

# INSPECTION REPORT

## **KINGSACRE COMMUNITY PRIMARY SCHOOL**

Braunton, North Devon

LEA area: Devon

Unique reference number: 113179

Headteacher: Mr Mark Elson

Reporting inspector: Gail McLean  
12650

Dates of inspection: 27 - 31 January 2003

Inspection number: 247321

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 to 12 years

Gender of pupils: Mixed

School address: Greenacre  
Braunton  
North Devon

Postcode: EX33 1BN

Telephone number: 01271 815485

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Appropriate authority: The governing body

Name of chair of governors: Mr Michael Challacombe

Date of previous inspection: 3 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |               |                      | Subject responsibilities  | Aspect responsibilities   |
|--------------|---------------|----------------------|---|---|
| 21650        | Gail McLean   | Registered inspector | Educational inclusion<br>English<br>Music<br>Religious education  | What sort of school is it?<br>How high are standards?<br>a) The school's results and achievements<br>How well is the school led and managed?<br>What should the school do to improve further? |
| 8919         | John Kerr     | Lay inspector        |   | How high are standards?<br>b) Pupils attitudes, values and personal development<br>How well does the school work in partnership with parents?   |
| 27219        | Gwyneth Evans | Team inspector       | Foundation stage<br>Special educational needs<br>Art and design<br>Design and technology<br>Information and communication technology<br>Mathematics | How good are the curricular and other opportunities offered to pupils?  |
| 27779        | Roger Fisher  | Team inspector       | Geography<br>History<br>Physical education<br>Science   | How well are pupils taught?<br>How well does the school care for its pupils?  |

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

### **INFORMATION ABOUT THE SCHOOL**

The school serves the western area of the very large village of Braunton on the north coast of Devon. It was built in 1982 is modern in appearance, single storey and set in rural surroundings. The school is of average size with 214 pupils on roll between the ages of four and 11. The number of pupils attending the school has been stable over time. Ninety-three pupils (43 per cent) live outside the school's reserved area and attend by parental choice. There are almost equal numbers of boys and girls throughout the school. The pupil intake is predominantly of white, United Kingdom or European heritage. English is the mother tongue of all pupils. The proportion of pupils eligible for free school meals is very low (5 per cent). There are 37 pupils on the school's special education needs register. This is about average for a school of this size. Five pupils have statements which is above average. Most pupils' attend the local playgroup, are well supported by their families and come to school with a good base for learning. Attainment on entry is about average and most children attain expected levels in all areas of learning by the age of five.

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

Kingsacre Primary is a good school. Standards are above average throughout. There is a high degree of consistency in standards attained and pupils make good progress overall, although progress made by pupils is less well marked at Years 4 and 5. There is a well established partnership with parents. Consequently, pupils are well supported and encouraged to do their best. The school's ethos of respect for individuals and commitment to equality of opportunity successfully underpins its work. An excellent range of extra-curricular activities is offered to pupils. This successfully enhances pupils' learning and helps to develop their talents to the full. Leadership and management is good overall. The headteacher knows his school well. He manages change effectively and has been successful in building an increasingly high performing team around him. In the main, teachers fulfil their leadership and management roles successfully but the deputy headteacher's role could be fulfilled more effectively. Governors demonstrate great commitment to the school, fulfil their duties well and help to shape the work done to bring about desired improvement. Given pupils' attainment on entry, standards achieved and total income, the school gives good value for money.

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

- Standards in art and design and music are a strength of the school being well above expectations at Year 6.
- Standards are above average in English, mathematics, physical education and information and communication technology.
- Pupils have positive attitudes to learning because there is a good balance between caring and setting clear expectations for behaviour.
- In general teaching is good. It is very good with excellent features in Year 6.
- Learning support assistants make a good contribution to pupils' learning.
- Provision for children in the Foundation Stage is good overall.
- Provision for those with special educational needs is good so that they make at least sound progress in relation to their prior learning.
- The headteacher offers very strong leadership so that the majority of staff feel valued, able to contribute to school improvement and concentrate on raising standards.
- Governors fulfil their roles very effectively, are well informed about the school and successfully help to shape its direction.
- Partnerships with parents are very effective and this contributes to the high standards achieved.

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

- Given the high standards in art and design and music, standards could be higher in other subjects.
- Progress could be even more consistent, especially at Years 4 and 5.
- The quality of teaching and learning could be even better; especially at Years 4 and 5.
- The role of the deputy headteacher could be fulfilled more effectively.
- Provision for outdoor play for the reception class is unsatisfactory.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Since then staff and governors have worked effectively together. As a result, good progress has been made in relation to key issues identified at that time. The school's curriculum is well planned now and meets all requirements. The headteacher rigorously analyses and monitors standards in English, mathematics and science. Areas for development are accurately assessed and appropriate action is identified in the school's improvement plan which is used as a good tool for guiding the work of the school. However, the deputy headteacher's role in bringing about these improvements is not as strong as it could be. Strategies used so far to raise standards in teaching and learning have been successful and are becoming increasingly embedded in the school's culture. As a result the quality of teaching and learning has improved. For example, no unsatisfactory lessons were seen during this inspection. The purchase of new computer equipment has had a positive effect on standards. National initiatives such as the National Literacy and National Numeracy Strategies have been implemented successfully. Health and safety policies are implemented but more attention to monitoring is required. Measures to ensure all pupils do well, feel valued and secure at school are appreciated by parents. There is a clear commitment to provide the best possible educational opportunities for pupils and the school has the capacity to do even better still.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on National Curriculum test results.

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

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

Standards have been about average in English and above average in mathematics and science. There was a sharp fall in 2002 and the school's results were low. There was an unusually high number of pupils with special educational needs in Year 6 in 2002 and this accounts for the fall in the number of pupils who reached or exceeded the average standard in the National Curriculum tests. However, the data held by the school reveals that these pupils made at least sound progress in relation to their prior attainment. Results were higher in English than in mathematics and science because English had been a priority for development in 2002 and teachers had focused on it. Gains made in reading and writing brought about improvements in recording work in science. Consequently results were better in science than in mathematics. The school usually exceeds the targets set for it in English and mathematics. Last year these targets were not met due to the higher than normal percentage of pupils with special educational needs in that year group. The targets set for 2003 are high. Inspection findings indicate that standards in English and mathematics are above average this year. Therefore, signs are that the school will meet its 2003 targets or get very close to them. At Year 6 standards in art and design and music are a strength of the school being well above expectations. In physical education, history and information and communication technology they are above those expected nationally and are about average for all other subjects. Pupils at Year 6 achieve well and make good progress.

By Year 2 pupils achieve levels which are typical for their age in all subjects except in English and music where they are above levels expected and in art and design where they are well above. On balance, the attainment of children at entry to school is average. They make at least satisfactory



progress and by the time they leave the reception class the vast majority meet or slightly exceed levels expected of them in all areas of learning.

### **PUPILS' ATTITUDES AND VALUES**

| <b>Aspect</b>                          | <b>Comment</b>  |
|--|---|
| Attitudes to the school                | Very good: pupils like coming to school, work hard, do their best and take part in lessons and activities.  |
| Behaviour, in and out of classrooms    | Very good: pupils behave very well, respond successfully to the high but not unrealistic expectations placed on them and teachers are proud of them, especially when taking them out on school visits.                                |
| Personal development and relationships | Very good: pupils are co-operative, kind and supportive of one another. The caring ethos of the school is reflected in the lack of oppressive behaviour, high levels of respect shown to others and harmonious working relationships. |
| Attendance                             | Above average: the majority of pupils are punctual and there is very little unauthorised absence.   |

### **TEACHING AND LEARNING**

| <b>Teaching of pupils in:</b> | <b>Reception</b> | <b>Years 1 – 2</b> | <b>Years 3 – 6</b> |
|-------------------------------|------------------|--------------------|--------------------|
| Quality of teaching           | Good             | Good               | Good               |

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

Teaching throughout the school is of a good standard. It is consistently good in reception and Years 1, 2 and 3 It is very good at Year 6 which contributes significantly to the high standards normally achieved by pupils when they leave the school. Tasks and activities are usually interesting for pupils. This inspires and motivates them to learn. Although not unsatisfactory, the teaching in Years 4 and 5 is not as good as elsewhere in the school. Basic skills in literacy, numeracy and information and communication technology are taught well. The atmosphere in lessons is generally calm and harmonious. As a result, pupils of all abilities and aptitudes, including those with special needs, learn effectively.

### **OTHER ASPECTS OF THE SCHOOL**

| <b>Aspect</b>   | <b>Comment</b>  |
|---|---|
| The quality and range of the curriculum   | Very good overall: the range of extra-curricular activities is excellent and successfully motivates and inspires pupils to learn. Provision for outdoor play facilities for reception children is unsatisfactory. |
| Provision for pupils with special educational needs   | Pupils are very well supported, included in all activities and targets set for them are realistic yet challenging.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good: pupils form good relationships, exhibit high moral standards and respect each other because the caring ethos pervades the school and all staff provide good role models for their pupils.              |
| How well the school cares   | Great care is taken of pupils. Teachers know their pupils well and help   |

|                |   |
|----------------|---|
| for its pupils | them to recognise what they do well and what they need to do next to make progress. |
|----------------|---|

The school works in very close partnership with parents in order to help pupils develop their talents, achieve well and enjoy learning. Details about the curriculum are distributed at regular intervals and parents are given good guidance on how to support their own child at home. In the main, parents feel confident about approaching the school if they have concerns. Written reports and consultation meetings are helpful, giving useful feedback on what pupils have achieved and targets for future development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher offers very strong leadership. He is supported by the majority of staff and governors. There is a sense of harmony, close teamwork and willingness to improve. The role of the deputy headteacher in taking the school forward is not fulfilled well enough. This has been identified as an area for development. |
| How well the governors fulfil their responsibilities             | Very well: governors are actively involved in the school through effective monitoring and evaluation. They hold the school to account for standards achieved and help it to agree approaches which will work best for pupils and staff.   |
| The school's evaluation of its performance                       | The headteacher and staff know the school well. Close teamwork ensures that strengths of individuals are used to influence others and bring about desired change.   |
| The strategic use of resources                                   | The budget is well managed and controlled. Resources and time are directed to appropriate priorities identified as a result of the school's review systems.   |

The school has embraced the principles of best value. It compares its performance, competes to achieve good value, challenges what it does and consults widely on important decisions so that there is a shared vision and commitment to bringing about necessary improvements.

## 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>Children like coming to school, work hard and make good progress.</li> <li>Teaching is of a high standard and the school is well led and managed.</li> <li>Behaviour is good, children are kind to each other and parents find all staff approachable if they do have concerns.</li> <li>The leadership of the headteacher.</li> <li>Information provided by the school is very helpful.</li> </ul> | <p>A tiny minority of parents expressed the view that:</p> <ul style="list-style-type: none"> <li>Children do not get the right amount of homework.</li> <li>Information about children's progress could be better.</li> <li>The school could work better with parents.</li> <li>The school could provide a more interesting range of activities outside school.</li> </ul> |

Inspectors fully endorse parents' positive views about the school but do not concur with the negative views. The school's approach to the setting and use of homework is very good. Information to parents is excellent. The school works as closely as it can with parents. There is an excellent range of extra-curricular activities on offer at the school.

