

# INSPECTION REPORT

## **RICHARDSON ENDOWED PRIMARY SCHOOL**

Smalley, Ilkeston

LEA area: Derbyshire

Unique reference number: 112853

Headteacher: Mr D Smith

Reporting inspector: Martin Creasey  
2451

Dates of inspection: 10<sup>th</sup> - 13<sup>th</sup> March 2003

Inspection number: 247281

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

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## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Primary  |
| School category:             | Voluntary controlled                           |
| Age range of pupils:         | 5 - 11   |
| Gender of pupils:            | Mixed  |
| School address:              | Main Road<br>Smalley<br>Ilkeston<br>Derbyshire |
| Postcode:                    | DE7 6EF  |
| Telephone number:            | (01332) 880317                                 |
| Appropriate authority:       | The governing body                             |
| Name of chair of governors:  | Mr S Gillot                                    |
| Date of previous inspection: | November 1997                                  |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                     |                      | Subject responsibilities   | Aspect responsibilities  |
|--------------|---------------------|----------------------|--|--|
| 2451         | Martin Creasey      | Registered inspector | Physical education<br>Music<br>Equal opportunities<br>Inclusion  | What sort of school is it?<br>The school's results and pupils' achievements<br>How well are pupils taught?<br>How good are curricular and other opportunities?<br>How well does the school care for its pupils? (Pupils' assessment)<br>How well is the school led and managed?<br>What should the school do to improve further? |
| 31713        | Selwyn Roberts      | Lay inspector        |  | Attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?  |
| 30669        | Margaret Sandercock | Team inspector       | Mathematics<br>Art<br>Geography<br>History<br>Foundation Stage<br>Special educational needs                    |  |
| 32578        | Neil Sortwell       | Team inspector       | English<br>Science<br>Information and communication technology<br>Design and technology<br>Religious education |  |

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

### **INFORMATION ABOUT THE SCHOOL**

The Richardson Endowed Primary School is a voluntary-controlled school first established on this site in 1721. The small endowment amounts to a few hundred pounds per annum. It is a popular school with 149 pupils on roll, comprising 62 girls and 87 boys. The roll has increased by more than 40 pupils since the last inspection but is below the national average. Last year's Year 6 group increased by nine pupils during Key Stage 2 from 16 in Year 2 to 25 in Year 6. Only 4 per cent of the pupils are eligible for free school meals, well below the national average. There are no pupils with English as an additional language. The proportion of pupils with special educational needs (SEN) is 9 per cent, below the national average, but the 2 per cent of pupils with statements of SEN is in line with the national average and a significant amount given the size of the school. The school admits pupils from the catchment of Smalley village and because of its popularity, from beyond this area. The school's assessment of pupils on entry to the reception class shows attainment to be about average.

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

The good leadership and clearly expressed values means that pupils enjoy their experiences in school and are very well behaved. Attainment in last year's Key Stage 2 tests was average in English and mathematics; however the Key Stage 1 attainment was well above average. There is a strong caring atmosphere in the school very well represented by the way pupils with SEN are supported and progress. Teaching and learning is never less than satisfactory and in Key Stage 1 often very good or excellent. Sometimes teacher expectations are too low for pupils capable of attaining high standards in Key Stage 2. The finances are managed well and the school provides good value for money.

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

- By the age of seven pupils attain high standards in English, mathematics and science in the Key Stage 1 tests and assessments.
- The provision and support for pupils with SEN and the good progress they make.
- The range, provision and quality of the extra curricular activities.
- The behaviour and attitudes to school of all pupils and their interest and involvement in activities.
- The very good systems in the school for encouraging good behaviour and eliminating poor behaviour.
- The curriculum leadership in ICT and music that is provided on a part-time basis.
- The strong relationships within school and the contribution parents and the community make to learning.

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

- Fully implement the Foundation Stage curriculum to ensure that reception children's experience is not limited by the strong emphasis on the basic skills of numeracy and literacy.
- Raise the achievement of the pupils in Key Stage 2 capable of higher attainment, particularly in science and reduce the dependence on worksheets.
- Use the detailed information available on pupils' attainment to ensure that the work set for those capable of attaining higher standards is not too easy.
- Ensure that marking of work is more consistent, providing pupils with information on what they have to do to improve.
- Produce and implement a consistent homework policy.

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

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

Improvement since the last inspection is good. In November 1997 Ofsted required the school to "set in place schemes of work for all subjects, improve teachers' termly plans, relating them to the National Curriculum and increase the role of the subject co-ordinator." All these actions have been addressed and

guidance documents are in place for every subject of the National Curriculum. Subject co-ordination is good and shared amongst the staff. In ICT and music expertise is bought in by the school for one day a week. The two teachers provide high quality support for their subjects across the school. Standards in the Foundation Stage have improved in the basic skills of literacy and numeracy, but there are still improvements to be made in the implementation of the new curriculum introduced since the last inspection. In Key Stage 1 the attainment of pupils in the National Curriculum tests, the standards in lessons and the quality of teaching are improved since the last inspection. In Key Stage 2 standards in the latest tests have not progressed so well, but the small numbers in Year 6 and the turnover of pupils did adversely affect these scores. Standards observed in English and mathematics show satisfactory improvement. Science still requires improvement. The high quality of the work with pupils with SEN has been maintained and improved since the last inspection. Behaviour and attitudes have improved even on the high standards seen at the time of the last inspection.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 2000          | 2001 | 2002 | 2002            |
| English         | C             | D    | C    | E               |
| Mathematics     | A             | D    | C    | E               |
| Science         | B             | D    | D    | E*              |

| Key                |    |
|--------------------|----|
| well above average | A  |
| above average      | B  |
| average            | C  |
| below average      | D  |
| well below average | E  |
| very low           | E* |

Pupils at the end of the Foundation Stage achieve in line with the national expectations and many do better than this in basic skills, particularly reading and counting. Year 6 results in the 2002 national tests were in line with the national average in English and mathematics, but below in science. Compared to those in similar schools, those in which fewer than 8 per cent of children are entitled to free school meals, standards in English and mathematics are well below average, and those in science are very low. Pupils in Year 6 appeared to do worse in Key Stage 2 tests than they did in Key Stage 1, however there was a significant change in the year group through Key Stage 2 and when individual pupils' progress is plotted it shows them attaining standards in line with expectations for English and mathematics. Most pupils attained the expected level in science, but only a small number attained the higher levels. This is confirmed by the work observed and is an aspect that requires attention. Targets for the current Year 6 are: attainment at Level 4 or better, in English 80 per cent, in mathematics 82 per cent: attainment of Level 5 or better, 35 per cent in both English and mathematics. Standards observed in the current Year 6 show that these targets should be achieved. Attainment in the 2002 Key Stage 1 tests was well above average in reading, writing and mathematics. Compared to similar schools attainment was well above average in reading and above average in writing and mathematics. The teacher assessments in science were also well above average. Standards in Key Stage 1 during the inspection were good in mathematics and average in English and science. Progress and attainment at the end of both key stages are good in music and art, good in Key Stage 1 in ICT, geography and history and satisfactory in all other subjects in both key stages. Pupils with SEN make good progress through all key stages and achieve at least in line with the expectations set out in their individual education plans (IEPs). Many exceed these. There is no significant difference between the attainment of boys and girls.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good. Pupils like the school and respond positively to the work and activities planned for them.   |
| Behaviour, in and out of classrooms    | Good. No poor behaviour was observed. The school rewards good attitudes and behaviour positively through the personal development programme in lessons and, through the 'Golden Book' system in assemblies. |
| Personal development and relationships | Good. Pupils work well together and support others, particularly those with SEN, very well.   |
| Attendance                             | Very good. Pupils are keen to attend school and parents support this attitude. There are systems in place to follow up on poor attendance, but they are rarely required.                                    |

These aspects of the school are real strengths and have improved on the high standards seen during the last inspection.

## TEACHING AND LEARNING

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

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

Teaching is never less than satisfactory and a significant proportion of good and very good lessons were observed. Some excellent teaching occurred in Key Stage 1. Teaching of numeracy is all good or better and literacy teaching is almost all good or better. This has led to improving standards and progress amongst pupils and high attainment in Key Stage 1, with improvements anticipated this year in Year 6. Improvements are required in the way the Foundation Stage curriculum is planned and taught to ensure that all aspects of the areas of learning are covered. In Key Stage 2, pupils capable of attaining higher levels are set work that is too easy, particularly in science. The teaching of pupils with SEN is good and teachers plan and organise appropriate work for them. The contribution of learning support assistants to pupils' learning is good and they work well in partnership with teachers to improve standards.

## OTHER ASPECTS OF THE SCHOOL

| Aspect   | Comment  |
|--|--|
| The quality and range of the curriculum  | Satisfactory. The National Curriculum is in place and taught. The school provides good personal, social and health education. Literacy and numeracy are strengths of the school. Music and art are also well provided for. Extra-curricular activities available to all pupils are very good. External finance sources are used well to fund some of these activities. |
| Provision for pupils with SEN  | The provision for pupils with SEN is good. IEPs are in place and they are reviewed with parents and, if possible, pupils, on a regular basis.  |
| Provision for pupils' personal development, including spiritual, moral, social and cultural, development | Pupils develop very good social and moral skills. Cultural development is good and pupils are acquiring an understanding of the different aspects of life in Britain and the wider world. Spiritual development is good in religious education and assemblies. There are not enough opportunities provided for reflection in lessons.                                  |
| How well the school cares  | Good. Care for pupils with SEN and procedures for eliminating oppressive   |



|                |   |
|----------------|---|
| for its pupils | behaviour are strengths of the school. Pupils' progress and attainment are monitored and recorded providing a good level of information for teachers. |
|----------------|---|

The school works well in partnership with parents. They support the school very well and their association raises much needed funds to purchase resources across the curriculum.

### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | Good. The head provides a clear vision for the school. All staff share in the leadership of the subjects, an improvement since the last inspection.   |
| How well the governors fulfil their responsibilities             | The governors meet statutory requirements well. They support the headteacher and staff, and monitor progress and attainment in school through the school improvement plan (SIP).  |
| The school's evaluation of its performance                       | Good. The head makes a detailed analysis of attainment and he with other staff monitors the work of teachers regularly. This information informs the SIP. Each member of staff has a responsibility for co-ordinating a number of subjects. |
| The strategic use of resources                                   | The budget is well managed and the school uses alternative sources of funding to augment resources. Good links between improvement planning and spending. The governors understand best value principles.                                   |

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

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• They feel that the school deals well with their problems or questions.</li> <li>• They believe that teaching is good and that teachers have high expectations of pupils.</li> <li>• The range of activities available outside of lessons.</li> <li>• They feel that the school is well led and managed and promotes good standards of behaviour.</li> </ul> | <ul style="list-style-type: none"> <li>• Many parents would like to see improvements in the way homework is set and managed.</li> <li>• Some parents feel that they are not informed enough about their children's progress.</li> <li>• Some parents feel the school could work more closely with parents.</li> </ul> |

The inspection agrees with the parents' positive views, although teacher expectations could be higher in Key Stage 2 science. There is no homework policy but the school has this as a priority. The school does work well with parents and keeps them informed about pupils' progress through three meetings a year, opportunities for individual parents to meet teachers at any time and regular newsletters.

## **PART B: COMMENTARY**

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

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

1. There is a range of attainment on admission to the reception class, but attainment, assessed by tests during the first six weeks in school, meets expectations for this age group. During their time in reception, children make satisfactory progress and enter Year 1 with levels of attainment in line with those expected for this age group across these areas of learning. Many already achieve the Early Learning Goals in the areas of physical development and creative development. Many children already achieve the Early Learning Goals recommended by the end of reception in the reading and writing competencies in the area of communication, language and literacy. Most will also reach or exceed the recommended level of skills relating to counting in the area of mathematics.
2. In the national tests for seven-year-olds in 2002 pupils' attainment was well above the national average for reading, writing and mathematics. The percentage of pupils attaining the higher level, Level 3, in these subjects is very good, being well above the national average throughout. When the results are compared with those in similar schools, those with fewer than eight per cent of the pupils eligible for free school meals, scores are well above average in reading and above average in writing and mathematics. At the higher levels reading and writing are well above the average for similar schools and mathematics is above average. These results show good improvement since the last inspection, when attainment in national tests was in line with the national average in reading, writing and mathematics.
3. The teacher assessments for science at Key Stage 1 show attainment to be very high when compared to both the national average and the average for similar schools. The higher level attainment (pupils attaining Level 3) is well above the national average and above the average for similar schools. This attainment also represents a significant improvement since the last inspection.
4. In the national tests for eleven-year-olds in 2002 pupils' attainment in English and mathematics was in line with the national average. In science attainment was below the national average. When compared with that in similar schools attainment was well below average in English and mathematics and very low in science. The higher-level attainment was in line with the national average in English and mathematics but well below in science. When compared to that in similar schools it is below average in English and mathematics and well below in science. This is slightly below the attainment at the time of the previous inspection, when English, mathematics and science were judged to be in line with national averages for those subjects. However, there were only eight pupils sitting the tests in 1997 compared to 22 in 2002. Of those latter pupils, nine were admitted to the school in Year 4 or Year 5 and three had special needs, which meant they were not entered for the tests.
5. The careful monitoring of individual pupils' attainment by the school shows that in English and mathematics they made satisfactory and good progress throughout their time in the school and reached the National Curriculum levels expected of them in Year 6. However, attainment at the higher levels is less in science than in other subjects. The observations of work completed in lessons and in pupils' books shows that often the pupils capable of attaining higher levels in science are given work that is too easy and does not extend or challenge their learning and this is reflected in the lower national test scores. The standards achieved in science in the lessons are in line with those expected nationally, but are below those of pupils capable of attaining higher levels.
6. Inspection observations show standards in English to be average for seven- and eleven-year-olds. The literacy strategy is in place and teachers are following the programme appropriately. The effects of the strategy on pupils are satisfactory overall. However, standards in writing, particularly of longer passages of fiction or information are not high enough as there are few opportunities provided for pupils to develop these skills. In mathematics standards are above average for pupils aged seven and for the eleven-year-olds. The numeracy strategy is implemented fully and positively influencing the learning of pupils across the school.

