

# INSPECTION REPORT

## **DOVERIDGE PRIMARY SCHOOL**

Doveridge, Ashbourne

LEA area: Derbyshire

Unique reference number: 112537

Head teacher: Mrs E Launder

Reporting inspector: Mr Stephen Dennett  
13712

Dates of inspection: 2<sup>nd</sup> to 6<sup>th</sup> December 2002

Inspection number: 247230

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	14 Chapel Green Doveridge Ashbourne Derbyshire
Postcode:	DE6 5JY
Telephone number:	01889 563346
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Peter Johns
Date of previous inspection:	November 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Mr Stephen Dennett	Registered inspector	Mathematics Science Art and Design Design and Technology Physical Education Religious Education Equal Opportunities	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school lead and managed? What should the school do to improve further?
19361	Mr Keith Ross	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
20003	Mrs Susan Metcalfe	Team inspector	Foundation Stage Special Educational Needs English Geography History Information and Communications Technology Music	Pupils' attitudes, behaviour and personal development How good are the curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

Doveridge Community Primary School provides full time education for 40 boys and 39 girls. Although the school is officially a primary school, nearly all pupils leave at the end of Year 4 to attend middle schools in nearby Uttoxeter. At the time of the inspection there were no pupils in Year 5 or Year 6. The number of pupils attending the school is rising. Ninety nine per cent of pupils come from a white United Kingdom background and there are no pupils who speak English as an additional language. The social and economic circumstances of pupils attending the school are relatively advantaged. Less than two per cent of pupils are eligible for free school meals, which is well below average. Pupils' levels of attainment on entry to the school are varied, but are average overall. This is confirmed by the school's baseline assessments. At the time of the inspection there were 20 children at the foundation stage, who were generally taught on their own, but combined with Year 1 for some lessons. Around five per cent of pupils have been identified as having special educational needs by the school, which is well below average. The school has identified pupils who are exceptionally gifted or talented, as well as those with dyslexia, moderate learning difficulties and autism. No pupils have statements of special educational needs.

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

This is a good school with a number of very good features, which is effective in providing a good education for its pupils. Standards are above the national average overall and the quality of teaching and learning is good. Provision for pupils' personal development is very good, including their moral and social development. There are very good procedures for child protection and for ensuring pupils' welfare. Parents have very positive views of the school. The head teacher provides very good leadership for the school and is very well supported by the governing body and staff. The school provides good value for money.

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

- There has been a very good level of improvement since the last inspection.
- The school makes good provision for children at the Foundation Stage of their education.
- Observed standards in English, mathematics and science are above average at the end of Year 2 and Year 4. Standards in art and design and religious education at Key Stage 1 are above those expected nationally.
- Pupils' personal development and relationships are very good.
- The quality of teaching and learning is consistently good.
- There is very good provision for pupils with special educational needs.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good overall.
- Procedures for monitoring pupils' personal and academic performance are very good.
- The leadership provided by the governing body, head teacher and teachers with management responsibilities is very good.

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

- The school's accommodation is inadequate for the number of pupils on roll and this is having a detrimental effect on the standards pupils achieve in all practical aspects of subjects and physical education.
- Pupils' handwriting and presentation skills are generally not good enough.

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

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

Her Majesty's Inspectors (HMI) last inspected the school in November 2000. At that time the school was taken out of special measures, as significant progress had been made in addressing the key issues raised by the previous HMI inspection. A very good level of progress has been maintained since then and all the issues raised by HMI have been addressed very well. The report in 2000 identified four areas for further improvement. Firstly, the school was required to raise standards in science and information and

communications technology (ICT). This has been achieved and standards in science are now above average. Standards in ICT are in line with those expected by the end of Key Stage 1 and Year 4, and are continuing to rise. The second issue was to further develop the role of subject co-ordinator. The school has been successful in doing this for the core subjects of English, mathematics and science. Less progress has been made in other subjects, but this has been due to unavoidable staff changes. The school was required to improve the use of assessment information to match work more closely to pupils' needs. Very good progress has been made in this area and there are very effective systems for analysing data and setting individual and group targets for pupils. This has had a considerable positive effect on standards in core subjects. Finally, the school was required to improve the quality of individual education plans for pupils with special educational needs. This has been accomplished effectively and there is now very good provision for pupils with special educational needs.

## STANDARDS

Although this is officially a primary school, nearly all pupils leave at the end of Year 4. In 2001, the number of pupils taking the end of Key Stage 2 national tests was too small to report and no pupils took the tests in 2002. Children's levels of attainment on entry to the school are varied, but broadly average. They make good progress and by the time they enter Year 1, they exceed the early learning goals in their language, literacy and communication skills, their mathematical development, their creative development and their personal and social development. They achieve the early learning goals in their knowledge and understanding of the world and their physical development. At Key Stage 1, in the 2002 national tests, standards in reading were well above the national average. In comparison to schools with a similar number of pupils eligible for free school meals, standards were above average. In writing, standards were also well above average, both in comparison to the national average and similar schools. Standards in mathematics were in line with the national average, but below that of similar schools. Teachers' assessments indicate that standards in science are above both the national average and similar schools. Overall, standards in reading, writing and mathematics are well above the national average and above those found in similar schools. The proportion of pupils achieving the higher Level 3 in writing was well above the national average and above that found in similar schools. However, the proportion of pupils achieving the higher level in mathematics was below average and well below the proportion found in similar schools. In reading, the percentage of pupils achieving the higher level was in line with the national average, but below the percentage found in similar schools. Standards in reading, writing and mathematics have risen steadily over the past five years. Caution should be taken in interpreting these statistical results, as the cohorts taking the tests were always less than 20. There are no significant differences in the attainment of boys and girls. Pupils with special education needs achieve well in relation to their prior attainment and make good progress.

Observed standards in English, mathematics and science are above average at the end of Year 2 and Year 4. Standards in art and design are above the expected level at the end of Year 2 and Year 4. In religious education (RE), standards exceed those expected by the locally agreed syllabus at the end of Year 2. Standards in design and technology (DT), geography, history, ICT, music, and physical education (PE) are at the expected level at the end of Year 2 and Year 4. Standards in RE at the end of Year 4 are in line with those expected by the locally agreed syllabus. Pupils are achieving well in English, mathematics, science, art and design and ICT throughout the schools. They are also achieving well in RE at Key Stage 1. Pupils' achievements are satisfactory in DT, geography, history, music and PE throughout the school. They are satisfactory in RE at Key Stage 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes towards the school and their work. They are very enthusiastic and show interest in what they are doing.
Behaviour, in and out of classrooms	Standards of behaviour are consistently good in lessons and around the school. Pupils are polite, helpful and follow directions promptly.

Personal development and relationships	Relationships are very good throughout the schools and pupils show great respect for each other's feelings and opinions. They work together amicably in pairs and groups.
Attendance	Attendance is very good and pupils arrive at school promptly.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning is good overall. Twenty-one lessons or parts of lessons were observed during the inspection. In these, the quality of teaching was judged to be very good in one lesson, good in 19 lessons and satisfactory in one lesson. This shows that teaching is consistently good throughout the school. The teaching of English and mathematics is also consistently good. Teachers have good subject knowledge, which they use well to extend pupils' knowledge, understanding and skills. As a consequence, pupils make good progress in their learning. The teaching of basic skills is generally good and at the Foundation Stage it is very good. Teachers have high expectations of achievement and behaviour and pupils respond positively. This has resulted in a significant improvement in pupils' achievement over the last two years. Support staff are deployed effectively and they make a significant contribution to the progress pupils make. Good use is made of time and resources, and pupils generally work at a brisk pace. The good relationships between staff and pupils result in an ordered environment where pupils work hard and enjoy what they are doing. Teachers make good use of assessment information to make sure the work pupils are doing is well matched to their needs. Most pupils are developing a good capacity for independent learning and concentrate on tasks for considerable periods without adult intervention. Pupils with special educational needs are supported well by teachers and other staff and, as a result, these pupils are making at least good progress.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the Foundation Stage is good and covers all the six areas of learning well. There is a good curriculum that is broad and balanced and covers all aspects of the National Curriculum and RE well. All statutory requirements are met. Good provision is made for extra-curricular activities, which enhance pupils' all-round educational experience. The school works very well in partnership with parents, and the local community makes a very good contribution to pupils' learning. Provision for pupils' personal, social and health education is very good overall.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. They are well supported in lessons and are enabled to make good progress overall. Pupils who are gifted or talented are also supported well and are beginning to make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, including spiritual, moral, social and cultural development, is very good overall. Provision for their spiritual and cultural education is good. The school makes very good provision for pupils' moral and social development.



<p>How well the school cares for its pupils</p>	<p>The school cares for its pupils very well. There are very effective systems for monitoring pupils' academic performance and personal development. Systems for child protection and ensuring pupils' welfare and safety are also very good.</p>
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership provided by the head teacher is very good. She has a very clear educational direction and has worked very effectively to move the school out of special measures. The head teacher is very well supported by the governing body and all staff. The whole school works together effectively as a team and this has resulted in very significant progress over the last three years. The school's social and academic aims are very well reflected in its work.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities very well. Governors are fully involved in shaping the direction of the school and have a very good grasp of its strengths and weaknesses.
The school's evaluation of its performance	The school has very good systems for evaluating its performance. The school development plan is well focussed and priorities match the needs of the school very well. The action taken to meet targets has been very effective and the school has a very good capacity for further success.
The strategic use of resources	The school makes good use of its resources. All financial systems are effective and monitored well by the head teacher and governing body. Staffing levels are good and newly qualified teachers are well supported by senior staff. The school has adequate learning resources, but the accommodation is too small for the number of pupils on its roll. The hall is too small for physical activities and only part of a class can use it at a time. These accommodation constraints are having a detrimental effect on all the practical aspects of subjects and PE. The school applies the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is very receptive to parents' comments and is effective in dealing with problems.</li> <li>• Children make good progress and achieve good standards in their work.</li> <li>• The school is very caring and welcoming to new children and parents.</li> <li>• The leadership of the school by the head teacher is very effective.</li> <li>• Children are very happy at the school and enjoy their work.</li> <li>• The school has improved beyond all recognition in the last three years.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of out of school activities is very limited.</li> <li>• Parents would like the school to provide before and after school clubs.</li> <li>• Some parents think their children get too much homework, others think they get too little.</li> </ul>

The inspection team fully concur with the positive comments made by parents. In response to those things which parents would like to see improved, inspectors would like to offer the following comments. Provision for extra-curricular activities is good overall, taking into account the fact that the school is small. The governing body is actively considering providing some out-of-school provision, but at present the school building is unsuitable for such activities. The amount of homework given by teachers is in line with government recommendations and supports pupils' learning well.