## **PART B: COMMENTARY**

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

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

1. Overall, standards seen during the inspection are above average at the end of Years 2 and 6. There are no subjects where standards are below those expected nationally.
2. Most children come well prepared for school because they are given good support from home and benefit from attending the local playgroup which is accommodated within the school building. Attainment on entry is about average. Children make at least satisfactory progress in the reception class and the vast majority meet or slightly exceed levels expected of them in all areas of learning. As a result, the overall attainment of children at the end of the reception year is typical for children of that age.
3. Pupils of all ability levels achieve well over time but progress is not consistent throughout the school. The good start made by children in the reception class is built on effectively in Years 1, 2, and 3 but the rate at which pupils progress slows down in Years 4 and 5. Although this slowing down is clearly marked, pupils' progress does not fall to unsatisfactory levels. The rate of progress then accelerates in Year 6 so that pupils achieve well in their final year at the school.
4. Although national test results indicate that there may be differences in the attainment of boys and girls, the inspection findings reveal that they do equally well in all subjects. Across the school, lower attaining pupils and those with special educational needs make good progress in relation to their prior attainment. They are well supported by teachers and learning support assistants. They are offered work providing appropriate challenge and the tasks set for them closely mirror those offered to other pupils. This ensures that they feel included in all activities.
5. Inspection findings indicate that standards in English are above levels expected for Year 2 and Year 6 pupils. In mathematics they are about average at Year 2 and above expected levels at Year 6. This position reflects the results of the National Curriculum tests at the end of Year 2 over the last three years and points to a maintenance of standards. However, the inspection findings indicate a reversal of the downward trend in national test results in English at the end of Year 6 with a return to the high standards achieved in 1999 and 2000. The picture is even more pleasing in mathematics as findings suggest that the dramatic dip in Year 6 results in 2002 was not in keeping with the school's regular profile and standards have risen once again to the above average levels normally enjoyed. Standards in science are at least in line with national averages but given the attainment on entry of these pupils when they started school and the very good teaching at Year 6 further improvements during the year are likely.
6. The school did not meet its targets for English and mathematics in 2002. The evidence held by the school indicates that this was a very challenging target set by the local education authority given the higher than normal percentage of pupils with special educational needs in that particular year group. The targets set for 2003 are very high; 91 per cent to reach Level 4 or above in English and 94 per cent in mathematics. The signs are that because of the very good teaching at Year 6 and pupils' current standards the school will meet these targets or get very close to them.
7. In English, rigorous assessment, the implementation of the National Literacy Strategy and teachers' own infectious enthusiasm for reading and writing have a positive effect on standards, and motivate pupils to work hard. As a result, they do their best and enjoy learning. The implementation of the National Numeracy Strategy has had a beneficial effect on standards in

mathematics while the adoption of nationally recommended guidelines for science has enabled teachers to plan lessons effectively and raise standards.

8. In art and design, standards are well above average throughout the school. In music, they are above average at Year 2 and well above at Year 6. Pupils thrive on the rich, varied and stimulating activities provided for them, both in lessons, and through extra-curricular activities. The example set by teachers and the regular exposure to high quality events staged by practising artists and musicians enables pupils to value their own talents, learn effectively from experts and persevere to improve their own skills and understanding.
9. In history, physical education and information and communication technology standards are about average at Year 2 and above expected levels at Year 6. Standards in information and communication technology have improved since the last inspection. The school has invested heavily in new equipment. Specific lesson time is dedicated to the teaching of information and communication technology skills and teachers successfully incorporate the use of appropriate software into most lessons. The opportunities presented to pupils as extra-curricular activities such as clubs and visits to local places of interest together with the use of stimulating resources underpins success in history and physical education.
10. Standards achieved by pupils are at least in line with expectations in design and technology, geography, and religious education throughout the school. Careful planning and the use of interesting tasks and activities ensure pupils maintain interest and do as well as others nationally.

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

11. This is a strength of the school. Pupils of all ages have very good attitudes to their work. They come into school eager to start the day. They listen carefully and give sensible answers to questions. There is a very strong ethos of caring, sharing and taking responsibility for each other. This fosters very good working relationships and an atmosphere which is conducive to learning.
12. Pupils' attitudes are very good. They cope well with life in school, adapting quickly to routines and showing an interest and curiosity in all they do. They concentrate effectively and are confident in explaining what they are doing to their teachers as well as visitors. For example, one pupil working on a computer was able to demonstrate and explain in simple language what he was doing and why he was doing it. Pupils are happy to work independently, in pairs and mixed gender groups. They get on with their tasks and recognise the fairness of not disturbing teachers and learning support assistants working with others because they know their turn will come. In general, pupils are very patient and attentive in lessons. This applies even when parts of lessons are too long.
13. Pupils with special educational needs show enthusiasm for learning and willingly engage with teachers and support assistants. To be selected for additional support sessions such as Booster Classes or Further Literacy Support is seen by pupils to be a privilege. Consequently, they have good self esteem and work hard. All adults within the school show care and consideration for pupils with special educational needs. Their achievements and efforts are valued and celebrated regularly. This provides a good model which is reflected in the way all pupils relate to and respect each other.
14. Throughout the school pupils are very interested in their work. They are confident when expressing ideas. In many instances, their suggestions add to the learning of the whole class. Their answers to questions can be thought provoking and of a spiritual nature. For instance in a Year 2 class studying the baptism service, one pupil said '*The vicar says some important words*' and another said '*The candle is a symbol of joy*'. Most pupils respond well to challenges set for them. This is particularly evident in Year 6 where the enthusiasm for learning has a marked effect on pupils' progress. Opportunities for pupils to practice speaking and listening skills through discussion are built into lesson plans. This results in good levels of participation. There is often a moral element to these discussions, for example, when pupils consider how to resolve or accept differences of opinion.

15. Behaviour is very good in lessons and about the school. As they mature, pupils quickly develop a sense of self-discipline, consideration for others and understanding of their personal contribution to the school community. On occasions there is too much chatter in Year 4 but pupils are not unruly or disobedient. They generally respond well to gentle reminders about school rules. Parents are very satisfied with the standards of behaviour in the school. There have been no exclusions in recent years. There is very little bullying. When problems or difficulties occur they are swiftly dealt with by staff. Pupils are always expected to apologise for any unkind act. The pupils' discussion forum known as the *school council* has discussed bullying and how best to deal with it. Older pupils willingly agreed to help younger ones and there is a very friendly atmosphere at playtime.
16. Relationships in the school are very good. Pupils respond to each other well, working very effectively in pairs or in groups. They enjoy evaluating each other's work and do so with courtesy and sensitivity. Pupils have very good relationships with teachers. As they mature, they are increasingly more able to take responsibility for their own learning. They will discuss individual concerns with teachers, and then try hard to do better work. This has a marked effect on their progress. Willingness to take on responsibilities for school routines and for the care of others is very well developed.
17. Attendance levels were about average at the time of the last inspection. They were above the national average last year and school data for this year indicates that attendance is once again above average. This indicates an improvement since the time of the last inspection. The vast majority of pupils enjoy coming to school and very few are late at the start of the day. Most parents are very co-operative and provide reasons for absence, in many cases without the need for a reminder.

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

18. Taking in to account all inspection evidence, the quality of teaching overall is good. This has a positive effect on the rate of progress and standards achieved by pupils. No unsatisfactory lessons were observed throughout the inspection. Almost one third of lessons seen were of a good standard, about a third were very good and a substantial figure, about one in ten, were excellent. Teaching in Year 6 is of a particularly high standard in all subjects. In contrast, although satisfactory, the teaching in Years 4 and 5 does not reach the same high standard as in other classes. The quality of teaching overall has improved since the last inspection. At that time, some unsatisfactory lessons were observed and no lessons were judged to be excellent.
19. Teachers generally have good subject knowledge, especially in relation to literacy and numeracy. This contributes well to pupils' learning as they systematically acquire accurate knowledge and increase their understanding. In the main, teachers' planning effectively takes into account what pupils already know, and what they need to learn next. However, scrutiny of pupils' work and lesson planning indicates that except in English and mathematics, not enough attention is given to identifying challenging tasks for more able pupils in order to extend their learning further.
20. Most teachers use questioning effectively to assess pupils' level of comprehension, reinforce learning points and pace lessons appropriately. Marking of pupils' work varies but is usually satisfactory. In English it is very good. The constructive comments written on pupils' work gives them clear feedback on what they have done well and what their targets are for future improvement. In contrast, marking is not so well developed in mathematics. Comments made in pupils' books are not as informative as they are in English and pupils' work is not always marked regularly enough to help them improve.
21. In English, teachers make good use of techniques designed to encourage pupils to decide for themselves what they do well and what they would like to do better. These views are recorded and the individual targets are used regularly to help pupils' develop knowledge of their own learning and take responsibility for it. As a result pupils are more willing to work hard and do their

best. In other subjects interactive teaching techniques are used successfully to aid learning. For example, the strategy known as concept-mapping requires pupils to identify what they know and understand before, and then again after, working on a particular topic. This quick and effective method of assessing pupils' knowledge is used well and helps pupils consolidate their newly acquired knowledge.

22. Good relationships between staff and pupils are evident throughout the school. In the main, teachers manage pupils' behaviour very successfully and pupils respond well to the high expectations made of them. Teachers are firm but fair in their dealings with pupils and learning time is not wasted. For example, in literacy lessons when teachers and learning support assistants are working with small groups, other pupils know that they have to work independently. Teachers ensure that pupils understand their tasks and know how long they have to do them. Consequently, pupils apply appropriate effort to their tasks and work quietly. The exception to this positive picture is in Year 4, where high standards of behaviour are not always insisted upon and as a result pupils' concentration lapses and tasks are not always tackled purposefully. This reduces the amount of learning which takes place in lessons and over time. Throughout the school, emphasis is placed on respect for the individual and pupils are encouraged to offer views and ideas without the fear of ridicule or embarrassment. The needs of girls and boys are met equally effectively across the school and they work together very well.
23. In the vast majority of lessons, there is a very business like approach to learning. The pace is varied to suit the task but is sufficiently brisk to ensure pupils maintain interest and enthusiasm. However, in some Year 5 lessons the pace at times is slower than it should be and pupils find it harder to sustain interest and concentration.
24. In the main, teachers and learning support assistants work very well together. Learning support assistants are well briefed before lessons take place. Under the very good guidance of teachers, they know how to support pupils, how to motivate them to do their best and what signs to look for to ensure that pupils have made progress in their learning. This high level of teamwork ensures that the time, skills and expertise of learning support assistants is used very effectively to support pupils. This makes a significant contribution to the levels achieved. In Year 5, deployment of the learning support assistants is not always as good as it could be.
25. Teaching of pupils with special educational needs is of a good standard. Well constructed Individual Education Plans ensure that work takes account of learning needs and these pupils make good progress.
26. Throughout the school teaching of basic literacy, numeracy and information and communication technology skills is good. Specific lessons are dedicated to the teaching of these basic skills and good use is made of them in other subjects. For example, pupils' writing in religious education includes stories, posters, lists and diagrams. Mathematical knowledge is used successfully to promote learning in science. Full use is made of the portable computer suite to promote beneficial links between new technology and learning in other subjects. This was clearly demonstrated in an excellent Year 6 lesson that used Internet web-site facilities to help pupils compare Victorian and modern day life.
27. Teachers understand how pupils learn. Appropriate activities and resources are chosen which match the age and interest level of each year group. Visits to places of interest, use of local experts, after school clubs and facilities offered by the local education authority are all used very well to enhance learning. As a result, the vast majority of pupils are motivated and inspired to learn.