7. Standards in information and communication technology (ICT) are good in both key stages. Standards were good in most lessons observed and in the work produced across the school. Standards have improved since the last inspection. Teachers have recently received training from the government-funded scheme and this is having a positive effect on standards. There is no space for a computer suite in this small school, but pupils have good access to networked computers in the classrooms and use them in most subjects, as well as ICT lessons.
8. In art the standards are very good in Key Stage 1 and good in Key Stage 2. There is a good representation of pupils' work around the school which shows their progress and attainment to good effect. Standards in music are good in both key stages. Both these subjects have improved since the previous inspection. Standards in physical education (PE) and design and technology (DT) are satisfactory across the whole school. In history and geography the standards are good in Key Stage 1 and satisfactory in Key Stage 2. All have been maintained since the last inspection. Standards in religious education (RE) are in line with the local authority's agreed syllabus.
9. Pupils with SEN make satisfactory progress in reception. They are included in all activities and are well supported when working. Their development, although below that of others, keeps pace appropriately. From Year 1 to Year 6, pupils on the school's SEN register make good progress, an improvement since the last inspection. Individual education plans outline their targets for improvement very clearly and these are taken into account during lessons. The focused help, often from support staff, ensures careful attention to their learning needs. This is particularly noticeable in literacy and numeracy lessons. Pupils with special needs work together in small groups, developing their writing and managing numbers with encouragement and praise, so that they learn well.
10. There are no significant differences in attainment between boys and girls.

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

11. Pupils have very good attitudes to school and their work and this has been maintained since the last inspection. They are keen to attend school and play a full part in its life, including extra-curricular activities. Nearly all of the parents and carers who returned the questionnaire agreed that their children like school. Pupils respond well to their teachers and show enthusiasm for learning.
12. During lessons, pupils are well motivated, work hard and respond very positively to encouragement. Teachers use various strategies to gain and maintain pupils' interest throughout lessons. This was seen to good effect in a Year 1 lesson where the teacher used song and humour readily to stimulate interest and to re-engage pupils as their concentration began to lapse. Older pupils are highly attentive, enthusiastic and willing participants. They quickly organise themselves in class and have mature skills of negotiation and collaboration. From the reception class upwards, pupils follow instructions carefully, set to work quickly and complete their tasks within the prescribed deadlines.
13. The standard of behaviour of the pupils, in class and around the school, is good at all times. The school has a clear policy for achieving good standards of behaviour through effective promotion of pupils' social and moral development. Pupils are clear about what is expected of them and respond well to class and school rules endorsed by the teachers' high expectations. The good behaviour of pupils observed positively assists their learning and contributes to the standards achieved. Meals are taken in the main hall, pupils being conscious of the good manners expected of them by lunchtime supervisors and catering staff. There is a good degree of self-discipline amongst the pupils and little prompting is needed by adults.
14. Relationships within the school are very good and are one of the strengths of the school. Pupils respect their teachers and learn from them to be kind, polite and courteous to each other. They grow in confidence from the knowledge that their work will be valued in school. Pupils benefit from the teamwork of the teachers and support staff, which characterises the school. They learn from them to be helpful to others and to respect others' viewpoints. In a Year 2 dance lesson pupils worked in pairs giving guidance and advice to each other in an effort to refine and perfect the sequence of movements. Respect and consideration were shown to visitors during the inspection and pupils were always willing to hold doors open and let adults go first.

15. The personal development of pupils is good. They quickly learn to distinguish right from wrong and to understand the importance of rules in a social environment. Pupils are keen to assume responsibility and carry out tasks of an appropriately challenging nature for their age. Children in the early years take pride in their role as 'helper of the day', whilst Year 6 pupils operate the overhead projector and control the music centre in assemblies. Pupils are rewarded for their achievements and good behaviour with certificates and awards during the Golden Time assembly. Evidence suggests that there are no sexist attitudes in the school and boys and girls participate equally in all activities.
16. Attendance is consistently above 95 per cent and above the national average. The current year's attendance figures are likely to be lower as a large number of pupils have been absent from school during a recent chicken pox epidemic in the area. Unauthorised absence is minimal and there have been no exclusions. The school has an explicit attendance policy, and occasional references in the newsletter remind parents of the school's strategy to gain further improvements in overall attendance. Registers are retained in the classroom during the day and attendance details are computerised on a weekly basis. The frequency of collating the data is insufficient to enable the school to closely monitor individual and group trends of absence.

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

17. The quality of teaching throughout the school is never less than satisfactory. In more than half the lessons teaching was good, with some very good and excellent. The largest proportion of high-quality teaching was in Key Stage 1, where it is good overall, with a third very good or excellent. The overall judgement of teaching is the same as in the previous inspection, but the percentage of high-quality teaching has improved in both Key Stages 1 and 2.
18. Teaching in the Foundation Stage is satisfactory overall, with good or very good teaching seen in three out of seven lessons. At the time of the last inspection the teaching of the youngest children was judged to provide 'a very good start'. Pupils still receive this start, particularly in basic skills such as reading and counting. However, there is currently a lack of attention in planning to the requirements of the Foundation Stage curriculum implemented in September 2000, to provide a broad base for learning.
19. The outline plans for teaching reflect the six areas of learning appropriately, but activities planned on a daily basis are heavily biased towards the teaching of basic skills in reading, writing and counting, using books from the reading scheme and a range of worksheets. Opportunities to generate excitement, enrich learning and increase the depth of involvement by using an extensive range of materials are missed. The use of support staff is good, but the use of time is sometimes insufficiently focused on the needs of these young children, with whole-class teaching sessions too long, so that children's concentration wanes.
20. Good teaching is evident when planning enables adults to work with small groups of children and very good teaching is seen when a specialist teacher is used. This good teaching, mainly in creative activities and the teaching of lower-attaining children or those with SEN, is characterised by a good level of individual discussion. This is beneficial to the children; their understanding is nurtured and learning is good. The good provision for children with SEN enables them to make the same progress as others.
21. In Years 1 and 2 the teaching is good, with a significant number of very good and excellent lessons. In all the literacy and numeracy lessons in these year groups teaching was good or better. In a good Year 2 literacy lesson the pupils were very engaged in a story from China about "Lao Lao". The teacher had introduced and read the story skilfully, involving pupils all the way through. There were high expectations of pupils' learning and the teacher carefully asked questions that probed their knowledge and understanding and set tasks that matched their different abilities. At the end of the lesson pupils had extended their learning. The above-average group of pupils were writing full sentences as answers to comprehension questions, with the grammar and spelling mostly accurate. Pupils with SEN made good progress and were developing their knowledge of 'ull' and 'ush' sounds with good help from the learning support assistants. Above all, pupils had enjoyed the lesson, progressed well and wanted to read the story again.

22. In Key Stage 2 teaching is satisfactory, with nearly half the lessons very good or better. One in ten lessons was very good. The literacy and numeracy strategies are implemented well and according to the requirements of the nationally-introduced programme. In one very good numeracy lesson with Year 5 pupils they were being challenged to respond to mental mathematics problems. The questioning by the teacher recognised the different levels of understanding of pupils and each group was given questions that they were able to answer. As the lesson progressed the pupils' learning was extended, no time was wasted and pupils stayed involved in all aspects of the lesson, maintaining high standards of attention and behaviour that matched the teaching.
23. There was no unsatisfactory teaching observed. Teachers planned carefully using the guidance provided for each subject based on government recommendations. In most lessons the work set appropriately matched the levels of attainment of pupils and teachers ensured that work was different for the various learning needs in each class. In the best lessons the pupils were learning and consolidating new information and being given opportunities to use this well, exploring their own ideas independently if appropriate or with good support from the teacher or classroom assistants; for example, in music, where pupils produced their own compositions based on the skills and techniques acquired, or art, where they used methods based on those used by great artists to create their own paintings.
24. In some satisfactory lessons teachers did not use effectively enough the very good information available about what individual pupils know, understand and can do. They tended to use published worksheets set for all the pupils rather than planning work that was aimed at the different abilities in the group. Although pupils with SEN were often catered for, it was those pupils capable of achieving at higher levels that did not have work aimed specifically at their needs or targets for achievement related to their capabilities. In one Key Stage 2 numeracy lesson the 'top' group had undertaken tasks that all the class had also done. These were too easy, as was revealed at the end when they surprised the teacher with a detailed knowledge and understanding of patterns in tables. One member of the group could describe a complex numerical pattern linked to the 3X table.
25. Pupils always show good attitudes to their work and the behaviour in classes was good throughout the school and at times very good or excellent. In classes where the more able pupils were not sufficiently challenged there was a tendency for them not to concentrate quite so well. Despite these very few examples the pupils always showed a sense of enjoyment and pleasure at being at school. Teachers were able to share this with their pupils and learning was enhanced by this positive atmosphere in lessons. The pupils in a music lesson derived great pleasure at the way the teacher surprised the observing inspector and involved him in the singing of the register!
26. The teaching for children with SEN in reception ensures that their rate of learning is satisfactory and the same as that of others. The very good relationships between the children and the learning support assistant and the careful planning to meet their needs are major factors in ensuring that their learning progresses well.
27. From Year 1 to Year 6 pupils with SEN make good progress. Their specific needs are addressed well in the majority of lessons and the rate of learning is good. Teachers take careful account of the targets on the individual education plans when planning tasks for pupils. Supporting adults are well deployed and understand pupils' needs so that, although behind the attainment of other pupils, their learning keeps pace well. The ethos of patience and encouragement evident in lessons supports this good learning. This was particularly noticeable when pupils in a Year 2 class were unravelling the differences between the City of London at the time of the Great Fire and today. The teacher provided clear explanations for pupils with SEN, reworded information and gave them opportunities to articulate sentences before they began writing, thus ensuring a thorough understanding.
28. The use of homework is a weakness across the school. There is no policy or guidance for teachers and parents and consequently homework is used inconsistently. The school is in the process of producing a policy following consultations with parents. There is in place a system of homework booklets, so parents should be informed about the timetable of work and pupils' targets. At the moment there are only a few examples of teachers using homework to meet individual learning needs, integrate with class work or develop independent learning. However, one good example of homework is reading. Pupils regularly take books home and there is a good partnership with parents, who

maintain a dialogue with teachers through the reading-record book. This has had an effect on attainment in reading and provides the school with a good model of how homework can be used successfully to raise standards.

29. Classroom assistants make a good contribution to pupils' learning. Teachers make good use of their presence and plan tasks linked to the individual needs of pupils. It was noticeable how pupils with SEN made more progress in lessons when assistants were working closely with them on specifically targeted work.

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

30. The quality and range of opportunities for learning provided by the school are good in Key Stage 1 and satisfactory in the Foundation Stage and Key Stage 2. All of the aspects of the curriculum required by law, including the teaching of religious education and provision of a daily act of collective worship, are met well.
31. In ICT the school makes good provision despite the limitations of a small school on a split site. Pupils have access to the Internet and emailing and cover the full ICT curriculum. There is a good range of activities to challenge all pupils in Key Stage 1, but this is only satisfactory in Key Stage 2. In science, for example, the National Curriculum is taught appropriately in Key Stage 2, but an over-dependence on published worksheets means the school's curriculum provision fails to challenge and extend the learning of pupils capable of working at the higher levels.
32. The policies governing what the school provides have been put in place by the co-ordinators since the last inspection. They give clear guidance to staff on subject aims and objectives, planning teaching and assessment procedures. They have all been approved by the governing body.
33. Provision for the children in the Foundation Stage is satisfactory. Since September 2000, reception children follow the nationally recommended Foundation Stage curriculum, which covers six areas of learning. These are personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.
34. The school suitably addresses the six areas in long-term plans, but the balance of the curriculum provided across these areas is unsatisfactory. There is a heavy emphasis in the curriculum on teaching the basic skills of reading and writing in the area of communication, language and literacy. In the area of mathematics there is a heavy emphasis on counting. The requirements of the curriculum in personal, social and emotional development are not sufficiently identified; there is insufficient detail in planning to address the wide range of requirements, so that pupils' individual needs are sometimes overlooked. The curriculum planned in the wide area of knowledge and understanding of the world is not sufficiently detailed to promote the enthusiasm and excitement for learning usually found in these young children. In planning tasks, there is insufficient attention to the important links that can be developed between this area of learning and others.
35. The nationally required programmes of literacy and numeracy are in place and provide the basis for the planning and teaching in these areas. In Key Stages 1 and 2 the arrangements to ensure the appropriate development of literacy and numeracy in subjects other than English and mathematics are satisfactory. Arrangements for the use of ICT to enhance pupils' learning in other subjects of the curriculum are good. This is an improvement since the last inspection.
36. There is equality of opportunity for all pupils in all aspects of provision. There are effective policies to ensure that all groups of pupils are included appropriately. The school has good provision for ensuring that sex education is taught to the older pupils through a planned programme approved by governors. Other family issues are covered with younger pupils through the work they do in personal, social and health education.
37. The curricular provision for pupils with SEN is good. They have full access to the curriculum. Their needs are recognised early and their IEPs set manageable academic targets. These are reviewed,

updated and revised regularly, and agreed with pupils as well as parents. The learning support assistants working with pupils with SEN are fully briefed and contribute well to their curriculum experiences.

