

# INSPECTION REPORT

## **MICKLETON PRIMARY SCHOOL**

Mickleton, Chipping Campden

LEA area: Gloucestershire

Unique reference number: 115533

Headteacher: Mr Graeme Davidson

Reporting inspector: Mr Alan Fullwood  
21184

Date of inspection: 13 – 15 January 2003

Inspection number: 247559

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Back Lane  
Mickleton  
Chipping Campden

Postcode: GL55 6SD

Telephone number: 01386 438393

Fax number: 01386 438393

Appropriate authority: Governing body

Name of chair of governors: Mrs Ann Wall

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21184	Mr Alan Fullwood	Registered inspector	Foundation Stage Science Art Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9769	Mrs Margaret Morrissey	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23630	Mr Jonathan Palk	Team inspector	English Information and communication technology Design and technology Geography Special educational needs	
32123	Mrs Penny Price	Team inspector	Mathematics Religious education History Music Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle division of Parkman  
The Brow  
23 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>13</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>16</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>21</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>22</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>31</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Mickleton is a smaller than average-sized primary school situated in the village of Mickleton close to Chipping Camden. There are 107 pupils on roll, aged from four to 11 years, taught in four mixed-aged classes. Currently there are a similar number of boys and girls. At the time of the inspection eight children were in their foundation year. The school mainly serves the immediate area around the school, but 30 pupils come from out of the county. Pupils mainly live in owner-occupied housing. Most pupils are from a UK British background. No pupils are at an early stage in the acquisition of English. Approximately seven per cent of pupils are currently entitled to free school meals, which is below the national average. Approximately ten per cent of pupils are listed as having some form of special educational need, which is below the national average. There is little movement of pupils to and from the main school at times other than their normal first admission or when they transfer to secondary school. The attainment of the children on entry to the school, although wide ranging, is average.

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

Mickleton Primary is an effective school where pupils make good progress and achieve above average standards in English and mathematics. It provides a sound education for its pupils and successfully encourages them to develop good attitudes to learning and to behave well. The school is led and managed well by the headteacher. It provides satisfactory value for money.

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

- It enables pupils to achieve good standards in English and mathematics.
- It provides well for pupils with special educational needs.
- The provision made for pupils' spiritual, social and moral development.
- It successfully encourages pupils to have good attitudes to learning and to behave well.
- The very positive partnership the school has established with parents.
- The good leadership of the headteacher and the governing body.

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

- Pupils' standards in information and communication technology by the time they leave the school.
- The role of subject co-ordinators.
- The provision made for challenging more able pupils in Years 3 to 6.
- The provision made for the teaching of design and technology and geography in Years 3 to 6.

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

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

The school has improved considerably since it was last inspected in June 1997. The good standards of pupils' attainment in English have been maintained, and their standards in mathematics and the writing aspect of English have improved. Provision for information and communication technology has improved considerably and pupils' standards of attainment are improving. However, they are not yet sufficiently high at the end of Year 6. The provision made for children in the Foundation Stage has improved and is now satisfactory, while the provision made for pupils with special educational needs has improved and is now good. Satisfactory improvement has been made to procedures for assessing pupils' attainment and tracking their progress. The school provides good leadership and management. Systems

for monitoring the work of the school are improving and the school is well placed to improve still further.

## STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	B	A	C	E
mathematics	C	A	D	E
science	D	A	E	E*

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The above table shows, for example, that pupils' standards of attainment in English in the 2002 National Curriculum tests were average when compared to those in all schools and well below average when compared to those in similar schools. Although varying from year to year, standards have generally maintained an upward trend in English, mathematics and science, but declined in 2002. However, pupils made good improvement on their attainment at the end of Year 2. Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in English and mathematics is above national expectations, and standards in science are in line with national expectations. Generally pupils make good progress in English and mathematics and satisfactory progress in science. However, more-able pupils make satisfactory progress in all three subjects.

Generally, standards in other National Curriculum subjects and religious education are in line with expected levels. Standards in the swimming aspect of physical education are above expectations. However, there was insufficient evidence to make a judgement about pupils' standards of attainment in geography or design and technology at the end of Year 6. Standards of attainment have been maintained since the last inspection, except in mathematics and the writing aspect of English, where they have improved.