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

28. The quality and range of the learning opportunities on offer to the pupils is very good. Rich and varied experiences are provided for all pupils. The curriculum is good for children in the reception class overall, but the provision for outdoor play is unsatisfactory. Planning shows that opportunities are included for physical development through dance and gymnastics but outdoor active play is not offered to children on a daily basis. The curriculum places an appropriate emphasis on children developing independence and using initiative in their learning.
29. Throughout the school, all pupils have full access to the National Curriculum and religious education. Statutory requirements are fully met. In addition, the school provides an excellent range of extra-curricular activities. The school is socially inclusive and all pupils, including

those with special educational needs, are fully involved in all activities. The National Literacy and Numeracy strategies have been introduced effectively and the school has identified areas of focus in the school improvement plan to raise standards further in both subjects.

30. The previous report identified curriculum planning as an area for development. The school now ensures systematic development of skills through the adoption of national guidelines. Teachers work together in curriculum teams and this is helping to ensure that pupils have equality of opportunity and consistent learning experiences throughout the school. Teachers make regular evaluations of lessons to identify pupils who need further help. There are planned opportunities for pupils to learn skills from different subjects in the same lesson. For example, in an information and communication technology lesson in Year 3 pupils successfully carried out research about World War II as part of their history topic.
31. The full requirements of the National Curriculum for information and communication technology are now fully met. The school has improved provision for information and communication technology since the last inspection through the purchase of a suite of ten laptops. These are used effectively throughout the school on a regular basis and also in extra-curricular activities.
32. The school makes excellent provision for extra-curricular activities. The range of after-school clubs includes music, computer, art and design and sporting activities. Frequent visits are arranged to places of interest including the nearby coastal areas and places further afield such as the London Tate Gallery. Pupils have the opportunity to take part in a residential trip at Year 3 and an outward bound project in Year 6. Visitors to the school include artists, puppeteers and theatre performers who effectively promote learning in the arts. Local clergy make weekly visits to support learning in religious education. The school's links with the community are very good. Pupils enjoy taking part in local events such as the carol service on the village green at Christmas time. Opportunities for pupils to be involved in community projects are pursued and currently include work on a local environmental project which is supported by the Environment Agency.
33. There are very good links with partner institutions, the playgroup and secondary school. The playgroup uses a room within the school, resources are shared and teachers liaise very closely together. Children benefit greatly from this partnership because there is common agreement and understanding on what children should learn and how they should be taught. This ensures continuity in learning and pupils achieve well.
34. The school works closely with the local secondary school to ensure a smooth transition for pupils from the primary to secondary phase of schooling. A noteworthy feature is the provision made at weekends for gifted and talented pupils in art and design and sport to take part in activities at the secondary school. This contributes significantly to standards achieved by pupils and their attitudes to learning.
35. Improving provision for gifted and talented pupils has been identified as an area for development by the school. The school's policy reflects current expectations and its action plan shows that they are on course to implement agreed policy by their own specified deadlines.

36. Good provision for personal, social and health education has been maintained since the last inspection. Pupils have a sound understanding of health issues and are aware that they need to do some things for themselves, such as drinking plenty of water during the day, washing their hands before meal times and cleaning their teeth. The school does everything it can to help pupils keep themselves safe. Talks from local police officers on subjects such as *Stranger Danger* and *Road Safety* successfully promote awareness of safety issues without making pupils fearful. The school has a clear sex education policy and drug-related issues are raised at appropriate times within the programme for *circle time* sessions.
37. The school is very effective in promoting pupils' spiritual, moral, social and cultural awareness. The quality of the provision in all these aspects has improved since the last report. Although strategies for introducing these elements of personal development are not covered in the school's curriculum planning, staff are well aware of pupils' broader needs and teaching in these respects is very effective.
38. Provision for pupils' spiritual development is good. Although opportunities to promote spirituality are not identified in lesson plans, teachers give pupils time to reflect on aspects of the subjects they are studying. They also give pupils the opportunity to explore their inner thoughts. They talk about the moods that can be expressed in literature, art and design and music and what it would be like to be a child living in a different period such as fifty or a hundred years ago. The school celebrates special moments or days and pupils' achievements are often noted. There is an effective plan for promoting aspects of spiritual and moral development in school assemblies. These are stimulating occasions and have a positive effect on pupils' personal development.
39. The provision for pupils' moral development is very good. The school relies on its strong moral standards to promote a sense of pride and self-discipline. The effect of this is seen in the standards of behaviour and on pupils' personal development. Stories told in assemblies and lessons emphasise the moral tone expected in society. From the early years, pupils are expected to distinguish right from wrong. They are encouraged to think about their actions and attitudes from a moral point of view. Older pupils are actively encouraged to support younger ones.
40. Provision for pupils' social development is very good. From their first days in school, children learn to value the school as a society and their role in that society. They feel secure and are confident to take part in all the activities the school provides. They are encouraged to work collaboratively in pairs to find new information; for instance, there was a distinct sense of achievement in a Year 5 information and communication technology lesson when pupils found a new Internet search engine. Pupils are encouraged to clear away their belongings before breaks and take responsibility for their own possessions. There are good opportunities for pupils to try a range of sports, giving them individual self-confidence and a chance to meet children from adjacent schools. The frequent visitors, including parent volunteers, help pupils to see how adults relate to each other. *Circle time* sessions are frequently used in an effective manner to promote the qualities of a caring society.
41. Good provision is made for pupils' awareness of their own and other world cultures. From their early days in school, pupils learn the nursery rhymes and traditional stories of this country. The school discusses with pupils many types of celebrations and festivals from Christian and other faiths. As they grow older pupils are introduced to famous artists and they learn about local culture. Displays in the school help to promote an understanding of the variety of cultures of people living in Britain. There are opportunities in lessons and assemblies to develop an appreciation of the diversity of views and beliefs held by people in our society today.

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

42. The school has well-established procedures for monitoring pupils' personal development. Procedures for the assessment of pupils' attainment and the use made of these assessments are good. This aspect of the school's work has improved since the last inspection. The headteacher has detailed records and an analysis of teacher assessments of pupils' performance and



outcomes of national test results. These are used effectively to identify strengths and weaknesses in teaching and learning and to set targets for each cohort of pupils.

43. Learning support assistants keep good records of pupils' responses to tasks and activities in order to help teachers monitor pupils' academic progress. For example, planning sheets are regularly annotated with information about individual or group performance. As a result support is well directed to those who need it most. Pupils are actively involved in self-assessment of their work in a variety of ways. A good example is in Year 3 where pupils simply put a 'smiley' face at the end of each piece of work to illustrate how they think they have done. The use of individual target cards is effective in helping pupils to understand their own learning needs and in motivating them to work hard and do well. For example, one Year 1 boy wrote on his card *I want to improve my letters*. Pupils and their parents are encouraged to meet together with teachers to discuss the pupils' achievements and work out a suitable way forward. This fosters good partnerships and contributes well to the progress made by pupils.
44. Additional time has been provided for learning support assistants to liaise with teachers each day. The time is used well in the main and ensures that maximum benefits can be gained for pupils in lesson time, particularly the less able pupils.
45. Most curriculum teams are assessing progress and attainment in their subject. Teachers and governors are recognising areas for development and are taking appropriate action to bring about needed change. This is shown, for example, in science, where the work of more able pupils has been looked at in detail with a view to assessing their needs and improving provision for them. The work of the English team is particularly robust and effective due in large part to the emphasis placed on improving writing skills throughout the school over the last two years.
46. Systems for assessing the needs of pupils with learning difficulties are good. Diagnostic assessments are used to identify specific problems and to track the success of intervention programmes and monitor the progress made by pupils. Individual education plans are reviewed regularly and unambiguous targets are set. Support services are appropriately involved in the identification, assessment, teaching and support of pupils with special educational needs and all requirements of the special educational needs code of practice are met.
47. The provision for the support, guidance and welfare of pupils is good. It has continued to be so since the previous inspection. Teachers know their pupils well and give them sound advice based on that knowledge. Overall, behaviour is effectively monitored. Parents find it easy to approach the school if they have a concern about their children's progress or welfare.
48. Attendance is carefully monitored with the full co-operation of the parents. Most parents ring the school on the first day of absence and rarely need a reminder letter or telephone call to confirm the reason for absence. Parents are reminded in the newsletter that the taking of holidays in term time will upset their child's education and most adjust the timing of their holidays accordingly.
49. The procedures for monitoring and promoting good behaviour are very effective. The school's policy on behaviour is carefully worded and informal directions on behaviour are issued from time to time. These documents underline the high expectations of the school in its aim to develop pupils' sense of self-discipline and awareness for others. Pupils are expected to be orderly in class and as they move around the school. On occasions, behaviour in Year 4 lapses and consequently learning time is wasted before pupils are brought back to order. In the main, teachers' high expectations of good behaviour mean that lessons proceed with purpose and at a good pace. There are clear procedures to combat bullying and teasing and pupils are taught very clearly to respect other people and their points of view. There were no exclusions during the last year.
50. Procedures for child protection and promoting pupils' well-being are good. All staff are fully aware of the procedures and keep a careful watch on their pupils. Trained members of staff deal promptly with accidents and injuries. Records of accidents are kept and parents are notified promptly if any occur in school. It was noted in the previous inspection that some health and

safety aspects needed to be addressed. Appropriate remedial action has been taken. The health and safety policy and practice is in need of review in order to establish regular inspections, risk assessment procedures, record keeping and the role of the designated officer.

51. Pupils are encouraged to take responsibility for their own actions and to play an active part in the life of the school. Parents confirmed this view in their responses to their questionnaire. There is a culture of accepting responsibility and willingness on the part of pupils to use their initiative and do things for themselves. For instance, by Year 6 pupils can be relied upon to plan and execute their own role-play activities without constant direction from their teacher. The *school council* is well established. Pupils of all ages regard it as an honour to represent their peers and their findings are respected by governors, teachers and pupils. Simple tasks have been delegated to pupils at break-times. The fulfilment of these playground duties by volunteers, helps to maintain order and harmony. Older pupils willingly take responsibility for younger ones, or those who are new to the school, and organise games or reading sessions with them. The praise and encouragement given to these volunteers effectively promotes

self-esteem and community spirit. In turn, there is no shortage of volunteers. Group discussions, known as *circle time*, are used effectively to explore topics which broaden pupils' minds and develop their awareness of others.

