. She has planned topics to supplement the basic units of work upon which the scheme is based. There is a clear action plan for the subject and this is regularly reviewed. Some monitoring of teaching and learning in art and design has taken place by sampling work but classroom observation has not yet been developed.

## **DESIGN AND TECHNOLOGY**

88. During the inspection, it was not possible to observe any lessons in Years 1 and 2 and only one in Years 3 to 6. Judgements are therefore based largely on an examination of the small amount of pupils' work available, photographic evidence, discussions with staff and pupils and the examination of planning documents and records. This indicates that attainment by the end of Year 2 and Year 6 is in line with expected levels. Pupils' achievement in Years 1 and 2 and Years 3 to 6, including for those with special educational needs, is satisfactory overall. This is similar to the findings of the last inspection. Pupils make good progress by the end of Year 6 in developing and communicating ideas and in working with tools, but their ability to reflect on what they have done and identify possible improvements is not developed enough as they advance



through the school.

89. Year 2 pupils make basic drawings of their plans to suit the task in hand, and show how ideas change in the light of experience. During a "DT Day", where a whole day was devoted to allowing pupils to follow the design process from start to finish, they employed a simple winding mechanism to transport items to a model lighthouse. Basic drawings accurately illustrated a pulley. There was no use of any motors to drive it. Higher attainers suitably described what worked and what needed modification, but lower attainers were limited by literacy skills so their notes were less clear. Some notes were appropriately word-processed. There was little variation in approach throughout the class, suggesting limited originality. Models made show that tools are used carefully and that materials are assembled and joined satisfactorily. There was no evidence to show that pupils have a good grasp of the suitability or limitations of the materials used and their capacity to evaluate fitness for purpose is not well developed. There was no evidence of any examples of food technology.
90. Higher attainers in Year 6 have gleaned ideas for slippers from various sources, presenting them well by use of digital images. Their plans are clearly presented in the form of a flow chart, competently word-processed by some pupils. Average attainers focus more on the visual appeal of colour and texture, rather than the suitability of the materials for their purpose in making slippers. The needs of the user are not sufficiently considered. In work to produce a moving toy using an offset cam mechanism, most pupils cut and assembled a small range of materials well. Pupils with special needs worked as well as their classmates, thanks to good support from the learning support assistant. The teacher highlighted the need for reinforcement of some joints but pupils had not readily concluded this themselves. Again, the needs of the user and the limitations of materials were not emphasised enough so pupils' skills in evaluation are not well developed. There is a limited amount of food technology work overall. Examples in Years 3 and 4 show that, in creating "Healthy Sandwiches", pupils see how the different food types they have met in science lessons have a practical and enjoyable dimension.
91. Pupils work well together and enjoy making things. They are happy to help each other and work comfortably in pairs, sometimes forming these constructively on their own initiative. They relate very well to teachers and these positive relationships make for very well managed classes.
92. It is not possible to judge the quality of teaching in Years 1 and 2. There is sufficient evidence to indicate that teaching in Years 3 to 6 is satisfactory overall. In the one lesson seen in Years 5 and 6, teaching was satisfactory. The teacher effectively stressed the need to plan carefully and made pupils well aware of health and safety implications in construction. But there was not enough emphasis given to consideration of the end use of the product so pupils did not think hard enough about their toy's fitness for purpose. For example, would it be strong enough for a young child to play with, or could any parts be dangerous in use?
93. The school has taken steps to address the shortcomings identified in the last report. There is now planning designed to enable pupils to develop their skills in line with the requirements of the National Curriculum. This planning, however, does not build sufficiently on pupils' prior learning to enable their skills, knowledge and understanding to build up as systematically as they should. As a result, their skills in evaluating what they have made are under developed. There is no formal assessment system in place, beyond general observations on pupils' work. The subject leader checks teachers' planning and samples pupils' work but no monitoring of subject teaching has yet taken place. Resources are currently unsatisfactory which restricts the learning opportunities which can be provided for pupils. The leadership of the subject is hence unsatisfactory because teaching and learning are not sufficiently supported so shortcomings are inadequately addressed. The school acknowledges that design and technology has not been viewed as a priority, given other pressing needs. The subject leader herself, since taking on the role in September, has also had the important task of developing ICT throughout the school. Design and technology already features appropriately in the school development plan.