The school's targets for 2002 were reached in English and mathematics. Targets for 2003 are more ambitious and inspection evidence indicates that they will be achieved.

National Curriculum test results at the end of Key Stage 1 in 2002 showed standards of attainment in reading, writing and mathematics to be well above average when compared with all and with similar schools. Standards have shown a consistent upward trend since the time of the last inspection. Evidence from the inspection indicates that the attainment of the current group of Year 2 pupils is above expectations in reading, writing, mathematics and science and that pupils make good progress in the Year 1/2 class. Standards in other National Curriculum subjects are in line with national expectations, and pupils make satisfactory progress in these subjects.

The majority of children in the reception class have made sound progress in relation to their average attainment on entry to the school and are on track to achieve the Early Learning



Goals<sup>1</sup> in all areas of their learning by the end of the Foundation Stage<sup>2</sup>. A significant number of pupils are making good progress in their mathematical development.

Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans and receive good support from teachers and teaching assistants.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and have positive attitudes to their learning. They are successfully encouraged to work well together and to be good citizens in the school community.
Behaviour, in and out of classrooms	Good. Pupils are polite and caring, and respond well to the high expectations of their teachers.
Personal development and relationships	Satisfactory. Pupils have satisfactory opportunities to develop personal skills through their life in the school. Opportunities for them to become more responsible for their own learning are developing. The new class councils are proving to be a successful way of enabling pupils to be working partners in school decision-making. Relationships across the school are good.
Attendance	Good. Attendance is well above the national average. Pupils arrive punctually for school and lessons begin on time. However, the rate of unauthorised absence is above the national average. This is due to a small number of pupils whose attendance rates at school are poor despite the good efforts by the school to discourage this.

## TEACHING AND LEARNING

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

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

Overall the quality of teaching and learning is satisfactory and varies from good to satisfactory. In one instance it was very good and in one instance unsatisfactory. Teaching in the Year 1/2 class is good. The overall profile of teaching noted at the time of the last

<sup>1</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

<sup>2</sup> The Foundation Stage begins when children reach the age of three and finishes at the end of the reception year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

inspection has been improved significantly by reducing the proportion of unsatisfactory teaching.

Teaching in the Foundation Stage is satisfactory overall. Staff establish good relationships with the children, who feel secure and happy in school. However, not enough opportunities are given to children to make independent choices. Adult-directed activities are well organised and satisfactorily paced. Too many play activities lack educational purpose and are not structured enough to move children's learning forward.

The teaching of literacy is good in Years 1 and 2. Teaching in Years 3 to 6 is satisfactory, with some that is good. Teachers are enthusiastic and set targets for improvement. However, these are rarely referred to in teachers' marking. Consequently, pupils' progress is inconsistent, with some mistakes and inaccuracies continuing from one year to the next.

The teaching of numeracy is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teachers manage pupils effectively and teach the basic skills well. Generally, they provide suitably-adapted work for different ability groups within classes. However, teachers' expectations of what more-able pupils could achieve could be raised.

The quality of teaching and learning in art, science, music, physical education and religious education is satisfactory across the school. However, pupils have too few opportunities for carrying out their own scientific enquiries in Years 3 to 6. There was insufficient evidence to make a secure overall judgement of the quality of teaching in design and technology, geography and history. However, in Years 3 to 6, insufficient time is given to promoting pupils' making and evaluating skills in design and technology, and their enquiry skills in geography, and the curriculum is too narrow in history. The quality of teaching and learning in information and communication technology lessons is good in the Year 1/2 class and satisfactory elsewhere.

The teaching of pupils with special educational needs is good. Teachers and teaching assistants are clear about what the pupils need to learn next and they make good progress.