## **PART B: COMMENTARY**

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

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

1. Although this is officially a primary school, nearly all pupils leave at the end of Year 4. In 2001, the number of pupils taking the end of Key Stage 2 national tests was too small to report and no pupils took the tests in 2002.
2. Children's levels of attainment on entry to the school are varied, but broadly average. They make good progress and by the time they enter Year 1, they exceed the early learning goals in their language, literacy and communication skills, their mathematical development, their creative development and their personal and social development. They achieve the early learning goals in their knowledge and understanding of the world and in their physical development.
3. At Key Stage 1, in the 2002 national tests, standards in reading were well above the national average. In comparison to schools with a similar number of pupils eligible for free school meals, standards were above average. In writing, standards were also well above average, both in comparison to the national average and similar schools. Standards in mathematics were in line with the national average, but below that of similar schools. Teachers' assessments indicate that standards in science are above both the national average and similar schools. Overall, standards in reading, writing and mathematics are well above the national average and above those found in similar schools. The proportion of pupils achieving the higher Level 3 in writing was well above the national average and above that found in similar schools. However, the proportion of pupils achieving the higher level in mathematics was below average and well below the proportion found in similar schools. The school has taken steps to identify higher attaining pupils in mathematics and is providing them with extra support. As a result, these pupils are now making good progress. In reading, the percentage of pupils achieving the higher level was in line with the national average, but below the percentage found in similar schools. Standards in reading, writing and mathematics have risen steadily over the past five years. Caution should be taken in interpreting these statistical results, as the cohorts taking the tests were always less than 20. There are no significant differences in the attainment of boys and girls. Pupils with special educational needs achieve well in relation to their prior attainment and make good progress.
4. Observed standards in English, mathematics and science are above average at the end of Year 2 and Year 4. Standards in art and design are also above the expected level at the end of Year 2 and Year 4. In religious education (RE), standards exceed those expected by the locally agreed syllabus at the end of Year 2. Standards in design and technology (DT), geography, history, ICT, music, and physical education (PE) are at the expected level at the end of Year 2 and Year 4. Standards in RE at the end of Year 4 are in line with those expected by the locally agreed syllabus. Pupils are achieving well in English, mathematics, science, art and design and ICT throughout the school. They are also achieving well in RE at Key Stage 1. Pupils' achievements are satisfactory in DT, geography, history, music and PE throughout the school. They are satisfactory in RE at Key Stage 2. Standards of handwriting and presentation are below the expected level overall throughout the school.
5. The progress of children with special educational needs in the reception class is good. As children are identified early and support planned appropriately, they have a structured curriculum that is well supported to enable them to make the same progress as the rest of the class. In literacy and numeracy, older pupils with special educational needs attain expected standards and make good progress in line with the individual educational programmes because of the extra support within classes. When given support in other lessons such pupils also make appropriate progress. However, when not supported except by the class teacher, then standards fall and progress slows.

This is particularly noticeable for pupils with emotional and behavioural problems rather than those pupils with physical or learning needs.

6. The school has identified a number of pupils in Key Stage 1 who are either exceptionally talented or gifted. There are good systems in place for monitoring these pupils and steps have been taken to ensure that they have work that is well matched to their abilities. Overall, pupils who are gifted or talented make very good progress in relation to their prior attainment. There are currently no pupils who have been identified as being gifted or talented at Key Stage 2.
7. There has been a significant improvement in standards overall since the last inspection. The detailed assessment of pupils' work and the setting of challenging targets have brought this about. Pupils make good use of their literacy skills in most subjects. For example, pupils write detailed accounts of life in Tudor time in history and retell well-known biblical parables in RE. Pupils also make good use of their numeracy skills. They collect data and produce block graphs in science and geography, for example. In many subjects, pupils use their ICT skills well, using the Internet for research in science, for example and producing information sheets in geography.

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

8. Pupils have good, positive attitudes to their school. This reflects the judgements of the previous inspection. During lessons, in and around the school and at break times, their interest and involvement in whatever they are doing is good. Pupils are very enthusiastic about school and keen to get on with whatever task they have been asked to do. They are naturally curious about the world around them. They show respectful, caring and thoughtful attitudes to the staff and to each other. If an accident occurs in the playground, at break for instance, they will bring in their friends, often with a hug, and sit with them, until all is well again. Pupils help teachers by giving out and collecting resources during lessons and offer help during break times, giving evidence of very good and positive relationships with all. Personal responsibility is fostered well, with opportunities provided for pupils to use their initiative school wide. There is a school council where pupils can bring and share ideas in discussions. Pupils thus have a practical opportunity for involvement in the decision-making processes of the school. However, if pupils have an idea or suggestion they can also bring it to the head teacher where it will be considered carefully. This is particularly effective in promoting pupils' social development with many suggestions for fund-raising for charity being considered by the school. Pupils enjoy the rewards system for positive behaviour and good work. They work hard to earn points, exhibiting enjoyment of gentle but healthy competition within classes. Pupils accept that they do not win all the time but know that with effort they could succeed next time, showing no unacceptable behaviour towards those who are awarded stars and stickers.
9. Pupils' behaviour is good and there is an absence of oppressive behaviour. There have been no exclusions in recent years. The small amount of unsatisfactory behaviour that occurs is dealt with by the effective use of behaviour support tactics. No sexist or racist behaviour was seen during the inspection. Any incidents that do occur are recorded in the school incident book where any problems are recorded. Within lessons, where the teaching is stimulating and discipline effective, behaviour is very good. Where the pace and challenge within a lesson is weaker then more unsettled pupils can come off task and noise levels rise and learning slows for all. Around the school, pupils conduct themselves well in an orderly fashion. Generally after assemblies or playtimes they lead off quietly back to their classrooms. Pupils are polite and courteous. They open doors for visitors; stand aside and ask if directions are needed. During the inspection no evidence of vandalism, litter or graffiti was seen around the school. Pupils who have behavioural problems have the opportunity to discuss their problems, and individual behavioural reports with specific targets are drawn up. In-class discussions, generally called 'circle time', are used well to discuss issues and problems. The behaviour policy gives a consistency of practice across the school and the personal, social and health education policy gives structure to the work within the school.

10. Pupils with special educational needs and those with particular gifts and talents are fully included in all activities. Boys and girls mix very well in class and younger children in particular work happily together in independently chosen activities. Pupils are well aware that the way they themselves wish to be treated is how they should treat each other. They know that not everyone is necessarily brought up in the same way or has similar values in life. The development of their respect for the feelings, values and beliefs of others, especially when learning about people from different countries who have different life styles, is reinforced in geography, religious education, class discussions, assemblies and collective worship.
11. Pupils are punctual and the school day begins promptly. Attendance is well above the national average and there is no unauthorised absence, which is commendable. This is a similar position to that found by the last inspection. All pupils attend school regularly and their overall eagerness to be at school has a very positive impact on their learning and personal development.

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

12. The quality of teaching and learning is good overall. Twenty-one lessons or parts of lessons were observed during the inspection. In these, the quality of teaching was judged to be very good in one lesson, good in 19 lessons and satisfactory in one lesson. This shows that teaching is consistently good throughout the school. This is a significant improvement since the last inspection, when teaching was judged to be satisfactory overall. Effective monitoring by the head teacher and the good support given by the senior teacher has brought about the improvement in the quality of teaching and learning.
13. The quality of teaching at the Foundation Stage is good overall with examples seen of very good teaching that generates an excitement and enthusiasm for learning that is very good. A well-planned curriculum that provides opportunities to develop knowledge and skills in each area is provided. The teacher has very good knowledge of how older pupils learn and ensures that reception activities will give support to future work. Teaching is focused upon giving the children a full range of language and social skills to enhance learning. No subject is taught in isolation, rather each session's focus supports and develops skills and understanding in other curriculum areas, especially the careful development of speaking and listening skills. The teacher holds very high expectations that children will behave well, think and listen, as well as work hard at all they are asked to do. Adults form a strong and supportive team. All ensure that children enjoy their learning, concentrate and persevere. The management of children is good. Children are encouraged to be independent and supported to develop confidence to be so. Each session starts with the teacher sharing what is to be learned. As they complete tasks children have the opportunity to talk to an adult to check that they understand what they have been doing. Children thus have good knowledge of their own learning, are making good progress in acquiring skills, knowledge and understanding across a wide curriculum and put some considerable effort into their work. When children are engaged on practical activities, adults track attitudes and progress and this information contributes to planning a broad and rich curriculum. As a result of good quality planning, monitoring and assessment, children with special educational needs, including those capable of working at higher levels, are identified quickly and targeted support planned to ensure learning for these children is good.
14. At Key Stage 1, teaching is always at least good, and sometimes very good. Teachers have good subject knowledge, which they use well to extend pupils' knowledge, understanding and skills. The teaching of the basic skills of reading, writing and numeracy is good overall. Teachers plan well and have clear targets, which they share with pupils. Tasks are well matched to pupils' ages and abilities. Teachers have high expectations and challenge pupils to achieve their best. There is a wide range of teaching methods used, and good account is taken of pupils' levels of maturity when planning lessons. Teachers manage pupils well and, as a result, behaviour in lessons is always at least good. Support staff are deployed efficiently and make a considerable positive contribution to

pupils' progress. Good use is made of day-to-day assessment to adjust planning and to ensure that pupils have work that is well matched to their age and ability. Homework is used well to support pupils' learning. The quality of learning at Key Stage 1 is also good. Pupils are making good progress in the acquisition of skills, knowledge and understanding as they move through the key stage. They put a great deal of effort into their work and their pace of working is good. Pupils show interest in their work and concentrate well. Many are developing a good ability to work independently. Overall, pupils have a good understanding of their learning and appreciate the progress they are making.