## **GEOGRAPHY**

94. Pupils' attainment by the end of Year 2 and of Year 6 is broadly in line with expected standards. Pupils achieve satisfactorily, including those with special educational needs. This is because there is a strong theme of building pupils' understanding of features of the locality as they advance through the school, though this does not extend to all aspects of the subject. These judgements are similar to the findings of the last inspection. There was only one geography lesson, in Years 5 and 6, taking place during this inspection and findings reported here draw largely on a scrutiny of planning and examining samples of pupils' work.
95. Year 2 higher attaining pupils understand the different actions that could improve aspects of the environment in the school grounds. They describe the physical and human features of places, for example different types of housing, such as bungalows, detached and semi-detached, and they can produce sketch maps showing locations of different sources of employment around the village. They sketch their routes to school on a base map and use graphs to handle data about how classmates travel to school. Average attainers use pictorial symbols to show places of work in the locality, know the countries of the United Kingdom and can identify basic geographical features of a seaside location. Lower attainers' work shows some knowledge of how houses and work have changed in the locality around the school.
96. Year 6 higher attainers' work on Pampagrande in Peru shows understanding of the nature of a location in a different part of the world, particularly the agriculture there and aspects of daily life. They can compare aspects of that locality with a local one in Warwickshire. Average attainers show a similar level of understanding but this is expressed more briefly and with less fluency. Low attainers struggle to command appropriate vocabulary and use relevant concepts. In the lesson observed, most pupils showed a good understanding of how different people can hold different views about a proposed change in the local environment. Year 5 work on rivers showed an appropriate understanding of aspects of erosion by rivers and of water pollution but this knowledge was not applied to particular locations. There was limited evidence of the skills of geographical enquiry.
97. Evidence from the single lesson observation and examples of pupils' work indicates that pupils respond well to opportunities to engage with local issues in geography, such as a proposed by-pass for the village. They show real interest and a desire to complete tasks set and they have made good progress in this aspect of the subject, since engaging in work focused on the locality in Years 3 and 4.
98. There was only one opportunity to observe teaching during the inspection. Taking into account the evidence from a scrutiny of work, teaching is satisfactory overall. In the lesson observed, teaching was good. The teacher's expectations of pupils' self-discipline and capacity to organise themselves when working in groups were high. The teacher and learning support assistant asked good questions as pupils worked in order to focus their attention and to adjust the level of challenge for different pupils. The lesson was well planned and maps obtained from the Warwickshire planning department had clearly been used well to explore issues surrounding the proposed by-pass in previous lessons.
99. Teachers have sensibly used nationally produced materials to devise a clear cycle of different units of work. At the moment, these plans do not set out coherent opportunities to develop the full range of pupils' geographical skills and understanding across the different units. Teachers record what pupils have achieved in geography work in individual ways. There is no systematic approach to assessing levels of skill and understanding so that these can be built on in the next class. These weaknesses have already been recognised and tackling them is a priority in the school development plan. There is real commitment to developing issues-based geography, particularly using the locality in Years 3 to 6. Residential visits to Northamptonshire and to mid Wales afford good opportunities for geography-based work. Opportunities for the use of ICT have been identified in all units of work. Some are being exploited, such as using database software to handle data on pupils' preferred leisure activities in Years 1 and 2. Others are not yet being utilised. Resources are limited at present and this sometimes restricts the range of learning activities. They are being built up for each unit in the cycle but there are few maps and aerial photographs. There is a limited collection of book resources, some useful photographic material

on the contrasting locality in Derbyshire and on the locality in Peru. There are a few examples of relevant software.

100. In this small school, the headteacher is subject leader for geography. Understandably, she has not had enough time to develop the role as she would have wished. Her other priorities have been more pressing. There has been no classroom observation of teaching and learning in this subject to check for appropriate progress through the school. The headteacher has a clear understanding of appropriate subject priorities but leadership of this subject is currently unsatisfactory.