Homework is used satisfactorily to support pupils' learning. The quality of marking is variable. Sound use is made of assessments of pupils' attainment and progress to plan future work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. However, the overall teaching time in Years 3 to 6 is below the national recommendations. The curriculum is not demanding enough for more-able pupils. There are satisfactory strategies for teaching literacy and numeracy. Provision for extra-curricular activities is very good. Overall, equal opportunities in the curriculum are good. Provision for personal, social and health education is good.
Provision for pupils with special educational needs	The provision for pupils with special educational needs has improved significantly since the last inspection and is now good. They are fully included in all the school offers. Their individual education plans are of good quality and show clearly how their needs are to be met.
Provision for pupils' personal development, including their spiritual,	There is good provision for the spiritual, moral and social development of pupils. Cultural provision is satisfactory. Experiences are well planned through the personal, social and health education programme and the thematic approach to

moral, social and cultural development	collective worship.
How well the school cares for its pupils	The school cares well for the health, safety and personal welfare of all pupils. Procedures for monitoring and promoting behaviour are very good, as are the procedures in place to eliminate bullying or any form of oppressive behaviour. Procedures for monitoring child protection and attendance are good and well known to staff. One of the key issues in the last inspection was to provide a common approach to recording attainment and progress. This has now been addressed. Good procedures for assessing pupils' attainment are now in place in English, mathematics and science but are still developing in other subjects.

The school has a very positive partnership with parents and successfully encourages them to take a full part in the life of the school and in their children's education.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well by the headteacher and governors. The headteacher gives a strong, clear educational direction to the work of the school. The role of subject co-ordinators is not sufficiently developed. The management of the provision for pupils with special educational needs is good.
How well the governors fulfil their responsibilities	Good. Governors are enthusiastic and work closely with the headteacher in monitoring the work of the school for themselves and have a clear idea of its strengths and weaknesses. They are appropriately involved in setting targets for the school's future development.
The school's evaluation of its performance	Satisfactory. The headteacher employs a broad range of effective strategies for monitoring the work of the school. A whole-school evaluation policy is developing.
The strategic use of resources	There are good systems for financial control and administration. Appropriate areas for development are identified and good use made of the budget to support these targets. Specific grants are used well for their intended purposes. The headteacher and governing body work hard to implement the principles of best value.

The school is well staffed and the accommodation satisfactory, given the school's use of local community facilities. The quality of the school grounds has improved. Resources for learning are satisfactory. However, some areas of the curriculum, particularly the humanities, are under-resourced and contribute to weaknesses in provision.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children enjoy coming to school.</li><li>• The good quality of teaching their children receive.</li><li>• Staff are approachable.</li><li>• The school expects their children to work hard.</li><li>• The good quality of leadership and management.</li></ul>	<ul style="list-style-type: none"><li>• There are no significant areas.</li></ul>

Inspectors generally agree with parents' positive views of the school. Evidence from talking with parents and from the parents' questionnaire indicates strongly that they fully support the school and feel that the headteacher is doing a good job.

