

# INSPECTION REPORT

## **HADDENHAM COMMUNITY JUNIOR SCHOOL**

Haddenham, Aylesbury

LEA area: Buckinghamshire

Unique reference number: 110347

Headteacher: Mr R A Davies

Reporting inspector: Mr D Speakman  
20086

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> November 2002

Inspection number: 246986

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Woodways Haddenham Aylesbury Bucks
Postcode:	HP17 8DS
Telephone number:	01844 291829
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Aston
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	David Speakman	Registered inspector	Science	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1311	John Arscott	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
8839	Mike Egerton	Team inspector	English Geography History Physical education	Pupils' attitudes, values and personal development
22545	Valerie Hobson	Team inspector	Mathematics Art & design Design and technology Religious education English as an additional language	
19613	Sue Thomas-Pounce	Team inspector	Information and communication technology Music Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

This is a junior school that provides education for boys and girls between the ages of seven and eleven. Most pupils come from the village of Haddenham or close by, and mainly from privately owned homes. The number of pupils in school is about the same as at the time of the previous inspection. There are 286 pupils on roll and this is about the same as the average-sized primary school. The school was re-organised two years ago and changed from middle to primary. Pupils' social and economic circumstances are above average and their attainment on entry to the school is above average overall. All pupils are of a white United Kingdom origin. The percentage of pupils identified as having special educational needs is below average and there are no pupils with statements. Their special needs are mainly in the area of language and literacy. The percentage of pupils known to be eligible for free school meals is well below the national average.

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

This is an effective school. Pupils enter the school with standards that are above average and by the time they leave, standards are well above average. Their achievement is therefore good. Pupils' attitudes, values and personal development are very good and the standard of behaviour is good. The quality of education is good overall, with good teaching and a satisfactory curriculum. Although satisfactory overall, there are shortcomings in the leadership and management of the school and there are areas in which the school has not made enough improvement since the previous inspection. Setting all the above factors against the average cost of educating each pupil, the school provides satisfactory value for money.

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

- The quality of teaching is good, supporting the good progress that pupils make and enabling them to attain high standards in English, mathematics and science.
- Standards in history, religious education and physical education are above those expected for pupils of this age.
- Very good management of pupils results in their very good attitudes to school, personal development and relationships, and good behaviour.
- The school shows good levels of care for its pupils.

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

- Aspects of leadership and management, including school improvement planning.
- Use of assessment in planning to provide a more challenging curriculum for all pupils.
- Parents' views of the school and its profile within the parent community.

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

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

The school was last inspected in January 1997 and since then there has been a satisfactory level of improvement and in meeting the key issues raised at that time. Higher attaining pupils now achieve satisfactorily and attain appropriate standards. There has been satisfactory progress in improving the quality of teaching where there were weaknesses. Good progress has been made in improving pupils' annual written reports and performance management procedures are now in place. There has not been enough progress in monitoring the overall performance of the school, and this remains an issue in this inspection. Although standards have improved in mathematics and are now well above average and high standards in English and science have been maintained, the school has not managed to raise standards in other subjects and standards in most others remain at satisfactory levels. Pupils' attitudes and personal development are better and are now very good. Parents' perceptions and views of the school are not as good as they were and are now unsatisfactory.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A	C
mathematics	B	B	A	B
science	C	A	A	B

**Key**

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

The inspection findings for this year's Year 6 put their attainment in English, mathematics and science well above average. Pupils achieve well overall, but those with special educational needs are only making satisfactory progress. High standards have been maintained in English and science, while those in mathematics are better than they were at the time of the previous inspection. Standards in all other subjects remain the same as at the time of the previous inspection. They meet nationally expected levels for pupils of this age in art and design, design and technology, geography, information and communication technology and music. Standards in history, physical education and religious education are above those expected for 11 year olds. The quality of literacy and numeracy seen in other subjects is very good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes toward school and their work are very good. They enjoy school. In most lessons they show high levels of interest and are enthusiastic in their tasks. They are very keen to answer questions and offer their opinions in discussion times. They enjoy completing their set tasks.
Behaviour, in and out of classrooms	This is good. The majority of pupils behave well in lessons, assemblies and around the school. Pupils organise themselves with a minimum of fuss and bother, and this supports their good learning.
Personal development and relationships	Pupils' personal development is very good. They become very responsible and reliable and are able to work independently without the direct supervision of the teacher. Relationships between pupils and between pupils and adults are also very good. They co-operate very well with teachers and apply themselves to their work.
Attendance	Attendance is very good; it is well above the national average.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	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 in most subjects and satisfactory in art and design, design and technology and music. Both literacy and numeracy are taught effectively across a wide range of subjects. Very good management of pupils and high expectations of behaviour and conduct ensure good behaviour and

very good attitudes towards school and in turn support the good progress that pupils make. Sometimes teachers' expectations of what these pupils can do are not high enough and they fail to challenge pupils effectively. This is partly because assessment procedures are not used well enough to ensure that all pupils are provided for appropriately. Teachers do not use the learning support assistants well enough in lessons to support pupils, particularly those with special educational needs. Consequently, these pupils only make satisfactory progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It covers all subjects of the National Curriculum and religious education. All subjects are taught and most receive sufficient time. However, there is no whole-school curriculum plan to indicate how subjects fit together and teachers rely on published schemes of work. Provision for literacy and numeracy is good.
Provision for pupils with special educational needs	Satisfactory. Provision is well managed. Individual education plans are of a good quality and targets are appropriate to individual pupil's needs. Parents are well informed of their children's progress. However, pupils do not get enough individual support when working in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	It is good for pupils' moral and social development and satisfactory for their spiritual and cultural development. Provision for pupils' personal development is satisfactory, but not enough attention paid to encouraging pupils to take responsibility for their own work.
How well the school cares for its pupils	Satisfactory overall. Procedures for ensuring the welfare of pupils are good. However, the school does not use assessment data effectively to provide suitably challenging activities for all pupils. Procedures for promoting good behaviour are good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall, although weaknesses in the vision for the development of the school mean that priorities for improvement are not sufficiently focused on the whole school, nor on improving standards. Recent staff changes mean that roles and responsibilities are currently under review but there is not enough clarity over management responsibility. The school has not yet had chance to establish a unified approach, though this is beginning to happen.
How well the governors fulfil their responsibilities	The contribution of the governors in shaping the direction of the school is satisfactory. Some governors know the school and are aware of the areas in which it needs to improve. However, they do not plan the future development and improvement of the school strategically, nor with sufficient rigour in the long term. They ensure that they fulfil their statutory responsibilities.
The school's evaluation of its performance	This is unsatisfactory. The monitoring of teaching by the headteacher and subject leaders is not rigorous enough. Assessment data is not used well enough to ensure a challenging curriculum and higher standards in non-core subjects.
The strategic use of resources	Satisfactory overall. The funds available are generally appropriately targeted. The governing body, headteacher and administrative officer monitor spending and apply the principles of best value satisfactorily. However, not all funds are sufficiently linked to targets in the school improvement plan.

## 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>• Their children like school.</li><li>• They believe that behaviour is good.</li><li>• They think the teaching is good.</li></ul>	<ul style="list-style-type: none"><li>• Homework.</li><li>• Information on how their children are getting on.</li><li>• How well the school works with parents.</li><li>• Leadership and management.</li><li>• Extra-curricular activities.</li></ul>

The inspection team generally agrees with the positive views expressed by parents. Information for parents about how their children are getting on was found to be good. Homework is used satisfactorily to support and consolidate pupils' work in school. Some concerns relating to the leadership and management of the school have been identified by the inspection team and have been raised as key issues. Parents are concerned about the level of activities provided by the school outside lessons. These were found to be very good.

## **PART B: COMMENTARY**

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

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

- 1 The last inspection took place late in January 1997, and then standards in English and science were well above average. Standards in mathematics were average. Standards in most other subjects were as expected for pupils at this age, except in physical education and history, where they were above. The current situation is similar, except standards are now well above average in mathematics and above national expectations in history and physical education. This represents maintenance of high standards in English and science and an improvement in mathematics. This is reflected in the results of the National Curriculum assessment tests in 2002, which were well above average in all three subjects when compared to all schools nationally. When compared to similar schools, standards in English were average and above average in mathematics and science. The school has maintained high standards over some years now in test results and has met its published targets for the percentage of pupils achieving the national expectation of Level 4 or above in the National Curriculum assessment tests in English and mathematics. These targets are set above the national average.
- 2 Inspection evidence shows that, by the end of Year 6, standards in English, mathematics and science are well above average and pupils make good progress in all three subjects. In art and design, design and technology, geography, information and communication technology and music, standards are in line with expectations and pupils make satisfactory progress. Standards in history, physical education and religious education are above expectations and all pupils make good progress. Pupils' overall attainment is well above average and, as pupils enter the school at seven years of age with attainment that is above average in English, mathematics and science, they make good progress. Analysis of assessment data shows that most pupils across the range of attainment achieve well. There is no difference in the attainment of boys and girls.
- 3 Pupils with special educational needs make satisfactory progress in reading, spelling and numeracy work and other aspects of their work. It is not better because they do not always receive sufficient support in class or within set groups for mathematics and English. For example, in a mathematics lesson for lower attaining pupils in Year 3, there was no classroom support with 19 pupils, five of whom were either at the school action or school action plus levels of special educational needs provision. There was also a large proportion of this set that needed extra support. Although the progress of these pupils was satisfactory in the lesson, Year 3 pupils in the other sets made good progress in the lessons seen during the inspection.
- 4 In English, standards in speaking and listening are well above average, and have been maintained since the last inspection. Pupils have good opportunities to express their views, such as when Year 5 debated the building of new houses in the village and the impact of this action. They listened very carefully to others and expressed their own views clearly and concisely in response.
- 5 Attainment in reading is well above the national average in Year 6. Pupils are highly motivated and confident readers who read in a variety of styles. They cope well with quite demanding reading materials and show a good level of understanding through their evaluations of books they have read, making a critical analysis of the story line, the characters and how the story draws to a conclusion. Pupils apply their high level

reading skills when they use the library, which they do with care and confidence. The majority are confident writers, capable of producing a wide variety of texts such as poems, stories and reports. Their writing is imaginative and extensive, showing a clear understanding of structure and the correct use of grammar. Standards in handwriting and in spelling are well above average. Standards in literacy in other subjects are very good.