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

52. The school's partnership with parents is extremely effective. It is a strength of the school as it was at the time of the first inspection. Parents are very supportive of the school. They are very appreciative of the teachers efforts, applaud their high expectations of pupils and value the encouragement provided to help their children achieve their best.
53. The quality of information for parents is extremely good. The governors' annual report is interesting and readable and parents value the regular newsletters. Information added to the prospectus includes teachers' roles and responsibilities. In addition, there is a list of after school clubs and who runs them. Parents coming into school are informed about their children's progress by good quality displays and examples of their work. Parents are well informed about the curriculum and there are very good opportunities through homework and reading diaries to keep in touch with teachers. Although help with reading is mainly in the early years, parents continue to support their children's learning throughout their time in school They are given good guidance on how to help their children at home and the vast majority give a considerable amount of help with homework, particularly with reading.
54. Pupils' annual reports give details of what pupils know and can do, particularly in the main subjects of English, mathematics and science. Procedures are in place to report concerns and targets to parents. The openness and speed with which the school acts is greatly appreciated by parents. Individual Education Plans for pupils identified as having special educational needs are shared with parents and they are given every opportunity to help their child at home. Annual review meetings are held in line with the special educational needs Code of Conduct and all other requirements are fully met.
55. The school consults with parent's each year through carefully constructed questionnaires. Suggestions arising from these questionnaires are followed up and several innovations have resulted. For instance, review meetings with parents have been brought forward in the year. This gives more time for parents to work in partnership with teachers during the year to support pupils' and help them to meet their own learning needs. Parents value the review meetings as a means of finding out about their children's progress, their strengths and any difficulties they may be facing.
56. Parents are regularly invited to contribute to the work of the school. Many offer their talents, give of their time and effectively support pupils' learning in school. They help in lessons, participate in

school projects, and run clubs. This is much appreciated by the school. Parents regularly come into school to talk to the headteacher and staff. Their suggestions for school improvements are always taken seriously and subsequently often feature in the school's improvement plan. Their generous support through the parent teacher association has raised considerable funds over the years. Part of the income from their current fund is earmarked as a contribution to the building improvement plans, which are well advanced. The school is respected and valued in the local community for what it does for the pupils.

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

57. The headteacher is a very strong leader who is well respected by those in the school community. He is very well supported by the majority of staff and governors in his endeavours to improve the performance of the school. There is a clearly defined commitment to achieving high standards which has come about through the headteacher challenging and supporting staff in a spirit of close teamwork. Governors fulfil their responsibilities very well and with great enthusiasm. On balance, the leadership offered by subject co-ordinators is sound. However, the demands of the role of the deputy headteacher are not met well enough. Therefore, leadership overall is good.
58. The school carefully and conscientiously compares its performance with those of similar schools and with the national picture. The skills and understanding of pupils entering the school are analysed carefully and progress is monitored carefully as they move from year to year. For example, although the 2001 SATs results fell below the national average in mathematics and science the school's detailed records indicated that these pupils achieved well while at the school.
59. Teaching is monitored, evaluated and supported using a variety of direct and indirect strategies. Principles and practice are good and commitment to self-evaluation of the school's work is clearly becoming increasingly embedded in its culture. Direct observation of teachers in action has been a significant feature in improving the quality of teaching in English which has been a focus for improvement over the last two years.
60. A thorough audit of strengths and weaknesses in each subject taught at the school is undertaken each year. Outcomes of this analysis, the scrutiny of standards attained by pupils and the evaluation of teaching and learning informs the school improvement plan and its continuous professional development programme for staff. This process is successful in bringing about general improvements for the school and improvements in performance for individuals. For example, training in information and communication technology increased the competencies of teachers and this in turn raised standards of teaching and learning in this subject.
61. The headteacher has been particularly successful in creating a school ethos and climate of equality of opportunity and social inclusion. Attendance is above average. Behaviour of pupils and partnerships with parents are of a high standard. The school's values are well articulated, embedded in the school's culture and have a positive effect on the standards attained by pupils. Inspection findings support the views of parents that there is very little oppressive behaviour, including bullying, sexism or racism. Parents who attended the parents' meeting commented very favourably on the progress made by their children and the way in which the school helps to develop their child's talents and interests. The role of the Special Needs Co-ordinator has been delegated to an experienced member of staff who fulfils her duties very well.
62. The relatively recent formation of curriculum teams to guide the improvement of teaching and learning in each subject is effective. Staff learn from each other and good practice is disseminated efficiently. In the main, the leadership offered by the subject co-ordinator for each of these teams is sound. However, it is particularly strong in English, music, art and design and physical education. Mathematics has been identified as the next major area for development. Leadership offered by the mathematics co-ordinator in terms of knowing what needs to be changed and how to bring about these changes is not strong enough to meet the demands of the school's action plan for mathematics. As a result, progress towards raising standards is likely to be slower than anticipated.

63. Teachers and governors work successfully together. Governors have the opportunity to monitor and evaluate standards of attainment, teaching and learning through their work on the curriculum teams. They make good use of these opportunities. There is a strong sense of partnership and as a result governors are very well informed about the school. They effectively support and challenge teachers in a spirit of constructive criticism and effectively help to shape the direction of the school.
  
64. Staff, including learning support assistants, have responded very well to the headteacher's and governors' expectations of them. They work in close harmony and the capacity to succeed is high. However, the role played by the deputy headteacher in fostering good teamwork and managing change in order to improve the work of the school is not sufficiently prominent. Although the role of deputy headteacher is clearly defined it is not fulfilled well enough. The frequency with which the deputy headteacher engages with colleagues is not sufficient to influence and guide their actions. Consequently, this limits the deputy headteacher in meeting the demands of the role at this school.

65. All elements of performance management are in place. The school has embraced this new initiative well. A noteworthy feature is that objectives set for individuals reflect a shared understanding of the school's priorities and a general willingness to work together for the good of the pupils and the school as a whole.
66. The governing body is led very well and its structures enable it to fulfil its duties effectively. The school's budget is well managed. Financial controls and monitoring systems are very good. Specific grants, such as the Seed Fund Grant which enabled the school to extend its accommodation, are used for their designated purposes. Resources and time are directed to appropriate priorities identified as a result of the school's review systems.
67. The school improvement plan is clear and is sufficiently detailed for it to be used well as a tool for guiding the work of the school. The views of parents are sought regularly. Outcomes of this and other consultation exercises inform the school improvement plan and represent a key factor in meeting best value requirements. The school carefully compares prices for goods and services to achieve value for money in its spending. Recent extra spending on support staff has clearly been well directed and this provision is already having an impact on improving the quality of teaching and learning.
68. The new classroom and library are beginning to have a positive effect on pupils' learning and attitudes. The main body of the building is barely adequate for the school's needs but teachers make good use of all available space and are creative in their solutions to overcome difficulties. For example, the purchase of robust, waterproof containers which can be left outside during the day have effectively reduced congestion in cloakroom areas and the possibility of damage to pupils' personal belongings. The school site is attractive and well laid out. It provides a variety of surfaces and spaces for outdoor education work but there is no provision for an area dedicated to the reception class. As a result, this specific aspect of the school's provision is unsatisfactory.
69. The school's administrative staff provide good support for the headteacher and staff. They are friendly and efficient, providing a welcoming atmosphere for visitors and parents. Information technology is used effectively to manage information about pupils, the school's budget and for other administrative tasks. The use of learning resources is good. All resources, such as those for literacy, are carefully chosen and adequate funds are provided for renewals. Their use and effectiveness are regularly checked. Taking into account the school's context, pupils attainment on entry, standards achieved and the quality of education, the school provides good value for money.

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

70. In order to raise standards further, the headteacher, staff and governors should: *(Paragraphs in the report referring to these issues are provide in brackets)*
- (1) Improve the rate of progress made by pupils so that they attain equally high standards in all subjects by:
- Ensuring that all teachers help pupils to work purposefully, sustain interest and deepen their knowledge and understanding *(paragraphs 20, 22, 23, 24, 29,94, 96, 102, 107, 125,136, 149);*
  - Further improving the school's assessment, monitoring and evaluation strategies *(paragraphs 60, 62, 63, 109, 117, 122, 137);*
  - Using the skills, knowledge and understanding of subject co-ordinators and curriculum teams even more effectively to agree and implement appropriate actions for improvement *(paragraphs 62, 126, 137, 146, 159).*

- (2) Further improve the quality of teaching, especially at Year 4 and 5 by ensuring:
- The management of pupils is good or better throughout the school (*paragraphs 22, 29, 102, 125*);
  - The pace in lessons, or parts of lessons, is consistently brisk (*paragraphs 23, 94, 149*);
  - Learning support assistants are deployed effectively in lessons and parts of lessons (*paragraphs 24, 96*);
  - All pupils, but especially higher attaining pupils, are challenged appropriately (*paragraphs 102, 107, 136*);
  - Pupils' work is marked even more effectively (*paragraphs 20, 102*).
- (3) Enhance the contribution made by the deputy headteacher to leadership and management by:
- Further improving his ability to lead by example, especially in relation to teaching Year 5 pupils (*paragraphs 23, 94, 149*);
  - Further improving his ability to inspire, motivate and influence colleagues, especially in relation to mathematics and information and communication technology (*paragraphs 62, 103, 137*);
  - Further improving his ability to manage change and promote professional development (*paragraphs 57, 64*).
- (4) Improve provision for outdoor play for the reception class (*paragraphs 68, 72, 80*).

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 44 |
| Number of discussions with staff, governors, other adults and pupils | 45 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 4         | 13        | 14   | 13           | 0              | 0    | 0         |
| Percentage | 9         | 29.5      | 32   | 29.5         | 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 two percentage points

### Information about the school's pupils

| Pupils on the school's roll   | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 214     |
| Number of full-time pupils known to be eligible for free school meals | 7       |

FTE means full-time equivalent.

| Special educational needs   | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs       | 5       |
| Number of pupils on the school's special educational needs register | 37      |

| 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 | 14           |
| Pupils who left the school other than at the usual time of leaving           | 10           |

### Attendance

#### Authorised absence

|             | %    |
|-------------|------|
| School data | 95.9 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 0.0 |

|                           |      |
|---------------------------|------|
| National comparative data | 94.1 |
|---------------------------|------|

|                           |     |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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



### Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2002 | 12   | 18    | 30    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 11      | 10      | 12          |
|   | Girls    | 17      | 17      | 16          |
|   | Total    | 28      | 27      | 28          |
| Percentage of pupils at NC level 2 or above | School   | 93 (96) | 90 (96) | 93 (96)     |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 11      | 10          | 11       |
|   | Girls    | 17      | 15          | 16       |
|   | Total    | 28      | 25          | 2        |
| Percentage of pupils at NC level 2 or above | School   | 93 (96) | 83 (92)     | 90 (100) |
|   | 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 | 19   | 13    | 32    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 13      | 12          | 17      |
|   | Girls    | 11      | 8           | 11      |
|   | Total    | 24      | 20          | 28      |
| Percentage of pupils at NC level 4 or above | School   | 75 (80) | 63 (83)     | 88 (93) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 14      | 14          | 15      |
|   | Girls    | 11      | 9           | 10      |
|   | Total    | 25      | 23          | 25      |
| Percentage of pupils at NC level 4 or above | School   | 78 (87) | 72 (83)     | 78 (93) |
|   | National | 73 (72) | 74 (74)     | 82 (82) |