## **PART B: COMMENTARY**

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

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

1. The attainment of the children on entry to the school is wide ranging and varies from year to year. This year it was average. Evidence from the inspection indicates that, by Year 6, pupils' standards in English and mathematics are above expected levels for their age. Pupils with special education needs make good progress because of the good support they receive.
2. Generally, children in the Foundation Stage are making satisfactory progress. At the end of the reception year children are likely to attain the Early Learning Goals in all areas of learning except mathematics, where they make good progress. Children make satisfactory progress in their personal, social and emotional development, except in independence, to which insufficient emphasis is given. All children behave well. They make sound progress in communication, language and literacy skills. They enjoy stories and take an active part in discussions, as they have confidence that their contributions will be valued. Children are mostly confident in their use of letter sounds and handle books carefully. Most children write their own names and are beginning to write simple words and phrases. In mathematics they recognise common two and three-dimensional shapes and are confident in using numbers to ten. Through being given a range of practical experiences they have a developing knowledge and understanding of the world. Children make sound progress in developing their physical and creative skills.
3. In the year 2002 National Curriculum tests at the age of seven, pupils' attainment in reading and writing was well above the national averages for all schools. Their attainment in writing was also well above the national average for similar schools, while their attainment in reading was above average. Since 1998 pupils' attainment has maintained an upward trend. Girls generally perform better than boys but not significantly so. The attainment of the current group of pupils in Year 2 is on track to be above expected levels, and they make good progress in speaking, listening, reading and writing through the good teaching they receive in this year group. Standards have been maintained since the last inspection.
4. In mathematics the results in the year 2002 National Curriculum tests at the end of Year 2 were well above the national average for all schools and above the average for similar schools. Since 1998 pupils' attainment has maintained an upward trend. In the national tests boys generally perform better than girls but not significantly so. The attainment of the current group of Year 2 pupils is above national expectations. All pupils, including those with special educational needs, make good progress. As a result, standards have improved since the last inspection. The school has recently focussed on improving pupils' standards of attainment, and the teaching of the subject has improved through the good leadership of the co-ordinator. By the age of seven most pupils have a good knowledge and understanding of all aspects of the subject and effective mental recall of number facts.
5. Teacher assessments in science at the end of Year 2 in 2002 show the percentage of pupils reaching the expected Level 2 or above to be very high in relation to the national average. The proportion of pupils reaching the higher than expected Level 3 was below the national average. Currently, the standards of attainment of Year 2 pupils are above national expectations and this is an improvement since the last inspection.

By the time pupils are seven most have a good knowledge and understanding of the different aspects of science. They record their work in a variety of ways and make appropriate use of graphs and tables to record the results of their investigations. All pupils, including those with special educational needs and lower-attaining pupils, make good progress overall.

6. By the end of Year 2, pupils' standards of attainment are in line with national expectations in information and communication technology. This is an improvement since the last inspection. Standards are rising through better teaching in Year 2 and more frequent opportunities for pupils to use their word-processing and control-technology skills in everyday situations. Consequently, pupils are confident in the way they use information and communication technology as a tool to support their learning in other subjects.
7. Pupils' standards of attainment at the end of Year 2 are in line with national expectations in art, design and technology, geography, music and physical education. All pupils make satisfactory progress in these subjects. There was insufficient evidence to make a secure judgement of pupils' attainment and progress in history. Standards in religious education are in line with the expectations of the locally agreed syllabus. Standards have been maintained since the time of the last inspection.
8. The results of the 2002 National Curriculum tests in English for Year 6 pupils show their attainment to be average when compared to that in all schools but well below the average for similar schools. However, pupils made very good progress in relation to their attainment at the end of Year 2. English test performances have fluctuated in recent years but are at least in line with the national average and sometimes above this. Evidence from the inspection indicates that the attainment of the current group of Year 6 pupils is at least in line with national expectations, with around a third of the year group working above expectations. Pupils are making satisfactory progress. Standards have been maintained since the last inspection. Pupils' speaking and listening skills are good and promoted well by the frequent group and whole-class discussion opportunities that are provided. They express their ideas clearly and concisely, and put them forward imaginatively in a range of situations. By the end of Year 6, attainment in reading is above national expectations. Most pupils read a range of texts accurately and confidently, and make good progress. By the end of Year 6, pupils' standards of attainment are in line with national expectations. Progress is satisfactory overall but varies from good to satisfactory. Most pupils write clearly in a range of different formats and the work of higher-attaining pupils is distinguished by good descriptive language and complex sentences that engage the reader. However, much of the work is not always grammatically correct. Teaching is generally satisfactory and some is good. Throughout the school the quality of pupils' handwriting varies, as does the attention teachers give to effectively promoting it. By the end of Year 6 most pupils write legibly and fluently using a joined style, but a significant number do not. Spelling skills are effectively promoted and pupils make satisfactory use of their literacy skills in other curriculum subjects. However, limited use is made of information and communication technology. Pupils with special educational needs make good progress in key skills in literacy. Standards have improved since the last inspection, particularly in writing.
9. In the year 2002 National Curriculum tests in mathematics at the end of Year 6, pupils' attainment was average in comparison with that in all schools but well below the average for similar schools. Standards rose in 2000 and 2001 but fell sharply in 2002. Boys generally perform better than girls but not significantly so. Standards of attainment of the current group of Year 6 pupils are above national expectations. This

represents a significant improvement in standards since the last inspection. Most pupils are accurate and speedy when carrying out mental calculations and have a good understanding of shape and fractions. They are proficient in using written methods of calculation, although some average-attaining pupils lack the understanding of the mathematical operations involved. Average and lower-attaining pupils, including those with special educational needs, make good progress. More-able pupils make satisfactory progress.