15. At Key Stage 2, teaching is good overall. Teachers have a good grasp of the Key Stage 2 curriculum and planning is good. Tasks are well matched to the needs of pupils and assessment information is used well to adjust planning. Subject knowledge and understanding are good and teachers make good use of questioning to extend pupils' knowledge, understanding and skills. Teachers have high expectations, both of behaviour and of achievement. They make good use of the restrictive accommodation and support staff are deployed well to support pupils' learning. Good use is made of homework to support learning. As a result of good teaching, pupils are making good progress in their acquisition of knowledge, understanding and skills as they move through Years 3 and 4. All pupils work hard and show enthusiasm for lessons. They are very adaptable and cope well with the difficult accommodation. Pupils work well in groups and independently, and this has a positive impact on their learning.
16. The teaching of English and mathematics is also consistently good. Teachers have good subject knowledge, which they use well to extend pupils' knowledge, understanding and skills. As a consequence, pupils make good progress in their learning. However, teachers have not placed sufficient emphasis on high standards of handwriting and presentation. As a result, pupils' progress in these aspects of education is unsatisfactory. The teaching of basic literacy and numeracy skills is generally good and at the Foundation Stage it is very good. Teachers have high expectations of achievement and behaviour and pupils respond positively. This has resulted in a significant improvement in pupils' achievement over the last two years. Teachers make good use of ICT to support pupils' learning and regular opportunities for pupils to use relevant technology are identified in planning for lessons.
17. The quality of teaching and learning for children with special educational needs in reception is good with the teacher having very good knowledge and understanding of their needs. Basic skills are taught well and teachers plan lessons that effectively support and develop children's abilities to the full. For older pupils, during literacy and numeracy, teachers plan carefully for the range of needs within their classes, ensuring the right level of support and challenge, the match of task to ability and how best to group pupils. In other lessons, such as art and design, music and PE, teachers usually expect pupils with special educational needs to complete the same tasks as the rest of the class, though they frequently give specific support staff to monitor and give assistance, where necessary, to enable them to complete tasks. Gifted and talented pupils are also supported well by giving them interesting and challenging extension work and individual research projects.

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

18. The curriculum covers the Foundation Stage for children in their early years and the revised National Curriculum and RE for all other pupils. All statutory requirements are met. This is an improvement since the last inspection, where important aspects of science and ICT were not covered effectively. The curriculum is well planned and this ensures that an appropriate amount of time is spent on each subject. Lessons generally start promptly and finish on time.
19. The quality of the curriculum for children in their early years, the Foundation Stage, is good. Curriculum opportunities are planned to move children across into National Curriculum work by

the time they enter Year 1. For older pupils, good policies and schemes of work are in place. These enable the progressive and systematic development of knowledge and skills in each area. The knowledge and skills that pupils have learned from the literacy and numeracy strategies, and information and communications technology, are used well to support their work across the curriculum in subjects such as history, geography, art and design, science and religious education. Stories from religious education and history are used in Literacy. The strategies for teaching literacy skills are very good while those for teaching numeracy are good. Teachers provide pupils with a good range of activities that are planned to be enjoyed, add to their knowledge and skills and challenge them to learn. At present, subjects such as history and geography are taught in termly or half-termly blocks. Strategies could be established to enable skills to be continuously practised and extended through opportunities to study peoples, places and events together rather than in separate blocks. The head teacher has a good overview of the whole curriculum. The curriculum grid for the four-year rolling programme enables all teachers to see what pupils have covered and where learning is going. The curriculum grid is regularly reviewed and updated.

20. Educational visits contribute well to curriculum knowledge and understanding as well as to the development of pupils' social skills and independence. There is a range of sports and arts activities extra to the curriculum. Pupils have had football training from the local football team. Drama, music and dance groups visit the school while the school also involves pupils in visits to pantomimes, museums and ecological centres. Pupils put on regular concerts and art exhibitions for parents and community members.
21. The school makes sure that all pupils are fully included in all activities and have equality of access and opportunity regardless of gender, ethnicity or ability. Pupils with special educational needs are given very good support to access the full curriculum. The targets in their individual educational programmes are frequently monitored to ensure that they are appropriate and updated as necessary.
22. The arrangements for pupils' personal, social and health education are good. A well-planned and structured scheme develops pupils' understanding of how they can resolve problems and conflicts. A regular discussion session, 'circle time', within each class enables pupils to share concerns and contributes to a feeling of being a member of a community. Sex education and the development of an awareness of the misuse of drugs and medicines prepare pupils well for future life, work reinforced in science lessons.
23. The school has good relationships with nearby schools, especially the local pre-school playgroup. Good relationships with middle schools ensure that pupils have access to a continuous and progressive curriculum. Records of pupils' progress and achievements are shared and these ensure a smooth transfer for pupils when they are nine years old. Links are particularly strong with the pre-school playgroup. Plans are shared and a very good range of visits for children planned to ensure that transfer into the reception class is smooth and seamless.
24. There is a very good contribution from the community to pupils' learning. Resources are lent to support work in lessons such as history. Volunteers come into school very regularly to support reading and other class activities. The Parents' Association raises money for specific projects and supports social events as well as providing parental support to accompany pupils on visits and with sporting and other community events. The local police, fire, first aid and medical services come to the school to undertake health checks and contribute to personal development programmes as necessary.
25. Very good links with the community and partner institutions enhance learning provision in subjects including physical education, literacy, numeracy, history and science. The curriculum is enhanced by visits from people within the local and wider community such as senior citizens, local church, a deaf awareness group, sports coaches and theatre and dance groups. The school is doing a good

job in broadening its pupils' horizons.

26. The provision for pupils' spiritual, moral, social and cultural and multicultural development, is very good overall.
27. The provision for pupils' spiritual development is good. Good opportunities are provided to extend pupils' spiritually in lessons, especially in subjects such as music, art and design and religious education. Pupils learn the value and 'specialness' of religious activities to people of different faiths, such as baptism to Christians, for example. Music is used effectively to provide a thoughtful and peaceful atmosphere for assemblies. The wonder and colours of the natural world and the changing seasons are used well by teachers to develop a sense of appreciation in younger children. Older pupils learn to care for the world around them from visits to environmental centres, for example. Good opportunities are provided in acts of collective worship for pupils to reflect on their own beliefs and the beliefs of others. For example, in one assembly, pupils were asked to compare their own reaction to Christmas to a Moslem child's response to the festival of Eid.
28. Pupils are consistently encouraged to think how their actions affect others, especially during 'circle times' and assemblies. The behaviour document has been designed to support the way in which all members of the school can live and work together. It promotes good relationships, so that people can work with the common purpose of 'helping everyone to learn'. The focus is on positive feedback to pupils for their good behaviour rather than deterring anti-social behaviour. Pupils are encouraged to work amicably together and indeed, during the inspection, many instances were observed where pupils supported and encouraged each other when working in pairs or small groups. Pupils are given a range of tasks in classrooms and the school, which gives them the opportunity to carefully develop their social and interpersonal skills. The election of pupils to the school council, with the opportunity to participate in discussions of importance, reinforces their developing citizenship skills.
29. Provision for pupils' cultural development is good. They have many good opportunities to develop their knowledge of the history and culture of modern Britain, as well as their knowledge of other cultures. Pupils are encouraged to learn about different peoples round the world. For example, they have links with a pupil in Malawi, learning of schooling and life in Africa. They also learn about the backgrounds of those who have settled into the local area while the faiths of different groups are studied in RE. Texts by a range of different authors and about children from different cultures are studied in literacy work. Books such as 'Handa's Surprise' introduce pupils to the clothes, foods, climate and lives of children from the Caribbean and Africa. Pupils who learn instruments are encouraged to share their talents by performing to their fellow pupils and parents.

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

30. Overall the school has very good arrangements for the care and protection of its pupils. The good standards observed during the last inspection have been maintained well. The school's very effective caring ethos is promoted well by all adults. The impact of this very good care and support is a secure environment that enables all pupils to achieve well and to take full advantage of the educational opportunities offered. Parents are appreciative of the care and support provided.
31. Procedures for child protection are very good and meet statutory requirements. The head teacher is the named person for child protection with a class teacher for backup. There is a good policy and procedures are communicated to staff effectively. They are aware of their responsibilities if they feel a child is at risk or when there is need to maintain a 'watching brief'. There is suitable liaison with other responsible agencies that ensures that additional help is available when needed.



32. There are good procedures to identify and control health and safety risks and to ensure that the premises, equipment and working practices are safe. First aid procedures are implemented effectively and there are sufficient staff trained in first aid. There are appropriate procedures in place for recording accidents and notifying parents of any injury that may require further monitoring. Arrangements for helping children to settle in the reception class are good. Children are inducted into school by regular visits and meetings with the staff of the playgroup. A good programme is in place to ease pupils' transfer to middle school. The procedures for monitoring and improving pupils' attendance are very good and this is reflected in the well above average levels of attendance.
33. Procedures for monitoring and promoting positive behaviour are good and this results in pupils behaving well. There is a very clear and effective behaviour code in place. Good behaviour is always rewarded, as are acts of kindness and thoughtfulness.
34. Strategies for dealing with anti-bullying are taught effectively through personal, social and health education lessons. Lunchtime routines are well established and midday supervisors work effectively to ensure that the lunchtime is a pleasant social occasion. Teachers and other staff are sensitive to pupils' needs and monitor their personal and social development very effectively.
35. Procedures for the assessment of pupils' knowledge, skills and understanding are very good and have a positive impact on raising standards. In the core subjects of English, mathematics and science, where they are used well to plan and teach the next stage of learning, pupils are making good progress. In the non-core subjects, assessment procedures are developing satisfactorily.
36. Assessment of children as they enter the reception class is good and forms the basis of evidence for future target setting. Nationally recognised tests are taken annually to monitor pupils' progress. The results of these tests are analysed in detail so that any difficulties are quickly identified and dealt with. The tracking of pupils' academic performance in this way, as they move through the school, is a major strength. It enables the school to measure each pupil's progress in the core subjects and to set individual targets. Early literacy and additional literacy support as well as extra mathematics support is also planned as a result of this tracking. Within classes teachers use the information gained to plan for group work and support. Statutory tests and tasks are undertaken in Year 2 and an analysis of results also contributes to the academic picture formed of each pupil.
37. Procedures for the assessment and identification of pupils' special educational needs are very good. Systems are used effectively to identify difficulties and provide support and guidance where needed. Small steps to success are identified and these help pupils to achieve their targets. Good links with parents ensure that they are fully involved in this process. The effective co-ordination and management of assessment by the special needs co-ordinator and the head teacher across the school is a strength that is having a significant impact in the development of new procedures for non core subjects and the monitoring of standards overall.
38. The care of pupils with special educational needs is good. Their class teachers and supporting adults identify them early in their school careers. Their specific needs are analysed and support planned to develop their learning as far as it will go. Individual education plans (IEPs) are composed jointly by the special educational needs co-ordinator and their class teachers and these are monitored and updated frequently. Teachers draw targets from these IEPs to plan activities to support learning in literacy and numeracy work for those with a learning need, though this use is weaker for other curriculum areas. Those who have an IEP for emotional or behavioural difficulties receive support from class assistants and teachers during the literacy and numeracy sessions but the number of supporting adults are reduced for other curriculum areas and their learning is less well supported. There has been a significant improvement in the quality of IEPs since the last inspection, when this aspect of special educational needs provision was found to be unsatisfactory. The special educational needs co-ordinator ensures that frequent assessments of pupils' progress are made and extra assessments to those used in classes generally are used to

pinpoint achievement and plot further developments. Outside agencies work in the school when necessary to support pupils' progress as well as offering helpful advice and guidance to the special educational needs co-ordinator, teachers and support assistants.