38. Provision for extra-curricular activities that enhance the quality of education is very good. Provision includes clubs and sessions for football, athletics, playing instruments, the choir and French lessons. The school provides a good range of activities, with the potential to extend them as time and staff expertise allow. The school has been very good at applying for funding to support these activities, particularly for coaching schemes in athletics and football. The clubs are fully inclusive and make provision for all pupils regardless of ability or background.
39. Pupils in each year group also have access to a good range of educational visits. The oldest pupils visit centres for outdoor and adventurous activities, which contribute positively to their social and physical development. All year groups visit museums, art galleries, local areas of geographical interest and education centres, providing them with experiences that contribute to the standards they attain in a range of subjects.
40. The provision made for personal, social and health education (PSHE) is good. There is a structured programme that is taught each week to pupils throughout the school that does much to meet their needs and help them to address some of the challenges they face. This programme includes drugs awareness education for Year 6 pupils, involving their parents at key points during the course.
41. The quality of links with the community and with other schools and partner institutions is very good. There are visits for pupils to the schools to which they transfer in the term before they leave Richardson Endowed. Teachers from these schools also liaise closely about what is taught. The main secondary school is a specialist science school and provides some technical support for this subject and ICT. The school has good connections with the local playgroup and opportunities are provided for visits by helpers and children from there on a regular basis. A member of the reception class team also works at the playgroup and this provides another effective link between the two establishments.
42. Local companies have contributed funding and expertise to various aspects of the school, most notably with the development and improvement of ICT resources and a local history project. Visitors to the school, such as the fire and police services representatives, book illustrators, a puppet theatre and various events for 'Red Nose Day' have also contributed to pupils' achievements and wider social and cultural development.
43. The provision for pupils' spiritual, moral, social and cultural education is good overall. This means the standards achieved in the last inspection have been maintained.
44. The provision made for pupils' moral education is very good. Pupils know and observe the differences between right and wrong. Their understanding of these qualities is enhanced greatly when discussions during personal development time allow them to focus on behaviour and its impact. There were no incidences of poor behaviour during the inspection and pupils showed a highly developed understanding of their responsibilities towards each other and adults. Although having to move to another building for PE or assemblies, on most days the Key Stage 2 pupils maintained good spirits and were always careful and considerate.
45. The provision made for social education is very good. Throughout the school pupils work well together, caring for and supporting each other. The older pupils show a great sense of caring for their school and younger or less able colleagues. The learning support assistant working with a pupil with a statement of SEN is regularly helped at lunchtimes by pupils from Year 6. The older pupils also run and manage the school tuck shop effectively.
46. The opportunities and provision for spiritual education are satisfactory. The acts of worship, which follow recommended guidance and the regular visits from the local ministers, contribute well to the spiritual aspect of school. Some lessons also do this, but there are too few opportunities provided in art and other creative activities for pupils to experience awe and wonder and reflect on their feelings and emotions.

47. Provision for pupils' cultural education is good. Their understanding of their own and other cultures is developed well, as is their understanding of the values and beliefs of other faiths, taught through RE. This is an area that the school has prioritised for further development in other curriculum subjects as well as RE.

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

48. The support, guidance and provision the school makes for pupils' welfare are good. It continues to provide the caring, supportive community which was commented upon favourably in the previous inspection report.
49. Teachers know their pupils well, recognise their needs and respond appropriately to their personal, social and academic requirements. The trusting relationship that many pupils enjoy with their teachers gives them confidence to share concerns and help them cope with the problems that arise in everyday life. The level of concern is strong and lies at the heart of the school.
50. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive incidents are effective and are supported by parents and governors. The behaviour policy contains an appropriate range of rewards and sanctions to encourage good behaviour. Positive behaviour is consistently rewarded through praise in 'golden time' assemblies and the headteacher ensures that he is present in all areas of the school, taking the lead in discussing acceptable and unacceptable conduct with pupils. At lunchtime pupils are well supervised. Parents express satisfaction with the way that even trivial incidents of harassment or misbehaviour have been investigated and resolved.
51. The school's procedures for monitoring and supporting the pupils' personal development are effective. Pupils are encouraged to accept responsibilities appropriate to their age group and are often seen performing confidently and independently in front of whole-school assemblies. Teachers' expectations are high and they demonstrate the standards expected by treating pupils with respect and encouraging them to feel responsible for their own actions and to respect the opinions of others. Class teachers monitor pupils' personal development mainly through observation and readily identify and evaluate strengths and weaknesses, including qualities such as perseverance, application and self-confidence.
52. Suitable arrangements are in place to deal with child-protection issues and the school complies with the local-authority procedures and guidelines. The headteacher has overall responsibility and has ensured that the teachers and support staff are fully aware of their responsibilities and have undertaken appropriate initial training. The school policy does not yet define procedures clearly or provide sufficient information about areas such as support services and contact points.
53. The governing body has taken a responsible attitude to health and safety and the quality of associated documentation is of a satisfactory standard. A health and safety committee meets regularly to discuss relevant issues. The health and safety representative carries out periodic checks of the building and grounds, records any hazards and ensures that appropriate action is taken. The checks are formally scheduled and include a correction plan.
54. The headteacher and governing body are aware of an outstanding security issue relating to both school buildings and is one in which the senior management team have expressed great concern. Although details have been passed to the local authority, no permanent solution has been proposed to resolve the matter, which now requires urgent attention.
55. Teachers' records in the Foundation Stage comprise an effective assessment of what children have learned each term. However, the recording of pupils' acquisition and development of key skills is too infrequent to ensure that teaching is based on what they already know and need to be taught across the six areas of learning. This hampers progress, as work is not precisely directed to each child's needs.
56. The school has good arrangements for assessing pupils' attainment and progress in Key Stages 1 and 2. This represents a significant improvement since the last inspection. The yearly English and mathematics test results are recorded and stored for every pupil, including the national test scores at



the end of Years 2 and 6. This information is passed on to teachers on a regular basis. The headteacher has been the co-ordinator for this work and has established good systems that are clear and easy for teachers to use. There is a new co-ordinator, who has received training and is working with the headteacher on the assessment process.

57. In all subjects teachers judge pupils' achievement against the nationally expected levels for each age group and formally record the assessments. The relevant subject co-ordinator uses the information as part of the annual audit of the subject used to inform the SIP and plan priorities for improvement. In ICT pupils are involved in recording their progress and attainment. They have statements about what they know, understand and can do inside their books and can discuss what they need to do to improve their work.
58. The way teachers are using this information about pupils' attainment and progress to group pupils according to their levels of attainment and set work that best meets their learning needs is generally good. The previous assessment of pupils forms the basis for challenging tasks and learning targets. This procedure is less effective in Key Stage 2 for pupils who are capable of attaining higher levels. Teachers make less effective use of the information and often plan work that does not match these pupils' learning needs. It is often too easy.
59. Since the last inspection the procedures for monitoring the progress of pupils with statements of SEN have been maintained and improved to a very good level. This is one of the strengths of the school. Individual education plans are very clear and identify very specific targets for learning. Teachers and learning support assistants are fully conversant with each pupil's needs and targets, planning tasks and organising teaching groups very carefully so that these children learn as well as others. This was noticeable when a Year 2 pupil had individual support in mathematics; the high-quality input ensured that, although the pupil had limited speech, the ideas of 'behind' and 'in front of' were taught and learned with warmth, humour and empathy. The high level of expertise of the special-needs co-ordinator is very well used when targets are reviewed each term as well as during the statutory annual review. Support agencies are used very well in determining what further help is needed and is available for pupils with SEN and the special needs co-ordinator is very effective in ensuring that provision meets the stated requirements.

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

60. Partnership with parents is generally very good and shows areas of significant improvement since the last inspection. The school takes a deep interest in the home life of the pupils and plays an important part in the life of the community. Parents, in turn, support their children's learning very well at home and reinforce the values that are taught. This mutually supportive partnership brings many benefits to pupils' personal and academic development.
61. Parents answering the questionnaire and others interviewed during the inspection indicated overwhelmingly that their children like attending school and make good progress. The school has an 'open door' policy and teachers make themselves available before and after school to see parents and willingly discuss any personal or academic issues which may be of concern to them.
62. The quality of information provided for parents is good and parents appreciate being kept well informed. The governors' report to parents for the last academic year and the school prospectus, provide comprehensive information and the contents meet the statutory requirements. Newsletters are sent out regularly and include information about forthcoming events, aims and objectives, and invitations to parents to join pupils at assembly.
63. The Parent/Teacher/Friends Association (PTFA) is a well established and successful group run by a small core of dedicated parents who receive exceptionally good support from the community. The PTFA has raised a substantial amount of cash during each of the last three years through organised events, including a summer fete, Christmas fair, BBQ and sponsored swim. The outcome of their efforts can be seen throughout the school in the curriculum and the improved environment.
64. The parents value the annual written progress reports. These give a sound overview of what has been achieved and include comments on areas for improvement, but few identify specific targets. Some

parents commented that they have too short a time at meetings with the teachers to really find out how their children are doing. Although most parents considered that ample time is given to discuss academic progress, 24 per cent of parents returning the questionnaire disagree that they are kept well informed about progress.

65. Parents of pupils who have SEN are well informed from the time the school has a concern about their children's progress. Parents of pupils with SEN are regularly involved in identifying their needs and reviewing their progress. The school has good links with parents, who are welcome to discuss their children informally whenever they have a concern. The individual education plans for all pupils with SEN are reviewed each term. The vast majority of the parents of pupils with SEN attend these regular meetings and are fully involved in discussing and revising targets for their children.

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

66. The leadership provided by the headteacher is good. He has developed a clear vision for the school and this appears in all the major documentation and around the school. Parents at the parents' meeting confirmed that the school has clear values expressed by the headteacher and other colleagues and these are represented through the work of the school and the behaviour and attitudes of pupils and adults who work there. This is an improvement since the last inspection.
67. The headteacher has high expectations of himself, the staff and pupils and leads through personal example. He teaches the Year 5 numeracy group daily, thus ensuring that all year groups in Key Stage 2 are taught this subject separately despite having mixed year-group classes throughout. This is contributing to the improving standards in numeracy at the end of Key Stage 2. He values all the staff and ensures that appropriate training and support are provided to develop their skills. Government training in ICT has very recently been undertaken by all the teachers. The school has appointed a newly qualified teacher, who is receiving good support from within the school and is making good progress, contributing to the successful teaching in Key Stage 1.
68. The governors have not appointed a deputy headteacher in this small school but have nominated the Year 6 teacher as the senior teacher who provides appropriate cover for the headteacher if required.
69. The six full-time teachers share most of the subject co-ordination responsibilities between them. This is an improvement since the last inspection, as is the provision of a full set of curriculum and management policies that provide a firm basis for teachers' planning and the monitoring and evaluation of the work of the school. The quality of subject leadership is another improving feature of the school since the last inspection and all co-ordinators play a key role in establishing a basis for the teaching and learning and future monitoring and evaluation in their subjects. Subject co-ordinators have clear job descriptions and are required to: contribute to the school improvement plan; identify subject priorities; monitor resources for the subject; and prepare an annual audit of their subject for the governors. The headteacher and subject co-ordinators monitor the quality of education across the school in line with the development plan priorities, a further improvement since the last inspection.
70. For music the headteacher has appointed a teacher for one day a week to cover all music lessons in the six classes. She also acts as music co-ordinator and helps with assemblies and after-school activities. The school was successful in its application for funding for an ICT co-ordinator and this teacher works with colleagues and co-ordinates the subject for one day a week. Both these appointments have had a significant impact on the standards in their subjects and each teacher manages the subject with skill and flair, influencing colleagues' knowledge and understanding and providing high-quality learning opportunities.
71. The school is committed to the inclusion of all pupils from different backgrounds and of differing abilities in the academic and social life of the school. This commitment, together with the work of the SENCO and the support of the learning-support assistants, ensures that processes are firmly in place to enable pupils with SEN to be assessed and supported appropriately.
72. The headteacher has prepared a school improvement plan that establishes priorities, sets out the action required to implement them and identifies success criteria for the senior staff, subject co-

ordinators and governors to monitor its implementation. There are clear costs of the improvements set out as an appendix to the plan. Two of the main current priorities are to ensure that the new reception classroom and outdoor play area are appropriately resourced and that the school improves the standards of writing of longer pieces of fiction and information writing. The headteacher has also established very good processes for assessment, monitoring and evaluation so that improvements can be recorded and new targets set.

73. The governing body provides strong support for the school. Governors undertake their statutory responsibilities well and have produced the required policies. The chair of governors visits the headteacher and school regularly and works in partnership with the head and the governing body in the school improvement process. There is a performance-management programme well managed through the school that meets the government's requirements.
74. The governing body has established the statutory committees but is not clear about whether the other groups of governors that meet are committees or not. The finance committee has delegated powers and responsibilities, but the curriculum and premises groups do not. Governors are involved with some monitoring of aspects of the school improvement plan and the statistics on pupils' attainment. The headteacher provides good information for the governors on these matters.
75. The financial administration and budgetary controls are good. The governing body's finance committee works in partnership with the headteacher to ensure that funding is appropriately directed to priority areas. The governors have taken on the concept of 'best value' but have not yet produced a policy to guide future spending decisions. Good use has been made of specific government grants to raise standards. All the teachers have received training funded by the government to improve teaching and learning in ICT.
76. The school's administrative assistant provides good service and support. She is efficient and ensures a friendly and helpful welcome to the school. The day-to-day financial administration is good and the monitoring of spending means that the headteacher is able to keep governors informed about the progress of the budget. The school is clean and the site efficiently managed by the site manager and cleaning staff.
77. The accommodation is satisfactory, although managing the school in two buildings does create problems, particularly during poor weather when Key Stage 2 classes have to go to the other building for PE and assemblies. However, this situation is well managed by the school. The resources in the school are satisfactory, well looked after and used well by staff to support pupils' learning.
78. The new classroom accommodation for the reception children is good, providing a bright spacious area for the Foundation curriculum to be taught with attractive and stimulating areas and displays. There is good access to the recently constructed secure outdoor play area for children in the Foundation Stage. This is beginning to make a positive contribution to their learning. During the inspection some children were able to test their windsocks in safety and the limited range of large play equipment supports physical development appropriately.
79. Taking into account the overall standards of pupils, the quality of teaching and the curriculum organisation, including the very good provision for pupils with SEN, the school gives good value for money.