10. The school's targets for the number of pupils who would attain the expected Level 4 or above in English and mathematics were achieved in 2002. Evidence from the inspection indicates that the more ambitious targets for 2003 will also be achieved.
11. In science the results of the year 2002 national tests at the end of Year 6 showed pupils' attainment to be well below the national average for all schools and in the bottom five per cent when compared with that in similar schools. Standards showed a consistent upward trend between 1999 and 2001 but fell sharply in 2002. The attainment of the current group of Year 6 pupils is in line with national expectations, and pupils are making good progress in all aspects of science except scientific enquiry. Too few opportunities are given to Year 6 pupils to carry out their own investigations or record their work in their own way.
12. Pupils' attainment in information and communication technology is below national expectations, as it was at the time of the last inspection. Their standards of attainment are improving due to better resources and teachers' improving expertise, but evidence from the inspection indicates that their use of skills in information and communication technology to support other subjects is limited by weaknesses in teachers' expertise and infrequent use of the equipment.
13. By the end of Year 6, pupils' standards of attainment in art, history, music, physical education and religious education are in line with expected levels. Pupils make satisfactory progress in these subjects. There was insufficient evidence to make a judgement about their attainment in geography and in design and technology. However, discussions with pupils in Years 5 and 6 indicate that in design and technology the school scheme of work is too recent to have ensured a progression in skills and knowledge that challenges older pupils. As a result, they have had too few opportunities for making and evaluating their work. In geography, pupils are not making the progress expected of them because the work is not demanding enough and there has been insufficient coverage of the National Curriculum Programmes of Study.
14. Overall, pupils with special educational needs make good progress. Pupils with emotional and behavioural difficulties develop positive views about themselves and learn to work productively with other pupils and on their own. Those experiencing difficulties with learning basic skills make good progress and by the age of 11 reach average standards.

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

15. The school is successful in achieving its aim to provide a caring atmosphere where pupils feel secure and confident. Pupils are happy to come to school, are enthusiastic learners and have a good interest in their education. Younger children are well cared for, not just by the teachers but also by the older pupils, when they need help or just a friend to talk to.

16. Pupils have good attitudes to learning and are positive and keen to fulfil their role in the school community. In lessons they express opinions confidently and work hard to follow instructions in a polite and sensible manner. The school house system encourages pupils to work together as a team and promotes a healthy attitude to competition and good citizenship.
17. Pupils' behaviour in lessons and around the school is good. Teachers are consistent in the use of the school's rewards and sanctions and, as a result of these methods, and of some good teaching and mutual respect, pupils are inspired to work to the best of their ability.
18. Relationships across the school are good; pupils have a genuine respect for their teachers, which is reciprocated. This creates an environment of care and security where work and learning can progress.
19. Attendance is well above the national average. Pupils arrive punctually in school and this allows the school day to begin on time in a calm atmosphere that prepares them well for the day ahead. However, the rate of unauthorised absence is above the national average despite good efforts by the school to discourage it.
20. Pupils have satisfactory opportunities to develop personal skills through their life in the school. There are good examples of pupils becoming responsible for their own work and supporting the efforts of others; although these are successful, they are still developing. The new class councils with democratically-elected representatives are in their infancy but are already proving to be a successful way of enabling pupils to be a working partner in school decision-making.