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

39. A major strength of the school is the very good partnership it has developed with parents. They hold the school in very high regard and are very supportive of its aims and ethos. The previous report did not make an explicit comment on this aspect of the school. Overall parents have very positive views of the school, although a few parents would like it to provide more out-of-school activities. Additionally, some parents felt that their children were expected to do too much work at home, although some parents who felt that not enough homework was given counterbalanced this. The inspection team is of the opinion that the school provides as many extra-curricular activities as is possible in the circumstances, given the limited space in the building. As far as homework is concerned, the school follows government guidelines and the work given to pupils to do at home supports their learning well.
40. Good steps are taken by the school to consult parents and to evaluate its effectiveness in working with them. For example, the head teacher and staff make themselves very accessible to parents. Questionnaires are sent out to find parents' views on such matters as an out-of-school club and children's access to computers at home.
41. Parents feel there have been many improvements over recent years. For example, they believe that there is better continuity of children's work, teachers know what level children are working at and that ICT in the school is improving.
42. The school provides parents with very good information about the work of their children. This information allows parents to become more involved in their children's learning and play an active part at school. Through the school brochure, the governing body's annual report, workshops and regular correspondence, parents are kept very well informed. A particular merit of home/school communications is that class teachers send home a list of the term's work. Parents also receive information on homework requirements and information on ways they can help their children. This gives them an opportunity to support their children's learning in practical ways.
43. Pupils' annual reports are of very good quality. Parents are happy with these reports and feel that they are comprehensive. They are personal to each individual pupil and state clearly strengths and weaknesses and show targets for improvement.
44. The contribution of parents to their children's learning at school and at home is very good. There are lots of parents, volunteers and governors who loyally assist in a variety of roles and contribute very positively to pupils' learning. The school also enjoys the strong support of its Parent Teachers Association. Besides raising substantial funds, which supplements the school's budget, the association organises a variety of events that bring people together socially. This facility further strengthens the link between home and school.
45. Parents of pupils with special educational needs are kept fully informed with all the work of their children. Links are very good. Parents are invited to meetings, have copies of documentation and are fully involved with the school's work, especially any of those with challenging behaviour. The special educational needs co-ordinator is always available to parents by mutually agreeable appointment.

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

46. The head teacher provides very good leadership for the school. Her clear educational direction and very effective management have done much to remove the school from special measures. She consistently challenges pupils, staff and governors to achieve high standards and this has ensured a very good level of improvement. The school has successfully moved from special measures in 1998 to being a good school with a number of very good features in 2002. Much of this very good progress can be attributed to the present head teacher. The school's aims are reflected very well in its work. It provides a very caring and safe environment for its pupils. It has been successful in raising standards and ensuring that pupils reach their full potential. Other staff with management responsibilities make a good contribution to the leadership of the school and the whole staff work together effectively as a team.
47. The governing body is very effective in fulfilling its statutory responsibilities. All governors are fully involved in the school and have oversight of all aspects of its work. There are a small number of sub-committees, which ensure that the school's development plan is monitored very effectively. The governing body has a direct role in shaping the direction of the school and works very closely with the head teacher and other staff. Most governors are new to the role and carry out their duties with enthusiasm and dedication. They have a good understanding of the strengths and weaknesses of the school and have correctly identified areas for improvement.
48. The governing body, together with the head teacher have a very clear idea of what needs to be done to move the school forward. Systems for monitoring and evaluating the school's performance are very good and very effective action has been taken to address the issues identified by this process. The head teacher and the senior teacher have had good opportunities to monitor the teaching of other colleagues. There is a very effective system for performance management and newly qualified teachers have been given very good support in the development of their teaching skills. This has resulted in a high level of consistency in the quality of teaching. The school's development plan is well focussed and has correctly identified the improvement of the accommodation as a key priority. Analysis of future intake has indicated that the school roll is likely to rise to 100 by 2005. The school building capacity has recently been assessed as 54 pupils and currently accommodates 79. The hall is inadequate for PE and the Key Stage 2 class uses it for most lessons. Other targets for development include raising standards further in ICT and the performance of higher attaining pupils in mathematics. There is a very clear commitment to further improvement and a very good capacity for success.
49. Good use is made of resources, including specific grants. Educational priorities are supported well through effective financial planning, which is linked well to the school's development plan. All initiatives are costed and built into the school's annual budget. The training costs are also estimated accurately. At present the school has a sizable surplus, but this is 'earmarked' for necessary building developments. In addition, the governors have agreed to keep staffing levels as high as possible to support newly qualified teachers. This is proving to be effective in raising standards. Good use is made of technology, both in the school office and in the classroom. This has a positive effect on pupils' progress in acquiring ICT skills. Specific grants to support pupils with special educational needs are used well and they make good progress. The school applies the principles of best value well, by comparing its performance with similar schools, analysing its needs effectively and ensuring that it gets competitive tenders for work carried out. It also monitors well the effect of spending decisions on standards and the quality of education provided. The school is well staffed by suitably qualified teachers.
50. Although major building work during the last two years has included a new roof, phased replacement of doors and windows, drainage work and fencing, the accommodation is unsatisfactory. Although the school does all it can, the many disadvantages with the accommodation have a negative impact on standards in a significant number of subjects. All rooms are multi purpose. Key Stage 2 pupils are taught in the hall that is also a main thoroughfare. This has the potential for disrupting lessons. The hall will only accommodate one third of the Key Stage 2 pupils for gymnastics and furniture must be removed before any physical education can

take place. Also the low headroom and restricted floor space further restrict activities such as dance and the use of apparatus. The limitations with the accommodation also impact on creative subjects such as music, art and design technology. Ventilation problems and restricted space in the library affect the reliability of computers and make it difficult for pupils to carry out independent learning and research. There are currently no pupils on role with physical disabilities. The accommodation does not have a disabled toilet and is not suitable for pupils in wheelchairs.

51. Outside, attractive features such as an extensive grassed area, established trees, gardens and benches and a pond enhance the learning environment and give pupils freedom of space when they are outside at break time. However, there is no separate secure play area for the Foundation Stage. The school has plans to address this concern.
  
52. The school has a satisfactory range of resources to enable a full curriculum to be taught. No subject is particularly short of appropriate artefacts, books and equipment. Religious education and physical education are well resourced overall. Large outdoor climbing equipment for reception children, as well as a range of wheeled vehicles, is missing. Children use the climbing equipment in the hall during PE lessons and the school borrows from a centrally held resource centre for mobile physical equipment. Although storage space in the school is a problem, the creative use of the space available ensures that teachers and pupils have satisfactory access to what they need.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve the quality of education provided and raise standards, the governing body, head teacher and staff should:

- 1) Improve the school's accommodation to ensure that:
  - a. There is sufficient space in the building for whole class physical education lessons to be conducted safely;
  - b. Practical lessons can be carried out effectively;
  - c. The information and communications technology suite is adequate for the number of pupils using it and that it is properly ventilated;
  - d. Pupils have free access to the library so that they can develop their independent learning skills;
  - e. Children at the Foundation Stage have a secure outdoor area.

*[Paragraphs: 49, 50, 51, 60, 74, 80, 86, 94, 102]*

- 2) Raise the standard of pupils' handwriting and presentation skills.

*[Paragraphs: 4, 16, 65]*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	35

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	19	1	0	0	0
Percentage	0	4	92	4	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	79
Number of full-time pupils known to be eligible for free school meals	1

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	4

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

### *Attendance*

#### **Authorised absence**

	%
School data	3.4
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 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002			16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (93)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

*As the number of girls and boys taking the tests is below ten, these figures have been omitted from the table.*

*No pupils took the end of Key Stage 2 tests in 2002, so this table has also been omitted.*

*Ethnic background of pupils**Exclusions in the last school year*

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	78	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*



### *Teachers and classes*

#### **Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	20:1
Average class size	26.3

#### **Education support staff: YR – Y4**

Total number of education support staff	2
Total aggregate hours worked per week	50

*FTE means full-time equivalent.*

### *Financial information*

Financial year	2001/2002
	£
Total income	242,390
Total expenditure	205,394
Expenditure per pupil	3,112
Balance brought forward from previous year	36,996
Balance carried forward to next year	43,893

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	3.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	79
Number of questionnaires returned	49

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	69	29	2	0	0
Behaviour in the school is good.	63	37	0	0	0
My child gets the right amount of work to do at home.	49	37	12	0	2
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	63	33	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	67	33	0	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	73	27	0	0	0
The school provides an interesting range of activities outside lessons.	16	29	33	16	6

### Other issues raised by parents

- The school is very receptive to parents' comments and is effective in dealing with problems.
- Children make good progress and achieve good standards in their work.
- The school is very caring and welcoming to new children and parents.
- The leadership of the school by the head teacher is very effective.
- Children are very happy at the school and enjoy their work.
- The school has improved beyond all recognition in the last three years.
- The range of out of school activities is very limited.
- Parents would like the school to provide before and after school clubs.
- Some parents think their children get too much homework, others think they get too little.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

54. The arrangements for the education of children in the Foundation Stage are strong. Children are given a very positive start in the reception class. Nearly all of the children have pre-school playgroup experience in preparation for entry into formal education. Children's standards on entry to the school show a wide range of abilities but are broadly average. Children have continued to make good progress in each area of learning since the last inspection. By the time they enter Year 1 they will have achieved the Early Learning Goals and be well into transition to Key Stage 1 work. The quality and range of the curriculum provided is good. Children have a broad and balanced range of experiences drawn from the six areas of learning. All adults working in the reception class monitor children's progress. Very good assessments of progress are made against the targets of the 'Early Learning Goals'. These observations enable the teacher to carefully group children to ensure further tasks support and provide challenge. The work is fully focused upon including all children in all activities. Children with special educational needs are identified early and the programmes they follow are carefully matched to meet their specific needs. Progress for children with special educational needs is thus good. Children who show the ability to work to a higher level have a range of activities planned specifically for them. The national literacy and numeracy strategies for reception classes offer good support to children's communication, language and literacy and mathematical development.