## HISTORY

101. Pupils' attainment by the end of Year 2 and of Year 6 is broadly in line with expected standards. This is similar to the findings of the last inspection. Pupils, including those with special educational needs, achieve satisfactorily overall by the end of Year 2 and by the end of Year 6. There was only one history lesson, in Years 1 and 2, taking place during this inspection and judgements here draw extensively on examining samples of pupils' work and on a scrutiny of planning.
102. Year 2 higher attaining pupils show knowledge of events in the past beyond living memory, such as how the Great Fire of London started, and recognise that Samuel Pepys' diary is a key source of information. Average attainers can sequence simple stages in the Fire's development and have a simpler grasp of the diary's role. Lower attainers can produce a pictorial representation of events with captions. In the Years 1 and 2 lesson observed, most readily identified photographs from the seaside in the past and could sequence three photos of seaside scenes over the last 100 years or so. Higher attainers could manage five, with some support at times. Pupils thus have a developing sense of chronology. One pupil had an impressive understanding of how bathing machines related to social attitudes in late Victorian times.
103. Higher attainers in Year 6 show a firm understanding of features of past societies and periods, such as differences between life in Athens and Sparta in ancient Greece as well as key features of childhood and of the original Olympic Games. There is a good understanding of the legacy of Greece in ideas, aspects of science as well as features of life. Average attainers show a less sophisticated grasp of such concepts and lower attainers make only very simple comparisons between Athens and Sparta. Work available from Year 5 high attainers indicates a good knowledge of the effects of bombing in World War II and a good understanding of what happened to evacuees. Average attainers show secure knowledge of features of bombing and a simple grasp of events leading up to the outbreak of war in 1939. Lower attainers' work reveals some signs of uncritical gathering of information from books.
104. Throughout the school, knowledge and understanding of events and people in the past is at least satisfactory and at times quite well developed. But there is limited evidence of the capacity to explain the causes and consequences of events and developments in the past and to explore different interpretations of past events and personalities and the ways they are represented. This is because planning does not set out coherent opportunities to develop pupils' skills and understanding in the different units tackled as they move through the school. Evidence from the single lesson observation and examples of pupils' work indicate that pupils respond well to opportunities to explore the past. They show some interest and a desire to complete tasks set.
105. There is too little evidence to judge the quality of teaching. In the lesson observed, teaching was good. The teacher's expectations were high and pupils were pressed to give reasons why they judged photos to show a scene from an earlier period. There was a good range of questions used to focus pupils' attention on key items in the seaside scenes, such as the bathing machines. Some effective choices were made of photos from different times for pupils to compare but, in some other cases, the images were of widely different aspects of life that made the task too hard.

106. There is a clear cycle of different units of work, with planning sensibly based on nationally produced materials which teachers have adapted. At present, plans do not set out coherent opportunities to develop pupils' skills and understanding across the different units. Teachers keep their own records of what pupils have achieved but there is no systematic approach to assessing levels of skill and understanding so that these can be built on in the next class. These features have been recognised and tackling them is a priority in the school development plan. Opportunities for the use of ICT have been identified in all units of work. Some are being exploited, such as the use of an educational website to support work on the seaside in the past in Years 1 and 2. Others are not yet being utilised. Resources are being built up for each unit in the cycle but at present these are limited. Although there is a useful collection of video material and books for some topics, there are few photographs and replica artefacts and a limited range of software. This sometimes restricts the range of the opportunities for learning which teachers can provide.
107. Leadership of this subject is currently unsatisfactory. There has been no classroom observation of teaching and learning to check that pupils have made suitable progress. In this small school, the headteacher is subject leader for history, among many other roles, and she has not had enough time to take the actions she would have wished, as other wider, whole-school developments have been more pressing. She has a clear understanding of appropriate priorities for history.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Pupils' attainment by the end of Year 2 is broadly in line with expected standards and pupils, including those with special educational needs, achieve satisfactorily. This is similar to the findings of the last inspection. By the end of Year 6, attainment is a little below expected levels overall as, in some aspects of the subject, pupils are not doing as well as they should. New equipment and recently developed planning have not yet had their full impact on standards of work attained by the time pupils leave the school. In the last inspection, attainment in ICT for the oldest pupils in the school at that time was found to be in line with expected standards. Pupils currently are reaching expected standards in some aspects of ICT, such as using word processing and spreadsheets, but not in others, such as the use of control and sensing software and e-mail.
109. There was only one ICT lesson, in Years 3 and 4, taking place during this inspection and judgements here draw largely on examining samples of pupils' work, some on paper but most stored on the school network, and a scrutiny of planning.
110. Year 2 pupils can present and organise information and share ideas in various forms using ICT, including text, tables and graphics. Higher and average attainers use drawing programs to create signs with some skill and they can fill with colours. They record sound onto the computer and use a word processing package to create simple graphs, for example in geography. They can sort shapes in mathematics, using prepared Venn and Carroll diagrams. In English, they can use a word processor to edit and refine text and demarcate text into sentences in an advertisement. Lower attainers also use word processing and drawing programs with some success, producing fish and mini-beasts, though with less developed mouse control.
111. Most Year 6 pupils use word-processing software effectively. They used ICT to create letters after their Space Centre visit and they use it to write reports in English. They use a spreadsheet to tackle the problem of the amount of fabric needed for a tent. They can also use presentation software creatively, building in transitions and sound effects, in order to take a short sequence to secondary school to tell others about themselves. Average attainers paste images into word processing documents, though work is often shorter and less well developed than that of higher attainers. Sounds have been downloaded from the Internet but not for focused use in a particular piece of work. The work of low attainers showed limited evidence of word processing software, of the pasting and use of images and graphics. Pupils have had little experience of the use of control and sensing software or simulations and the use of e-mail is still at an early stage.