- 6 Pupils in Year 6 have a very good knowledge and understanding of number is very good. All pupils deal with large numbers, decimals, fractions and percentages very well and a strong feature is their ability to use and apply these skills well when solving problems. Their mental skills are very good. They have a thorough understanding of shape and measure. Whilst working across the mathematics and numeracy curriculum, pupils show that they have very good skills in using and applying their knowledge and understanding to solve problems and work out strategies to answer questions. Curriculum arrangements, such as setting by ability, make sure pupils of higher attainment reach the high standards of which they are capable.
- 7 Standards in information and communication technology are as expected for pupils by the end of Year 6. Most can use computers competently to present their work. They import pictures into text and begin to add simple animations as they create a presentation. They are beginning to enter data into a spreadsheet and present their information in the form of a graph. Pupils understand the advantages of using information and communication technology to research other subjects and they fully understand the ways in which computers can be used to communicate with others.
- 8 Standards in history are good because pupils are enthusiastic about the subject and use their very good language skills well to support historical research. They have extensive knowledge of life in other times and cultures and they talk with good levels of understanding about the differences between past and present and how the past shapes the present. By the time the pupils are in Year 6, standards in all areas of physical education are good. Pupils respond well to music in dance and coordinate their movements well, using various levels to develop a sequence. Almost all reach the required standard in swimming, with only the occasional pupil not being successful. Standards are good in all other strands of physical education. Standards in religious education are above the expectations of the locally agreed syllabus by the time pupils reach Year 6. Pupils develop good knowledge and understanding of a good range of the world's major faiths and begin to identify similarities and differences. They have good opportunities to reflect on their own experiences and those of others, which helps to develop good awareness and response to the world in which they live.

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

- 9 The attitudes, behaviour and personal development of the pupils are very good and this is an aspect the school has successfully maintained at a high standard since the time of the last inspection. Pupils are very keen to come to school and show high levels of interest in all aspects of school life, including the range of external and enriching activities that are offered. A large number of pupils attend the clubs that are on offer and, if there is a particular club they would like to see established, the pupils will offer to organise the activity themselves. Events such as the Tudor day at Sulgrave Manor are recounted with eagerness and excitement, with one boy announcing, 'I felt like an actual Tudor'. Rich experiences such as these not only have an impact on the pupils' attitudes to school and learning but they make a significant contribution to their personal development.

- 10 Pupils behave very well in lessons and elsewhere, in and around the school. At all times they are polite, courteous and cheerful and show high levels of respect to adults and to each other. When moving into assemblies or physical education, they do so in a mature and sensible manner, holding doors open and being sensitive to the needs of others. Lunchtime is a pleasure to observe, with pupils sitting chatting sensibly at the tables in the dining hall whilst others choose to sit in groups in the quadrangle to eat their sandwiches. There are no raised voices and little need for reprimands by the supervisory staff. In lessons, behaviour is good at all times with pupils listening carefully to instructions, organising themselves into groups without fussing and quickly settling down to their tasks. Some very positive behaviour was observed in a Year 3 literacy lesson, where pupils were listening to a story before beginning to discuss the moral behind it. The pupils were still, quiet and very well behaved. In Year 4, pupils worked in groups of four writing the script for a play and for thirty minutes they concentrated on the task, helping each other and sharing ideas and being appreciative of suggestions made by other members of the group. In a physical education lesson, Year 5 pupils worked in a crowded hall, in teams, on a range of skipping tasks. At no time did the teacher have to raise her voice and they were so enthusiastic that the only difficulty that arose was when she wanted them to stop. By the time pupils are in Year 6, they enjoy joining in humorous exchanges with the teacher, showing how good the relationships are between teachers and pupils.
- 11 Pupils' personal development is very good. They form constructive relationships, show empathy and understanding towards each other and respect for the views and feelings of others. They hold sensible discussions about issues and, throughout the school, teachers constantly give opportunities to the less able pupils to lead in discussions and thereby develop their confidence and self-esteem.
- 12 Pupils in the school are developing a good understanding of citizenship, through a variety of ways, such as involvement in choosing of the school council. The school council plays a significant role in the life of the school and has an influence on how the school develops. The pupils on it have very clear ideas on how they would like to see things change, for instance discussing in a very mature manner how they would like to see greater independence in their own learning. They are proud of the improvements that have happened since the council was formed. Pupils in each class take on many responsibilities in a sensible manner. The pupils who organise the school library are typical examples. They take the task very seriously and talk with pride about the work they do in keeping the library attractive, sorting books and running the book request system.
- 13 Attendance is very good. Pupils arrive punctually at the school and registration is taken promptly so that the day gets off to a good start. The school has maintained a very high standard of attendance since the previous inspection. The levels of authorised and unauthorised absences are extremely low.

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

- 14 The overall quality of teaching is good. In lessons observed, teaching was almost always satisfactory or better, ranging from very good to satisfactory. In only one lesson, teaching was unsatisfactory and this was because of the excessive demands made upon the teacher by lower attaining pupils and those with special educational needs and no classroom support was available. Teaching was good in almost a half of lessons seen and very good in one-fifth. The rest of teaching was satisfactory. Standards in teaching have remained good since the previous inspection. Nevertheless, the previous weakness of unsatisfactory planning for different groups of pupils remains a weakness noted in some lessons that were otherwise satisfactory.

- 15 The good quality of teaching is contributing significantly to the good achievement of pupils and the maintenance of high standards over the past three years. The characteristics of the good and better teaching include teachers' knowledge and understanding of the subjects they teach, the teaching of basic skills to support further learning, the management of pupils and high expectations of their behaviour and planning. These factors create a calm, purposeful working atmosphere in classrooms, which in turn has a positive impact on pupils' attitudes to learning, making them keen to get started on their work. Teachers question and prompt pupils skillfully, phrasing questions in different ways so as to ensure that pupils of all capabilities are fully involved in whole class discussions. These particular strategies were used well in a Year 6 science lesson when the teacher's very good specialist knowledge was used effectively to sustain quality dialogue with pupils. As a result, pupils were pleased with the high standards they reached and the amount they learned. Thus average and higher attaining pupils are often challenged to think hard and explain their reasoning. Lower attaining pupils gain confidence from being able to contribute successfully at their own level. In the best lessons, very good pace is maintained throughout and very good subject knowledge with use of subject specific vocabulary extends pupils' learning significantly. In some lessons, resources are used very well to support the activities. This was very evident, for example, in history, when visiting 'Romans' entertained Year 3 for most of a day. Pupils learned a lot from this experience, which also sparked their enthusiasm for history. In some lessons which were otherwise satisfactory, relative weaknesses included not sustaining the levels of challenge throughout the lesson and missing opportunities to extend pupils' learning beyond the set task.
- 16 Teachers' subject knowledge is used well in the planning of lessons and good links are made between subjects. This was seen in geography, when Year 5 discussed the building of new homes in the village. The teacher carefully planned a good range of activities, including an opportunity to question a local councilor, which gave the pupils a balanced view of the project and enabled them to see both sides of the 'argument'. This prompted them to study the local area in depth, consider environmental issues, develop speaking and listening skills and consider moral, social and citizenship issues. Individual lesson plans generally set out clear objectives for the learning of different groups of pupils, even in some lessons that are already taught in ability groups, such as mathematics in Year 4. However, too often the use of work sheets detracts from this planning. Higher attaining pupils, for example still unnecessarily complete easier questions and have too little time to progress on to the more challenging ones and therefore complete the work of which extends their progress. Discussion of lesson objectives with pupils at the start, with reminders as the lesson progresses, helps them to understand clearly how well they are learning in relation to their individual targets.
- 17 The teaching of basic literacy skills is good. Teachers are implementing the National Literacy Strategy successfully by providing a good range of activities that are matched well to groups of pupils with different needs. Teachers provide good opportunities in subjects other than English to develop pupils' speaking, reading and writing skills, such as debating in geography and writing reports of investigations in science. The National Numeracy Strategy is implemented well. Number work is strongly promoted and mental calculation is a feature of all mathematics lessons. The needs of all pupils are catered for effectively through the setting arrangements which enable teachers to focus more accurately on the needs of pupils across a narrower range of attainment. Good links are also made with other subjects, such as science, geography and information and communication technology, when pupils are involved in calculating, measuring and presenting information in graphical form. Pupils are sensitively encouraged to work independently and in pairs, sharing ideas.