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

### ***Ethnic background of pupils***

| <b>Categories used in the Annual School Census</b>  |
|---|
| White – British                                     |
| White – Irish                                       |
| White – any other White background                  |
| Mixed – White and Black Caribbean                   |
| Mixed – White and Black African                     |
| Mixed – White and Asian                             |
| Mixed – any other mixed background                  |
| Asian or Asian British - Indian                     |
| Asian or Asian British - Pakistani                  |
| Asian or Asian British – Bangladeshi                |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean                  |
| Black or Black British – African                    |
| Black or Black British – any other Black background |
| Chinese   |
| Any other ethnic group                              |
| No ethnic group recorded                            |

### ***Exclusions in the last school year***

| <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|-----------------------------|--|---------------------------------------|
| 194                         | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 1                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 5                           | 0  | 0                                     |

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

### ***Teachers and classes***

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

|  |       |
|--|-------|
| Total number of qualified teachers (FTE) | 8     |
| Number of pupils per qualified teacher   | 214   |
| Average class size                       | 26.75 |

#### **Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 10  |
| Total aggregate hours worked per week   | 177 |

*FTE means full-time equivalent.*

### ***Financial information***

|  |         |
|--|---------|
| Financial year                             | 2001-02 |
|  | £       |
| Total income                               | 471,850 |
| Total expenditure                          | 469,840 |
| Expenditure per pupil                      | 2,126   |
| Balance brought forward from previous year | 23,736  |
| Balance carried forward to next year       | 25,746  |

### **Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years   | 0 |
| Number of teachers appointed to the school during the last two years   | 0 |
| <hr/>  |   |
| 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 | 206 |
| Number of questionnaires returned | 141 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 62             | 37            | 1                | 0                 | 0          |
| My child is making good progress in school.  | 57             | 40            | 1                | 0                 | 2          |
| Behaviour in the school is good.   | 50             | 48            | 1                | 0                 | 1          |
| My child gets the right amount of work to do at home.                              | 43             | 50            | 5                | 1                 | 1          |
| The teaching is good.  | 62             | 35            | 1                | 0                 | 1          |
| I am kept well informed about how my child is getting on.                          | 45             | 45            | 8                | 1                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 65             | 33            | 1                | 0                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 65             | 33            | 1                | 0                 | 1          |
| The school works closely with parents.   | 51             | 44            | 1                | 2                 | 1          |
| The school is well led and managed.  | 66             | 32            | 1                | 0                 | 3          |
| The school is helping my child become mature and responsible.                      | 57             | 40            | 1                | 0                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 55             | 36            | 5                | 0                 | 0          |

### Summary of parents' and carers' responses

- Parents are very satisfied with the standard of education provided by the school. They are of the view that their children make good progress and are helped to develop appropriate skills, knowledge and understanding. They grow into confident youngsters and have positive attitudes to school and learning. Parents feel comfortable about approaching any member of staff should they have concerns and they know that their children are happy, safe and well looked after while at school.

### Other issues raised by parents

- The school's work to reduce traffic congestion around the school entrance at the start and end of the school day was praised.



## **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**

71. Children enter the reception class in the term of their fifth birthday. The school ensures a smooth and happy start by admitting them on a part time basis for three weeks prior to their starting date. There is good liaison with parents including home visits and agreement about timing for full time education for each child. Initial assessment shows that many children enter the school with skills typical of children that age. Teaching and learning in reception are good and standards have been maintained since the last inspection. The school has developed a secure system of assessment that monitors levels of achievement throughout the year. It demonstrates that most children achieve well and attain at least standards expected nationally in all the recommended areas of learning. The teacher and learning assistant plan effectively together, working closely as a team. Most of the children attend the playgroup which is accommodated within the school building. There is very close contact between the playgroup supervisor and staff in the reception class which contributes to the effectiveness of the school's induction process.
72. A good range of activities is provided. There is appropriate inclusion of all children, including boys and girls and those with special educational needs. Opportunities for outdoor play are unsatisfactory but the school has already identified this as an area for development in its improvement plan. Provision enables children to learn through making choices and using their initiative. The quality and quantity of resources are satisfactory but learning could be further enhanced through additional attractive resources to stimulate children's interest.

### **Personal and social development**

73. By the time children leave the reception class, they are likely to have achieved the standards expected in this area of learning as the result of good teaching. They are developing confidence in their relationships with both adults and children, and there are clear expectations for behaviour. Clear routines have been established, and these encourage children to learn acceptable behaviour. For example taking turns to speak and not calling out. They play and work together well in mixed gender groups in a variety of activities, taking turns to answer the register or when playing a game of "pairs". Adults are providing good role models for children, showing respect for each other and working well as a team. As a result, children build sound relationships and they begin to understand one another's point of view. Staff encourage independent choices as children select their activities. Most children are beginning to change their clothes independently, receiving only occasional help from an adult. Equipment is easily accessible and most children work well together to tidy up at the end of the session.

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

74. Most children are likely to achieve the standards expected in this area of learning when they leave the reception class. Teaching and learning are good. For example, children successfully developed the story of *Jasper's Beanstalk* with good support from the teacher. They join in familiar parts with enthusiasm and are gaining confidence when explaining the main points of the story. They have a firm understanding of the importance and relevance of print. During the inspection one child chose to listen to the story of *Rumpelstiltskin* following the pictures and selecting familiar letters and words with evident enjoyment. Staff are competent in using opportunities to reinforce language skills through questioning. For example, when planting broad beans the support assistant questioned the children well to assess their language skills and extend their vocabulary with such terms as *dirt, soil, mud, and compost*.
75. Elements of the literacy strategy are used well in the reception class, preparing children for the work they will be required to do in Year 1. There is a structured approach to learning letter sounds and names. Staff use puppets effectively to interest children in initial and final sounds, progressing to blends such as *ch* and *th*. Children are beginning to demonstrate early writing

skills and use recognisable letters and words in their writing including capital letters. Scrutiny of work shows progression towards sentences such as “ *I wtete to my kzuns to play.*”

76. The use of role-play areas effectively encourage children to develop their speaking and listening skills. During the inspection this area was linked to the story of the three little pigs. Books illustrated by children and others based on real life experiences such as the visit to the local Baby Clinic help children to understand that written words have meaning and reading is an enjoyable activity. The school actively involves parents in reading at home with children and this contributes significantly to the standards achieved in this area.

### **Mathematical development**

77. The quality of teaching and learning is good. Children achieve the levels expected of them when they leave the reception class and systematically develop their numeracy skills. They are able to count up to 10 and beyond and some are confident when counting to 30 in an activity based on pairs. They are developing a good awareness of zero and are counting in 10s to 100. Teachers use questioning effectively to assess children’s understanding. Children are able to sort objects, make pairs and recognise that a pair means two. This learning is supported well through a computer program to select big or small shoes. Most children are beginning to accurately match digits to the number of objects.
78. There is a good range of activities to support learning in this area and children play well together with different construction equipment to develop their knowledge of shape and space. They use jigsaws based on the theme of nursery rhymes to support their learning in this area. Counting rhymes such as “*One for sorrow*”, and “*Ten green bottles*” are used well at the end of lessons to consolidate learning and create a whole class team spirit.

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

79. Most children meet or exceed the expected goals in this aspect of learning. Teaching and learning is good and the range of planned activities supports children’s learning so that they make good progress. Children know the needs of plants and good links are made with parents and carers when children take their seeds home to watch, monitor and encourage growth. They use computers with growing confidence, controlling the mouse to add and move objects, placing them correctly on screen. Visitors to the school are used well to enhance children’s learning. For example, recent visits by the police and fire service with their vehicles and Father Christmas arriving by helicopter from a local RAF station help to broaden the children’s knowledge and understanding of the world beyond the home and school.

### **Physical development**

80. Teaching is good and children make good progress so that they reach or exceed the goals expected for this area of development. Children develop their fine motor skills well in the classroom by using a range of tools and equipment such as scissors, glue sticks and writing equipment with increasing dexterity. During the inspection there was no opportunity to observe a lesson in physical education but the teacher’s planning shows that opportunities are provided for dance and gymnastics. Children are given the opportunity to develop their skills of balancing, climbing, rolling, sliding and riding wheeled toys safely when sharing equipment with the playgroup. At present, the reception class does not have access to a secure outdoor learning environment of its own. Consequently, this aspect of provision is unsatisfactory but the school has identified this as an area for development and is fortunate in having a large area suitable for this purpose.

### **Creative development**

81. Children make good progress as a result of the good teaching they receive. They use colour effectively in their painted portraits of members of staff with a range of brushes of different sizes,

and explore colour through different materials such as wax resist, paint and crayon. A good example of this was when children painted their ideas of what a *Gruffalo* would look like.



82. The teacher incorporates music well into every day routines and singing is spontaneous when tidying up at the end of lessons. In a music session they successfully kept good rhythm and understood that sounds made by different instruments represented different parts of a favourite nursery rhyme, *Humpty Dumpty*.

## ENGLISH

83. Standards throughout the school are above average overall with a significant proportion of pupils achieving levels well above average at Year 6. The quality of learning over time, from Year 1 to Year 6, is good but it is not consistent throughout the school. In Years 1, 2 and 3 pupils build well on prior learning and make good progress. The rate of progress in Years 4 and 5, while not unsatisfactory, slows down. It then picks up again in Year 6 so that in their final year at the school, pupils make rapid progress.
84. There is no significant difference between the attainment of boys and girls. Lower attaining pupils and those identified by the school as having special educational needs are well supported and make good progress in relation to their prior attainment. Average and higher attaining pupils do well generally but, given their rapid rate of progress in Year 6, could do better in lower years, especially in Years 4 and 5.
85. Standards in speaking and listening are above that expected for pupils in Years 2 and 6. The vast majority of pupils have a good command of spoken English. Teachers and learning support assistants consistently use correct terms such as *powerful connectives* and promote the use of a wide range of vocabulary. For example, Year 2 pupils offered *timid, polite, pleasant, caring and grateful* as suitable words when describing characters in a story and Year 6 pupils knew and understood the terms *thesis, overview, subordinate clause and rhetorical questions*.
86. Throughout the school pupils have a well developed love of books and very positive attitudes towards reading. They are reading at levels above those expected for their age. This is due to the well structured approach used to teach reading, teachers' enthusiasm for reading, which is successfully conveyed to pupils, and the very good support from parents. Consequently, pupils quickly develop the skills necessary to become independent readers and the vast majority are reading fluently, accurately and with expression at Year 2. Pupils know how to locate books in the school's library and use a range of strategies for locating information from texts which are appropriate for their age. At Year 6 pupils have read a wide range of books and show good skills in evaluating the literary strengths of their particular favourites.
87. Pupils take pride in their written work and keep books neat and tidy. By Year 2, pupils attain standards above those expected. Their written work is lively and thoughtful with ideas sustained and presented in logical order. At Year 6 pupils' writing skills are well developed. They successfully reflect on what they write and know how to improve it. They write in a range of forms for different purposes and are given stimulating contexts in which to practice their skills. For example, at the beginning of the Autumn term pupils wrote sensitively and passionately about the Earth Summit 2002.
88. Handwriting is given appropriate emphasis so that at Year 2 the vast majority of pupils are forming letters correctly and spacing words evenly. Pupils' skills are well developed by Year 6 and most have a fluent, joined and legible style. Handwriting skills and attention to presentation and layout contributes successfully to pupils' abilities to organise and communicate ideas effectively.
89. The commitment to using information and communication technology capabilities is a noticeable factor in most lessons and pupils are increasingly able to use their computer skills to convey information using text and graphics as appropriate.
90. The quality of teaching is good overall. Teachers have embraced the National Literacy Strategy and in the main have used the techniques suggested for teaching English to good effect. One feature underpinning the success in English lessons is the very positive relationships with

pupils. Teachers value the contributions made by pupils and encourage them to offer their own views and ideas. As a result, pupils are confident, use their initiative and apply previously acquired knowledge, skills and understanding to new situations.