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

80. In order to improve the quality of education offered to the pupils the headteacher, governors and staff should:
  - i. implement the full range of the Foundation Stage curriculum by:
    - ensuring that the requirement for personal, social and emotional development is planned and taught;
    - improving teachers' planning so that pupils' individual needs are met;
    - providing more detailed learning in the area of 'Knowledge and Understanding of the World' so as to promote enthusiasm and excitement for learning; and

- planning tasks to establish the important links between all areas of learning.

*(Paragraphs; 18, 34, 55, 84, 86, 89, 95)*

- ii. raise the achievement of the pupils capable of higher attainment in Key Stage 2, particularly in science, by:

- reducing the dependence on worksheets and producing different and more challenging tasks that develop pupils' skills in investigative and experimental work;
- using the detailed information available on pupils' attainment to ensure that the work set for those capable of attaining higher standards meets their learning needs; and
- ensuring that marking of work is more consistent, providing pupils with information on what they have to do to improve.

*(Paragraphs; 5, 58, 95, 130, 132, 136, 140)*

### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Produce and implement a consistent homework policy.

*(Paragraph 28)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

42

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

13

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 2         | 6         | 15   | 19           | 0              | 0    | 0         |
| Percentage | 5         | 14        | 36   | 45           | 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 one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

YR - Y6

|   |     |
|---|-----|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 147 |
| Number of full-time pupils known to be eligible for free school meals | 6   |

FTE means full-time equivalent.

#### Special educational needs

YR - Y6

|   |    |
|---|----|
| Number of pupils with statements of special educational needs       | 3  |
| Number of pupils on the school's special educational needs register | 18 |

#### 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 | 8 |
| Pupils who left the school other than at the usual time of leaving           | 4 |

### Attendance

#### Authorised absence

|             |     |
|-------------|-----|
|             | %   |
| School data | 4.0 |

#### Unauthorised absence

|             |   |
|-------------|---|
|             | % |
| School data | 0 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| 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 | 9    | 10    | 19    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 8       | 7       | 9           |
|   | Girls    | 10      | 10      | 9           |
|   | Total    | 18      | 17      | 18          |
| Percentage of pupils at NC level 2 or above | School   | 95 (91) | 89 (83) | 95 (96)     |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 7       | 9           | 9        |
|   | Girls    | 10      | 9           | 10       |
|   | Total    | 17      | 18          | 19       |
| Percentage of pupils at NC level 2 or above | School   | 89 (96) | 95 (96)     | 100 (96) |
|   | National | 85 (85) | 89 (89)     | 89 (89)  |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2002 | 12   | 14    | 26    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 7       | 6           | 9       |
|   | Girls    | 10      | 9           | 10      |
|   | Total    | 17      | 18          | 19      |
| Percentage of pupils at NC level 4 or above | School   | 73 (70) | 69 (61)     | 81 (91) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 7       | 7           | 11      |
|   | Girls    | 12      | 12          | 12      |
|   | Total    | 19      | 19          | 23      |
| Percentage of pupils at NC level 4 or above | School   | 73 (78) | 73 (70)     | 88 (65) |
|   | National | 73 (72) | 74 (74)     | 82 (82) |

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





### ***Recruitment of teachers***

|  |   |
|--|---|
| Number of teachers who left the school during the last two years   | 1 |
| Number of teachers appointed to the school during the last two years   | 1 |
|  |   |
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0 |
| 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 | 149 |
| Number of questionnaires returned | 64  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 59             | 36            | 3                | 2                 | 0          |
| My child is making good progress in school.  | 50             | 45            | 5                | 0                 | 0          |
| Behaviour in the school is good.   | 38             | 53            | 6                | 0                 | 3          |
| My child gets the right amount of work to do at home.                              | 30             | 47            | 19               | 2                 | 3          |
| The teaching is good.  | 58             | 33            | 8                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 27             | 50            | 22               | 2                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 55             | 41            | 5                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 56             | 41            | 3                | 0                 | 0          |
| The school works closely with parents.   | 28             | 48            | 22               | 2                 | 0          |
| The school is well led and managed.  | 48             | 42            | 9                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 48             | 42            | 9                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 61             | 27            | 8                | 2                 | 3          |

## **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**

81. Most children attain the Early Learning Goals by the end of their time in reception and some exceed them. Teaching is satisfactory with some that is good. The children try hard to complete their tasks and show a good level of interest in small groups and in one-to-one discussion.

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

82. Most children start reception with personal and social skills at the expected levels for this age. All children, including those with specific learning difficulties, make satisfactory progress and will reach the final stage or '*stepping stone*' of the Foundation Stage by the start of Year 1. Teaching is satisfactory, but opportunities to promote development, particularly personal and emotional development, are sometimes missed as there are few activities planned to extend children's learning. This is linked to the planning which does not always take into account individual children's need based on teachers' assessment. Children's independence is encouraged by the provision of opportunities for children to work alone or in small groups.
83. All children come into school confidently each morning and know the routine. They quickly learn to conform to expectations regarding the organisation of the classroom. Teachers' expectations of behaviour are clear and all children know how to behave in school and with others. They respond appropriately to adults and to other children and good relationships are usually evident between them and the adults who work in class.
84. Children manage their own personal hygiene, wash their hands and, when needed, dress themselves with a minimum of adult help. The teaching of these skills is good. Children are given a reasonable level of responsibility; for example, when cutting out or making puddles. They are good at helping one another and timely intervention from an adult supports these independent activities. Children share materials, but sometimes opportunities to encourage them to take turns, particularly when speaking, and to promote listening to each other, are not planned into the activities. In some activities, such as when children were building with construction kits or playing in sand, there was insufficient adult intervention. Consequently, opportunities to discuss challenges and guide children in making decisions and solving problems were not used.

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

85. Children start school with a wide range of competencies in communication, language and literacy. Overall, attainment on entry into school meets expectations. By the time the children are ready to start Year 1 of the National Curriculum all will have made satisfactory progress and many will have attained the final stages or '*stepping stones*' of the Foundation Stage curriculum. The quality of teaching in this area of learning is satisfactory. Teachers have a good understanding of the National Literacy Strategy as it relates to reception children and plan an appropriate range of activities, particularly focused on reading and writing. However, speaking and listening opportunities are not always adapted to meet the needs of these young children, some of whom have specific learning problems. The patient teasing out of ideas and modelling of sentences is not always evident in discussion and questioning so that sometimes learning is not as effective as it could be. The use of time in these long literacy sessions is not always adapted sensitively to the needs of this age group. For instance, occasionally children are expected to sit for long periods of time on the floor, with the result that some lose concentration.
86. All the children listen well and sit quietly when teachers read or when they give information; for example, about things from 'The Olden Days.' When discussing their story plans they work well with their 'talking partners'. Sometimes the lack of guidance from the teacher in these discussions means that children's thinking and speaking skills are not developed. During a creative session good instructions for gluing and good advice, ensured that children were confident at asking questions; a lower-attaining child asked, '*Which side do we put the glue on?*' and carried out the instruction

properly when answered. Children sometimes show good use of vocabulary, as when a more capable child described the puddle on the playground, *'It looks like a sparkly rainbow.'* Children do not always listen to each other and adults do not always encourage talk to improve children's depth of knowledge and to show them that their efforts at communicating are valued.

87. All children know which way to hold a book and how to turn pages. When listening to the story of the 'Typing Cows' they joined in with well-known phrases like *'click-clack-moo!'* The fun in this lesson held the children's attention and encouraged an appropriate love of books. When reading alone more-capable children read simple phrases like, *'What a silly dog!'* carefully and with expression. Average children read commonly used words like *'is', 'she', 'in', 'are'* and *'the'* accurately and use pictures to gain clues to what other words mean. However, they do not yet use initial sounds to do this. Less capable children try to *'tell'* the story and use their knowledge of simple words like *'my'* and *'is'*. They use picture clues to 'read' and get a good idea of what they are reading. When sharing a book about dinosaurs, one child demonstrated a good level of interest and knew common names like 'stegosaurus'. These discussions about exciting books with adults extend children's knowledge, either individually or within small groups, but were not planned for enough.
88. The teaching of writing is good. There are frequent opportunities to write during literacy sessions and more-able children confidently sequence two sentences, with letters reasonably formed. They write capital letters at the beginning of the sentence and for *'I'* and put in a full stop at the end of the sentence. Less able children, who could only scribble in September, can now copy, *'I went to Toys R Us'* with reasonable accuracy and legibly. There is a clear focus on letter formation and copy writing. Children recognise their own name and most make a good effort at writing it on their work, when asked to do so. All children, including those with SEN, enjoy using large felt pens and whiteboards, having a lesson in a *'Victorian school'* and practising *'writing'*, demonstrating a clear understanding that print carries meaning.

## Mathematical development

89. The quality of teaching in mathematics is satisfactory and the additional adult support in lessons is used well to support children with SEN. By the end of reception, overall attainment in mathematics meets expectations. The most capable children will reach the final stage or *'stepping stone'* of the Foundation Stage curriculum and attain the Early Learning Goals in most areas. Careful attention is given to counting skills, so that they are good. The majority of children, including some of the less capable children, will attain the expected level in this aspect of mathematics. Many children are familiar with words like 'hundreds' and some recognise 'thousands' as relating to very large numbers. Not enough teaching time is given to using mathematical ideas to solve problems or creating repeating patterns of colours, shapes and numbers. Consequently children's learning is not so good in these aspects.
90. The teaching of counting and recognising numbers is well focused. It is based on the teaching programme for reception children in the National Numeracy Strategy. At the beginning of each lesson children demonstrate their ability to count and sequence numbers to ten or 20. A range of worksheets is used to encourage children to count securely to 12 and beyond, so that the most capable can sequence 29, 30, 31 and 32 and 9, 10, 11 and 12 accurately, though some less capable children still have difficulty writing numbers to 10. Whole-class counting is included in mathematics sessions. Sometimes, when large, clear counting charts are used, children manage well; for example, counting down in tens from 100. However, the planning is not always careful enough to ensure that children know precisely what they are supposed to be learning. Although they have little experience of simple addition or subtraction of numbers, the more capable children can count down or up by adding or subtracting one from numbers below 10 with reasonable accuracy. Most children will reach or exceed the Early Learning Goal in counting. Singing and counting rhymes to consolidate and extend basic skills are appropriately used both in whole-class situations and in small groups. Children with SEN, singing *'Five Currant Buns'* gain a good understanding of counting up and back in the song.
91. Children's knowledge of shape and pattern develops at a slow but steady rate. The more capable children recognise 'squares', 'circles', 'rectangles' and 'triangles' and identify these shapes

successfully when colouring simple pictures. Average and less capable children have some lesser knowledge of simple shapes.

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

92. Overall, children reach the expected level in their knowledge and understanding of the wider world. Tasks are often similar for all children; a range of worksheets is used to record information and generally these are uninspiring for these young children. When provided with opportunities to extend their skills children show their capabilities well. When writing about his holiday a more capable child was able to include sentences about packing for the holiday demonstrating his developing writing skills well. Children were able to understand and identify types of transport in this topic. The average children identified planes and lorries and the more capable children extended the list with helicopters and motorbikes. Planning for this term's work on 'Our School' has provided appropriate opportunities for writing so that the more capable children record their likes and write, for example, *'I like my school.'*
93. Children show good control of the mouse when they use the computer. On a mathematical program the majority successfully select icons to click and drag figures and to 'dump' wrong numbers. However, there are not enough opportunities to investigate and understand materials and how things work. Although children have access to construction kits during their free-choice times, tasks are largely unplanned and skills unrecorded. Opportunities for learning key information in an exciting and imaginative way are not always exploited to the full. During a science investigation, when children poured water onto the playground to make puddles, some good language work was promoted with more capable children making sensitive observations. However, children's ability to ask questions about why things happen was not always developed by adults.
94. Sometimes, in whole-class discussion sessions, good examples of the patient teasing out of children's understanding were seen. During discussion of the material used for making an old bottle and the type of stopper used, careful questioning developed children's understanding so that they all knew that cork was used before plastic for stoppers. In a small group session using the skills of the learning support assistant and a visiting volunteer, the making of windsocks was a lively and absorbing task. The good understanding the adults had of the children's needs meant that skills such as cutting and gluing were developed alongside decision making, like which were the best colours to use, the length of streamers to make a tail and how the windsock works. The task was well timed so that all completed their windsocks and were able to see them attached to a fence and being blown about.
95. Teaching is satisfactory overall. Teachers plan suitable activities which children enjoy. However, teacher expectations are not always demanding enough to challenge and extend the learning of more capable children.

## **Physical development**

96. By the end of reception, most children will achieve the Early Learning Goals in physical development. Children make good progress in improving their skills of co-ordination, control, movement and manipulation. They learn how to put on and take off their own clothes and how to zip up their coats. The new outdoor area offers a limited range of opportunities for children to develop their physical skills in climbing and balancing and planning for its use is not yet sufficiently detailed. However, although it was not possible to observe the lesson, the timetable also allows time for children to use the gymnastic apparatus in the hall to develop these skills.
97. Children's ability to use space and movement are well promoted through their work on Victorian school life. Children were able to make comparisons with the way Victorian children did exercise in school to the way it is done now. A lesson to encourage lining up, standing very still and performing Victorian 'drill' finished with a time to run, change direction and use different ways to move and many children showed a good level of physical control. Children develop hand-eye co-ordination through decorating and sticking; for example, when making symmetrical ladybirds and butterflies with tissue

paper and glue. When given the opportunity, they use pencils, crayons, scissors and paintbrushes effectively and with confidence.