- 18 Unsatisfactory use is made of classroom support assistants to provide pupils with additional instruction and guidance. This potentially valuable resource is underused because of inefficient deployment. In mathematics, for example, there was no support for a class of lower attaining and special educational needs pupils, and too many demands were made on the teacher which could not be met well enough. A classroom support assistant was present in a subsequent lesson but there was little need for her presence and she had little impact on the quality of learning. When they are present, assistants are not always effectively directed. By contrast, the quality of their input is better when they have a specific and clearly defined responsibility, such as helping an individual pupil. During the inspection there was insufficient support for pupils with special educational needs, both through the deployment of the learning support assistants and through planned support by teachers. These pupils consequently only make satisfactory progress towards the targets in their individual education plans.
- 19 Teachers do not always use assessment information from reviews of learning at the end of lessons or from their knowledge of pupils' progress in lessons well enough to make sure that the tasks set in subsequent lessons sufficiently extend pupils' learning, for example that of the higher attaining pupils.
- 20 Homework is set regularly and is used satisfactorily to support and consolidate pupils' learning through regular practice at the basic skills of literacy and numeracy and this successfully consolidates their learning in lessons.

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

- 21 The quality and range of the curriculum is satisfactory. The curriculum successfully incorporates the subjects of the National Curriculum, religious education and personal, social and health education. There is an appropriate emphasis on literacy and numeracy. All subjects are taught and receive sufficient time. Planning has been improved by the adoption of schemes of work recommended by the government. However, there is no overall curriculum plan, and too often, teachers rely on published schemes of work supported by many worksheets. The curriculum is enriched by the provision for Year 6 pupils to receive an introduction to French, German and Italian.
- 22 There are strategic weaknesses in the organisation of the curriculum that need to be addressed. The amount of teaching time each week is one hour less than that recommended. The timetable does not clearly set out the amount of time allowed for each subject. This makes it difficult for senior management to check that teachers' plans are appropriate and make best use of time. Pupils' knowledge and skills are not sufficiently systematically developed across all year groups and links between subjects are not effectively planned in a whole school curriculum map. The school does not have a strategic overview of what is taught in subjects other than English, mathematics and science. At present, what pupils learn in one subject does not build on or support their learning in other subjects. However, staff work hard to provide enriched curricular opportunities for their classes through educational visits and other school-based activities, such as the 'Roman Visitors.'
- 23 Strategies for literacy and numeracy have been introduced effectively across the school and in consequence, standards in English remain high and in mathematics, they have improved. Provision for information and communication technology has improved since the last inspection through the installation of a well equipped computer suite with a large interactive screen enabling effective provision for the information and communication

technology curriculum. Information and communication technology is beginning to support learning in other subjects.

- 24 Provision for pupils with special educational needs is satisfactory. There are clear targets in pupils' individual education plans, which focus on literacy, language and behaviour. These are drawn up by the special educational needs coordinator in collaboration with class teachers and learning support assistants. Their individual education plans detail precise measurable targets together with programmes of support. This additional support provides pupils with a secure base from which they can make suitable progress. Most of their additional help is given by teaching assistants during class lessons, and these pupils make good progress at such times. However, teachers' lesson plans do not consistently set out work that closely matches the individual targets of pupils with special needs. As a result, they make satisfactory rather than good progress when no additional adult is there to help them with work they find difficult on their own. Some support is available for pupils with complex speech and language difficulties and the lack of access to this from the local education authority has caused frustration and greatly slowed pupil progress.
- 25 Overall, arrangements for pupils' personal, social and health education are good, and led by a coordinator for the subject. Lessons are well planned and delivered to a high standard. Provision of guidance in citizenship is a planned element within the new comprehensive programme of study, based on official recommendations. The dangers of drugs misuse are featured in a visiting lecture by the Drugs Education department of the local education authority. The governing body has determined that sex education is included in the curriculum for Year 6 pupils, and parents are informed of their right to withdraw their children from these lessons.
- 26 The provision for spiritual awareness is satisfactory. The themes that pupils explore during group discussions, known as circle time, are well thought out, and pupils are given a range of opportunities to consider the beliefs of others. Time for pupils to reflect on their experiences and how they feel is sometimes incorporated into lessons, and this thinking enhances their spiritual development. The opportunity to explore the spiritual impact of music, literature and art is often missed. Statutory requirements for collective worship are not always met, but when these acts occur, they involve exploring meaning, purpose and values, and are broadly Christian in nature.
- 27 The school's provision for pupils' moral development is good, and pupils demonstrate a deep-rooted understanding of the difference between right and wrong. This was very clear from the reactions of pupils in a Year 4 English lesson in which the moral of a story was honesty, fairness and justice. Equality of opportunity and personal entitlement are well developed in the school, and can be seen clearly in the workings of the school council. The moral development of pupils is a well-planned element of "circle time" discussions, where pupils are given the opportunity to reflect and express their views on well chosen issues.
- 28 The arrangements for developing pupils' social awareness are good. Adults at the school provide good role models. Pupils are taught the importance of taking responsibility for their own actions, and the school council provides fertile ground for pupils to demonstrate their initiative and responsibility. There are not many other opportunities for pupils to show initiative. Most pupils exhibit admirable self-discipline, which is a major contributor to good order in the school. The very good quality of relationships in school also contributes to good social order. School and classroom rules have been developed with the responsible cooperation of pupils. School trips and residential visits play a significant part in pupils' social development. A key issue in the

previous inspection was the need to develop pupils' independence and sense of responsibility. This has been successfully addressed.

- 29 The provision for pupils' cultural development is satisfactory. Most pupils have a good understanding of their heritage and cultural traditions. However, there are no pupils from other cultures so most pupils do not have daily contact with or experience of the cultural diversity of British society. The school makes satisfactory attempts at addressing the provision of multi-cultural experiences for pupils by inviting visitors representing other cultures to the school. Pupils study several European languages and this has a significant impact on their appreciation of European culture. Pupils' work clearly shows a developing appreciation of art, literature and music. Visits from artists, poets and theatre groups are regular features of school life.

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

- 30 There are good procedures for child protection, safety and welfare, and they are well established. Most teachers know their pupils very well, and are always there with help and guidance when needed. The school helps children to protect themselves and others, using child safety videos for example. The school also holds a Mothers and Daughters evening for all year groups. The school complies with local authority child protection procedures, and routines for dealing with child abuse are firmly in place. The deputy headteacher has been designated child protection coordinator, and arrangements for ensuring that staff are aware of child protection issues are good.
- 31 The school has a good health and safety policy, and a designated member of staff works closely with two governors and the school caretaker. This health and safety group holds reviews twice each year. The day to day awareness of health and safety in the school is good. Safe working practices are monitored regularly, and the school has well established arrangements for dealing with and recording accidents. Most members of staff have received first aid training and two members are fully qualified first aiders.
- 32 The ways in which the school monitors and promotes regular attendance are good. The procedures for recording and reporting attendance comply with statutory requirements. The school is currently taking a firm stand against parents who arrange holidays during term time. The school's systems for checking and monitoring absences are very good, and the school works closely with the education welfare officer to maintain these high standards. There are a number of factors that contribute towards very good attendance at this school; the school has a very positive attitude and an established reputation for good attendance, pupils like the school, the general health of pupils is good, and parents are very supportive.
- 33 The procedures for monitoring and promoting good behaviour are well thought out. The behaviour policy is well established, and is implemented uniformly across the school. The school and parents expect a very high standard of behaviour and self-discipline. It is this expectation that supports the level of good behaviour. The support and guidance policies have a satisfactory impact on pupils' progress. The principle of acknowledging achievement is very well established in the house points system. The procedures for monitoring and eliminating oppressive behaviour are satisfactory. Unacceptable or anti-social behaviour is rare, but when it occurs it is managed satisfactorily by the school. The anti-bullying policy is set out very clearly. The school tries to take a balanced view between bullying and minor playground disputes, but not all parents draw the same distinctions. Instances of bullying and harassment are mostly firmly dealt with by the school.

- 34 The personal support and guidance for pupils is good. The procedures for monitoring and supporting their personal development are also well established. Liaison with many support agencies is firmly in place.
- 35 The school's arrangements for monitoring pupils' academic performance are satisfactory. The statutory national tests are administered as required, and the school uses the optional tests in Years 3 to 5 to help measure pupils' progress at the end of each year in English and mathematics. Teachers use the information to support planning for classes, groups and individual pupils in English and mathematics. The school is making increasing use of an assessment manager program to monitor pupils' progress and set school attainment targets for individuals. Assessment is used satisfactorily to identify pupils who need extra support with their learning.
- 36 The use of assessment to inform planning is unsatisfactory overall. Pupils' academic progress is monitored satisfactorily in some subjects, but this policy is not implemented uniformly across all. Teachers do not make enough use of assessment information to guide their lesson planning. In most classes, the teaching process does not include a formal procedure for assessing pupils' attainment and progress in a final review at the end of lessons.
- 37 Although the school has a clear picture of pupils' attainment in national and optional tests, it does not have an accurate view of pupils' progress and achievements throughout the year. The school does not effectively analyse how well different groups of pupils, including those of higher attainment, are achieving. Group work in all lessons is not sufficiently matched to the previous attainment of all pupils and the different learning intentions are not clear enough for all pupils. Satisfactory records of the progress made by those with special educational needs are maintained by the school, and these records are kept secure and up to date. However, there is no consistent system of keeping records of pupils' achievements or examples of their work in subjects other than English, mathematics and science, which are satisfactory.