91. Methods used to encourage pupils to understand their own learning needs are used very effectively and help pupils take responsibility for their actions. A good example of this is the use made of target cards. Pupils are encouraged to identify what they know they do well and set themselves challenges in order to get better in other areas. This strategy is used consistently across the school and contributes significantly to the rate of progress made by pupils and their good attitudes to learning in English.
92. On balance, pupils are managed very well. Teachers are firm but fair. They make their expectations explicit to pupils and as a result pupils respond well to the demands made of them. This feature is particularly strong in Year 6 and, although not unsatisfactory, is less well marked in Year 4 because minor distractions are sometimes allowed to interrupt the flow of teaching and learning.
93. Pupils supported through Booster Classes and Further Literacy Support sessions demonstrate great pride in being selected for these groups and work diligently. Pupils behave well and are polite. Overall, pupils persevere with tasks and produce work of a good standard in terms of quality and quantity in any given time. They show respect for adults and each other. As a result there is harmony in lessons and focus on learning.
94. Teachers generally achieve a brisk pace and good balance between the different component parts of literacy lessons so that pupils have ample opportunity to practice skills and deepen their knowledge and understanding. In Year 5, pupils sometimes spend too long listening to the teacher. Although this does not result in unsatisfactory teaching it does reduce the pace of lessons and the time available for pupils to apply intellectual effort and increase their understanding.
95. Throughout the school, lesson plans are clear but the lack of detail relating to challenge for higher attaining pupils limits their effectiveness as a tool to guide and shape learning for these pupils.
96. The contribution made to pupils' learning by learning support assistants is a strength in English. Parents spoke very highly of this aspect of the school's provision and were of the view that it had a positive effect on the progress made by pupils. Inspectors agree with this view. The close working relationship between teacher and learning support assistant ensures that pupils are supported and effectively challenged in their learning. The exception to this positive position is in Year 5 where the deployment of the learning support assistant is not as effective as it could be. During some lesson introductions the learning support assistant is not always gainfully employed thus reducing the effectiveness of her contribution to teaching and learning in this class.
97. The team co-ordinating the work on English includes teachers from across the year groups and a governor. This team guides the work of the school very well. The subject co-ordinator for this team offers particularly strong leadership. Under her guidance, the school successfully monitors and evaluates standards attained by pupils and the quality of teaching and learning. Outcomes are used to inform the school improvement plan and the continuous professional development programme. This ensures that priorities are addressed effectively. One example is the way in which staff have focussed on improving the quality of feedback to pupils on their work. Marking is now consistent across the school. Comments are constructive, linked closely to the learning intentions of the lesson and give clear guidance for pupils on their successes and areas for improvement. The team have rightly identified the need to improve achievement amongst higher attaining and gifted and talented pupils.

## MATHEMATICS

98. Standards in mathematics are about average at Year 2 and above average at Year 6. This is an improvement on the findings of the last inspection. Provision for pupils with special educational needs is good, but there are not enough opportunities provided for higher attaining pupils to apply their mathematical knowledge to solve challenging problems, particularly in Years 4 and 5. Over the last three years boys have consistently out-performed girls in national tests at Year 2 and Year 6 but during the inspection no significant differences were found in the performances of boys and girls. Evidence from classroom observation and work scrutiny shows that pupils make good progress overall.
99. By Year 2 pupils count sets of objects, recognise patterns in number bonds to 10 and 20, linking  $6+4$  to  $16+4$ , for example. They choose appropriate methods for dealing with addition and subtraction and are beginning to develop strategies for working out calculations in their heads. They use appropriate language to explain their methods. In Year 2 pupils successfully undertake mental arithmetic problems. For example, when adding sums of money up to £1 pupils used previously learned strategies of ordering amounts, placing the largest first effectively.
100. Pupils are familiar with mathematical terms, and are starting to use these as part of their normal vocabulary. In Year 1 pupils confidently identified errors on a number line using correct terms as *before*, *after*, *greater than*, *smaller than*. By Year 6 pupils use words related to fractions such as *equivalent*, *denominator* and *numerator* with confidence and are able to explain the meaning clearly in their own words. Higher attaining pupils are able to round decimal fractions to two decimal places and lower ability pupils are able to find equivalent fractions with increasing confidence. Scrutiny of work shows that pupils in Year 6 have a good knowledge of shape and reasonable skill in handling data and successfully represent findings using pie charts and block graphs. There is some evidence of the use of information and communication skills to support learning, but there is scope for this to be extended.
101. The introduction of the National Numeracy Strategy has had a positive effect on teachers' planning. The recommended structure of numeracy lessons is well established although the last part known as the *plenary* is not a strong feature of lessons as time is not used effectively, to check on pupils' understanding and progress made in lessons. Good use is made of homework and this is often used to continue the work completed in class.
102. The quality of teaching and learning overall is good. Generally, teachers manage pupils well, giving constant praise and making learning fun which motivates pupils well and keeps their interest. Learning objectives are written clearly in planning but are not always shared with pupils so that they are able to gauge their own level of learning by the end of the lesson. Teachers know their pupils well and most create a stimulating environment in which pupils try to achieve their best. When given opportunities to work in groups or in pairs, pupils co-operate well together. In the main, teachers use questioning skills effectively to ensure that pupils take an active part in lessons and suitable challenges for higher attaining pupils are provided. Occasionally, opportunities are missed for lower attaining pupils to consolidate their learning and questioning is not used well to assess their understanding. The quality of marking is satisfactory overall but too much of it is done by pupils themselves with little intervention from the teacher to move pupils' learning forward or to provide further challenge. This was particularly noticeable in Year 5. A notable feature of teaching and learning is that teachers have good subject knowledge and high expectations of pupils. Pupils are encouraged to use different problem solving methods and challenges are incorporated into lessons so that they can devise their own strategies and find suitable solutions to mathematical problems. A good example of this was in Year 4 where pupils were doing calculations involving hundreds, tens and units. They were keen to get the sums correct but also very willing to explain how they tackled each sum. Their enthusiasm was very clear but they could have been managed even better in order to ensure that the eagerness of some to answer questions did not overshadow the efforts of others.

103. The school has identified gifted and talented mathematicians among its pupils and now that the school's policy and practice have been agreed for this group, suitable plans are ready to be put into action. Monitoring of numeracy lessons has ensured effective implementation of the National Numeracy Strategy. Formal and informal strategies for the assessment of the quality of teaching, learning and training needs of teachers have been used regularly. As a result, the school has rightly identified mathematics as an area for development in the current school development plan. However, the leadership offered in mathematics is not as strong as in other subjects. Therefore, the plan is ambitious in terms of time-scale.

## SCIENCE

104. Standards in science have remained broadly the same as reported at the last inspection with pupils continuing to achieve levels expected of them in Years 2 and 6. The performance of boys and girls is not significantly different. The standards achieved by less able pupils and those identified as having special educational needs are good in relation to their prior attainment but, in the main, more able pupils are not achieving as well as they could.
105. When working on the topic of *Our Senses* pupils in Year 1 were able to identify a range of items through touch, feel and smell. They communicated their findings using appropriate vocabulary and were beginning to get an appreciation of differences and similarities between materials. In Year 2, pupils built effectively on their prior knowledge and were able to identify a range of common materials and describe some of their similarities and differences. The more able use words such as *transparent*, *rigid* and *stretching*. They are starting to make sensible suggestions about how to construct a fair test and predict which materials are likely to allow water to pass through them. They predict which materials will be attracted to a magnet with reasonable accuracy and understand friction when conducting experiments involving cars and ramps.
106. By Year 6, pupils have an understanding of what constitutes a fair test and successfully apply their knowledge to new situations. For example, when designing an experiment to study the conditions favourable for the growth of fungi on bread, pupils discussed the variables and decided which to isolate and why. When dissolving sugar in water, they used appropriate vocabulary to describe what they saw and could plot their results on to a graph. However, attention to recording information is not consistent throughout. For example, when Year 5 pupils conducted an experiment to investigate the sound properties of an elastic band they were not required to record their results in a structured, scientific way. This limits pupils in their ability to organise their thoughts and communicate scientific ideas effectively. As a result, the rate of progress is not as fast or as consistent as it should be in science.
107. The quality of teaching and learning is at least satisfactory with good features. Teachers have good subject knowledge and provide interesting and stimulating activities. They have very good relationships with their pupils and plan lessons well. They use questioning well to introduce lessons but do not always check the pupils' understanding thoroughly before pupils start their activity, and this sometimes leads to confusion. Activities are usually open-ended to allow pupils of all abilities to achieve success, but in some classes the most able pupils are not sufficiently challenged to fully extend their learning. In the most effective lessons, for example in Year 6, the teacher has high expectations and provides challenge for all pupils. The time and skills of learning support assistants and other adults are generally used well in lessons to provide additional support, particularly for the less able. Information and communication technology is used reasonably effectively in science lessons, particularly at Years 5 and 6. For example, control technology was used particularly well in a Year 5 lesson when pupils were developing understanding of electrical inputs, outputs and switches.
108. Pupils thoroughly enjoy opportunities provided for investigative work and are very keen to take a full part in it. They work very well in pairs or in groups and concentrate on the task in hand. They are keen to demonstrate their knowledge by answering questions in class and by contributing to

discussion. Teachers show enthusiasm for the subject and this was reflected in the pupils' responses.

109. Leadership offered by the subject co-ordinator and curriculum team is good. The school's medium-term planning is sufficiently detailed to ensure good coverage of all required aspects of science. Experimental work is given proper emphasis. Although direct monitoring of teaching is undertaken infrequently, other strategies for evaluating the quality of teaching and learning are effective. The school's monitoring cycle effectively informs the training programme for teachers and other strategies for supporting teachers in their work are effective. The co-ordinator identified assessment as an area for development and organised samples of pupils work to be assessed against the National Curriculum levels. These were then collected into a portfolio for reference. This strategy has clearly enabled teachers to improve their skills in assessing pupils' work accurately. The introduction of an annual 'science week' about three years ago has raised the profile of the subject and has helped generate enthusiasm for science.