98. Teaching is sound and children make satisfactory progress attaining the expected levels by the end of reception. Lessons are well planned with appropriate opportunities to explore a range of movement experiences and to develop confidence and competence in physical skills. All adults appropriately promote children's competence in using fine tools like pencils, scissors and glue sticks and safety aspects are appropriately addressed

### **Creative development**

99. During their time in reception children make good progress in their creative development. Most are likely to reach the final stages or '*stepping stones*' and some will attain levels above this in this area of learning by the time that they are ready to start Year 1 of the National Curriculum.
100. There are appropriate opportunities to use paints, pencils and crayons and complete simple collages and pictures. Children respond confidently and enjoy using the range of resources. They paint and print with sponges, but, although most know most of the colours, many do not yet understand mixing colours. The role-play area encourages children to think of others and play imaginatively with other children; for example, whilst making food for a party. In the weekly music lesson children are able to explore sounds and to sing. They show their enthusiasm for music by moving in time to the beat and using facial expression to illustrate the animals in '*Old McDonald's Farm*'. Their singing is of good quality; regular practice makes them familiar with the words and animals. Most can identify a range of instruments and can say with a very good level of accuracy whether each is plucked or blown. Their knowledge of instruments is exceptional for their age, showing that they have taken a keen interest in previous lessons and remembered what they have been taught. The music teacher's high expectations challenge children well.
101. The quality of teaching in this area of learning is good and the teaching in music by the music teacher is very good. Teachers and supporting adults are enthusiastic and plan an interesting range of activities which children enjoy and which extend their learning experiences. Adults are good at encouraging children to use their own imagination.

### **ENGLISH**

102. Standards in English have improved since the last inspection in 1997. There have been improvements each year in national test results for seven-year-olds since 1999. In the 2002 tests for seven-year-olds standards in reading and writing are much higher than in most schools. Standards are very high in reading, particularly for the more able pupils and are well above national expectations in writing. Standards of speaking and listening are well above the national average for seven-year-olds. Standards in English for eleven-year-olds have been maintained since the last inspection and are in line with those in most schools nationally, but fall below those in schools in similar circumstances. In 2002 the school achieved its target for eleven-year-olds in English. The small year groups and difference in scores in tests each year mean that there is no significant evidence that girls attain higher standards than boys in reading and writing at the ages of seven and eleven. The inspection findings confirm the standards reflected in test results for seven-year-olds, but provide evidence of improved standards among the older pupils.
103. When pupils enter the school, their standards in speaking and listening are broadly in line with national expectations. By the time they are seven years old, pupils listen attentively and speak with enthusiasm and confidence. Standards of speaking and listening are high, largely as result of very effective teaching. In Year 2 the teacher deliberately mispronounces words for pupils to correct and challenges them to find better words. Year 2 pupils recite poetry and engage in extended discussions about stories. In Year 1 pupils respond to the language of their teacher and readily engage in a drama activity and story telling, to recap on a lesson based on "Three Billy Goats Gruff and the Troll." All pupils, including those with SEN, are encouraged to speak and listen carefully.
104. By the age of eleven, pupils can speak with great confidence on a range of subjects. There are many opportunities for them to listen to the teacher and each other, but limited opportunities for the more able pupils to give extended answers to questions. Less able pupils in Years 3 and 4 are well

supported by the classroom assistant. They clearly enjoy describing their experiences at a fairground and experimenting with words. Year 6 pupils explore the use of persuasive language in leaflets and advertisements. They enjoy creating and using unusual words to promote the school's Book Fair. They are confident talking about their interests and express opinions with clarity.

105. Reading is given a high priority within the school and this is reflected in the high standards achieved by children who are seven years old and the good standard of reading now evident in Year 6. There are opportunities for pupils to read a range of books for pleasure and for information on a daily basis. The school uses a published reading scheme alongside good quality children's books. It uses a home-school reading record book to record children's progress. Standards of reading are very good in Years 1 and 2. When sharing a story within the Literacy Hour, Year 1 pupils were very eager to read the text themselves and to answer the teacher's questions about what would happen next. They were wide-eyed with wonder at the text. They readily add to word lists, comparing size; for example, 'small', 'smaller', and 'smallest' and use the displays in the classroom to increase their knowledge of words. One corner of the classroom is transformed into the lighthouse from the book "The Lighthouse Keepers Lunch". In Year 2 more-able pupils use the dictionary to find words beginning with 'sl-'; for example, 'slide', 'slug' and 'sledge'. They also discuss the writer's use of punctuation and the effect that it has on the reader. The majority of pupils understand the need to practise their reading skills and read confidently and with expression. The less able pupils recognise words in simple texts and practise using sounds to make words in carefully planned lessons. By the time they are seven, pupils make good progress in developing their reading skills.
106. In Key Stage 2 standards of reading are in line with national expectations, but there are some good signs of improvement in the older pupils' reading ability. Reading assessments show that many more pupils currently in Year 6 will meet or exceed national expectations by the time that they leave the school. In Years 4 and 5, pupils read a range of books and enjoy investigating how stories can be written and adapted for different audiences. In a good-humoured lesson they read alternative versions of "Beauty and the Beast". All pupils followed the shared text, with the less able being supported in their reading by a classroom assistant. The more able pupils are able to discuss use of alliteration, adjectives and adverbs in the passages that they read.
107. Year 6 pupils understand the parts of a book and can use the contents, index and glossary pages to locate information. They know the difference between different kinds of poetry and other forms of writing and are able to read and appreciate more demanding texts. They read with increased confidence and can talk about favourite authors, including J K Rowling, J R R Tolkien and Phillip Pullman. One very able pupil knew about the Booker Prize for literature. During the inspection pupils in Key Stage 2 were observed doing individual reading within quiet reading times. Within the Literacy Hour, teachers are not using time for guided reading work, with a group of pupils sharing and analysing text together. As a result, all pupils, but particularly the more able, are missing the opportunity to extend their learning by working intensively with more demanding books.
108. Standards in writing are in line with national expectations throughout the school. Standards of handwriting, presentation and spelling are good in pupils' books and on worksheets. Handwriting is taught well and the teachers' expectations of well-presented work are met by pupils of all abilities. Pupils cover a good range of work in their writing. In Year 2 they practise letter writing, story writing, punctuation and grammar. Most pupils in Year 2 use simple sentences accurately, using capital letters, full stops and speech marks. Pupils' ability to spell is tested against timed tasks and meets expectations. All pupils, including those who are less able, make satisfactory progress. By the time pupils reach Year 6 their spelling is secure and their work is mostly grammatically correct.
109. Whilst the average and more able pupils can write interesting stories in Year 2, there are insufficient opportunities for pupils to write more extensively across the school.
110. Pupils respond well to a diet of worksheets which improves their skills but which, in some cases, limits the scope of their writing. Written tasks are often not matched to the range of pupils' abilities in each class, particularly those of the able pupils who are capable of more sustained pieces of writing. Few examples of sustained story writing were seen during the inspection. Pupils too often complete the same activities in lessons. More-able pupils in Years 3-6 spend too long rehearsing what they already know. Where opportunities are taken for pupils to write for a real purpose, standards are

improved. Written work produced by Year 6 pupils on the computer and presented as biographies of famous people is of good quality. Book reviews written in Years 3 and 4, accounts of visits by the local bakery to pupils in Year 4 and 5, and reports on the local schools' football tournament provide good examples of experience-based writing.

111. The quality of teaching observed during the inspection was never less than satisfactory and was more often good and very good in Years 1 and 2. Teachers have a secure grasp of teaching the basic skills to pupils. They know the subject well and are well prepared to deliver it in lessons. Teachers look for the opportunities to extend learning beyond the Literacy Hour into topic and theme work and make good use of computers to promote and develop pupils' learning. In Years 3 and 4 pupils design headlines, more-able pupils using the computer programs MS Word and less able pupils using Text-Ease. Pupils in the same year group learn to recognise and use emails, pupils in Years 4 and 5 produce texts and storyboards and in Year 6 pupils write biographies using MS Word.
112. Where very good and good teaching was observed in Years 1 and 2, teachers were animated and enthusiastic about the subject, varied their teaching to suit the range of pupils in the class and quickly engaged them in the activities. In Year 1 the teacher used physical activity to keep the children alert and engaged them in multi-sensory work throughout the lesson to retain their attention. The pace of learning in these lessons was brisk and the pupils made good progress. As a result of the teachers' enthusiasm, the pupils themselves were enthusiastic. In Year 2 the teacher very effectively demonstrated the language that she wanted her pupils to use. She used words in a sophisticated and challenging way and used her questioning as the means to extend the more and less able pupils in the class. As a result, one Year 2 pupil was able to share her delight in the poetic use of words. She described "the palest of pink blossoms" in a Japanese story. The quality of teacher questioning is good throughout the school and is used well to challenge pupils' thinking at all ability levels. Teachers use humour to good effect throughout the school. There were moments of hilarity in Year 5 when pupils produced descriptive words for the "Beastly Times" and in Year 6, where pupils wrote catchy phrases to include a publicity leaflet for book week.
113. In some lessons observed in Key Stage 2 there was insufficient challenge in the tasks provided for more-able pupils. Expectations of pupils' learning are too often limited by the boundaries of the worksheet provided rather than their ability. Opportunities are not always taken to extend pupils' thinking through marking, which is too often restricted to ticks and praise. There is little evidence of teachers using comments or suggestions to improve or develop pupils' thinking. In the teachers' responses to written tasks, particularly with the older children in the school, this is a weakness. Pupils with SEN are very well supported in English lessons, with effective use being made of learning support assistants, who support teachers most lessons.
114. Pupils' attitudes to learning were very good or good in all the lessons observed. They respond to their teachers and behave well. Teachers manage individuals and occasional distractions in the classroom well, positively encouraging good responses from all pupils. No differences were observed between the responses of boys or girls within lessons. Boys are engaged and enthusiastic about their work.
115. The leadership and management of the subject are sound and as a result progress has been made since the last inspection. The school has successfully implemented planning guidance based on the National Literacy Strategy and National Curriculum requirements. There is a subject co-ordinator, but monitoring of teaching and learning within the school is still at an early stage of development. The co-ordinator is a part-time teacher, which restricts the time available for monitoring the work of the school in this key subject. However, this year she has supported the newly qualified teacher and has observed teaching and learning in Year 6. The co-ordinator attends regular training meetings, organised through the local cluster of schools in order to remain well informed about the curriculum. Good use is made of additional support funding and the school is using booster funding for pupils in Years 4-6 and for additional and further literacy training to support pupils' learning. The school is well supported by a very effective governor who annually monitors literacy in each classroom and reports to the governing body. The school is using tracking grids provided by the LEA for writing and reading, on which teachers plot each pupil's progress. It knows its pupils well and sets appropriate targets for them.

## **MATHEMATICS**



116. Currently, standards in mathematics in Year 2 are above average. Attainment in mathematics on entry to Year 1 is in line with expectations and pupils' achievement over time through Years 1 and 2 is good. Pupils with SEN are very well supported; their individual tasks provide appropriate, focused activities related to mathematical language or counting, and the very strong relationships evident between pupils, learning support assistants and teachers ensure that these pupils remain very involved in their tasks. In Year 6, standards are above average and this indicates higher standards than at the time of the last inspection, when they were in line with expectations throughout the school. From Year 3 to Year 6 the analysis of work confirms good achievement. In Key Stage 2 pupils with SEN make good progress in relation to their prior attainment, due to the focussed preparation of their tasks and precise support for their learning. Throughout the school, both boys and girls work conscientiously and there is no difference between their respective achievements.
117. Results in national tests for Year 2 pupils have risen steadily year by year and, in 2002, results were well above the national average. This is mainly due to the high percentage of pupils attaining the higher Level 3 in tests. The proportion attaining or exceeding the expected Level 2 is in line with the national average. Standards in national tests for Year 6 pupils have fluctuated since 1998 and were in line with the national average in 2002, when they included the proportion of pupils attaining the higher Level 5. In comparison with those in similar schools, using both free school meals figures and prior attainment, results were well below what is usually found.
118. In Year 1, most average and more capable pupils currently have a suitable grasp of counting to 20 and beyond and can add simple amounts of money in pence up to 10p and in pounds up to £10. They can double single-digit numbers accurately and can make up sums with words to illustrate counting on or counting back to 20. Less capable pupils have a reasonable grasp of adding to 10 and sequencing numbers to 20 and can add small amounts of money; for example,  $5p+1p=6p$ . The early understanding of odd and even numbers is developing appropriately.
119. In Year 2, the most capable pupils can sequence numbers accurately to 100 and beyond, compile numbers to 999 using three digits and can write the numbers accurately in words. These pupils can construct simple graphs, bar charts and pie charts using the computer. They can read information from a simple bar chart and recognise, for example, that *'there are two more dogs than cats.'* They can estimate reasonably and measure accurately to 20 cm and estimate and measure everyday items in metres or weigh them in kilograms with reasonable accuracy. Their grasp of non-standard and standard measures is good and their work is very often totally accurate. The work of average pupils is of a similar range. In September these pupils could add numbers with reasonable accuracy to 12. Progress has been reasonable across the range of mathematics and now these pupils handle the addition of tens to 100, usually confidently and can see the links between, for example,  $2+3=5$  and  $20+30=50$ . They confidently double numbers, linking  $7+7=14$  with  $70+70=140$  and  $25+25=50$ ;  $30+30=60$ , so  $35+35=70$ . Their management of numbers is at a similar level to that of more-capable pupils, although slightly less confidence is shown and a few more errors are evident from the average pupils. This indicates that the work for more-capable pupils sometimes lacks challenge; the regular use of similar workbooks for all pupils somewhat restricts the progress of more-able pupils.
120. Less capable pupils usually have separate tasks and are given support in small groups or individually whilst they work. This supports well the development of their knowledge and skills. Their rate of progress is the same as that of other pupils and they can now manipulate numbers to 10 with confidence and can add and subtract to 100 when there is a logical way to do this; for example,  $80+20$  and  $70+30$  or  $51-30$  and  $88-70$ , although not always accurately. Pupils' knowledge of shapes is satisfactory; average and more capable pupils recognise rectangles, triangles, pentagons, octagons and circles.
121. Pupils in Year 3 can recall familiar tables like twos, fives and tens and can use function machines and cubes to work out the three-times table. More capable pupils can work out sums like  $24 \times 3$  accurately, but the restrictions imposed by the task when investigating the three-times table did not provide sufficient opportunities to pursue the number patterns created. Pupils with SEN are very well supported; they use cubes to answer individual problems and reach a secure understanding of the concept of groups of three. In Year 4, higher-attaining pupils can read the 12-hour digital clock very confidently. In fraction work they know that  $\frac{2}{4} = \frac{1}{2}$  and accurately colour  $3\frac{1}{3}$  out of six blocks. These pupils add and subtract simple hundreds, tens and units, subtracting, for example,  $532-12$  accurately.