112. Evidence from the single lesson observation and examples of pupils' work indicates that pupils respond very well to opportunities to use ICT to support their learning, such as in science to find out more about creatures found when working in the school grounds. They show real interest and a strong desire to complete tasks set. There is too little evidence to judge the quality of teaching. In the lesson observed, teaching was satisfactory. The teacher's knowledge of the Internet was sound and the correct terminology, such as scroll bar, home page and cursor, was used with understanding and communicated clearly.
113. Teachers have sensibly used nationally produced materials to devise a cycle of different units of work for ICT. There is a sound mix of the teaching of ICT skills and of applying those skills to support learning in the other subjects of the curriculum. Opportunities for the use of ICT have been identified in all subjects of the curriculum. Evidence from classrooms indicates that some of these are already being utilised, such as use of the Internet in science in Year 1 and in history and geography in Years 1 and 2. Other opportunities have yet to be exploited. The profile of ICT is being raised in the school through displays in classrooms and teachers are using appropriate software to assist them in the creation of learning materials. Teachers are now assessing and recording pupils' skills in using ICT in an agreed format.
114. The pupil to computer ratio is good. There is an increasing range of software though, as is recognised, there is scope for more in some subjects, such as science, history and geography. Leadership of ICT is good. There is a good ICT development plan with appropriate priorities, including the purchase of laptop computers to supplement existing desktop machines. This is intended to allow the creation of groups of machines to support the use of ICT by larger numbers of pupils simultaneously within the same classroom. The accommodation available in the school does not readily support the creation of a conventional ICT suite so this is a well-considered development. The subject leader is also thoughtfully exploring the notion of "ICT days" when one classroom might become the location for many of the school's computers to support intensive learning in a particular subject. The subject leader has worked hard, arranging upgrading of existing computers, purchasing new hardware, supporting the training of teaching and learning support staff and co-ordinating the identification of opportunities for the use of ICT across the curriculum. Recent hardware purchases include a control box, which has yet to be fully utilised. A digital camera and an interactive whiteboard with digital projector have also been purchased and these are already being put to good use.