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

- 38 The majority of parents are supportive of the school, but a significant minority expressed disenchantment with several aspects of the school featured in the inspection's parent questionnaire. The views of parents as a whole were judged to be unsatisfactory because there are too many parents in this minority group. For example, 43 per cent of parents who responded to the parents' questionnaires did not feel that the school works closely with parents. In a third of the responses, parents did not feel they were kept well informed about how their children were getting on in school, and a similar number were not able to endorse the leadership and management of the school. Some parents also believe that pupils are not challenged enough and their full potential is not realised. The inspection team supports some of the parental concerns but not all. Information for parents about how their children are getting on was found to be good. Homework is used satisfactorily to support and consolidate pupils' work in school. Concerns relating to the leadership and management of the school have been identified by the inspection team and have been raised as key issues. The level of activities provided by the school, outside of lessons, were found to be very good.
- 39 The school's links with parents are satisfactory on the whole. The quality and quantity of information provided for parents is generally good, and the school's prospectus and governors' annual report for parents comply with statutory requirements. The school now produces adequate information about homework expectations and forthcoming topics. Pupils' annual reports show that teachers have good knowledge of each child's learning. The core subjects are dealt with in fine detail, and each report contains an

open invitation to parents to discuss the report with teachers. Communications with parents of pupils with special educational needs are satisfactory. However, there is a perception amongst some parents that suggestions or concerns expressed by parents are not always considered seriously by the school. This is a reflection of the lack of effective dialogue between the school and parents, rather than the school ignoring parents.

- 40 The overall contribution by parents to children's learning at school and home is good. The school encourages parent helpers, particularly in the core subjects. There are many parents who help with sports and other activities outside school. The school has a thriving parents' association that raises significant funds to support and enrich learning. Most parents actively support their children at home with reading and homework, and as a result make a positive contribution to pupils' progress. Although the achievements of pupils are celebrated in school, parents are not invited to share this celebration.

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

- 41 Weaknesses in leadership are having a negative impact on the progress that this school is making in its improvement. The educational direction of the school is not properly identified by the headteacher, the school management team and the governors. The senior management team does however work well to set high expectations for the work of pupils and staff alike. The headteacher works satisfactorily with senior staff to strive for high standards, but school improvement and raising standards is not high on the management agenda. Neither do the aims of this school place enough emphasis on raising standards and pupil achievement. A relatively low priority is placed on the inspiration and motivation of staff, though staff function satisfactorily as a team. The delegation of responsibilities to management staff is still being developed, particularly with the recent appointment of a new deputy head teacher and the subsequent reallocation of key management roles.
- 42 Self-evaluation procedures are still being developed within this school. Consequently, the management does not have a sufficiently accurate view of how the school should proceed to improve in the long term. The development of teaching is monitored and evaluated unsatisfactorily by the headteacher and subject coordinators. The use of good teachers to influence the work of others is developing across the school, but those aspects of teaching that are in need of improvement are not effectively addressed. Performance management provides a satisfactory focus for developing individual members of staff, but not enough of the teaching staff have clear, structured opportunities for professional development that is relevant to the school's own development. The procedures for the induction of new staff are not effectively implemented, and in-service training has not proved to be particularly beneficial to all staff over the last few years.
- 43 The school's priorities for improvement are not particularly well suited to the needs of the staff and pupils, and the steps taken to meet the school targets for improvement are inappropriate. For example, the targets in the school improvement plan do not match those identified by the headteacher in his assessment of what the school needs to do to improve. Neither does the school improvement plan look far enough into the future, and improvement planning is only in the short term. Senior managers are committed to school improvement and the raising of standards, but this aspect of the school's leadership lacks structure and sufficient foresight.
- 44 Governors support the work of the school satisfactorily. Governors have developed many contacts with the school and some, although not all, have a clear idea about what

the school is doing well and what needs to be further improved. They do not plan the progress of the school's improvement with enough rigour and there is too little strategic, long-term planning. In fact, the improvement of their strategic planning is consistently on the governing body's agenda for improvement. The governors periodically monitor school improvement during the school year, but their input into target setting is not particularly beneficial to the school. The governing body ensures that it fulfils its legal responsibilities. The headteacher is usually appraised and set targets by the governors. The governors have responded satisfactorily overall to the key issues identified in the previous inspection, although some issues remain, such as providing sufficient challenge for all pupils.

- 45 Provision for pupils with special educational needs is managed satisfactorily at this school and meets the requirements of the new Code of Practice. A governor has been appointed to have specific oversight of special educational needs, and this governor has received appropriate training to support the role. The special educational needs management team often meets to monitor the quality of provision, and the special educational needs governor reports back to the governing body often. The governing body monitors the effectiveness of spending on special educational needs, and often checks that the outcome of this expenditure matches the objectives. The coordinator for special educational needs manages her responsibilities well, but has full time class responsibility. This limits the extent to which she can support and direct teachers and support assistants to extend the learning of these pupils.
- 46 The use of the school's limited financial resources is not planned with sufficient rigour to ensure that they fully support the targets in the school improvement plan. There is not enough detail in the links between spending and the targets set out in the plan. For example, an overall figure is quoted for the development of information and communication technology, but there is no further detail on how this is to be divided to cover the costs of the various aspects of the developments. Curriculum coordinators each have sums of money to spend on their subjects, but not all have clear plans on what to spend it on. There is too little strategic planning for the spending of resources, and as the available finance is limited, this is a weakness.
- 47 Day to day financial administration systems are effective and efficient. The headteacher and governors periodically review the school finances, and reacted satisfactorily to the most recent auditor's report. The school makes effective use of new technology to support administration and monitor pupils' learning. Specific grants are generally used appropriately for their designated purpose.
- 48 The principles of best value are mostly in place. The school considers different tenders for larger projects. It measures the effectiveness of its spending decision in the light of standards achieved by the pupils. However, staff who have responsibility for funds, such as curriculum coordinators, are not sufficiently obliged to identify and justify their use of resources for which they have responsibility.
- 49 The overall number of staff and their range of teaching qualifications are satisfactory, but the number and deployment of support staff are not matched to the needs of the pupils. For example, there was no classroom support in a lesson with a high proportion of lower attaining pupils in mathematics, and this made a significant contribution to the lack of effective learning taking place in this lesson. In other lessons, support assistants were present but were not needed, making little contribution to pupils' learning. The school uses appropriate recruitment strategies to attract new staff to maintain staffing levels. Teachers' skills are satisfactorily matched to the demands of the curriculum. The level of expertise and subject knowledge between the staff is sufficient. Teachers and coordinators have unsatisfactory job descriptions and they are not used effectively

to support performance management. However teachers and staff understand their roles and responsibilities clearly. Administrative and maintenance staff are well deployed. The school has satisfactory arrangements to cover and support staff absences.

- 50 Overall, the accommodation is well matched to the current circumstances of the school and the age range of its pupils. The accommodation meets the demands for indoor games and physical education, and the provision for outdoor activities is appropriate. The school environment is generally stimulating and the accommodation is satisfactorily maintained.
- 51 Overall, learning resources are satisfactory and mostly appropriate for the age and needs of pupils. The range and condition of books in the library are satisfactory, and pupils are encouraged to use them. There is satisfactory provision of information and communication technology resources and these are used satisfactorily to support pupils' learning. However there is too little equipment for classes to work simultaneously on the same practical exercises in science. This makes teachers' preparation for lessons more demanding and limits the development of pupils' independence in investigative work. Visits to museums, galleries and field centres are used effectively.

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

- 52 To further improve the standards and the quality of education, the governing body, headteacher and staff should now:
1. Improve the leadership and management of the school by:
    - reviewing and clarifying the roles and responsibilities of all those with management responsibility, including the governing body
    - ensuring that the senior management team and the curriculum coordinators have the opportunity to fulfil their delegated duties
    - clarifying the vision for the future development of the school and making sure that this is shared by all.  
(paragraph numbers 41, 42, 43, 48)
  2. Improve the quality and effectiveness of school improvement planning by:
    - involving the senior management team and the governing body in the development of the strategic plan
    - using this information to establish prioritised targets that are relevant and will have a direct impact on the education provided
    - link financial planning more securely into the improvement plan so that the available funds support school development effectively
    - monitor the implementation of the plan closely for its impact on standards and quality
    - make more rigorous use of the improvement plan, assessment information and performance management procedures to monitor and evaluate the school's performance.  
(paragraph numbers 42, 43, 44, 46)
  3. Provide a more challenging curriculum, ensuring that pupils at all levels of attainment, especially those with special educational needs, make good progress by:
    - devising meaningful and manageable assessment procedures for all subjects which clearly show how well pupils are doing
    - using the data to plan activities that will challenge and stretch pupils at all levels of attainment, including more independent tasks and less that are guided by the numerous worksheets currently used

- adapting the teaching styles so pupils have greater input to planning their own learning and assessing the progress that they are making towards attaining their targets
  - improving the day to day assessment of pupils' work so that it identifies clearly what pupils are doing well and what they need to improve.  
(paragraph numbers 2, 3, 14, 15, 16, 19, 35, 36, 37, 59, 60, 62, 66, 72, 75, 78)
4. Raise the profile of the school with parents by:
- explaining clearly to parents what the school is doing and why
  - communicating to parents the quality of pupils' work so they more are aware of the school's effectiveness.  
(paragraph numbers 38, 39, 40)

The governors should also consider the following minor issues when preparing their action plan:

- Ensure that the teaching assistants are more efficiently used by fully considering their current placement and availability, and identifying where the need is greatest, then matching the two so that they make a greater impact on the work of pupils in class.  
(paragraph numbers 3,18, 39, 40, 49, 63)
- Use curriculum time more effectively and efficiently.  
(paragraph number 22)
- Meet statutory requirements for collective worship  
(paragraph number 26)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

50

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

11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	23	16	1	0	0
Percentage	0	20	46	32	2	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 two percentage points

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	286
Number of full-time pupils known to be eligible for free school meals	N/a	2

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	24

#### 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	3
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	34	32	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	29	33
	Girls	29	29	27
	Total	58	60	60
Percentage of pupils at NC level 4 or above	School	88 (89)	88 (85)	91(100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	27	26
	Girls	25	18	28
	Total	49	45	54
Percentage of pupils at NC level 4 or above	School	74 (85)	68 (66)	82 (76)
	National	73 (72)	74 (74)	82 (82)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	286
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

## Teachers and classes

### Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	24.5
Average class size	32

### Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	66

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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*FTE means full-time equivalent.*

## Financial information

Financial year	2001/02
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	£
Total income	542088
Total expenditure	529009
Expenditure per pupil	1909
Balance brought forward from previous year	20938
Balance carried forward to next year	7859

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

### **Questionnaire return rate**

Number of questionnaires sent out	286
Number of questionnaires returned	137

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	67	5	2	0
My child is making good progress in school.	42	66	15	2	12
Behaviour in the school is good.	39	86	5	2	5
My child gets the right amount of work to do at home.	26	74	31	5	1
The teaching is good.	40	76	6	1	14
I am kept well informed about how my child is getting on.	20	59	40	5	13
I would feel comfortable about approaching the school with questions or a problem.	51	63	15	5	3
The school expects my child to work hard and achieve his or her best.	54	64	1	2	6
The school works closely with parents.	19	49	47	14	8
The school is well led and managed.	19	63	31	16	8
The school is helping my child become mature and responsible.	41	76	13	1	6
The school provides an interesting range of activities outside lessons.	34	67	20	4	12

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **ENGLISH**

- 53 Results in the 2002 National Curriculum tests showed that standards attained by 11 year olds were well above the national average and above those of similar schools. Evidence from the inspection is consistent with these results. On entry to Year 3, attainment is above average and well above average by the end of Year 6. The majority of pupils, including those with special educational needs, make good progress and achieve well. The trend of improvement between 1997 and 2002 has not been as good as that nationally in English, mathematics and science. However, the school maintained very high standards throughout.
- 54 Inspection findings show that pupils' attainment in speaking and listening is currently well above the national average by the end of Year 6. Progress and standards have been maintained since the time of the last inspection. In all year groups, pupils listen attentively to the teacher and to each other. During a lesson in Year 5, the teacher initiated a discussion about a script they were all reading. The pupils enjoyed a lively debate about gender issues that included very reasoned arguments, where they listened to what others had to say and then responded by putting their own point of view. Pupils in the same age group met with a local district councillor to question him about building houses in the village and presented their questions clearly and listened carefully to his answers. At the end of lessons, pupils respond well when discussing texts or when sharing or reporting on the work they have done. Pupils in Year 6 worked in pairs discussing ways of starting a story with a warning. They showed how confident they are in doing this and within a short space of time they came up with five or six different ways of beginning the story. They responded with confidence to the teacher's questions and shared ideas with each other. The majority of pupils express their opinions clearly and are able to justify them in a convincing way. They listen with care to contributions made by other pupils and, when working in pairs, they negotiate sensitively on how to complete tasks they have been given. Opportunities for speaking occur in different subjects and teachers build in opportunities where pupils can develop their skills and gain in confidence. This has a direct impact on the progress that pupils make. Pupils in Year 6 were able to hold a very mature conversation with a member of the inspection team about their school and the work they did. All of them listened to the questions with great care and the answers they gave were well thought out and highly articulate. Pupils with special educational needs make good progress. Teachers make sure they have equal opportunity to take part in answering questions and in reporting back on behalf of the group they have worked with.
- 55 Attainment in reading is well above the national average by the time the pupils are 11. Pupils in Year 6 are highly motivated, confident and able to read a variety of styles. All pupils, including those with special educational needs, make good progress and enjoy reading. When reading quite demanding material they cope well, using expression and trying hard to make out new words. They use non-fiction material for research purposes in other subjects, such as geography and history. Year 6 pupils evaluate books they have read, making a critical analysis of the story line, the characters and how the story draws to a conclusion. All pupils keep records of their reading in a home/school notebook and reading journals are used effectively in Year 6 to develop pupils' response to different types of text. Since the time of the last inspection, the library has been considerably improved and is now a well-stocked, attractive area. The pupils who are in charge of the library are proud of the facility and the work they do to make it attractive and their role in helping other pupils to locate either a book or information they need. Pupils observed using the library do so with care and confidence. It is apparent

when watching them that they appreciate the opportunities they are given to look for books of their choice and to talk with each other about them. Very good use is made of books to enhance displays around the school and to make books appealing to the pupils. In the library, pupils arrange regular displays of attractive books by choosing a particular author or publisher.

- 56 Attainment in writing by the age of 11 is above average. The majority of pupils are confident writers, capable of producing a variety of narrative and non-narrative texts. Work in pupils' books and on display shows that they can produce many examples of good writing of different kinds, including poems, stories and reports. Writing is imaginative, extensive and shows a clear understanding of paragraphing, structure and the correct use of grammar. The current Year 6 pupils, when they were in Year 5, produced an excellent collection of writings based on the story of 'Little Red Riding Hood'. They told this story in their own words from the perspective of one of the characters, such as the wolf. The stories are remarkable, not only in the quality of the story telling but also the standard of grammar and punctuation and the quality of the handwriting. Writing in other subjects, such as that on 'The Mars Project' involves pupils in researching for their writing and using their imaginative skills in order to provide the final draft. In Year 6, pupils re-write stories that explore particular characters, using well-known classics such as 'Goodnight Mr Tom' as the basis for their work. Standards in handwriting and in spelling are well above average. Both are taught on a regular basis. Pupils are taught how to use spelling strategies and, in handwriting, the emphasis on good letter formation leads to clear neat presentation in their work. Written work is effectively assessed and provides pupils with a clear idea of their strengths and where they need to improve.
- 57 The quality of teaching is good overall. Teaching is never less than satisfactory. In the main it is good and at times excellent. The school has successfully modified the literacy hour to ensure that pupils have an appropriate amount of time to develop new skills that they have been taught. The literacy strategy is used as the basis for planning with teachers introducing all the taught elements to the pupils. Teachers have a secure knowledge and understanding of the strategy. Lessons are well planned, with clear learning objectives that are used not only to inform pupils of the purpose of the lesson but also to provide a secure thread that binds every part of the lesson together. In some lessons, however, there is an overuse of commercially produced photocopied question sheets. In the majority of these cases, the pupils are asked to give answers to questions that are either correct or incorrect with little or no opportunity for them to think creatively and formulate a response explaining why they chose to give that particular answer. On occasions, the whole class is given the same question sheet, which is therefore not sufficiently challenging for the most able pupils. Where teachers use their own resources, the pace of lessons is brisker and the level of challenge is more appropriate to the needs of the pupils. When planning English activities, teachers show insufficient awareness of the need for more able pupils to be rigorously challenged. Regular assessments and tests are carried out to monitor progress, but these are not used fully to identify the groups of pupils who need challenge, or additional support in the case of a small number of pupils. Much teaching assistant time is still being used to test pupils and there is not enough support in some classes where it could be effective. Pupils are managed very well and this results in very good attitudes to work, very good behaviour and relationships, which effectively support pupils' learning.
- 58 The subject is well lead by an enthusiastic coordinator who is committed to improving standards even further. Although the subject has target areas for improvement, there is no specific budget to enable these to be implemented. The recent acquisition of good quality texts has relied very heavily on the contributions of parents to pay for them. This means that effective development is at best spasmodic and reliant on handouts rather

than being strategically planned over a period of time. Monitoring consists of evaluating planning and the outcomes of pupils' work, but there is not enough opportunity for the curriculum coordinator to work alongside or monitor teaching and learning in order to achieve a more consistent approach throughout the school, and to ensure that all pupils are sufficiently challenged.