Less capable pupils recognise numbers above 100 with reasonable accuracy and can sequence days, dates and months. Their work on the nine-times table indicates a good level of understanding of number patterns, but generally attainment in this year group is in line with national expectations. In Year 5, achievement is good and attainment is above national expectations. Average pupils recognise solid shapes and accurately identify the number of edges, faces and vertices. They have a secure understanding of methods of multiplication using a range of strategies like doubling and halving to multiply numbers like  $13 \times 14$ . More-capable pupils can double large numbers and can recall the time accurately and swiftly using 12-hour and 24-hour clocks.

122. In Year 6 standards are above average. More capable pupils can accurately identify the larger number when using decimals like 28.603 and 28.612, demonstrating a good understanding of place value. One writes, *'My rule for multiplication of decimals is move the digits one place to the right, don't move the decimal point'*. These higher-attaining pupils can use co-ordinates in four quadrants accurately and multiply thousands by two-digit numbers accurately and swiftly. They read scales on thermometers using negative numbers and have a very secure knowledge of the names of regular polygons and many other two-dimensional and three-dimensional shapes. Average pupils cover a similar range of work although make more errors and generally complete fewer examples indicating that the most capable pupils are sometimes insufficiently challenged. Less capable pupils are beginning to recognise thousands in words and numerals, but the manipulation of these larger numbers is not yet secure. All pupils understand the concept of negative numbers and the less capable can make simple calculations to 10 accurately. These pupils recognise simple two-dimensional shapes, work out the area of simple rectangles and understand reflective symmetry; for example, in the letter H.
123. At the time of the last inspection, teaching was good. It is now invariably good, with very good and excellent teaching seen in Year 5 and Year 2. Throughout the school, pupils are taught in single year groups. From Year 3 to Year 6 these groups are small and this is beneficial as the school can use the National Numeracy Strategy to full advantage in planning and teaching. This well-focused teaching ensures that pupils behave very well and have very positive attitudes to mathematics. Lessons are well prepared, with mental starters which are usually brisk. Teachers pay good attention to the needs of individuals so that questions challenge each pupil. Group work is well prepared and, particularly in Year 4, is accurately aligned to attainment, with useful consolidation provided.
124. In all classes, teachers have a good rapport with pupils and relationships are very good. This is particularly noticeable when teaching is very good or excellent; a quiet word of clarification or support is offered, but this intervention is not allowed to detract from the brisk, businesslike teaching, so that all pupils concentrate well and remain very involved in the lesson. When working on their individual tasks, pupils are diligent and behaviour is good. Small classes enable teachers to assess pupils' learning carefully and work is regularly marked for accuracy. Regular assessments of what has been learned are made through testing. However, as yet there is little reference in marking to pupils' individual targets for learning, although, in discussion Year 6 pupils are very aware of what must be learned to reach the next level.
125. The subject is well managed. The co-ordinator is very well informed about standards in the school and analyses the results in the national tests to identify any areas of weakness. The school's 2002 Year 6 statutory target was achieved and the targets for the next two years, set at a higher figure, are realistic and appropriately challenging. Teaching is well monitored through the observation of lessons by the co-ordinator and the numeracy governor, who is fully involved in checking standards and observing teaching. There is a mathematics review and improvement plan, which highlights tasks to be undertaken and appropriately identifies the need to challenge the more able pupils. The current management of the subject puts the school in a good position to achieve this objective.

## SCIENCE

126. Standards in science by the end of Year 2, have improved significantly since the time of the last inspection. By the time that they are seven, pupils have absorbed a great deal of scientific information. They make rapid progress and achieve at a very high level. Standards in Year 2 are very high in comparison with those in schools in similar circumstances.

127. At the time of the last inspection eleven-year-old pupils' standards were below national expectations, although progress made by pupils was described as steady. By the time that pupils reach Year 6, standards in science are well below national expectations, and the percentage of pupils reaching the higher levels of attainment is well below the average for similar schools.
128. There has been an apparent decline in standards among older pupils in science since 2000. The school is aware of this trend. The disappointing Year 6 test results in 2002 are to some extent explained by the large numbers of pupils entering the school (38 per cent of the year group) after Year 3. During the inspection the science results were scrutinised carefully. Within this group there were three pupils with significant special needs who were unable to sit the tests. Of the remaining children, all except the most able made reasonable and expected progress. Too few children achieved at the highest level in the tests.
129. Following the analysis of pupils' work, lesson observations and discussions with the pupils currently in Year 6, the judgement is that standards are now very much higher.
130. For younger and older pupils standards of investigative work in science are well below expectations. Throughout the school there are insufficient opportunities provided by teachers for more-able young scientists to explore their ideas in a more extended way. Too often activities are limited to tasks prescribed by the worksheets provided. Consequently the school does not achieve higher standards in investigative and experimental work.
131. Standards of pupils' work seen during lessons observed in Years 1 and 2 are in line with national expectations. Much of the science work is covered within topics and themes. By the time that they are in Year 2, pupils can sort materials into natural and "not" natural sets and then extend this learning into work on materials used to construct houses. They make plasticine balls and then reshape them by dropping them against hard surfaces to measure the effect of force. They can identify forces including pushing and pulling, and realise that there are reasons why moving objects can speed up, slow down and change direction. More-able pupils make good observations about the brightness of light bulbs in electrical circuits, while less able pupils enjoy making simple circuits using buzzers, wires and batteries. Seven-year-olds recognise the differences between living things and things that have never lived. They can account for differences between plants and animals. More-able pupils can group animals into different kinds. Tasks set for pupils and the materials used with them are not significantly different for pupils of different abilities and this often restricts the scope and challenge of tasks for those pupils capable of attaining higher standards.
132. By Year 6, pupils have covered a broad range of science and standards are in line with expectations. In Year 4, pupils work on condensation and evaporation. They observe the changes that result from heating solids and melting them into liquids to make gasses. In Year 6, pupils design experiments to test different filtration systems within a class project on rivers. Their science books are well organised to show a breadth of work. This includes some high-quality work on up-thrust, air resistance, gravity, sources of reflected light and life cycles, inhuman and animals. There is a reasonable standard of work presented within the books but an overemphasis on worksheet activities and very little evidence of pupils engaging in practical investigative work. Teachers do not use their marking of work to extend pupils' understanding of science.
133. Discussions with more-able Year 6 pupils show that they understand what they have been taught. They are able to talk about ways to measure the strength of magnets and understand the need to establish fair testing within scientific investigations. They know about the effect of exercise on the circulatory system in their bodies. Discussions with pupils indicate that standards in science have improved and that pupils are enthusiastic about the practical aspects of science. They fondly recalled making helicopters to test flight and wind resistance.
134. During the inspection, science lessons were observed with pupils in Years 1, 2, 3/4 and 6. The quality of teaching was judged to be satisfactory or better in all cases, with some good teaching being observed with younger pupils and with a group of mixed-ability Year 6 pupils. In a good Year 1 lesson, boisterous pupils were quickly engaged in the lesson by the teacher, who quietly sang instructions to them. They responded well and soon were told the purpose of the lesson, which was to name the parts of a plant. The pace of learning was brisk and the teacher was secure in her

subject knowledge. This allowed her to question and challenge pupils' understanding. When asked by the teacher how a plant got water from the ground, one pupil answered that it was by "the opposite effect of getting milk from a cow's udder." Pupils were enthusiastic and made to think hard about what they knew. The less able pupils, including one with SEN, were fully involved in the lesson. Practical work included an opportunity for pupils to plant seeds in trays. They also used the computer to enter words and pictures about plant growth. There was good support from a classroom assistant. The good features of that lesson were also observed in other lessons.

135. In Year 2 the teacher started an ambitious lesson on changing materials by testing what pupils had remembered about natural and made objects. The work was extremely challenging and the teacher used highly technical vocabulary, "translucent", "transparent" and "opaque" to extend the pupils' understanding. Some pupils struggled to keep up with the pace set by the teacher, but the less able and those with special needs were supported by a classroom assistant and a visiting learning support teacher. Too much time was spent in discussion and pupils only really grasped the point of the lesson when they had the chance to handle materials which changed by heating or adding water. As a result of sound teaching and practical work pupils were encouraged to behave as scientists, make observations and find answers to problems.
136. The pace of learning observed within lessons for younger pupils is not always seen in work with older pupils. In Years 3 and 4, pupils began investigating alarm systems and their use in everyday life. This activity led into further work on physical processes and the use of electrical circuits to create alarms. The initial lengthy introduction to the lesson meant that pupils had very little time to experiment with alarm systems themselves. They worked individually on a common worksheet which, in the case of the more able pupils, did little to stretch their learning. Pupils of lower ability were challenged by the task but persevered with it, making good progress. In Year 6, pupils engage in practical experimental activities in small groups withdrawn from the classroom and supported by the classroom assistant. This approach to teaching the subject naturally limits the amount of practical work that pupils can engage in. In a well-prepared and managed lesson a mixed-ability group of pupils tested the chemical effect of mixing different solutions. While most pupils were happy observing the fizz and froth effect of washing soda in water, lemon water and vinegar, opportunities were lost with two brighter pupils who wanted to talk about acidic and alkaline solutions.
137. Pupils have positive attitudes towards the subject. Boys and girls are equally engaged with science. They settle well to practical tasks and respond to the need to work safely with materials. Pupils are well briefed by the teachers on safety issues. In Year 2 they understand why they cannot taste the food material used in lessons on materials. Year 6 pupils readily wear safety goggles in their work with solutions. They enter the classes keen to learn and settle quickly to tasks. Pupils are eager to respond to their teachers.
138. There has been satisfactory progress in the leadership of the subject since the last inspection. The school has introduced a useful guidance document for teachers' planning and teaching and there is a programme of science work which is carefully planned to ensure that pupils in mixed-age classes do not repeat themes. The school has recently appointed a subject co-ordinator who recognises the need to access support in order to boost her own knowledge and increase that of her colleagues.
139. Good use is made of links with the local specialist Science College and support from the local authority. There are good systems in place for tracking pupils' progress, but teachers do not always use what they know about pupils to extend their learning.
140. Monitoring of the subject as a whole is a weakness within the school. The teaching is monitored but not regularly enough to identify areas for further support and to identify and spread the good practice that was observed during the inspection. As a core subject, science is currently reviewed every three years. This is insufficient, given the recent results for Year 6 pupils, national changes in tests and the increasing need for pupils to engage in investigative work. The school has not yet carried out an analysis of its test results to identify the strengths and weaknesses of teaching and learning in order to improve teachers' planning and raise standards.

## **ART AND DESIGN**

141. The evidence of work on display, discussions with pupils, finished pieces shown in assembly and a lesson observation indicates that attainment is well above expectations by the end of Year 2 and above expectations by the end of Year 6. This represents an improvement since the last inspection, when standards were average at the end of both Year 2 and Year 6. Throughout the school there are good links between art, history and geography, with high-quality drawings in Year 6 of river features, accurate and carefully painted. There is no difference between the attainment of boys and girls. All work with great enthusiasm, enjoy the subject and produce the same high-quality work.
142. Pupils with SEN give careful attention to their work so that their progress keeps pace well with that of others. This is due to the high-quality teaching in the subject and the high level and quality of additional adult support usually available in lessons, so that a good level of discussion takes place and these pupils become very absorbed in their tasks.
143. Throughout Year 1 and Year 2, pupils use a wide range of materials and techniques. When painting their self-portraits they use primary and secondary colours well and paint skin tones and hair very carefully so that colouring very closely matches their own. Year 2 pupils recognise the bold, clear colours of Picasso's paintings and model their own work on his style very well. Their clay work shows a good level of skills, with pupils joining wings or beaks to a model bird by wetting the clay and making slip. They use a wide range of tools like sponges and brushes, selecting and using the range of brushes appropriately for fine and coarser work. A picture in Year 2 showing the Great Fire of London shows the use of a range of techniques; sponge prints, painting with brushes and carefully cut-out appliquéd silhouettes are used to great effect to portray the burning city and the people using the river to escape in boats. Pupils' knowledge of the lives and styles of artists and craftspeople is extremely good. They speak with great enthusiasm about the work of Monet; they know about his garden, his Japanese bridge and his numerous paintings of water lilies. One capable pupil explained that, whereas Mondrian uses bold colours with shapes and lines, *'if you stand too close to Monet's pictures, it looks like small splodges!'* Another describes in detail Picasso's *Weeping Woman*, emphasising her angular face, showing both a side view and a front view.
144. Pupils in Year 3 and Year 4 link their clay work with the study of Ancient Greece, producing very good examples of trays and dishes in the early Greek style, using an imprint method with sharp sticks. Their pictures based on the works of Kandinsky in tissue and glue with paint show a good level of understanding of his abstract style. Links between art and history are appropriately promoted in Year 5, where pupils illustrate their work on the Tudors using paint and crayon, giving fine attention to detail; for example, in the peacock's feathers. Attainment is good in Year 6. Links with other subjects like history and geography are strong and regular use is made of pupils' skills in still-life drawing.
145. Pupils are invariably good at recording from direct observation, using colour and texture, shape and form sensitively. Their drawings of a radio from the 1950s, a modern radio and a CD player are good; pupils, including those with SEN, work carefully and concentrate on the fine detail. Others sketch and draw shoes for the future and again pupils are thoughtful and show a good appreciation of shape and line. Their three-dimensional models of Anderson shelters and their wartime rag rugs are of very high quality and support their World War 2 history work very well.
146. Their knowledge of the work of mainly western artists is very good. They know that Leonardo da Vinci painted the Mona Lisa and *'was a good inventor too'* and that Van Gogh, who *'cut off his ear'*, painted in a very different style from Picasso and describe both well. They include Rolf Harris as a modern artist and speak knowledgeably about Aboriginal art. They value the works of art by former pupils that are displayed in school, speaking about the village and identifying its buildings and describing the techniques used for the paintings. The range of materials used throughout the school is usually good; as well as paint, fabric and clay, it includes charcoal, gel pens and crayons. However, Year 6 pupils say that sometimes in the school they have access only to a more limited range of materials, *'mainly felt tips'*, so that attainment is not as high as it could be. The discussion with pupils, an analysis of work and sketchbooks and observations of lessons indicate that sometimes opportunities to use sketchbooks for a design before working on a piece are missed and opportunities to evaluate finished work in order to modify and improve it are not so well developed as other areas of the curriculum.