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

21. Overall, the quality of teaching and learning is satisfactory, but varies from very good to unsatisfactory. It was good in approximately three out of ten lessons. In one instance it was very good and in one instance unsatisfactory. Teaching in the Year 1/2 class is good. The overall profile of teaching noted at the time of the last inspection has been improved by significantly reducing the proportion of unsatisfactory teaching.
22. Teaching in the Foundation Stage is satisfactory overall. There is a satisfactory balance of adult-directed activities and those chosen by children, which provides an appropriate range of learning opportunities to develop children's knowledge and skills. However, activities chosen by children often lack sufficient structure to be effective in moving their learning forward rather than just providing opportunities for play. For example, when playing in the 'shop' children are provided with the necessary resources but are not told what they have to do, such as to list the prices of the produce or keep a record of the sales made. They play on their own rather than being expected to interact with others. Although it is known that this group of children are reticent about talking, little adult interaction ensures that they communicate in these situations. Adult-directed activities are planned towards achieving the Early Learning Goals and, although the pace of lessons is just satisfactory, children are prompted to answer questions and explain their ideas, and are moved forward in their learning. This is not the case with play. Children with special educational needs are fully integrated into all the activities taking place and are given appropriate support.
23. The quality of teaching in the Year 1/2 class is good overall. It was good or better in approximately three-quarters of lessons and satisfactory in the other quarter. The



teacher has a good knowledge and understanding of the National Curriculum and plans well to meet the needs of the different ability and age groups within the class. In the better teaching, the pace of work is brisk and the challenging activities given to pupils ensure that they make good progress. For example, in a Year 2 science lesson about classifying produce according to food group, the teacher and teaching assistant made good use of sensitive questioning to encourage all pupils to contribute their own explanations about which categories they would put particular produce in. A good pace was maintained and all pupils, including the higher attainers, were challenged to explain their reasoning. Pupils' work is marked well and includes comments on how much help individual pupils require and what they need to do to improve. Staff have high expectations of what all pupils can achieve.

24. The quality of teaching in Years 3, 4, 5 and 6 is satisfactory overall, but varies from good to, in one instance, unsatisfactory. It was good in approximately three out of ten lessons. Teachers have a sound knowledge and understanding of the National Curriculum and generally plan appropriate activities for the ability groups within classes.
25. The teaching of literacy is satisfactory overall and good in the Year 1/2 class. Greater emphasis is now given to promoting pupils' reading and writing skills and good use is made of teaching assistants and other volunteers to support both lower- and higher-attaining pupils. Teaching and good record-keeping in the Year 1/2 class have ensured that pupils' writing is lively and descriptive, and regular checking of pupils' reading targets has ensured that they make good progress in their reading. In Years 3 to 6 there are more-regular opportunities for pupils to read and they make good progress as a result. Pupils are not given enough direction to improve their critical evaluation of books and to share with others the reasons for their own personal preferences. In writing, pupils' progress is more erratic and teaching is satisfactory, with some that is good. Teachers are enthusiastic, make good use of resources and are well prepared. Overall expectations of what pupils might achieve in their work have been raised since the last inspection and teachers are conscientious in setting targets for what pupils should do to improve. However, targets do not relate sufficiently to the small achievable targets that are set out in the school's policy for writing and are rarely referred to when teachers mark the pupils' work. Consequently, progress is inconsistent, with mistakes and inaccuracies continuing from one year to the next. Handwriting skills are taught more systematically in Years 1 and 2 than elsewhere, with the result that whilst the majority of pupils in Year 6 write legibly and fluently using a joined style there are a significant number whose handwriting is below expectations by the age of 11. Pupils make satisfactory use of their literacy skills in other subjects, but only limited use is made of information and communication technology to support pupils in their writing.
26. The National Numeracy Framework is used appropriately to plan suitable work, and teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teachers manage pupils effectively and teach the basic skills well. They provide suitably-adapted work for different ability groups within classes. Teaching and learning are most effective when there are clear learning objectives, shared with pupils and assessed at the end of the lesson. However, this is not always the case. The school has identified the need to improve standards amongst more-able pupils. Not enough is done to challenge these pupils by making use of the National Numeracy Strategy framework to select specific learning objectives and activities from the next year group up.
27. The quality of teaching and learning in science is satisfactory overall. Teachers are confident in their subject knowledge and provide a variety of practical experiences.