## **MATHEMATICS**

- 59 Standards in mathematics are well above average by the time pupils reach Year 6. This is because of the good and sometimes very good teaching the pupils receive, which develops their good understanding of numeracy. Most pupils make good progress in relation to their prior attainment on entry to the school, which is generally above average. However, pupils with special educational needs sometimes make only satisfactory progress because the learning support staff are not always available to give appropriate or sufficient support. The coordinator, with the help of a consultant, has identified particular aspects of teaching that need development, but because standards have risen, there has been a good level of improvement since the previous inspection.
- 60 By Year 6, pupils' knowledge and understanding of number is very good. Pupils can calculate, using all four operations with numbers to two decimal places and they apply these skills well when solving problems. Higher attaining pupils have built a very secure knowledge and understanding of fractions and decimals, and apply these to good effect. Some lower attaining pupils have insufficient grounding in basic skills in this area, such as changing simple one-place decimals to fractions. This adversely affects subsequent work in areas such as using metric measures effectively. A strong feature in pupils' learning is their ability to use and apply their number skills effectively in mathematics and other subjects such as science and design and technology. The majority of pupils in the Year 6 top set use algebraic equations to solve and draw very accurate and well-presented graphs using four quadrants.
- 61 Pupils have a thorough understanding of shape and angle. They can draw and measure angles accurately to the nearest degree and have a very good knowledge of the properties of different triangles and quadrilaterals. Pupils readily find the areas of irregular shapes by splitting into quadrilaterals, working out the measurements from information given and then calculating the area of each part and then the whole shape. Whilst working across the mathematics and numeracy curriculum, pupils show that they have very good skills in using and applying their knowledge and understanding to solve problems and work out strategies to answer questions. Pupils handle data well and process a sample to produce frequency diagrams and calculate the different forms of averages. Lower attaining pupils work with simple data samples, whilst average and higher attaining pupils work well with more complex samples. Information and communication technology was used satisfactorily in lessons seen.
- 62 The quality of teaching is good overall. Teachers have good subject knowledge and develop pupils' understanding to a very high level. Marking is satisfactory, though teachers do not always identify the pupils who need further practice or tell them what they need to do to improve. Teachers' planning is consistent but they do not identify tasks for the different abilities within each set. This is similar to the findings of the previous report. The school has introduced the National Numeracy Strategy effectively, although the final summing up in the plenary still needs development. Teachers do not always use it well to assess pupils' learning. However, where a teacher used the plenary to assess learning in Year 3, three quarters of pupils showed that they understood the learning objective and were ready to move on. Some teachers miss it out and consequently the next lesson starts with all pupils doing the same task. Pupils who have achieved the learning objective may continue to practice on worksheets in

lessons rather than doing activities that are more challenging. They often do not reach the challenge question while waiting for others to catch up and miss opportunities to develop their skills in choosing and applying methods to solve problems that are more difficult.

- 63 Pupils behave very well and the good relationships between pupils and staff mean that they are patient and sensible while they wait. Pupils discuss their work in a mature way and are confident to share their knowledge and understanding with each other. Pupils who have difficulty with particular concepts often have appropriate additional support from class teachers during independent work. This includes pupils with special educational needs. However, where a set contains too many pupils needing support, it is difficult for the teacher to maintain the purposeful working atmosphere and therefore pupils make only satisfactory progress.
- 64 The school uses national and optional tests satisfactorily to track pupils' progress from year to year. The coordinator analyses test questions to identify weaknesses in the curriculum and makes appropriate changes to ensure teachers' plan more effectively for particular areas. Although the school tracks pupils' progress over time, it makes unsatisfactory use of ongoing assessments to identify pupils' weaknesses in particular aspects of the curriculum. Teachers do not have an ongoing record of pupils' attainment in relation to the learning objectives and are therefore unable to make immediate changes to lesson plans. This would ensure that pupils' difficulties are met immediately and that pupils who are making good progress move on more quickly. Pupils who are particularly good at mathematics are identified by the tracking and they have opportunities to extend their learning by working with pupils in an older year group.
- 65 Leadership and management of the subject are good. The coordinator has a good understanding of the needs of the subject although her role as coordinator is underdeveloped. There is a lack of opportunity to identify the good teaching and learning in the school and therefore staff do not share good practice. In addition, the monitoring of learning support staff is not effective to ensure the tasks they are doing provide the greatest benefit to the pupils, particularly those with special needs. This is because there are insufficient procedures in place for the whole school to assess its effectiveness. The coordinator has limited opportunities to look at pupils' work and to check that all staff follow school policies, although the monitoring of planning is in the early stages of development.
- 66 Resources are generally satisfactory and most teachers use them well to support pupils' learning during the introduction to lessons or in the final plenary session. However, teachers use worksheets too often, with not enough thought given to pupils learning needs, and this reduces their effectiveness as a learning resource. The use of computers to support pupils' learning is very limited. The school does not have a complete curriculum map and therefore misses opportunities to make links across pupils' learning. For instance, pupils working on coordinates in Year 5 cover similar work in geography in Year 4. The school does not make enough use of opportunities through the curriculum to apply knowledge and skills learned in mathematics.

## **SCIENCE**

- 67 By the end of Year 6 standards are well above average. All pupils, including those with special educational needs are making good progress. This judgement is consistent with the results of the national tests for 11 year olds. Although the percentage of pupils attaining the nationally expected Level 4 was average, the proportion achieving the higher Level 5 was well above average. At the time of the previous inspection,

standards were reported to be well above average so this represents maintenance of standards.

- 68 Pupils progress well in all aspects of science. In Year 3 they build a secure knowledge and understanding of diet and how we need to look after ourselves through a healthy diet. They extend and apply their knowledge and understanding well through evaluating the contents of school lunch boxes, judging which is the healthiest. They then use their knowledge and understanding of a balanced diet to design the contents of a healthy lunch. Whilst doing this they show a good knowledge of vitamins, fats, carbohydrates and proteins, what kind of foods contain these and what good they do to maintain health. This is further developed through Year 4 when they learn about food chains and the interdependence of different plants and living creatures within different habitats. By Year 6, pupils extend their knowledge and understanding through studying the life cycles of a good range of living creatures.
- 69 Starting in Year 3, pupils build their knowledge of the properties of a good range of materials. This builds up to their being able to observe what happens when they add bicarbonate of soda to water, vinegar and lemon juice. They show a good awareness of what is happening and are able to distinguish between chemical and physical processes, explaining this clearly using a good level of scientific terminology. This is at the levels that are expected of older pupils. Older pupils also show evidence of work at the higher level when they make up experiments and tests for separating and purifying mixtures of materials. For example, they observe what happens when they filter out pond water and then apply this skill, for example to cleaning out a fish tank. In this work, they show a good understanding of filtration, condensation and evaporation as ways of separating solutions and mixtures. Their practical skills are well developed. They have a good knowledge and understanding of fair testing and are able to use this to set up reliable tests.
- 70 The quality of teaching and learning is good. Most teachers plan their lessons well with an emphasis on practical and investigative work, ensuring that pupils have 'hands on' experience. This enables pupils to use and apply their knowledge and understanding of science and develop this further. Pupils are given good opportunities to work collaboratively and they support each other well. This makes a positive contribution to their social development. Teachers pay particular attention to promoting opportunities for pupils to explain their ideas so that they clarify their thinking. Their satisfactory use of day-to-day assessment of pupils' work ensures appropriate challenge and focused work with good explanation. Teachers' good subject knowledge supports the development of basic skills well, such as correct use of scientific vocabulary and investigation skills. Pupils respond well to their often probing questioning. Teachers generally have good relationships with their pupils and have high expectations of work and behaviour. As a result, pupils' behaviour is good and they show independence in practical aspects of their work. They have very good attitudes and most behave well in lessons.
- 71 The school has an appropriate scheme of work, covering the whole school, and, through careful and detailed planning, all aspects of work are very well covered. Leadership and management of the subjects is satisfactory overall and the strength of this is the coordinator's very good subject knowledge. This is helping raise standards in Year 6. The coordinator sees teachers' planning, although there is no opportunity to directly observe or support other teachers' teaching. Assessment and monitoring of standards through sampling pupils' work is not rigorous enough. Arrangements for assessing pupils' work are unsatisfactory and are not used well enough in the planning of lessons or in assessing the effectiveness of teaching in parallel classes, for example. The written work undertaken by pupils, especially that relating to reporting on practical

activities, provides support to the school's initiative in literacy. Counting and measuring activities, in various aspects of the subject, support the school's work in numeracy. Information and communication technology is also used, to some extent, to enhance the work in science, such as in the use of computer generated graphs to present their findings. Collaborative group work makes a good contribution to pupils' social development. There is a shortage of resources and equipment. For example, there was not enough equipment to enable two Year 6 groups to work simultaneously on solutions and to develop their own independence in experimental science.

## **ART AND DESIGN**

- 72 Standards of work meet national expectations by the end of Year 6. All pupils, including those with special educational needs, make satisfactory progress in developing their skills and knowledge. They work with pupils in mixed ability groups and teachers sometimes choose their work as good examples, helping to raise their self-esteem. The quality of teaching is generally satisfactory, introducing pupils to an appropriate range of media, including paints, drawing materials, textiles and clay. Through their studies of different artists' work, pupils make thoughtful responses to the use of colour and tone and express opinions about different styles which artists use. There are limited opportunities for pupils to choose from a range of different media and to develop their own style. However, there is an appropriate scheme of work in place that provides a wide range of activities, many linking to topics in other subjects. There has been satisfactory improvement in the subject since the previous inspection.
- 73 There were few opportunities to see art lessons during the inspection week so judgements are based on displays and a portfolio of work. The quality of teaching overall is satisfactory. Teachers develop pupils' literacy skills well in the subject. For instance, pupils in Year 6 write about the life of Monet and describe places they have seen. One pupil writes about a photograph of a place that she has visited as, "the area around the waterfall was very lush with many different tones of greens and browns." She then portrays this in pastels in the style of Van Gogh. Teachers teach the skills of perspective and shape satisfactorily, and provide opportunities for using paint and pencil. Displays show that paint and drawing pencils are used predominately for observational drawing, although the portfolio contains a wider range of media. The portfolio, however, does not describe the skills used or abilities of the pupils. This limits its usefulness as a guide for teachers in planning appropriate work and assessing the standards achieved. Pupils have a good knowledge of colour mixing because they learn this skill from Year 3 onwards. Consequently they make good use of colour in their work and have a good knowledge of how to make shades of colours.
- 74 Leadership and management of the subject are satisfactory overall. The coordinator provides staff with useful information to enable them to teach the units of work, although there is too little opportunity for the coordinator to observe or directly support teaching. The scheme of work is organised to ensure all pupils cover all areas of the curriculum. It makes good links with other subject areas, such as geography, history and science. Observational drawings link closely with these subjects and pupils make good links in their understanding of other subjects. However, the use of computers is limited. The school has reviewed the subject policy but it is more of a discussion document and does not provide a clear working brief. The aims of the subject are not clear and provide little guidance for teachers on how to teach the subject. The policy is not enforced. For example, the use of sketchbooks has not developed to be a "visual diary... to work out ideas for the future".