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

55. From early morning activities to gathering together their book bags and coats at home time, the focus is in particular on children's personal, social and emotional development. Teaching is good and the children make good progress. Already children are well on the way to achieving the levels expected by the time children enter Year 1. Staff provide an environment where respect, understanding and the recognition that, although different, we all have something to contribute, lie beneath all the work. As a result, children settle quickly into routines and develop a sense of belonging to the school community. All adults are good role models. Children see them relate well to each other, to themselves and to their parents with care and consideration. As a result, children are developing positive self-images. Children are encouraged to listen to different opinions and think things through for themselves. They enjoy their work and co-operate happily with each other and adults. Staff consistently reinforce good habits, such as putting up hands, taking turns and making sure that they know how to tidy up after activities. Whenever a child does something for the teacher a polite 'thank you' is given. These good role models have a positive effect as children repeat the phrase to adults and each other, when given help. Children are very clear of the need for class rules, especially of the reason why the rule is needed, especially when working together in small spaces. Children are encouraged to select activities thoughtfully and work with care of and with consideration for others. Independence is encouraged as children put on paint aprons, hang up coats and change shoes for physical education and collect everything for themselves at home time.

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

56. The development of communication, language and literacy skills is good. Due to the high quality of teaching children make good progress. By the end of the Foundation Stage, if they maintain their good progress, most will exceed the expected levels in reading and writing by the time they enter Year 1. All will be at least in transition into Key Stage 1 work in speaking and listening and a large number will be at the expected levels for Year 1 pupils. The children know that pictures and printed words have meaning, that books have an order and that the words can be a story, a poem or give information. Children learn a range of words used regularly and join in the chorus of stories. Children join letters and sounds in their reading and own writings. They take a book to share with their parents at home and have a record book for parents to record the reading experiences. Although some children are better at identifying letters and words in print than

others, all children can tell a story from the initial letter and the illustrations and are learning the characters from the school reading scheme. The formal teaching of phonics with the sounding of the phonemes, the counting of syllables and the match of developing handwriting skills to their phonic work, encourages children to develop their early writing skills. Adults try to use precise and clear diction to help children hear in full each part of a word. They encourage children to reply in clear sentences. Most children know that sentences start with a capital letter and end with a full stop and do not hesitate to tell the teacher off if she writes a sentence without them. Children try to start their writing likewise. Children write for a number of purposes. They record their news, stories and observations. Language development is very important in all areas of learning. In the space station they listen carefully to each other, 'read' instructions from the space station manual into small Dictaphones and have thrilling adventures. The vocabulary of mathematics is reinforced when writing number stories. Their work on space, the changing seasons and animals and camouflage likewise has a specific and distinct vocabulary with children encouraged to listen to and use the technical language correctly.

### **Mathematical development**

57. Children's mathematical development is good through very good teaching and the range of activities to support learning. All but a few children are achieving the goals set for those at the end of the Foundation Stage. By the time they enter Year 1 most children will be in transition to national curriculum work with some achieving the standard expected for Year 1 pupils. Children consolidate and develop their number skills through very effective teaching. The use of the national numeracy strategy is supported by number reinforcement across the curriculum, especially when counting the numbers having school and packed lunches. Children count into groups for activities. They use positional order well when moving round the school. Most children identify the two numbers that made up a double-digit number such as 19. Nearly all children are able to count up beyond 50 and back and a significant number can do so in two's. Over half of the children can identify a number position in a number line by the shape of the number up to 20 while over three-quarters can find a missing number by counting up to it. Children are aware of number operations such as adding 1 more and most make things less by taking 1 off. A significant number are able to keep a number in their mind and add on to that number. This was well seen during a registration session where a small group of 6 pupils knew that there were 19 pupils having lunch and to that added a further 4 having packed lunch to make 23 pupils overall. Children name 2D shapes such as squares and circles and 3D shapes such as balls and cubes. Children are aware of capacity and measure in the water and sand trays.

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

58. The school provides a very good range of opportunities for children to develop their knowledge and understanding of the world. Pupils are making at least satisfactory progress in this area of learning. Most children are on line to meet the goals set for the end of the Foundation Stage. Teaching is good and adults provide many exciting activities to promote this area of learning. The children explore the natural and man-made world in the development of their scientific skills. The autumn colours in the natural world are used in their creative work. Children investigate seeds and leaves and identify the plants they have come from. The growth of themselves and others within their families links well into this natural growth theme. Children note the changes such as what they can do now that they could not do when little and what they need to live. The role-play corner is a space station. Children are aware that to live in space man needs special equipment including protective clothes and air. Instructions on how to tether equipment so that it does not float away and to blast rockets into space support their developing speaking and listening skills. All these and many other activities not only encourage children to ask questions about the world they live in but also give a sense of wonder of the world.
59. Children develop their design and making skills well through building using, for instance, interlocking plastic bricks and other construction toys. They use the computer with confidence and independence and handle the mouse with increasing dexterity to select items on the screen. They use mathematics programmes to count and make addition stories as well as using programmes

linked to the reading scheme characters. Children know the way round the school through their use of the hall for assemblies, physical education and lunch as well as taking the register to the office in the morning and before afternoon school starts. Children know and discuss relationships within families, and from their history work know that their parents have parents who are older and that they are younger than their parents. They know that to keep healthy they must wash their hands after visits to the toilet and before snack and meals, change their clothes for physical activities and put on a coat to keep warm and healthy.

### **Physical development**

60. Children's physical development is good and most will reach the goals set and be engaged in National Curriculum work in this area of learning by the time they move into Year 1. Teaching is good. All adults in the reception class ensure that children have access to and practical opportunities to become skilful and accurate users of a wide range of tools, such as pencils, crayons, scissors and glue to write, make pictures and models. Children develop their physical skills indoors as well as during outdoor activities and are well co-ordinated and agile. They are able to use a range of construction equipment, such as fitting plastic blocks together to make buildings, cars and roads. Children move round the classroom carefully and without bumping into each other or knocking things over. In physical education work they are developing the eye/hand co-ordination necessary for team games work further up the school, developing an awareness of space and the correct use of resources. The school borrows bikes and trikes and children ride these with due regard for their safety and that of others. Children share such resources well and there are few problems when changing from one piece to another. Children manipulate the mouse and keyboard of a computer carefully to control programmes, clicking the cursor on icons to produce a range of effects and carrying items from one part of the screen to another, dropping it into place. Children manipulate brushes, printing materials and work in 2D and 3D, using a range of papers and other materials creatively.

### **Creative development**

61. Children's creative development is good. Children have a wide range of materials and develop well the physical skills to enable them to use them to produce pictures and models. Children sing, draw, paint and crayon well. They cut and stick effectively, and make models and collages, both big and small. Children use construction toys imaginatively, with small figures, dolls and puppets acting out their stories. Children achieve the expectations for this area by the time they begin Year 1. Most children hold brushes correctly, mix colours carefully and apply paint to paper confidently, accurately and with good awareness of shape, pattern and colour. They make print pictures using a range of different shapes to make repeating patterns including the backdrop of the space station. In role-play children imagine that they are on a space station. They blast off into space, monitor controls to ensure that food, water and oxygen supplies are working correctly and make observations of the planets and comets in outer space. In carpet sessions and in literacy work they appreciate rhymes, poems and imaginative stories, especially well-known tales such as the 'Three Little Pigs' and well-known counting songs and nursery rhymes. Children identify a range of percussion instruments and their sounds, play them correctly and identify high and low notes, accompanying their singing tunefully and appropriately.

## **ENGLISH**

62. At the time of the previous inspection, standards were above national expectations in reading and writing for seven-year-olds. Standards at the end of Year 4 were also above average. The findings of this inspection show that these standards have been maintained overall. There has been a good improvement in pupils' listening skills. Speaking skills are as expected for their ages and abilities. The school has worked hard to continue to improve standards in each area and progress is good. The school has adopted the national literacy strategy. Extra opportunities are provided for individual and group reading, spelling and handwriting practice. National initiatives such as 'early literacy' and 'additional literacy' support projects are used carefully to help pupils achieve higher

standards. Pupils are challenged with interesting and thought-provoking work, especially higher-attaining pupils.