147. Teaching is good throughout the school and pupils are very enthusiastic about art. One Year 2 pupil said, *'It's the best thing in the world!'* Careful planning ensures that teachers follow a full and detailed programme, although the teaching of critical appraisal is not so embedded in practice. Pupils are very thoughtful about their tasks and become very involved in their work due to teachers' high expectations in most lessons. Pupils with SEN are well supported. Teachers take time to discuss choices and encourage these pupils sensitively. The education care officers are used well. They show a high level of subject knowledge so that they too can give good support to pupils. Strong characteristics are the teachers' enthusiasm for the subject and the generally good level of teacher expertise. These support high-quality discussion and impart a good level of knowledge. Throughout the school, teachers value pupils' work highly and this is reflected in the displays around the school, which make the classrooms and corridor areas of the school bright and attractive.
148. The subject is well managed. The co-ordinator is very knowledgeable and shares this knowledge and expertise so that staff are well supported. An improvement since the last inspection is the secure plan for learning. The subject makes a very good contribution to pupils' personal development, with discussion and sharing strong features of all lessons. The very good opportunities to study the work of well-known artists, including opportunities to study Aboriginal art and the high levels of knowledge displayed ensure that art makes a very good contribution to pupils' cultural development.

## DESIGN AND TECHNOLOGY

149. At the time of the last inspection standards in design and technology were judged to be above the national average. During this inspection standards were found to be in line with national expectations. Only limited opportunities were available to observe design and technology during lessons. Judgements have been made on the basis of talking with pupils and a scrutiny of pupils' work displayed in the classrooms and in their books. The evidence shows that pupils in each age group do as well as expected.
150. By Year 2, pupils design and make vehicles using cardboard boxes and pre-cut wheels. In the lesson observed some of the pupils chose to make lorries; others chose to make buses and discovery vehicles. They worked carefully and discussed with each other the success of the designs, measuring stability against how easily the vehicles toppled over. These vehicles are used to test speed down an incline made of bricks. The results of this experimental work are then presented using the computer. Year 2 pupils also make puppets of various kinds including simple glove, shadow and string puppets. This work is part of the national scheme of work, which the school has successfully established since the last inspection.
151. In Year 3, pupils explore different alarm systems and during the inspection they were asked by their teacher to identify the purpose of three different alarms. They categorised other alarms by the sound they made and were intrigued by silent alarms that vibrate or flash. This introductory lesson is followed by pupils designing and making their own alarm systems. All pupils made satisfactory progress during this lesson and the less able were well supported by a classroom assistant who helped them with a modified worksheet activity. The alarms project made a deep impression on pupils. Several Year 6 pupils remembered it with enthusiasm. One more-able pupil described with considerable clarity her lighthouse design, which included a fitted alarm for rising tides.
152. In Year 4, pupils learn various techniques to create pop-up books. In a carefully planned series of lessons they learn how to create design features using card. They are proficient in making sliders, hinges, linkages and levers, all of which are features of pop-up books. These skills are then put to good use within a unit of work on storybooks. While most pupils designed covers for their story books during the lesson, several were working with the ICT consultant on computer-based designs using "Word Art" and "Dazzle" to produce elaborate headings and titles. This was good use of the consultant's expertise.
153. By Year 6, pupils have covered a broad range of work. As part of their work on the Second World War they make corrugated card models of Anderson shelters, which are tested for strength and then

reinforced with thicker card. They design on paper and then make rag rugs. They follow the national scheme unit on slipper design and during the inspection were making observational drawings of shoes which were then used as templates for designing a shoe for the future. All pupils were engaged in this activity, including those with SEN, one of whom produced a piece of work of high quality. Not enough is done to extend able pupils by allowing them to have opportunities to use their thinking and skills in more open-ended design activities.

154. The quality of teaching observed during the inspection was never less than satisfactory and several of the lessons had good features. These included good lesson planning and preparation of resources for learning and a reasonable pace of learning within the lessons, which allowed all pupils, including the more and less able, to make progress. Good use is made of classroom assistants, the ICT consultant and volunteer helpers to support pupils in practical activities. Teachers use good humour as a matter of course within their teaching and pupils respond readily to it. In Year 6 the teacher set the rule for designing shoes for the future; shoes had to be non-violent in purpose. In all lessons pupils clearly enjoyed the practical and experimental aspects of design and technology. As a result their attitudes towards the subject were sound. Pupils in Years 1 and 2 showed great pride in their models and designs during the "Golden Book" assemblies. The school makes use of the subject to enable pupils to take responsibility for themselves and others. This is seen in their management of resources and in the way they work together on shared tasks.
155. The headteacher currently provides satisfactory leadership for the subject. The school has made progress in the subject by introducing a scheme of work and ensuring that all teachers deliver units of work within it. This provides them with confidence and pupils with the progression in learning that was lacking at the time of the previous inspection. The subject is well integrated within all teachers' planning. They successfully make links with other areas of the curriculum, including history, art, ICT and science. The school's policy emphasises the importance of computers in design work. In particular, pupils are encouraged to access images using CD Rom, present information on spreadsheets, and draw and paint "on screen". Resources for the subject are adequate and the creation of a new resources room will allow the organisation of the efficient use of the resources that the school has. Monitoring of the subject is organised every three years. The monitoring plan for the school curriculum indicates that a review of design and technology is planned for 2003. The subject is given sufficient time within the school's overall curriculum. It has not been an area of the curriculum considered by the school to be in need of a major review of teaching and learning. However, monitoring of teaching and sampling of pupils' work are areas which the school wishes to develop.

## **GEOGRAPHY and HISTORY**

156. At the time of the last inspection there was a need to implement a programme for learning in geography. This has been addressed by adapting a national scheme to meet the requirements of the school. When last inspected, standards in geography were in line with expectations at the end of Year 2 and Year 6. The school teaches the subjects in modules and during the inspection it was only possible to see one geography lesson, in Year 2. However, further evidence was collected from an analysis of pupils' work and displays and from discussions with pupils in Year 2 and Year 6. On this evidence, standards in geography are now above expectations by the end of Year 2 and in line with what is expected by the end of Year 6. This levelling off of standards for the older pupils is due to an over-reliance on worksheets to support the acquisition of knowledge, to the detriment of the acquisition of skills and the use of enquiry.
157. When the school was last inspected there was no programme for learning in history. This need has been addressed well. The school has adopted a national scheme and adapted it to meet its specific needs as a village school. At the time of the last inspection standards in history were average at the end of Year 2 and above average at the end of Year 6. Standards are now above expectations by the end of Year 2 and in line with expectations by the end of Year 6. Between Years 3 and 6 there is an over-reliance on worksheets to support the acquisition of knowledge and these are not particularly inspiring, so that sometimes pupils find it difficult to sustain their concentration. However, in the current Year 6 study of World War II the high level of teacher knowledge and the introduction of first-hand evidence in teaching engender a high level of enthusiasm for learning and the depth of knowledge and attainment are good.

158. Good links between geography and history are evident in planning. The 'Village Trail', visits to places of interest such as Sudbury Hall and the opportunities for orienteering on the residential visit support these links well. These activities make an appropriate contribution to pupils' map-reading skills. They provide opportunities to look at and read maps such as the simple street maps in Year 2. This map-reading work in Year 2 is skilfully extended to encompass the use of symbols when making a map of Laximpur, a village in Bangladesh, studied as a contrasting world location. Pupils compare homes in Laximpur with their own home, recognising that, whereas our water is readily 'on tap', the family in the village of Laximpur must walk to the tube well to get water. This comparison of life styles is also used well in history to compare the past with life today. Year 2 pupils know that London is now a much safer place than at the time of the Great Fire. The fire brigade, the wide streets and the buildings of brick and stone make it much safer than did the cramped living conditions and homes of wood and thatch of the time. Pupils can explain why the efforts to put out the fire with buckets of water were unsuccessful in the high wind. They know about famous people from history like Samuel Pepys and Florence Nightingale and understand the living conditions during their lifetimes. One less capable pupil noted that a television and vacuum cleaner were out of place in Florence Nightingale's hospital ward and wrote, *'she wanted to help sick people'*. In a geography lesson on waste, these Year 2 pupils can clearly explain why it is necessary to care for the environment and know that paper and other materials can and should be recycled.
159. The analysis of work indicates that pupils in Year 3 and some in Year 4 have an appropriate understanding of weather and know, for example, that during cold weather or in times of flood the farmer will have to put the sheep in a shed. They know which regions of the world are cold and which are hot and have a reasonable understanding of the effects of climate on people's lives. Their history study on life in Ancient Greece gives a suitable insight into the history of a European nation and provides good links with art, supporting cultural development well. They know that the Ancient Greeks worshipped many gods and know some of the myths and legends of the people. Some pupils in Year 4 and Year 5 can use a map to compare a village like Rosedale Abbey with the town of Bradford and recognise the meaning of the symbols on the map. Planning provides for this work to be extended to link with pupils' studies of their own village when they consider its history and geography in the summer term 'Village Trail.' However, the opportunity to set up an e-mail link to support a study of a contrasting place in the United Kingdom has not yet been taken up.
160. Year 5 pupils' knowledge about Tudor life is at the expected level for their age. They compare the lifestyles of the rich and the poor and have a reasonable knowledge about Tudor pastimes. Although they use Internet to research Tudor life, some of the material used in lessons lacks the challenge and stimulation to fully absorb these pupils so that their level of interest and rate of learning are lower than they could be. Year 6 pupils attain what is expected for their age in both geography and history. In geography, pupils know the characteristics of rivers, such as meanders, waterfall and irrigation, with an average pupil describing a gorge as *'a big, steep and rocky valley.'* Opportunities to extend learning for more-able pupils, for example, following the course of major rivers of the world and studying the ways in which settlements develop and change, are missed.
161. Year 6 pupils are very involved in their current study of World War II and their level of knowledge about the war is good for their age. They know that primary sources like diaries provide good evidence, although this may be biased towards the writer's point of view and that stories passed down from generation to generation, *'really can't be relied on; they're like Chinese whispers.'* They understand the events leading up to the war and the conditions under which people lived. They know how households have changed since the war, with the introduction of more electrical gadgets, so that, for example, the automatic washing machine has replaced the dolly tub and the electric washer has replaced the mangle and the twin tub.
162. Teaching in Years 1 and Year 2 is good in both subjects. Planning ensures that key information and key words are well taught and the level of teacher knowledge is high in both subjects. Well-designed tasks catering for the needs of all pupils ensure a high degree of involvement and a good level of interesting discussion. This ensures that the level of enthusiasm shown by pupils is high and in Year 2 is particularly high in both subjects. This makes a significant contribution to the good levels of learning in both subjects. Very good teaching in one geography lesson ensured that pupils were very thoughtful about their work. Well-planned, challenging opportunities to extend the use of adjectives in compiling interesting sentences ensured good development of literacy skills.



163. Through Year 3 to Year 6 teachers' own knowledge is secure and learning is satisfactory. Teaching is particularly good in history in Year 6 and this good teaching ensures good learning. A weakness of the teaching is the over-reliance on worksheets for information and recording; often the work presented to pupils in mixed-age classes is similar in content and there is insufficient attention to planning for the range of attainment in the class. This leads to a lack of challenge for more-able pupils and the opportunity to develop the range of skills appropriate to each age group is missed. The Internet and homework are appropriately used to support learning.
164. Pupils with SEN are fully included in learning opportunities and tasks are planned specifically to ensure the secure acquisition of knowledge. For example, in geography, large, clear print using simple words on worksheets ensures that these pupils can understand and answer questions. Planning securely supports progress towards their targets for writing and discussion supports development of their knowledge appropriately.
165. The co-ordinators recognise the need to ensure progress in the development of skills in both subjects. A good two-year plan to address the curriculum in the mixed-age classes for pupils in Years 3 to 6 has been put in place and is closely linked to the scheme of work. The co-ordinator for geography has recently been appointed and, although having a high level of interest in the subject, has not yet fully developed the role. The co-ordinator for history has been in post for some time and is very knowledgeable about the subject's development and pupil performance. Both co-ordinators discuss provision and pupils' work with colleagues and the school is aware that the planning of more challenging activities for more capable pupils is a priority for development. The range of visits for pupils during their time in school and activities like the Victorian school project and the 'Village Trail' support pupils' social and cultural development well and provide good links with the community.