## **MUSIC**

115. Attainment by the end of Year 2 and Year 6 is well above expected levels. This is an improvement since the last inspection. Pupils achieve very well and those with special educational needs make good progress.
116. Year 2 pupils can sing in tune, using clear diction and a sense of phrasing and expression. They can sing in unison and sustain a two-part round accurately and with enthusiasm. Pupils understand rhythm and can accompany singing, using both tuned and untuned instruments. They chant a rap rhythm version of Little Red Riding Hood to the accompaniment of a drum. Pupils know the names and signs of five notes from the scale and can use them to replace the words of a favourite song.
117. The knowledge of musical notation is developed as the pupils progress through Years 3 to 6. By the time they are in Year 6, pupils are writing simple compositions using musical notation. They also understand the way in which songs can evoke mood and atmosphere. Pupils in Years 3 and 4 sing in harmony, combining layers of sound competently and with good effect.
118. Pupils show great enjoyment of the subject. They all join in the range of activities in the lessons eagerly and volunteer to demonstrate and accompany instruments with confidence. They spontaneously celebrate the efforts of individuals and listen to others' ideas and performances with respect and sensitivity.

119. Teaching in the subject is often excellent and the pupils benefit from the expertise shown by the teacher. She was recently a runner-up in a national music teaching competition. The staff and pupils are rightly proud of her achievement. Planning of the subject is thorough and clear assessments are made to ensure pupils' progress. Links with other subjects, particularly literacy, are identified in the choice of songs and other musical activities. The teacher's obvious enthusiasm for the subject transfers to the pupils, as they become motivated to give of their best. However, there are limited opportunities to share this expertise with other staff in order to develop wider teacher knowledge.
120. Music has a high profile and is a significant strength of the school. The music teacher and headteacher provide strong leadership in the subject. The school is a focus for workshops involving schools from the area and its pupils were selected to sing unaccompanied for a CD supporting a forthcoming educational publication. About a quarter of the pupils benefit from instrumental tuition in violin, keyboard, brass and woodwind and all Year 2 children have the opportunity to learn to play the recorder. There are some opportunities to use music from other cultures, but these are currently limited. In lessons observed, there were few opportunities for pupils to contribute to the evaluations of their performances. At present, ICT is little used to support learning in music.

## **PHYSICAL EDUCATION**

121. When combined with an examination of planning, the limited opportunities to observe PE during the inspection enable a judgement of standards to be made. Pupils' attainment by the end of Year 2 and Year 6 is in line with expected standards overall. This remains the same as at the time of the last inspection. Pupils achieve satisfactorily throughout the school. Those pupils with special educational needs achieve well, as appropriate support is provided. In the lesson observed, care was taken to ensure that those pupils with co-ordination difficulties were supported and fully included. By the end of Year 6, standards in swimming are very good. The school benefits from the expertise of a learning support assistant who is involved in competitive swimming. Many pupils earn distance swimming awards and go on to learn life-saving skills.
122. At the end of Year 2, pupils throw over-arm with accuracy and control. They take a proper stance and balance to enable them to throw distances of up to 20 metres. When practising jumping, they also understand correct posture and the need to bend their knees for safe landings. They also know about the necessity of warming up activities to loosen up the muscles prior to physical activity.
123. Pupils from Years 5 and 6 showed that they can perform an effective dance and movement routine in their work representing the solar journey from sunrise to sunset. This work was based on ideas gathered from watching a video about Australia. Pupils had worked in small groups to plan a synchronised dance routine. These were amalgamated well to produce a sound performance that depended upon sustaining a rhythm and the awareness of space, as each group moved around the others. The dance was part of the school's involvement in the Healthy Schools award and was being shared in a workshop involving local schools.
124. Pupils are enthusiastic about the subject and enjoy taking part. They behave very well, concentrating on their tasks, and co-operate and take turns. Pupils try to do their best and show pleasure in each other's success.
125. It is not possible to reach an overall judgement about teaching because too few lessons took place during the inspection. However, the school's planning shows adequate coverage of all the areas of the PE curriculum. In the lessons seen, teaching was good, the teachers showing secure subject knowledge and joining in with the pupils, warming up and demonstrating skills well. The extra-curricular activities of football and netball enhance provision. A volunteer football coach provides valuable help.
126. The leadership of this subject is satisfactory overall. The subject leader has a suitable action plan to develop PE further. There is an adequate range of resources for the subject overall but

there are plans to extend those for the older pupils. Space for storage of equipment is cramped, making easy access difficult. As yet, there is no systematic assessment or observation of teaching and learning in this subject which restricts the subject leader's efforts in raising standards. ICT is little used to support pupils' learning in PE.