## **DESIGN AND TECHNOLOGY**

- 75 The overall standard of pupils' work meets national expectations by the end of Year 6. They make satisfactory progress overall, although they make good progress in designing and researching for topics. Higher attaining pupils research their projects in depth, providing a wealth of information as a background to their later practical work. Pupils with special educational needs also make very good diaries of their projects and evaluate their own work. Teachers plan well for this aspect of the subject. Pupils make satisfactory progress in making their projects, partly because of teachers' lack of confidence in using certain tools and partly because the lack of funding for the subject dictates what materials and tools are available. This is similar to judgements made at the time of the previous inspection when standards were also as expected for pupils of a similar age.
- 76 The quality of teaching is generally satisfactory, although all teachers work well with pupils. The very positive relationships and the pupils' enjoyment of the subject mean that projects are finished and displayed well. Teachers have appropriate expectations of pupils' work and sometimes pupils produce well made objects. For instance, their Anglo-Saxon dolls are well finished with the correct style of dress and artefacts. The teachers encourage parents to help with this project and they provide invaluable support. Food technology is a strength of the subject, with good support available from parents and learning support assistants. Pupils research and evaluate their work well, often making very good topic files. They have a good understanding of health and safety issues, observing the rules carefully.
- 77 The subject is well led and managed. The curriculum is well planned, based on a published scheme but adapted to meet the school's needs. The coordinator keeps a good overview of the subject and changes topics according to staff comments. However, the budget for the subject is very limited and does not take into account the need to replace materials or to develop the use of tools and computers. This means that resources are very limited and the coordinator has had to use initiative to find extra money from charity sales. The coordinator has written a clear policy with well focused aims and objectives that provide clear information for teachers. The coordinator has provided all staff with information so they can plan appropriately and assess pupils' work. Assessment is in the very early stages of development and there are no formal assessment procedures. However, pupils have a good knowledge of their own learning through the evaluations of their work and they identify clearly areas that they could improve. The portfolio of work includes interesting samples and photographs of pupils' work, identifying skills that have been learned. However, it does not identify levels of attainment for different abilities of pupils, which would make it useful for new teachers or for teachers to level their own pupils' work.

## **GEOGRAPHY**

- 78 Standards in geography at the end of Year 6 are similar to those expected for pupils of the same age nationally. This means that the school has maintained similar standards to those reported at the time of the last inspection. All pupils, including those with special educational needs, make satisfactory progress and are fully included in all activities.
- 79 Pupils' skills develop progressively as they move through the school. In Year 3, pupils develop their mapping skills and their knowledge of the local area. This work begins in a very simple way with the mapping of their own classroom, and the pupils develop an understanding of how a plan or map can provide a great deal of useful information. This is then followed by study of maps of Haddenham. The management of pupils here is very good and pupils are skillfully put into pairs so that one who lives in and knows Haddenham works with a pupil from outside the village to use the map to identify

features and places. In Year 4, pupils are able to compare their own village with the village of Chembakolli in India. Mapping skills are developed satisfactorily by using world maps to identify the position of India and then the village itself. Good use is made of artefacts, in particular photographs, to bring the topic to life and to help the pupils to understand how the people live and work. Pupils in Year 5 continue to develop their understanding of the world they live in by becoming involved in current local issues. They have been discussing plans to build four hundred houses in the village and the arguments that people have been putting forward, both in favour of and against the development. All the pupils have visited the site and drawn up their own positive and negative points. In a very well planned move, a district councillor was invited into the school to meet the pupils and answer their questions. The pupils had planned over twenty questions, which they put to the councillor, and an excellent debate followed. In real experiences such as this, the pupils come face to face with real environmental issues. This work prepares the way for other environmental issues to be looked at in Year 6 when the pupils investigate coastlines and look at the effect of both nature and man on this particular environment. A valuable contribution to the pupils' learning in Year 6 is made by the two residential trips to France and Italy where pupils can see at first hand two very different environments. There is little other evidence available to make a judgement on standards at Year 6.

- 80 Teaching is good overall, with some very good teaching seen. In the lessons observed during the inspection, learning was good. Learning objectives were well set in the context of previous work and carefully shared with the pupils at the start. Work is planned to motivate and interest pupils and the practical approaches used during the study of village issues generated enthusiasm for the subject. Teachers plan well and provide a wide range of resource materials. For instance, when studying village life in India, pupils are able to access websites where they can explore the climate of India and access the country index to log on to other information.
- 81 Leadership and management of the subject are good. However, the coordinator does not have access to specific funds for the subject, and this limits her ability to lead developments. She is enthusiastic and knowledgeable about what is required and has a good understanding of how effective learning from first hand experiences can be. Monitoring of planning is carried out but teaching and learning are not formally monitored or assessments made of the standards pupils attain.

## **HISTORY**

- 82 No lessons in history were observed during the time of the inspection. Observations were made of the Roman Day organised for Year 3 and taken by two visitors to the school. Interviews were held with pupils and examples of work scrutinised. From the above evidence, it is very clear that the standards are above the national expectations for pupils at the end of Year 6. This means that the school has maintained the standards reported at the time of the last inspection. All pupils, including those with special educational needs, make good progress and are fully included in all the different aspects of the work.
- 83 Pupils in Year 3 acquire good levels of knowledge and understanding about the people who invaded England. Good displays of artefacts, linked with attractive books, make the studies of Anglo Saxons, Vikings and Romans come to life for the pupils. In conversation with Year 6 pupils, they talk with great enthusiasm about the Roman Day they experienced three years ago. Even after this considerable time, one boy in the group can still remember the Latin instructions for turning to the left when marching. Observations made during the Roman Day show that it is invaluable in bringing the history of that time to life and exciting the pupils to want to learn more. In Year 4, pupils'

knowledge is extended to life in the times of the Tudors. A visit to a Tudor manor house, Sulgrave Manor, provides a whole day of role play, eating the kind of food available in Tudor times, baking bread, dressing in the appropriate clothes and joining the Tudor army in their training. During this study, pupils produce many pieces of writing that support the work in literacy, including individual booklets called 'Fascinating Facts About Tudor Times'. As pupils progress to Year 5, they learn about how the early Egyptians lived and worked. Their investigative skills are used to find out about the clothing worn by the Egyptians, the role of the pharaohs and the significance of the pyramids. Once again very good use is made of first hand experiences as the pupils visit the British Museum, where they meet with a guide who can help them to understand the many artefacts that bring the topic to life. By Year 6, it is apparent that the pupils have developed a real love of history and studying the past. They talk with great enthusiasm about work they have done from the first term they came into the school, without the need for any prompting. Year 6 pupils are now studying Britain since 1930. They have constructed a time-line of events leading to more recent times. At the time of the inspection, they were studying events leading up to the Second World War and beginning to understand its causes. Once again, their enquiries led them to using different sources of information that included photographs, artifacts, sound recordings, newspapers and stories. They love to talk about the period they are studying and are eager to learn new facts and information.

- 84 Although no lessons were seen during the inspection, such is the enthusiasm of the pupils for the subject and their many references to particular lessons, it is clear that teaching in history is good. Planning is good, showing considerable thought as to how the subject is to be presented.
- 85 The subject is well led and managed, although there is no dedicated budget to provide for growth and development. Planning is evaluated and the outcomes from pupils' work are reviewed. As yet there are no opportunities for the monitoring of teaching and learning or the assessment of the standards which pupils attain. A great strength of the organisation of the history curriculum lies in the consistent use of first hand experiences that bring the subject to life. Visits to museums and places of interest and visitors bringing artifacts into the school all serve to involve the pupils in the period they are studying.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 86 Standards in information and communication technology are in line with national expectations at the end of Year 6 and all pupils, including those with special educational needs, make satisfactory progress. Progress since the last inspection has been good, with significant improvement in facilities and provision for the subject. The introduction of the new computer suite, information and communication technology timetabling and increased teacher confidence have contributed to the development of the subject. Staff training is continuing to take place and all pupils have regular access to the direct teaching of information technology skills. Although all pupils observed are developing capability with a wide range of useful software, the emphasis is on communication skills rather than other areas of the curriculum. Multi-media skills are well developed.
- 87 Pupils in Year 3 can log on and log off and open a suitable software package. They demonstrate good mouse control skills and secure knowledge of on-screen instructions. They competently insert clip-art to illustrate text. Pupils in Year 6 have had experience of database work and have used spreadsheets satisfactorily. They are able to insert formulae to help calculate comparisons. However, there was not enough evidence to judge their progress in the development of sequencing skills, and the lack of appropriate resources has resulted in underdevelopment of control technology.