However, insufficient opportunities are provided for pupils to be involved in scientific enquiry and to set out their own results. Teachers manage pupils well and have high expectations of behaviour, but their expectations of the work of more-able pupils are not high enough.

28. The quality of teaching and learning in lessons of information and communication technology is good in the Year 1/2 class and satisfactory elsewhere. In Class 1/2 the teacher uses information and communication technology regularly and imaginatively across a range of subjects and this ensures that pupils' skills are promoted well and that they are knowledgeable about the use of technology today. In other classes, teachers' knowledge and understanding of the curriculum are less secure, and more-limited use is made of the much-improved equipment available. Not enough opportunities are provided in other subjects to promote pupils' skills. Therefore their progress is slower. However, pupils have made good progress in their word-processing skills.
29. The quality of teaching and learning in art, religious education, music and physical education is satisfactory and pupils make sound progress in these areas. There was insufficient evidence to make a secure overall judgement of the quality of teaching in design and technology, geography and history. However, in Years 3 to 6 insufficient time is given to promoting pupils' making and evaluating skills in design and technology, and their enquiry skills in geography, and the curriculum is too narrow in history.
30. The teaching of pupils with special educational needs is good. Staff are clear about what the pupils need to learn next in order to make the best progress in reading, writing and mathematics. They make good use of the very-well-prepared targets and check pupils' progress against them during and after lessons. In the main teaching part of lessons, teachers are careful to include these pupils, inviting their contribution and praising their efforts. The teaching assistants make good use of this time to monitor and track the pupils' learning or to encourage their participation. They share with the pupils how they are making progress and what they have to achieve next. This helps pupils build confidence in themselves. Small group and individual teaching is particularly effective, characterised by thorough planning and very good relationships.
31. Homework is used satisfactorily to support pupils' learning. The quality of marking varies across the school and is good in the Year 1/2 class and satisfactory elsewhere. Satisfactory use is made of ongoing assessment by teachers to plan future work.

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

32. Overall, the quality and range of learning opportunities in the curriculum are satisfactory. The curriculum meets all the statutory requirements of the National Curriculum and the requirements of the agreed syllabus for religious education. The time allocated to each subject is mainly in line with national recommendations. However, the overall teaching time in Years 3 to 6 is below the national recommendations. This is mainly because of the way the timetable is organised. Assemblies can take up to half an hour each day and time is lost as pupils move around the school. The school is aware of this and planned changes to the timetable are being developed which should result in an increase in teaching time.

33. Provision for information and communication technology, physical education and the development of physical skills in the under-fives has been improved since the last inspection. All subjects are adequately covered except geography, and design and technology, where pupils are given insufficient relevant experiences to make the expected progress.
34. However, the curriculum is not sufficiently demanding for more-able pupils. In general it does not meet the needs of pupils in the school who are now achieving well in English and mathematics. In particular the needs of more-able pupils are not well met in many subjects because there are insufficient opportunities to develop relevant thinking and evaluative skills. Too often pupils do the same activity without any clear difference in what is expected from more-able pupils. However, those pupils with special educational needs are well supported.
35. The national schemes of work adopted by the school for all subjects, except English and mathematics, are inconsistently used to support teachers' planning. This is especially the case in subjects like history, geography and design and technology because planning is variable in quality. The best planning identifies appropriate learning objectives and activities to help pupils' progress. However, planning is often too vague and activities are described rather than stating what pupils are to have learned by the end of the lesson. Pupils have only limited time and opportunity to develop the relevant skills alongside knowledge and understanding. There has been a lot of improvement in planning from a low starting point.
36. The school has satisfactory strategies for teaching literacy and numeracy. The national strategies for these subjects provide a reasonable structure for teaching the basic skills. However, the use of mathematics and English in other subjects is still underdeveloped in Years 3 to 6. Information and communication technology links across the curriculum are beginning to be developed.
37. Provision for extra-curricular activities is very good. A number of staff, governors and members of the local community provide a very wide range of clubs, including sewing, design and technology, information and communication technology, art, sport and music. These are well attended by pupils. New clubs are planned in response to interest and local expertise. Good opportunities exist for pupils to take part in competitions such as football and shinty. Pupils also benefit from lessons in a range of musical instruments including the guitar, recorders and keyboards, led by peripatetic music teachers. The curriculum is also enriched by visitors such as the Tudor courtier or story tellers who share their expertise and enthusiasms with pupils. Visits to places of interest such as Weston-Super-Mare take place regularly and are linked to the curriculum. Residential visits in Years 3 to 6 have a positive impact on learning and contribute well to pupils' personal and social development.
38. Overall there are equal opportunities in the curriculum. Pupils with special educational needs are well supported by teachers and teaching assistants. There is no difference between the way boys and girls are taught and they have equal access to extra-curricular activities and clubs such as football or netball. Occasionally groups of children miss assembly because they are withdrawn to take part in other activities such as additional literacy support.
39. Provision for personal, social and health education is now good. This is an improvement since the last inspection. Each aspect of personal, social and health education is provided through different subjects in the curriculum as well as part of specific lessons, discussions and assemblies. Sex and drugs education are covered