## INFORMATION AND COMMUNICATION TECHNOLOGY

166. Standards are above national expectations at the end of Year 2 and Year 6. This finding confirms the judgement made at the time of the last inspection. Although this might suggest that little improvement has been made since then, national initiatives over the intervening period have changed expectations and the school has made good progress in dealing with the subject. Teacher expectations of pupils' work are high and there is evidence of good work developing throughout the school. This is the result of very good subject leadership and improved computer resources within the school. The school portfolio contains work of a high standard. An analysis of work, observations of pupils working with computers in a range of lessons and discussions with them show that good standards are achieved.
167. During the inspection only two lessons were observed that specifically taught ICT skills, but a further seven were observed that encouraged pupils to use ICT to record information or extend learning. The school is limited in its capacity to deliver instruction on computers to a whole class. There is no large-screen facility to enable this to happen. Where whole-class teaching did occur, pupils struggled to read information and recognise icons on a small screen; consequently they tired easily.
168. Pupils, including those with SEN, are developing skills in a range of computer applications and make good progress, largely as a result of careful application of the study units within the national scheme of work for ICT. This is a significant improvement since the last inspection, as there is now a guidance document for teachers on planning and teaching and a clear progression in pupils' learning.
169. By Year 1 pupils can present simple data, sequence instructions on screen and move images by clicking and dragging with the mouse. Pupils in Year 1 have a good knowledge of computers. They understand the terms "screen", "minimise", "edit" and "paste". Very able pupils in a Year 1 lesson knew how to import images from one software program to another. Pupils use computers in all areas of their learning. In Year 2 they are able to present scientific data on block charts, use the computer to create pictures from shapes and use directions to move a "turtle" around the screen.
170. In Years 3 and 4, pupils use graphs to plot temperature changes, and use different fonts and texts to create and edit writing. In a lesson on exchanging and sharing emails pupils were encouraged to recognise the differences between geographical and virtual addresses. Pupils with SEN were well supported by the classroom assistant and made good progress in creating their own email addresses. In Years 4 and 5 pupils create spreadsheets for mathematics tasks and use repeating patterns to create pictures. These pupils are more confident in their use of the computer to create text and import images and information using the Internet. They use these skills well in a history project on the wives of King Henry VIII. By the time they are eleven, pupils use computers to control barriers and lights, are confident in designing simple spreadsheets and use the Internet well to research the biographies of famous people. These "published" biographies are of good quality.
171. Teaching and learning were satisfactory within the two ICT lessons observed. There was good teaching and learning using ICT in English, maths and science lessons throughout the school. Teachers take every opportunity to use computers to enhance learning in other subjects. However, some opportunities for pupils to apply what they know and to use their initiative are missed outside lessons. Year 6 pupils manage the school's tuck shop and keep a notebook of sales and orders, and a balance of cash. They recognise that it would be easier to create an electronic database, but have not been encouraged to do so.
172. One good feature of lessons is the support given to the less able. This is provided by effective use of classroom assistants and the use of suitable software programs. Less able pupils use "text ease", while the average and more able pupils use MS Word to produce text. Another good feature is that teachers make the objectives for each lesson clear to their pupils at the start of the lesson. They start with what pupils already know and move their learning on at a good pace.
173. Good improvements have been made in the number and quality of computers since the last inspection. There is one computer for every eleven pupils in school and sufficient equipment for them to cover all the required aspects of work. The school has scanners, printers, a digital camera, web cam, CD players and recorders. It is eagerly anticipating the arrival of broadband connection for

Internet use. When this happens, teachers will be able to offer on-line learning more easily to pupils. There is a substantial catalogue of software held in school.

174. The leadership of ICT is a strength within the school. The co-ordinator is funded through additional sources and in partnership with other local schools. There has been very effective use of her time and expertise. She has carefully audited the pupils' and teachers' needs and as a result she has provided targeted help in school. The teachers' skills have improved under her direction. All teachers have completed national training programmes and there is carefully measured improvement in their confidence and competence to use computers to support learning. Training for school staff is specifically directed to their needs. The co-ordinator has monitored every teacher's work and supports them in their classrooms on a regular basis. Pupils are also made aware of their own progress in an excellent computer logbook which encourages them to plot the development of their skills. Parents starting at the school are given a useful guide to IT and computers at home. All these initiatives contribute to the good standards found in ICT.

## MUSIC

175. The standards achieved in music are above expectations at the end of both key stages. This is an improvement since the last inspection, when they were judged to be satisfactory. There are no differences between the achievement of boys and girls and all demonstrate enjoyment and engagement with the subject in lessons. Technology is used where resources allow and there is evidence of pupils in both key stages having the opportunity to use electronic instruments for composing and accompaniment. Pupils with SEN make good progress and are fully included in the lessons.
176. The school employs a music specialist for one day a week to work with all six classes and provide the appropriate coverage of the National Curriculum for each year group. Additional opportunities for music tuition are provided through after-school activities, such as the school choir and peripatetic tuition of string, brass and keyboard instruments.
177. The seven-year-old pupils in Year 2 attain standards above those expected by this age. They can sing in tune with the rhythm maintained. Pupils listen very well and are able to respond with newly learnt words to songs that have repeated sections. The enthusiasm the whole class brought to learning a new song, "Tall Straw Hat", was remarkable. Within minutes they had learnt the chorus and the movements that went with the song and were able to join in. The SEN pupils were entirely engaged and were listening with great intent in order to participate fully. In one 40 minute lesson pupils not only sang but also began their own compositions, developing instrumentation for a piece of music based on the story "Peace at Last" by Jill Murphy. This provided good links with their literacy work. During the whole lesson the teacher used appropriate technical language to ensure that the pupils developed a good knowledge and understanding of terms such as 'dynamics', 'tempo' and 'pitch'.
178. In Key Stage 2, pupils extend and build on the skills acquired in the school. In singing in assemblies and in the choir after school they attain good standards, demonstrating the ability to sing clearly, expressing feelings and sensitivity towards the type of song or hymn they are performing. In the lesson observed the pupils were able to identify the pitch correctly, distinguish the pulse of the tune and demonstrate their understanding of 'rhythm' and 'duration'.
179. In a Year 5 lesson pupils were writing and performing their own music inspired by "A Caribbean Poem". They were selecting instruments to give the feel of calypso and exploring how they could use these instruments to reflect the mood and sounds of the poem.
180. During an assembly where a visiting speaker had entertained the pupils with Bible stories and 'magic' tricks the choir provided a spiritual element to the proceedings. Their beautiful singing under the direction of the teacher created a calm, reflective atmosphere that provided a perfect balance to the assembly.
181. The teaching was good throughout the observations and the pupils' learning matched this. Progress was good and pupils demonstrated good knowledge and understanding of the technical aspects of the

subject as well as sheer enjoyment of music for its own sake. The co-ordinator maintains good records of pupils' attainment and progress which are used to plan the next activities.

182. This subject is a strength of the school, well managed by the music teacher as co-ordinator and teacher.

## **PHYSICAL EDUCATION**

183. The standards in physical education (PE) meet expectations by the end of both key stages and have been maintained since the previous inspection. Some elements of dance in Year 6 are good and there is clear progression in physical skills development through the school. There are no differences between the standards achieved by boys and girls. Pupils with SEN make satisfactory progress and are fully included in the lessons with appropriate support where necessary.
184. The planned curriculum coverage is good and pupils have access to and experience all the National Curriculum elements. Swimming is focused on in Year 6, but once the appropriate skills are acquired the opportunity for lessons passes to Year 5 pupils. The school ensures that pupils achieve Grade 5 in swimming instruction. This means they can swim 50 metres using two strokes, tread water in clothes for one minute, surface dive to pick up an object, swim in clothes for 25 metres and adopt the 'Help' position. By the end of Year 6, pupils will have attained or surpassed the expected levels in swimming for this age group. The outdoor and adventurous activities for Key Stage 2 pupils are planned to be taught during a residential camp week. Most pupils attend, but some do not and therefore not all attain the required standards by the end of Year 6.
185. The teaching in the Key Stage 1 lesson was good. The planning ensured a good level of activity during the lesson and pupils were thoroughly engaged throughout. One pupil with a statement of SEN clearly enjoyed every part of the lesson and was enabled to participate fully thanks to very good support from the learning support assistant (LSA). The LSA maintains a good relationship with the class teacher and between them they plan and implement appropriate work for the pupil with the statement and others with less severe SEN requirements.
186. These six-year-old pupils showed that they were developing good gymnastic skills and were able to travel using various parts of the body to support these movements. The introduction of the mats to the lesson further enabled pupils to be confident in travelling movements and they introduced a skilful use of rolls and balances to augment other actions.
187. The lessons in Key Stage 2 showed teaching and learning to be satisfactory, with elements that were good. The eleven-year-old pupils in Year 6 were developing their dance skills under the direction of the teacher. The American line dancing they were learning was both physically and mentally challenging. Remembering steps and movements in sequence to the rhythm and time of the music was proving difficult for both teacher and pupils! However, the sheer enthusiasm of the pupils responding to the teaching was good. Two boys showed particularly good responses when required to produce their own steps and moves in time to the music, but not enough attention was given to this good example to help the rest of the group.
188. The Year 4 pupils enjoyed a games lesson indoors and showed that they could play small-scale competitive games. They learnt the rules and applied them appropriately. The pupils were well organised and applied principles of attack and defence well.
189. Teaching was well planned and resourced. In all lessons teachers ensured that pupils warmed up before the main part of the lesson, but there was not a 'warm down' time at the end of all lessons to help pupils relax and reflect on their work and prepare for the return to the classroom. Although lessons were generally active and engaged pupils in the planned activities, there were occasions where pupils queued for mats or waited on the sidelines for their game to begin. This means that the PE time was not always thoroughly exploited by teachers and reduced the time for pupils to develop and improve their skills.
190. The subject is well managed by the co-ordinator, who is well trained and qualified for the co-ordinator's role. She has produced a good policy for PE as well as a document that sets out planning guidance for teachers matched to the National Curriculum requirements. The teachers plan work that

meets the different needs of pupils well. The co-ordinator has also been successful in acquiring national grants for coaching programmes in athletics and football and these are undertaken as after-school activities open to all interested pupils. The school provides a good range of physical education activities both as part of the school curriculum and as after-school extra-curricular clubs. Pupils enjoy these activities which serve to extend their skills well because the quality of coaching provided is good.

## RELIGIOUS EDUCATION

191. Standards in RE have been maintained since the last inspection and are broadly in line with expectations for pupils at the end of Year 2 and Year 6. Pupils, including those who are less able, make satisfactory progress throughout the school.
192. The school has fully adopted the locally agreed syllabus for RE. This provides pupils with the opportunity to study a broad range of topics linked to four main themes. These themes are "Belonging", "Worship", "Ways of Seeing the World" and "Belief and Behaviour". The school has made satisfactory progress since the last inspection with the introduction of this scheme. With effect from September 2003 a fully revised locally agreed syllabus will be in place. The first copy of this new syllabus arrived shortly before the inspection week.
193. Pupil attainment in RE is in line with expectations and their knowledge and understanding of the different faiths has sufficient depth to enable them to make comparisons between religions. Younger pupils know the reasons behind Christian rituals. During the inspection Year 2 pupils talked about the purpose of prayers. They understand that prayers can be used for giving thanks and seeking guidance. They recognise religious symbols, including the crucifix and why it is important for Christians. More-able Year 2 pupils know that people in different religions pray to different gods. They also know that there are many different times and places where people can worship. They recognise the importance of prayers and hymns in assembly. They also know the story of Rama and Sita from the Hindu religion and recognise Hindu gods from their learning in Year 1.
194. Pupils have good attitudes towards the subject. They are interested in religion and speak enthusiastically about beliefs and practices. Older pupils understand the importance of tolerance and understanding of world faiths. The teaching within the subject makes a good contribution to pupils' personal and social development.
195. The school provides pupils with appropriate experiences to enable them to learn about religions. However, there are few opportunities made available for them to visit a variety of places of worship. The school, with the support of the local church, provides an extra-curricular club, affectionately known to the pupils as "God's Club". This is well attended.
196. Year 6 pupils are able to talk about Christianity and the importance of The Bible. They are able to retell the story of Moses in detail and they know that the New Testament tells of the life and death of Jesus. During the inspection week they spoke at length about racial and religious persecution and understood the meaning of the Jewish celebration of Passover. They could make connections between the Jewish faith and racism, linking the persecution of religious belief to the Holocaust in their World War Two project. More-able pupils were keen to extend their learning in RE, one pupil proudly showing her postcard from a friend, written in Hebrew.
197. By the time that they are eleven, pupils have gained a good foundation in religions other than Christianity. There is particular emphasis on teaching them about the major faiths in Britain. Pupils study the Hindu and Sikh religions, Buddhism and Islam and enjoy the celebratory aspects and festivals of those religions. Year 6 pupils can retell the story behind Diwali, the Hindu festival of light. The school uses its wall space to display religious material to good effect, although the number of artefacts available in school is very limited. This is an area which the school needs to address alongside the implementation of the new agreed syllabus.
198. Very little teaching was directly observed during the inspection. This was largely the result of common timetabling for teaching the subject in school. Where teaching was observed with Year 1 pupils it was judged to be satisfactory; pupils were gaining new knowledge and had good attitudes

towards the subject. The teacher had made use of a colourful display in her classroom to introduce the Hindu god Ganesha. Pupils were fascinated and shocked in equal measure on hearing the story behind the half-human, half-elephant Ganesha. In teaching them to recognise Hindu temples, the teacher worked hard with pupils to make comparisons with their own experience of going to church and assembly in school. They understood that there were many Hindu gods, but that Christians worshipped one God.

199. A new RE co-ordinator has been identified within the school. She will implement the new syllabus, but it is too soon to judge how effectively she supports the subject. The school has identified the autumn term 2003 for more substantial development and staff training in RE. Currently all staff have access to the RE syllabus, there is a policy statement and the teachers have useful guidance folders on their use. The school has made progress since the last inspection and the school meets its legal obligations in delivering RE.