63. Throughout the school, pupils' listening skills are good and their speaking skills are improving. All pupils, including those who learn more quickly and those who have special educational needs, demonstrate a wide range of skills. This is because of the school's effective use of 'circle time' discussions in different subjects as well as in personal, social and health education work. Pupils acquire a wide vocabulary through listening to and speaking about a range of issues. They listen to stories as a stimulus for discussions. They agree or disagree with each other and give reasons for their points of view. They use the question to provide part of the answer, think about others' opinions and present different points of view. Pupils gain confidence in speaking to a large group when they take part in assemblies, concerts and the school council. Most lessons end with a period of reflection when pupils explain what they have done and learned. These show pupils are becoming increasingly aware of their listener's needs as well as of themselves as speakers.
64. Across the school, standards in reading are good. Pupils make good progress in using their knowledge of sounds and letter patterns to decipher words. They understand the difference between 'author' and 'illustrator'. Older pupils confidently use content, index pages and alphabetical order. They use scanning and skimming techniques in other subjects when researching from non-fiction books but are not very familiar with the terms. Higher attaining pupils express their opinions about key characters and major events in stories and use dictionaries and thesauri with confidence. When led by teachers to read together in the literacy hour, pupils read with expression, even the less confident do so when reading aloud at other times. Higher attaining pupils read in a lively and intelligent way, with fluency and good use of expression. Most read accurately and their reading includes non-fiction, play scripts and contemporary children's literature. They look for rhyming words, examine the way punctuation is used and talk confidently about characters and plots. Lower-attaining pupils gain confidence and enthusiasm for reading through well-focused support. All pupils are encouraged to take books home so parents can help their children to improve. No difference in the performance of boys and girls was noted during the inspection. The school has a good range of reading materials, including a structured reading scheme and a range of group reading texts. These enable pupils to enjoy reading with others. Teachers keep detailed records of pupils' developing reading skills. The non-fiction library is newly updated to encourage the development of pupils' independent researching skills. Unfortunately, since space is at a premium within the school, the library is used during the day to support group activities and part of the room is the computer suite. Free access for personal research has to be carefully planned and this has had a positive impact on pupils' independent learning skills.
65. Standards in writing are above those expected nationally. Pupils write in different styles and in response to different stimuli as a result of the national literacy strategy. Pupils write letters, stories, instructions and reports. Opportunities are provided for pupils to practice spelling patterns and handwriting skills. However, insufficient attention is given to developing a fluent cursive style and generally standards in handwriting are below the expected level. By the time they are seven, pupils use full stops and capital letters to punctuate sentences. The spelling of commonly used words is correct and pupils have a good grasp of letter sounds. Higher-attaining pupils write imaginative stories and poems and develop their ideas logically. Older pupils, in their story writing, use inverted commas correctly for speech and use commas to shape increasingly complex sentences. A good range of punctuation strategies, including exclamation marks, capital letters and question marks, add emphasis to the writing of older pupils. Writing for information and instruction is ordered using numbers and bullet points. Although pupils are encouraged to use their phonological awareness to read and write independently, the development of handwriting and presentation skills is unsatisfactory.
66. Pupils enjoy lessons and take part with confidence. Most behave well, respond positively to teachers and have good relationships with adults and each other. Pupils work hard, concentrate

and put up hands to answer questions. Pupils are very interested in their literacy work, they explain what they have to do and work hard to complete tasks. Pupils with special educational needs respond well to the good quality of provision made for them and make good progress towards the targets in their individual education plans. Pupils working at a higher level are encouraged to go beyond the class level and work as hard as they can on specifically chosen activities. Literacy gives good support to other curriculum areas and is supported in its turn. In subjects such as religious education, history and geography pupils learn an appropriate and specific vocabulary. For instance, when looking at the Victorians in history, pupils in Years 3 and 4 read information about early schools and compose school rules in the form of 'horn books'. In food technology pupils make lists of ingredients and equipment, write instructions and label diagrams for recipes and in science they record their observations and investigations. Good use is made of ICT to support learning in the subject and are developing good word processing skills as a result.

67. The quality of teaching and learning is good overall. Because of effective professional training in the National Literacy Strategy, teachers have a good knowledge and understanding of the content of the daily literacy session. They carefully manage learning through well-structured lessons. Teachers share lesson objectives with pupils and use review time at the end to check pupils know what they have learned. Teachers work effectively with pupils, listen carefully to them and help them order their ideas. As a result, pupils make good gains in learning. Teachers effectively question pupils both to challenge thinking and to assess what they know and understand. Lesson planning is clear and uses the format of the National Literacy Strategy. Teachers provide good visual support for pupils by displaying lists of frequently used words to reinforce spelling and reading. In the literacy hour teachers choose interesting texts, including those from religious education and history. These stimulate pupils' interest and have a positive impact on pupils' response to literature and their own creative writing. Teachers effectively use assessments of pupils' work and whole class progress to help plan future lessons. Marking of pupils' work, especially for older pupils, usually tells them what they have done well and gives clear guidance on how they can improve. Teachers make use of reading and spellings as homework to reinforce and extend learning. Insufficient time is given to the teaching of handwriting and presentation and as a result, pupils' skills in this area are currently unsatisfactory.
68. English is well led and the school is in a good position to continue to improve. The head teacher is the subject manager. She works hard to maintain and raise standards further, especially in listening and writing across the school. She is able to monitor the quality of teaching and learning in classes as well as give practical support. As a result of such monitoring she arranges and provides focused staff training. Procedures for assessing pupils' work are very effective. The monitoring of pupils' progress through the school and the setting of individual targets for improvement are having a positive impact on standards. Resources for English are good, with many new group reading books and information texts purchased to enrich the curriculum. The school needs to widen the range of big books, especially non-fiction for older pupils.

## **MATHEMATICS**

69. Standards are above average throughout the school and this represents an improvement since the last inspection, when standards were in line with the national average. Standards in national tests have improved significantly over the last two years. In the 2002 national tests at the end of Year 2, all pupils achieved at least Level 2. This is a very high proportion of pupils achieving this level in comparison with the national average and similar schools. However, the number of pupils gaining the higher Level 3 was 25 per cent, which is below the national average and well below the proportion of pupils achieving the higher level in similar schools. Caution should be taken in interpreting these statistical results, as the number of pupils taking the test was small and each pupil's results represents seven percentage points. There were no pupils in Year 6 in 2002, but results from other standardised tests taken in Year 4 indicate that standards are above average.

70. At Key Stage 1, higher attaining pupils in Year 2 recognise equivalent fractions and understand that a fraction is part of a whole. They are able to use decimal notation when adding and subtracting money and write correctly that one pound seventy-five pence is £1.75, for example. When solving whole number problems, pupils use their knowledge of multiplication tables well and know that division is the inverse of subtraction. Pupils are able to tell the time accurately to the nearest minute and use standard measurements, such as centimetres and metres, confidently. They are also aware of the common imperial measurements still in use. Pupils are able to extract information from tables to construct simple bar graphs. For example, a pupil in Year 2 had constructed a graph from a survey of pupils' 'favourite days'. The resulting graph was well presented and accurate. Pupils are able to correctly identify a wide range of two and three-dimensional shapes, including hexagons, pentagons, cones and cubes. Average attaining pupils have a good grasp of their number bonds up to 20 and have a secure grasp of their 2x, 5x and 10x multiplication tables. They can apply these skills accurately in a number of contexts. Most pupils can add and subtract numbers up to 100, including taking a single digit number from a two-digit number. Lower attaining pupils also achieve well. Most are able to measure to the nearest centimetre and tell the time to the nearest hour. They can add and subtract single-digit numbers and add up a collection of coins accurately.
71. At Key Stage 2, higher attaining pupils in Year 4 are able to multiply two-digit numbers by a single-digit number accurately. They apply this skill well to solve problems in a number of contexts. Pupils are able to multiply and divide by 10 and have good mental recall of multiplication tables up to 10x10. Pupils also understand equivalent fractions and can convert improper fractions into whole numbers. They know that  $\frac{23}{2}$  is the same as  $11\frac{1}{2}$ , for example. Average attaining pupils understand that a right angle is a 'square corner' and plot clockwise and anticlockwise movements. They sort numbers into odd and even sequences accurately. Pupils can also add and subtract two-digit numbers from three-digit numbers. Lower attaining pupils can correctly calculate the product of 35x4 by repeated doubling as well as work out that  $\frac{1}{4}$  of 16 is 4.
72. Standards of numeracy are good at both key stages, For example, in a lesson observed in Year 2, pupils had a good grasp of place value up to 100. Higher attaining pupils were able to extend their understanding up to 1,000. Most pupils also had secure mental recall of addition and subtraction facts up to 20. Pupils in Year 1 can add and subtract single-digit numbers and know that subtraction is the inverse of addition. They have a secure recall of number facts up to 10. At Key Stage 2, pupils are developing a wide range of number skills. In a lesson in Year 4, pupils showed a good understanding of place value and could make approximations by halving and doubling. They had their own strategies for solving number problems by using 'target boards' to create addition and subtraction sums from a range of numbers. Pupils in Year 3 can work out accurately addition and subtraction problems, such as  $200-180 = 20$ .
73. The quality of teaching and learning is good at both key stages. Teachers have good subject knowledge, which they use well to extend pupils' knowledge, understanding and skills as they move through the school. As a consequence, pupils are making good progress in their learning and their acquisition of basic numeracy skills. Teachers plan well and tasks are well matched to pupils' needs and abilities. Pupils with special educational needs are supported well by classroom assistants and teachers and, as a consequence, they are making good progress. Teachers plan interesting lessons and pupils respond enthusiastically. They behave well and concentrate for extended periods. Again, this has a positive impact on the progress they make and the standards they achieve. Teachers have high expectations and challenge pupils to use their reasoning ability to solve problems. Very good use is made of assessments and the evaluation of lessons to ensure that planning is well matched to pupils' needs. Homework is used effectively to support pupils' learning.
74. The co-ordinator provides good leadership for the subject. There is an effective scheme of work, which supports teachers well in their planning and takes good account of the latest government guidance. The curriculum is broad, balanced and relevant to the needs of all pupils. There has been very effective monitoring of the subject by the co-ordinator and analysis of assessment



information has been used well to set targets for improvement. For example, analysis of the 2001 Key Stage 1 indicated that higher achieving pupils were not being sufficiently challenged. This resulted in several pupils being identified as being gifted in mathematics and an increase in the number of pupils achieving Level 3 in 2002. Although on paper the results are not yet up to the national average, for higher levels they do represent a significant improvement over the past three years. The subject has adequate resources, but practical activities are hampered by the small size of most classrooms and the location of the Key Stage 2 in the school hall. This means that classes sometimes have to be split for investigative mathematics lessons. Good use is made of ICT to support learning.