## **ART AND DESIGN**

110. Throughout the school standards are well above average. This is an improvement on the findings of the previous inspection when standards were above the national average. Current levels of attainment show that most pupils, including those with special educational needs, do very well in relation to their prior attainment as they move through the school. Discussions with pupils show that they have very positive attitudes towards the subject and are confident in their approaches to the work.
111. Teachers systematically develop pupils' artistic skills. The recommended national scheme of work for art and design is used very well to ensure pupils progress in their knowledge and understanding at a good rate as they move through the school. There is clear progression in drawing skills promoted through close observation of figures and still life compositions. In Year 2, there is good evidence of pupils successfully building on previous learning about pattern and shape through their sketches of houses. They are beginning to use line and shading effectively to depict different textures and materials seen in the built environment. Skill in three dimensional work is of a good standard as shown in the clay masks inspired by the book called *The Twits* in Year 3 and pots made from gummed tape in the style of Clarice Cliff in Year 6.
112. There is a genuine sense of enthusiasm and involvement in lessons and pupils are gaining confidence to share their observations and make changes to their work. In a lesson based on the work of William Morris, Year 6 pupils were confident and knowledgeable about the style and components of this influential artist's work. They evaluated their own and each other's work constructively by comparing and contrasting their own efforts with examples of the artists work.
113. Good quality resources are used well to support the wide range of art and design experiences provided. This motivates pupils as it helps them to value art and design and their own achievements. The school grounds are used effectively to provide starting points for study in art and design.
114. The standard of teaching and learning is very good. This is an improvement on the findings of the last inspection when teaching was good. Teachers lead by example, demonstrating required skills and suggesting how work can be improved. In one lesson teaching was slightly less effective because lack of subject knowledge prevented the teacher from teaching pupils the necessary techniques to support their learning.
115. Good links are made with other subjects. For example, after listening to Paul Geraghty's story *Solo* pupils looked at paintings in the style of Quentin Blake. Their paintings then reached a high standard. In Year 6, examples of multicultural artwork inspired by Aboriginal paintings and African culture demonstrate highly developed knowledge and understanding of how ideas and meanings are conveyed through different styles and traditions.

116. Information and communication technology is used very well in some classes. The Internet is used to research information and give pupils access to images of well known art work which would not normally be within the school's scope. Other computer capabilities are being incorporated well into lessons. For example, Year 6 pupils' used digital photographs of their own work, projected on to the wall, to enhance understanding of group composition and the use of pastels.
117. The subject co-ordinator for art and design is knowledgeable, provides good support for colleagues and monitors planning and pupils' work on a regular basis. This informs her understanding of the quality of teaching throughout the school but she has correctly identified the need to develop a more systematic procedure which involves regular observation of teachers teaching. She recognises that the school's portfolio of pupils' work does not support assessment sufficiently well enough because it is not labelled according to learning aims or graded against National Curriculum levels of attainment.
118. The school makes good use of local artists to enhance learning in art and design. Examples of printed wall panels and textile work based on observational drawings of the school environment clearly demonstrate the effectiveness of this provision. The school has identified gifted and talented pupils and they are offered further opportunities to improve their skills by attending an art weekend in a local art centre.

## **DESIGN AND TECHNOLOGY**

119. During the inspection, it was not possible to observe any teaching of design and technology. However, analysis of pupils' previous work and teachers' planning demonstrates that standards overall are in line with national expectations at Year 2 and Year 6. Consequently, standards have been maintained since the last inspection.
120. The school follows the nationally recommended guidelines for design and technology and this ensures that teachers are systematically focusing on the development of skills and pupils' knowledge and understanding. Teachers are also supported by the use of data cards which give further details of how to teach skills. The school has begun to develop a format to generate designs based on criteria, explanation of method and evaluation of the finished article. Pupils are given opportunities to discuss their designs, suggesting improvements. This is demonstrated well in a display of work in Year 4 where pupils have made a pop-up book for a target group, evaluated its suitability and suggested improvements. Analysis of pupils' previous work shows that although skills in planning and evaluation are of a satisfactory standard, both require further development in order to continue to raise standards throughout the school.
121. At Year 1 pupils use sliders and levers with reasonable accuracy when designing a moving crocodile's mouth. This continuation of skills based learning is apparent in most classes and teachers effectively incorporate design technology in cross curricular work. In Year 6, pupils used their writing skills well to describe the process when building a model of a Greek temple. During the inspection pupils in Year 5 were using control technology well to operate switches in a house through inputs and outputs. Photographic evidence shows that the school provides a satisfactory range of learning opportunities and links work in design and technology well with other subjects.
122. The school's systems for monitoring and evaluating standards of teaching and learning in design and technology are limited. Lesson plans are checked but not enough emphasis is placed on monitoring the degree to which able pupils are supported and challenged. Samples of pupils' work have been collected but these are not assessed against National Curriculum levels. This limits the school in its ability to ensure that all pupils make consistently good progress as they move up through the school.

## **GEOGRAPHY**

123. It was not possible to observe any lessons in Years 1 and 2 and there was insufficient material in the sample of pupils' work to make a secure judgement on standards and teaching in these years. Nevertheless, pupils were seen to make accurate observations and can describe geographical features of their own locality.
124. At Year 6, standards have been maintained since the last inspection and are broadly in line with expectations. Pupils of all abilities, including those with special educational needs, achieve reasonably well as they move through the school but given their high standards in art and design, standards could be even better. At Year 6, pupils have a sound understanding of their own environment and are able to debate issues such as those surrounding the Earth Summit 2002 and the effect man has on the environment. Pupils in Year 5 are able to identify the various features of rivers, and apply their knowledge when studying local examples with which they are familiar. They understand how erosion and deposition affects profile of rivers. In Year 4, through studying village settlement, pupils design their own villages and explain the reasons for features being in certain positions. They have some knowledge of keys on a map and the formal symbols used in them. Year 3 pupils show knowledge of continents and countries when looking at maps. At a more local level, pupils were able to interpret aerial photographs of Braunton and its surrounding area successfully depicting key features.
125. The quality of teaching in Years 3 to 6 is sound overall. However, the teaching observed in Year 3 was good as the teacher had planned well, used stimulating resources, and was skilled in using questioning to develop geographical understanding for pupils of all levels of ability.
- Pupils' attitudes to the subject were good and they were well-behaved. In Year 4, teaching was satisfactory but the flow of learning was interrupted when attention was directed towards managing pupils' behaviour.
126. The scheme of work provides an appropriate curriculum for all year groups. Teaching and learning are enhanced by field trips to the local coastline and studies undertaken in the school grounds and immediate vicinity. The well-informed co-ordinator for geography has rightly identified the need to raise the profile of the subject within the school and to improve teachers' subject knowledge. Together with colleagues from the humanities team, she offers good support to staff and has begun monitoring teaching and standards across the school.

## HISTORY

127. The level of historical skills and understanding acquired by pupils is in line with that expected at Year 2 and is above that expected at Year 6. Standards are at a similar level as those reported at the last inspection. Overall, pupils achieve well as they move up the school. They do well from Year 1 to Year 3 reasonably well in Years 4 and 5 and then very well in Year 6. The work given to pupils identified as having special educational needs is closely matched to the work of other pupils so that they feel included. They make good progress in relation to their own prior attainment. Progress of more able pupils varies across the school. Although they make sound progress generally they make faster progress in Year 6. Boys and girls do equally well.
128. In Years 1 and 2, pupils' concept of time is satisfactorily developed through comparisons between events and artefacts from the past and the present day. Pupils identify changes that have occurred over time using posters, pictures and artefacts such as toys. They observe closely and use correct terminology, for example *fishmonger* and *timber frame*, when describing the differences they identify between street scenes from the 17<sup>th</sup> century and the present day.
129. Pupils in Year 6 demonstrate very good understanding of the Victorian age and the changes it brought about to society. They are aware of the effect such pivotal figures as Lord Shaftsbury and Dr. Barnado had on society then and understand that they influence present day attitudes. As a result of some excellent role-play, pupils demonstrated very good understanding of what life was like for children in Victorian schools. Similarly, in Year 3, pupils showed good knowledge about what life was like for children who were evacuees during World War II. Throughout Years 3 to 6,

pupils have well developed research skills. They use books, information and communication technology, videos and first-hand information gathered from relatives and friends to good effect.

130. Teaching in history is good overall. Teachers are enthusiastic about the subject and this has a positive effect on their teaching and the pupils' learning. They have good subject knowledge, plan lessons well and provide stimulating resources to encourage involvement and interest. Lessons are conducted at a purposeful pace within a productive working atmosphere. There are very good links with information and communication technology. This was seen in Year 4 where computers were used to research World War II, and in Year 6 where pupils were producing Victorian 'Powerpoint' presentations of a very high standard. Good use is made of adults with specialist knowledge who come into school to talk to the pupils and to show special artefacts. Educational visits to places of interest successfully extend pupils' historical knowledge and understanding. These include visits to the Houses of Parliament, Plymouth Dome and Exeter museum.
131. Teachers' obvious enthusiasm for history influences pupils well. They are interested in the subject and for some pupils at Year 3 it is *the best* lesson. Pupils become very involved in the topics they are studying and actively pursue them at home. They collaborate with each other very well when involved in pair or group work and show concentration and involvement when working on their own. They are keen to discuss their work and contribute well to the class and group discussions.
132. The committed and knowledgeable co-ordinator for history guides the humanities curriculum team well. The team, which includes a governor, is aware of the strengths and areas for development in teaching and learning. A start has been made to monitor standards more closely across the school but more work is needed, particularly in relation to assessing pupils' work against the National Curriculum levels. The school makes good use of the local education authority curriculum service resources to enhance learning. For example, the Victorian classroom borrowed from the local education authority is clearly being used as a very successful stimulus for learning in Year 6.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

133. The last inspection report stated that curriculum planning should ensure that the full requirements of the National Curriculum for information and communication technology are met. Standards at the last inspection were judged to be in line with national expectations at the end of Year 2 but did not meet national expectations at the end of Year 6 due to lack of opportunities for control and modelling. Standards achieved at Year 2 have been maintained. They have improved for Year 6 pupils and are now above average. Standards are higher in Years 5 and 6 because staff have high levels of expertise. As a result, pupils achieve reasonably well but do much better in the last two years at the school. Pupils have access to a computer in their classroom at all times and regular sessions are organised so that they have equal access to the school's suite of laptops. The school has effectively addressed issues from the last inspection mainly through the purchase of this suite of ten laptop computers.
134. Pupils in Year 2 demonstrate satisfactory level of skill when controlling a computer mouse and operating the keyboard. This was clearly demonstrated by pupils when using a mathematics programme for counting money. They were able to manipulate the mouse with reasonable accuracy and use basic keyboard tools to produce a pie chart. Most pupils, including those with special educational needs, make satisfactory progress as they move through the school but there is particular acceleration in Years 5 and 6 where pupils are using information and communication well for research in other areas of the curriculum. Older pupils are proud to demonstrate their musical compositions using software and have had some experience when of creating a web site with the subject co-ordinator. In Year 6, pupils are using technology well to find out further information about the Victorians and in Year 5 they are able to use a control programme to operate switches correctly. In total this shows a very good improvement on the findings of the last inspection. The coverage of the curriculum has improved, through the use of national guidelines, and an appropriate emphasis is now placed on the different components of the



subject. Attainment has been improved in some areas such as communications through e-mail and research skills using the Internet.