- 88 Pupils in Year 6 are developing an understanding of the use of information and communication technology across a range of other subjects. They apply knowledge and skills appropriately helping and advising each other. They can describe the use of information and communication technology in the world outside school and many have access to computers at home. They persevere in their tasks and help each other overcome problems and share information and expertise. They are beginning to explore features of software and are developing research skills using CD-ROMs to find information on topics they are studying. Pupils of all ages discuss competently the benefit of the Internet, and use it to send and receive e-mails. Pupils are well aware of the need to comply with school policy on use of Internet.
- 89 The quality of teaching is good. Even though most staff are at a relatively early stage in their own competence, they are able to communicate confidence and set high expectations for their pupils. In the best lessons, teachers question pupils effectively and challenge their interest. Teachers are well prepared. They give clear introductions to lessons and pupils understand the programs they are using. The school now has a computer suite of 16 computers and one in each classroom. This is having a good effect on the way teachers organise pupils' work and helps them to make sure that pupils' skills are being developed. Teachers make good use of the interactive screen to demonstrate skills or activities and pupils contribute by loading and operating the program without difficulty. Pupils are managed well so that the class can easily see the demonstration. However, in most lessons, not enough time is given to assessing what has been learnt. Teachers are not yet paying close enough attention to what pupils have or have not understood and using this to plan future work. In one lesson observed, lack of textbooks and reliance on work sheets resulted in higher attainers not moving on to extension material. All teachers are fully involved in the direct teaching of information and communication technology.
- 90 Pupils of all abilities demonstrate very positive attitudes to work. They enjoy working with partners, showing consideration for one another when taking turns to use the mouse. They behave well in lessons treating equipment with respect. Routines to log on, save and retrieve work are carried out smoothly and efficiently. Information and communication technology is beginning to support teaching and learning in other subjects. Evidence was found in history on the study of the Romans and in their understanding and development of writing for different audiences in literacy. Teacher assessment is currently on an informal basis, although student self-assessment is developing well.
- 91 Subject coordination is satisfactory. The governing body and headteacher, who shares subject management with the coordinator, have actively encouraged the development of information and communication technology within the school. However, there is no long-term strategy for improvement. The ratio of pupils to computers is not as good as the national average. There is no portfolio of examples to guide teachers in assessing and leveling pupils' work accurately.

## **MUSIC**

- 92 Standards have been maintained since the last inspection, and, from the evidence gathered during the inspection, pupils continue to enjoy music and singing. By the time pupils reach Year 6, the quality of their work is at nationally expected levels. The attainment of pupils who learn a musical instrument is above that generally found for their ages and they achieve well. Pupils have positive attitudes to music. They work well in groups, performing with confidence and enthusiasm. They have the opportunity

to make music in a variety of groupings, in class and whole school activities including choir, ensembles and school productions.

- 93 The quality of singing of both boys and girls is good throughout the school. Pupils sing enthusiastically in music lessons and assemblies. Those pupils who learn musical instruments make good use of musical structures and demonstrate a sound use of musical vocabulary. Pupils in the choir receive additional instruction and demonstrate an understanding of the need for accuracy of pitch, rhythm and a sense of controlled dynamics. Pupils participate in musical activities and lessons with obvious enjoyment. They are well behaved and treat each other and the instruments with respect.
- 94 Pupils have the opportunity to play a variety of musical instruments. Many take individual lessons on woodwind, string and brass instruments. Visiting music specialists regularly work in the school and provide high quality teaching, and the school benefits from the work of these qualified musicians. In out of class and lesson activities observed, pupils knew exactly what was expected of them because the teachers demonstrated clear expectations that pupils would listen carefully and they did so. Those learning instruments are encouraged to play in ensembles or give performances during assemblies and concerts for parents. The school also provides opportunities for pupils to perform in the community, actively contributing to county events. An example of this was the participation in the 2002 Schools Prom, where pupils represented the school in the county choir.
- 95 The quality of teaching is satisfactory overall, although there are some good features. Teachers make good use of resources. The scheme of work gives satisfactory guidance for teachers' planning and the published scheme supports their subject knowledge. Pupil-teacher relationships are strong and pupils have the confidence and are willing to perform to their class on a regular basis. School assemblies provide additional opportunities for pupils to listen and appraise music. However, there is little evidence that pupils contribute ideas and controlled sounds as part of class composition or that information technology is used to help learning.
- 96 Resources for learning are satisfactory including a wide range of tuned and untuned instruments. The music resource room provides a satisfactory venue for lessons and outside instrumental tuition. Pupils have several opportunities to join extra-curricular activities, including recorder groups taken by parents and governors, and the school choir taken by an outside specialist. Leadership and management are satisfactory under a temporary arrangement during the long-term absence of the coordinator.

## **PHYSICAL EDUCATION**

- 97 By the end of Year 6, standards of attainment exceed national expectations in all aspects of the subject. This is a similar judgement to that made at the time of the previous inspection and means that the school has maintained a good standard in the subject. All pupils, including those with special educational needs, are fully included in all aspects of the subject and make good progress.
- 98 Pupils in Year 3 thoroughly enjoy country dancing and do so with tremendous energy. They listen to the instructions and are ready with their partners waiting to start before the music has time to begin. Already they are using the space well and cooperating with each other to work as a team. Year 4 pupils show improved coordination and ball handling skills in a games lesson. They listen with care as the teacher takes them through a series of warm-up exercises. In all the classes observed, the pupils quite clearly knew why it was necessary to warm up before beginning the session. If the activity was going to use a particular part of the body, they knew which major muscles

they must loosen. During the lesson, the pupils went through a series of different ball control manoeuvres. By the end of the lesson, the majority of them were confident in moving about the field and controlling the ball with the hockey stick. In Year 5, they continue to build on previous lessons. They develop better ball skills, this time using either a one or two handed bounce pass or a shoulder pass. Often the pupils play games with another class of the same year group, and although this means that the total group is often very large, they learn well from the experience. Pupils are extremely well behaved, cooperate very well with each other and make every effort to work hard.

- 99 By the time they are in Year 6, their work in all areas of physical education is good. In their second lesson on exploring and practising cannon, unison and mirroring, they work well to the music and show how they can now coordinate their movements using various levels to develop a sequence. In swimming, only the occasional pupil does not reach the required standard. Physical education makes a good contribution to pupils' personal development. Pupils take responsibility for getting out and putting away equipment in the lessons.
- 100 The quality of teaching is good overall. Instructions to pupils are clear, including attention to safety issues, and teachers make good use of demonstrations to help pupils understand exactly what is required. In all the lessons observed, the teachers clearly showed they had good subject knowledge and this enabled them to set high expectations and plan challenging activities. Relationships with the pupils are very good, and on no occasion was behaviour an issue, not even when the activity caused great excitement. Pupils work well together in pairs or groups, and teachers raise their confidence and self-esteem through the effective use of praise.
- 101 The subject is without a coordinator although a member of staff is overseeing it in a temporary capacity, and this is satisfactory. The subject continues to be well taught, due to the secure scheme put in place by the previous coordinator, which includes individual lesson plans. The subject is also well supported by a number of out of class activities; these include boys and girls' football, volleyball, athletics and cricket. The school successfully enters local tournaments and last year won the local league. A very good feature of all the extra activities is that anyone can join in and have a good time, regardless of talent.

## **RELIGIOUS EDUCATION**

- 102 Standards in religious education are above the expectations of the locally agreed syllabus for religious education for pupils who are 11 years old. They make good progress because of the generally good teaching that they receive. Pupils learn about major faiths of the world and begin to identify similarities and differences. They have good opportunities to reflect on their own experiences and those of others. This leads to some good development of their spiritual response to the world in which they live. For instance, pupils in Year 5 learn about the Muslim view of the earth and its ownership. When writing their own responses, one pupil views it as contrasts, "Powerful but vulnerable, huge but little, beautiful but nearly destroyed...". However, another pupil sees it in terms of feeding your pet the wrong food. "When you start up your car and black smoke comes out, it is like feeding the Earth the wrong food."
- 103 Teachers have good support from a well-planned curriculum that meets the requirements of the locally agreed syllabus. They plan interesting lessons with good opportunities for discussions. However, occasionally worksheets restrict pupils' opportunities to respond fully to the subject. For instance, pupils in a Year 4 class completed a difficult worksheet on how they show they are growing up by what they do at home and at school. The individual nature of the task meant that some pupils found

it very difficult to think of ideas but group discussion gave more support to everyone before completing tasks. From looking at and handling artefacts from other faiths, pupils learn to respect the values and beliefs of other cultures. In a Year 6 lesson, pupils observed in silence as the teacher prepared for a prayer session in the style of a Muslim. They observed small details and had a good understanding of the symbolic nature of washing and kneeling.

- 104 The coordinator provides good leadership in the subject. Project files contain useful information for all teachers, helping them to teach the curriculum effectively. Resources are well organised for different topics, with some good pictures to support the subject, particularly those that inspire a spiritual response to nature. The curriculum links well to literacy. For example, pupils use their skills to write poems about rules and see through the eyes of a Roman becoming a Christian. Occasionally worksheets are unnecessary and often there is no difference in the work given to pupils with special educational needs or higher attaining pupils. This limits the progress of both groups, as answers often require very short sentences, difficult for the first group, and too easy for the second.
- 105 The subject is well led and managed. However, there have been no opportunities for the coordinator to monitor the quality of teaching of the subject except by looking at pupils' work. This limits the opportunities to share the good practice already in the school.