## SCIENCE

75. Standards are above average throughout the school and this represents a very good level of improvement since the last inspection, when standards were found to be below average.
76. Teacher assessments show that at the end of Year 2, all pupils reach at least Level 2 and 38 per cent reach the higher Level 3. This places the school in the top five per cent nationally. In comparison with similar schools, pupils achieve standards which are also well above average. As nearly all pupils leave the school at the end of Year 4, there are no results from tests at the end of Key Stage 2.
77. At Key Stage 1, pupils show a good understanding of the earth in space. They can place all the planets of the solar system in the correct order. Higher attaining pupils have well-developed research skills, which they use effectively to find out key facts about each planet. Pupils make good use of their numeracy skills to calculate in both metric and common imperial units. Average attaining pupils can identify healthy foods and sort these into suitable healthy menus. Pupils respond well to suggestions put forward by support staff and can put forward their own ideas about how they can find things out. For example, in a lesson in Year 2, pupils were identifying which electrical circuits would work. When presented with drawings of working and non-working circuits, most correctly identified the working circuits and explained why the other circuits would not work. Pupils are able to carry out fair tests to find out if their predictions are correct and explain why they are fair. Pupils use their literacy skills well to read information and write explanations of their investigations. Younger pupils are able to sort materials by one or more criteria and apply this knowledge effectively in other situations, such as art, for example.
78. At Key Stage 2, pupils have a good understanding of the relationship between animals and their environments. Pupils in Year 4 are able to identify correctly the main characteristics of the human skeleton and describe the differences between muscles and bones. When making investigations, pupils are able to make accurate predictions about what might happen, using their understanding of scientific principles well. Higher attaining pupils understand the need for a test to be 'fair' and can name the 'constants' and 'variables' of a given experiment. Pupils record their results accurately, using tables and charts. However, occasionally, pupils' work is marred by poor presentation and untidy handwriting. Pupils make good use of their speaking and listening skills when making presentations on their investigations. Pupils are able to pose questions and suggest relevant ways in which they can find answers. In a lesson in Year 4, where pupils were investigating electrical circuits. They looked at diagrams of parallel circuits and were able to explain to each other which would work and which would not. They then constructed the circuits to test their hypotheses. Pupils handle equipment sensibly and safely. Pupils in Year 3 use a range of simple texts effectively to find out information about how electrical circuits work. They make good use of the Internet for research and use word processing competently to record their findings. Pupils also make good use of their numeracy skills in the subject when analysing data and producing graphs of results.
79. The quality of teaching and learning is good overall. Teachers have generally good subject knowledge, although in the aspect of physical processes it is a little insecure. The teaching of basic

skills is good and teachers make good use of questioning to extend pupils' knowledge and understanding. Lessons are well managed and challenging and as a consequence, pupils are making good progress in their acquisition of knowledge, understanding and skills as they move through the school. Teachers' lesson planning is good, with clear learning targets, which are shared with the pupils. Tasks are well matched to the needs of pupils, and teachers are good at taking account of pupils' ages and abilities. Pupils are very enthusiastic about the subject, especially investigative work. They behave well in lessons and work well together. As a result, pupils are making good progress in their learning. Pupils work well independently and in small groups without the teacher's intervention. Support staff make a very positive contribution to pupils' learning and are adept at asking probing questions to extend pupils' understanding. Pupils with special educational needs are also supported well and as a result, they are making good progress. Good use is made of homework to extend all pupils' research skills.

80. The co-ordinator leads the subject effectively. There is a broad, balanced and relevant curriculum, which is enhanced by a number of visits to places of scientific interest. The well-designed scheme of work supports teachers well in their planning and very good use of is made of assessment information to adjust planning. Detailed analysis of teacher assessments has enabled teachers to ensure that groups and individuals have learning targets that extend their learning. The subject makes a good contribution to pupils' moral and social development by looking at various environmental and ethical questions related to science. The system of planning ensures there is good provision for pupils with special educational needs. Although there are adequate resources for the subject, practical activities are limited by the small building. For example, a lesson was observed where 30 pupils in Key Stage 2 were trying to carry out an investigation. It was impossible for all the pupils to be in the same space, so several had to be sent off to work in the hall. As a PE lesson was in progress, their concentration was impaired. Good use is made of ICT to support learning in the subject and the co-ordinator has a good action plan to introduce electronic equipment for data logging in the next term.

## **ART AND DESIGN – DESIGN AND TECHNOLOGY**

81. There was little opportunity to see these subjects during the inspection and judgements are based on the scrutiny of work, the examination of planning and conversations with staff and pupils. No judgements regarding either art and design or design and technology were made by the last inspection report, but it appears that standards have been maintained satisfactorily for the past two years.
82. Standards in art and design are above the expected level overall at the end of Year 2 and the end of Year 4, although there too few opportunities for pupils to engage in large scale three-dimensional work and standards in this aspect of the subject are just satisfactory. Standards in design and technology are at the expected level in most aspects at the end of Year 2 and Year 4, although there are weaknesses in control technology. The school has plans in place to address this weakness.
83. At Key Stage 1, pupils use a good range of media and tools to produce well executed observational drawings of plants, animals and people. For example, younger pupils have produced closely observed portraits of themselves and their friends in paint and pastel. They show a developing understanding of how the human face can be represented in two dimensions. Pupils explore ideas and collect visual material to help them construct their work. Older pupils in the key stage have worked with paper to produce lively collages in the style of Henri Matisse. In design and technology, younger pupils have produced safety posters, cars with moving wheels and embroidery based in Indian designs. Their work demonstrates the ability to select appropriate materials and generate designs. However, they are often satisfied with their initial ideas and their ability to evaluate their work critically is underdeveloped.

84. At Key Stage 2, pupils investigate the visual and tactile qualities of materials well. For example, they have used polystyrene blocks to produce good quality prints based on Celtic designs in a range of colours. Older pupils in the key stage show an increasing ability to communicate feelings and meaning through their artwork. For example, they have designed and painted a series of pictures of their dreams, using interesting colour schemes to convey the 'mood' of the dream. In design and technology, pupils have analysed packaging and used their research to generate ideas for their own containers for a sweet. Their sketchbooks show a satisfactory ability to make plans for achieving their designs, but there is a lack of critical thinking when it comes to evaluating the outcome. In most sketchbooks there are examples of pupils clarifying their ideas using annotated drawings and descriptive sentences. However, there are very few examples of written evaluations or suggestions for improvement. The finish of pupils work is acceptable, but sometimes lacks attention to detail.
85. The quality of teaching and learning of art and design is good. Teachers plan well for lessons and ensure that pupils have a wide range of artistic experiences. However, limitations in the accommodation mean that some aspects of the subject are difficult to deliver, especially any kind of large-scale work. Pupils are enthusiastic about the work and are making good progress in their acquisition of basic skills. They are also knowledgeable about different techniques they can use and understand the basics of colour mixing. Relationships are good throughout the school and this means that pupils work well in groups and pairs. The quality of teaching and learning in design and technology is satisfactory overall. Planning is appropriate, although provision for control technology has only been put into the programme of study this academic year. Pupils say they enjoy the subject and clearly work hard in lessons. However, their progress in developing their critical evaluation skills is slow.
86. The overall management of both subjects is satisfactory, although the school admits that these aspects of the curriculum have not been given as much attention as others in recent years. However, there are now plans to develop both subjects and place greater emphasis on creative subjects within the overall curriculum. At present, all pupils have access to an appropriate programme of study, although some aspects are curtailed by the cramped conditions in the school building. The accommodation is having a negative impact on standards in both subjects and effectively prohibits any kind of large-scale work. Resources for both subjects are satisfactory. Art and design makes a good contribution to pupils' spiritual and cultural development through the study of a variety of design traditions and artists. However, the range of artists and designers studied is mainly in the western tradition.

## **GEOGRAPHY AND HISTORY**

87. During the inspection it was not possible to see any lessons in geography across the school as history and geography alternate each term or half term on the curriculum grid. Judgements in both areas therefore are supported through an examination of documents, discussions and samples of photographs and displays. Pupils aged seven and nine reach the standards that are expected for their ages and have made good progress. There was no mention of either subject in the previous inspection report.
88. Younger pupils know their local environment. They make field trips to identify places in the village of Doveridge. They undertake traffic surveys and compare the traffic flows villages, towns and cities. Pupils identify different environments and discuss how improvements can be made. Pupils are developing their map reading skills, the younger pupils composing simple picture graphs of the local area while older ones track the journeys of the school bears round the world. Difference in climate, weather, land features and settlements are also studied. Pupils use secondary sources such as posters and brochures to identify the main features of different locations, adding the results of their independent research to class focused activities. Samples of pupils' work show their awareness of the key features of living upon an island, being able to compare the island of

Britain with that of a smaller island in a different location on the globe. They know what different climatic words mean, such as tropical, polar and desert and use these when comparing the Arctic and Antarctic with desert locations. During this term older pupils have been investigating Victorian England, the life of the Queen, houses and homes as well as transport and schools and famous people of the times such as Florence Nightingale and Mary Seacole. The skills of reading timelines and the development of a sense of chronology are well developed across the school. Samples of work show pupils have developed skills in work on the Tudors, Romans, Anglo-Saxons and Vikings as well as Britain since the 1930's.