135. Pupils in Year 4 are able to use their computer skills to reinforce mental calculations and record their result quickly and efficiently. They also use research skills in history when using a range of search engines to find further information about World War II. Several examples of the use of information and communication skills in other subjects were seen and some pupils bring knowledge from their use of computers at home. As part of their work about Victorians, pupils in Year 6 are able to use the digital camera to take photographs of artefacts from this period and present day equivalents linking them well in a Powerpoint presentation. Pupils throughout the school show a confidence when using computers and work well together in mixed gender and ability groups.
136. There was not enough direct evidence of lessons in Years 1 and 2 during the inspection to judge the quality of teaching, although pupils' work indicates that it is at least satisfactory. On balance, teaching and learning are good in Years 3 to 6. Lesson objectives are identified clearly in planning. Sharing these objectives with pupils does not happen frequently enough to enable pupils to measure their own progress. Pupils are challenged through targeted questioning from teachers who then use their own knowledge and understanding to suggest improvements but opportunities are sometimes missed to consolidate learning through interaction with pupils.
137. The subject co-ordinator provides support for non-specialist teachers but regular scrutiny of planning and pupils' work does not take place. Although samples of pupils' work have been collected they have not been assessed against National Curriculum levels. This limits the school in its ability to evaluate its own performance and bring about any necessary improvements. The co-ordinator is knowledgeable and has highly developed skills in information and communication technology. As a result the school is in a good position to raise standards in teaching and learning further.

## **MUSIC**

138. In addition to three lesson observations, video tapes of school productions, a whole school hymn practice and two music clubs were watched. The school's scheme of work, lesson plans and discussion with the curriculum team responsible for music were taken into account.
139. Overall, standards attained by pupils at Year 2 are above average and at Year 6 they are well above average. This was the position at the time of the last inspection and music remains a strength of the school. Pupils are encouraged to take part in music activities. The school has been successful in its endeavours to involve boys. As a result, there is no significant difference between the attainment of boys and girls. Lower attaining pupils and those identified as having special educational needs are very well supported so that they make at least sound progress in relation to their prior learning. Higher attaining pupils, although fully involved in lessons seen, were not always provided with additional challenges to extend their understanding. The exception was in Year 6 where higher attaining pupils were asked more challenging questions by the teacher and were also encouraged to play their own musical instrument at their own level in lessons.
140. Pupils show a real sense of purpose when exploring musical ideas and using musical instruments. There is a great willingness to be involved in lessons, and pupils demonstrate genuine enjoyment and interest. They behave well, particularly in large group activities and they respond sensitively to well known pieces of music. For example, pupils responded very well to the classical music which was played as they came in and went out from the assembly hall.
141. Pupils confidently sing in harmony together in lessons and assemblies, connecting well with their audience. In Year 2, pupils consolidated knowledge of long and short sounds and how sounds can be combined and used expressively. As a result they successfully created musical patterns, played untuned instruments effectively and demonstrated a good degree of control and rhythmic accuracy. In Year 6, pupils were learning how to sing in a four part round with accompanying

musical instruments. The standard achieved was high. Pupils demonstrated good levels of skill as each group sang and played in unison with clear diction and musical expression. They showed high levels of understanding of technical terms such as *tempo, duration, timbre and dynamics*. When evaluating their work, which had been tape recorded, they showed well developed skills of analysis and ability to compare and contrast musical features of pieces of music.

142. On balance, the quality of teaching seen was sound with good features. In Year 6 it was very good. Lessons are planned carefully and link well to the current scheme of work. Learning objectives are clearly specified in lesson plans and used well to focus attention on key learning points. Pupils are managed firmly but kindly. Resources are sufficient in quantity and are organised well to support lessons. This ensures that pupils behave well, listen carefully and are alert. In all musical activities observed a good balance was achieved between explanation, demonstration and practical application. This ensured that pupils were motivated to learn, were fully engaged in their tasks and made at least sound progress.
143. New technology is used effectively in order to provide opportunities for pupils to appraise pieces of well known music. Tape recorders are used frequently to enable pupils to record their own pieces, hear them and evaluate their own efforts. This material is then used by class teachers and the subject co-ordinator to monitor standards of attainment throughout the school. As a result the school is in a strong position to judge its own work in music and identify areas for development.
144. Music contributes effectively to the school's provision for spiritual and cultural development. A wide range of world music and instruments is incorporated into the programmes of study giving pupils opportunities to develop respect for cultural diversity. Their own cultural heritage is promoted effectively through work involving popular music. For example, Year 4 pupils sat enthralled when listening to and then learning the words of songs made popular during World War II. Features of these songs were discussed briefly, enabling pupils to consider what was special about these songs and what made them pertinent to that period in history and the lives of those people.
145. The school offers a wide range of extra-curricular musical activities. Pupils from Year 2 are given the opportunity to learn to play the recorder and many do so, taking their playing up to advanced recorder level at Year 6 which is well above average for pupils of this age. A music club is offered and is well attended. The standard of musicianship demonstrated by the pupils is of a particularly high standard. Pupils frequently benefit from working with musicians and music experts. This contributes successfully to the standards achieved and the school's work on promoting good attitudes towards music.
146. Leadership offered by the music team is strong, especially from the subject co-ordinator for this group who is an enthusiastic musician herself. The overall success of the school is underpinned by the scheme of work and accompanying resources which enable non-specialists to teach music to at least a satisfactory standard.

## **PHYSICAL EDUCATION**

147. At the time of the last inspection attainment in Years 2 and 6 was judged to be in line with national expectations, and progress was judged to be satisfactory. Findings from this inspection are that standards are in line with expectations for Year 2 and above those expected for Year 6 pupils. This indicates an improvement. Standards in swimming are good. This area of learning is given high priority due to the school's close proximity to coastal waters.
148. Pupils in Year 1 throw, catch, stop and dribble balls or other small equipment with reasonable accuracy for their age. Pupils in Year 6 are able to create sequences of movements using rolls and jumps, and can mirror each other's actions skilfully. When transferring these movements to benches pupils demonstrate good levels of control and fluidness of movement. Pupils with

special educational needs are integrated into all lessons very well and make good progress in relation to their prior attainment.

149. On balance, teaching is good with very good features. In the best lessons commendable emphasis is placed on the quality of performance. For example, in gymnastics in Year 3 and Year 6 interesting and creative movements result from very knowledgeable and focused teaching. In all lessons correct emphasis is placed on issues of health and safety. Pupils are reminded about the safe handling of landing mats and small apparatus. Due attention is paid to clothing and footwear. Safety issues relating to moving around the hall at speed are correctly addressed. All lessons start with a warm-up session and pupils are able to explain why these are necessary. Lessons are most successful when the teacher demonstrates good subject knowledge, maintains a brisk pace, and sets challenging tasks. In a Year 6 gymnastics lesson, pupils' work was used well to demonstrate teaching points and constructive critical analysis of pupils' performances effectively helped pupils to improve their skills and understanding. As a result they achieved well in this lesson. In contrast, a Year 5 lesson was less effective because the pace of the lesson was slower, with periods of inactivity and insufficient emphasis placed on helping pupils to improve on their own performance. Progress was adequate but did not match that of Year 6. Pupils show great willingness to be involved in lessons and demonstrate enthusiasm for all physical education activities. They are very well behaved, and successfully work together in mixed gender groups in an exceptionally mature way. This is a particularly notable feature in Year 6.
150. The team of teachers responsible for co-ordinating the school's work on physical education is guided by an enthusiastic and knowledgeable teacher. She leads by example and shows good awareness of the strengths and areas for development within this subject. There have been few opportunities for her to observe others teaching and this needs to be addressed in order to disseminate good practice and raise standards further.
151. The school has benefited from being part of the *School Sports Co-ordinator Project*. Good training opportunities for teachers have resulted and pupils have gained valuable experience through working with people from other schools. This has contributed significantly to raising standards and developing good attitudes to physical education.
152. The school is involved in projects such as the *Active Mark* and *Active Playtimes* which have provided extra resources as well as wider curriculum opportunities for pupils. The appointment of a midday supervisor specifically to organise small ball games and activities for pupils at lunchtime is making a positive impact on the school's work to raise standards. Overall resources are good. The school's large playing field includes orienteering facilities. The play ground area is of a reasonable size and the school hall houses appropriate large and portable gymnastic apparatus. There is a good range of after school club activities and these contribute very well to the school's provision for physical education and the standards achieved by pupils.

## **RELIGIOUS EDUCATION**

153. During the inspection it was only possible to observe two full lessons, one in Year 1 and one in Year 2. A short fifteen minute session in Year 4 was also observed. Pupils' written work, the school's scheme of work, lesson plans and discussion with the co-ordinator were taken in to account.
154. Religious education at Kingsacre school is based firmly on the locally Agreed Syllabus. A good balance is achieved so that the curriculum offered reflects the fact that the religious traditions of Great Britain are in the main Christian whilst taking into account the richness and diversity of other world faiths represented in the country today.
155. Standards achieved are at least in line with the expectations expressed in the locally Agreed Syllabus. This was the position at the time of the last inspection. Consequently, standards have been maintained at a satisfactory level. Pupils with special educational needs are well supported

and make good progress in relation to their starting point. In contrast, higher attaining pupils are not sufficiently challenged and could do better given their prior attainment. Taking all evidence into account there is no significant difference in the attainment of girls and boys. From the scrutiny of work, it is clear that activities are presented to pupils which put emphasis on variety in writing such as narrating, describing and explaining and using a range of forms including stories, lists and labels. As a result, work in religious education lessons is used well to consolidate knowledge and understanding of basic literacy skills.

156. As pupils move up through the school they are increasingly able to recognise the influence and significance of religion on people's lives. In Year 1, when discussing what was important to them pupils were able to identify the qualities needed to be a good friend. This then helped them to understand bible stories explaining how Jesus chose his disciples. In Year 4, pupils were able to identify the similarities and differences between the stories of how the world began taken from different religions. They then made simple links between the different beliefs and ideas which underpinned these stories. In Year 6, pupils were able to identify selected features of religious practice and describe the significance of special books, artefacts and customs to those of different religious groups.

157. The quality of teaching and learning is at least sound throughout the school. Lessons are planned so that pupils consolidate and build on prior learning and gain new knowledge at a systematic and realistic rate. In the lessons seen, all pupils were encouraged to participate and their views were valued. Respect and tolerance for others was promoted very well in the Year 4 lesson when an unexpected opportunity was used to good effect to celebrate and share one pupil's knowledge of a Muslim prayer.
158. Teachers and learning support assistants provide good role models for pupils. As a result, pupils have positive attitudes to learning in religious education. In lessons pupils engage with their teacher and each other, discussing ideas and offering views confidently. They are well behaved and co-operative. Pupils take pride in their written work which is legible, tidy and well presented.
159. The co-ordinator is knowledgeable and ensures that religious education has a firm place in the school's curriculum. The time allowed for religious education is sufficient for the Agreed Syllabus to be taught effectively. The programme of study relies on the use of artefacts, books and posters. The school's resources are adequate for the needs of its religious education curriculum and the number of pupils on role. The school makes good use of services offered by the local education authority and resources available on short term loan are used effectively to promote learning. Places of interest such as the local church are visited frequently and opportunities for pupils to meet leaders of local religious groups are used well to enhance learning.