89. The quality of teaching and learning is good for all pupils. Pupils are introduced to a good range of geographical and historical concepts, knowledge and vocabulary. Skills are progressively developed with pupils encouraged to think, question and investigate. Teachers make links across the curriculum to encourage pupils to use their reading and writing skills and plan the layout of their work from their art and design lessons. Information and communications technology is well used to aid pupils' independent researching skills as well as providing core information. Older pupils present work using their word processing skills as well as downloaded pictures and photographs. Mathematics gives good support to recording such as traffic surveys as graphs while pupils use their literacy work to write stories and poems and factual writing skills to list information with numbers or bullet points. Good use is made of the locality through a range of activities such as field trips. Members of the community also support learning with resources and information. A good range of teaching and learning styles is used, including using artefacts as well as secondary resources such as photographs, posters, postcards and books. Pupils record their work in a variety of ways and the few worksheets are used well to supplement pupils' own recording. Where it is possible teachers set up a class museum with artefacts borrowed from places such as the museum service and also from members of the local community.
90. Pupils enjoy their work and respond positively to all activities, confidently co-operating over resources and with good relationships to adults and pupils alike. Both subjects are well managed by the head teacher. She is able to monitor the quality of teaching and learning within classes and ensure that consistency is maintained. After a review of the subject across the school, including the rewriting of the policies, units of work from a published scheme of work have been adopted. An appropriate amount of time is given to both geography and history though with each alternating on the curriculum grid the opportunity to continuously practice and develop skills is slower than it should be. The school has a satisfactory range of resources for both subjects though there is still a need for more globes and large maps. Coherent action plans to develop the subjects further have been constructed and assessments planned using the scheme end of block evaluations to help teachers identify the skills pupils have developed.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

91. Standards for pupils aged seven and nine are satisfactory overall. This is a good improvement since the previous inspection where standards were judged to be below average overall. There are no differences in pupils' achievement, either by gender or by pupils' prior attainment. Any differences that do occur are caused by home access to computer and other information and communications technology equipment. All pupils make good progress in their learning. Expectations of the subject have changed since the previous inspection and demands on pupils are now greater. Standards have steadily risen in line with these raised expectations.
92. All pupils log on, find and load programmes, work upon that programme and log off, leaving the computer ready for the next user. Pupils control a mouse to move the cursor round the screen, click to enter different parts of programmes and are beginning to use the keyboard with dexterity. At the end of lessons pupils save their work and exit programmes efficiently. Older pupils develop and practise word processing skills. They change text using their literacy skills with the delete and insert keys. Pupils also use a mobile computer unit – a roamer – with enjoyment, reinforcing their

estimating and counting skills, especially when making even number steps. The curriculum is broadly planned and uses units of a nationally published scheme of work to develop skills and understanding effectively. As they move through the school, pupils build up a good skills base across a wide range of communication equipment. Pupils use equipment such as tape recorders, overhead projectors, compact disk players, cameras, televisions and video recorders. The school has a range of software to support learning in most curriculum areas but during the inspection little was seen in use or in samples of pupils' work.

93. The quality of teaching is good. As a result pupils develop a secure skills base. They are given a good range of experiences upon which to build confidence. Teachers have good understanding of the programmes that are available. They teach computer skills directly and encourage pupils to 'have a go'. Sometimes teachers limit the opportunity for pupils to experiment and to solve problems because they expect all pupils to do the same thing at the same time regardless of prior experiences or abilities. Teachers have high expectations of pupils' ability to use the equipment correctly. When given some independence, pupils enjoy this and the result is an improving understanding of their work. Teachers plan a comprehensive and consistent curriculum that progressively builds up pupils' skills, knowledge and understanding. Teachers share their own expertise and knowledge with each other and with pupils and make on going assessments of pupils' achievements to guide learning further. Pupils respond positively. They take care when working and the majority make sure that they do not interfere with the work of others. Pupils practice their skills and support each other with explanations and demonstrations.
94. Leadership and management of the subject is good overall. The co-ordinator is the head teacher, who has recently begun to induct a 2<sup>nd</sup> year teacher with an ICT background to the role. The co-ordinator has oversight of the quality of teaching in information and communications technology within classes. She ensures that teachers have training and arranges that equipment is maintained through the regular employment of a technician. Class assistants have also undertaken training. Assessments of pupils' skills occur at the end of each block of work and the school is using the suggested assessment criteria from the scheme of work. Teachers have made good developments in their expertise and confidence. Developments in the subject have been slower than the school hoped due to installation and hardware problems beyond the school's control. These problems are slowly being remedied. The small area within the library for the computer suite means that not all in a class have access to the equipment at the same time. This area also gets very hot from the computers although the radiators in the room have been removed. Problems with the installation of the equipment at the beginning combined with overheating results in computers failing to work properly.
95. The school has made good improvements since the previous inspection in all areas including pupils' skills, knowledge and understanding, resources and teacher training. Teachers ensure that the national curriculum requirements are met and teachers' confidence and expertise has been increased. The use of the Internet gives good support to pupils' learning. Pupils develop their researching skills further using appropriate web sites in history. The timetable for use of the computer suite has been well planned with the opportunity for each class to use the equipment regularly.

## MUSIC

96. Standards are in line with national expectations for pupils aged seven and nine. There was no mention of the subject in the previous inspection. Pupils are provided with a range of opportunities to develop their musical skills across a wide front. Pupils' singing skills are good. They all sing with care, attempt to be accurately in tune and maintain the rhythm and tempo. With the use of community members with piano playing skills, hymn practices have a spontaneity that gives pupils a wide range of songs to sing from memory as well as to develop control of breathing, dynamics, pitch and rhythm. Pupils have the opportunity to focus on specific parts of a song, working particular bars to improve performance. This enhances the quality of, for instance, music for

Christmas. Music is, however, not just singing. Pupils explore a range of different instrumental and vocal sounds to create special effects, devising symbols to write a simple score to enable others to reproduce their compositions. To do this, however, means that pupils have to have a good knowledge of a range of instruments, how they are played and the sounds they are capable of making. During the inspection, younger children in reception were developing just such skills while those in Years 3 and 4 were looking at symbols to give different effects. Pupils in the recorder club demonstrate that they have made good progress in their learning about notation, considering standard notation and note values, counting beats in a bar and following a score in their playing.

97. Because the quality of teaching and learning is satisfactory, pupils' response to lessons is satisfactory. Teachers choose lessons from the scheme of work that will challenge pupils to develop skills, knowledge and understanding, provide a good range of resources, maintain a satisfactory pace and demonstrate appropriate personal performance skills. Pupils respond with satisfactory levels of self-control and discipline.
98. Music is led by an experienced and skilled musical practitioner. She has implemented a suitable scheme of work that covers all areas of the music curriculum. This is not followed slavishly, but rather teachers are encouraged to use their knowledge of the pupils' needs and experiences through assessment of their abilities to select appropriate lessons to guide learning further. Using the guidance of the co-ordinator, teachers are encouraged to put in extra experiences to reinforce weaker areas. The co-ordinator sees music as a series of practical developments that are to be shared. Pupils are encouraged to take part in extra curricular activities, singing as a choir in community events and performing in assemblies. Pupils who have lessons from teachers out of school or in the recorder group are encouraged to share their skills with others in the school. Musicians are also invited into the school to share skills and perform to pupils.

## **PHYSICAL EDUCATION**

99. Standards are in line with those expected at the end of Year 2 and Year 4. As no judgement was made on standards in the subject in the last report, it is not possible to ascertain what progress has been made over the past two years.
100. At Key Stage 1, pupils warm up appropriately in gymnastics lessons and show satisfactory levels of agility when moving around the hall. However, their freedom of movement is restricted by the small space and they constantly have to be aware of each other and items of furniture. Pupils use apparatus effectively to jump, climb and balance. They are beginning to put together short sequences of movement, changing direction appropriately to signals from the teacher. They balance well and understand the difference between balancing on a 'point' of their body and a 'patch'. Pupils also have appropriate opportunities for games and dance and their skills in these aspects of the subject are satisfactory. At Key Stage 2, pupils again demonstrate good body control in the limited space. For example, in a lesson in Years 3 and 4, pupils linked together a sequence of movements well, using different levels and body movements to convey the idea of a spaceship taking off. Pupils have opportunities for games and swimming during the year and school records indicate that standards in these areas of the curriculum are satisfactory.
101. The quality of teaching in lessons seen was good. Teachers have good subject knowledge, which they use well to extend pupils' physical skills. However, the restrictions of space in the hall mean that the quality of learning is only satisfactory overall. Pupils enjoy the subject and take part in lessons with enthusiasm. They behave well and listen carefully to instructions. Teachers are very aware of health and safety issues in the enclosed space and constantly remind pupils to take care when moving around. Lessons move at a brisk pace and pupils are encouraged to take part in vigorous exercise. Good use is made of informal assessment and pupils are encouraged to evaluate their own and others' performance.

102. The leadership and management are good and the school has done as much as possible to minimise the adverse effects of the accommodation by making good use of the school grounds for games, when the weather permits. There is a good scheme of work to guide teachers in their planning, which ensures there is coverage of the curriculum. Also many pupils are members of sporting clubs, which supplement their physical education development. However, the present limitations of the accommodation place unacceptable restrictions on the development of the subject and there are a number of significant health and safety issues. For example, pupils jumping from the top of apparatus risk hitting their heads on the low ceiling. Setting up the hall for physical activities also presents severe disruption for the rest of the school, as only ten pupils can use the apparatus. Other groups using the same space are disrupted by the inevitable noise created by physical activities. Otherwise, resources for the subject are good.

## **RELIGIOUS EDUCATION**

103. Standards meet the requirements of the locally agreed syllabus at Key Stage 2 and exceed them at Key Stage 1. It is not possible to judge how the subject has improved since the last inspection, as it was not inspected at that time.
104. At Key Stage 1, pupils have a good understanding of several major religions. They recall the main events of the stories of Noah and Jonah. They are developing a good grasp of symbolism and know, for example, that the fish symbol represents the name of Jesus to Christians. They recognise that the crucifix is different to a plain cross and that diva lamps are used in the Hindu Diwali celebrations. Pupils in Year 2 have retold the story of the Prodigal Son in pictures and short plays. At Key Stage 2, they have written longer accounts of parables, retelling them in their own words. They have also written extended accounts of a day in the life of a Muslim, which show they are developing an understanding of different religious viewpoints. In assemblies they show some understanding of Islam when discussing the festival of Eid and several pupils know that it marks the end of Ramadan.
105. Teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers generally have good subject knowledge, which they use well to extend pupils' knowledge of various religions and their understanding of different viewpoints. Planning follows the current locally agreed syllabus and takes account of pupils' ages and prior attainment. Pupils respond well in lessons and are well behaved. This has a positive impact on their learning. The good relationships seen throughout the school mean that pupils are confident in expressing their opinions in front of others in assemblies and lessons. Good use is made of pupils' literacy skills to produce some pieces of extended writing.
106. The leadership and management of the subject are good and the co-ordinator has an effective action plan to introduce the new locally agreed syllabus next April. She has provided recently qualified teachers with good support and monitors standards in the subject by reviewing planning and pupils' work on a regular basis. The subject makes a good contribution to pupils' spiritual and cultural development by providing them with good opportunities to consider other cultures and their worldview. Good use is made of resources, which are good, but insufficient use is made of information and communications technology to support learning in the subject.