adequately. Various initiatives such as the school council and the draft scheme of work are improving provision, although they are still at an early stage of development. The draft scheme of work for personal, social and health education lessons is raising teacher expectations. The recently-established school council system is beginning to have a positive impact on pupils' ability to take part as citizens in the life of the school. The house system effectively promotes good behaviour, and assemblies are also used well to develop pupils' understanding of relationships and respect for differences between people.

40. The learning environments both inside and outside the classroom have been improved, and they enrich the curriculum by encouraging positive attitudes and supporting learning. For example, a display of mathematical vocabulary in Year 1/2 helps pupils understand the importance of using the correct mathematical vocabulary.
41. The provision for those with special educational needs has improved significantly since the last inspection and their progress is now good. They are fully included in all the school offers. The good individual education plans show clearly how the needs of the pupils are to be met within lessons. The targets are sequential and sharp enough to be achievable over a few lessons. Good use is made of additional expertise, particularly in mathematics, to accelerate the pupils' learning. Computer technology is not used well to assist older pupils' learning. There is little mention of this resource on the pupils' individual education plans and, whilst the school has the necessary programs and hardware, a weakness in staff expertise in this area means not enough use is being made of them.
42. There is an appropriate amount of work taught in small groups or individually. This allows pupils to gain greater personal confidence through discussion about their progress with teachers and teaching assistants. Occasionally some lessons are taught in the library or information technology suite. These times fit well with the organisation of the class lesson but sometimes run over time, causing the pupils to miss important parts of class lessons. At present there are no pupils with English as an additional language in the school.
43. There is good provision for the spiritual, moral and social development of pupils. Cultural provision is satisfactory overall, as it was at the time of the last inspection. Experiences are well planned through the personal, social and health education programme and the thematic approach to collective worship.
44. Opportunities are provided in both assemblies and lessons for pupils to develop spirituality. There were periods of quiet reflection in assemblies, where the pupils are successfully helped to develop their feelings. A well presented story about bullying culminated in revealing what it is about people that the pupils most admire and want to see reflected in the mirror. The response from pupils was good.
45. Opportunities for moral education are good. Staff are good role models and pupils are helped to understand the difference between right and wrong. There is a regular time for pupils to discuss issues that face them as they grow up. These lessons are sensitively managed and assist pupils in coming to terms with their feelings. Provision for social education is also good. All pupils have numerous opportunities to work and play together in pairs and small groups. They are given responsibilities which include helping to lead discussions during the class council meeting. More recently pupils have elected representatives to serve on a school council, so extending their responsibility further. Pupils help in formulating the school and class expectations of behaviour, which are well known. Older pupils have a range of

responsibilities that contribute to the smooth running of the school. They help organise fund-raising events for local charities as part of their responsibility towards their house team. Lunch times and play times are well organised and pupils have access to a range of games and areas that encourage them to play purposefully together. A good range of trips and visits give pupils opportunity to develop social skills. For example, there is a programme of residential visits for all pupils in the juniors. Pupils are encouraged to develop their understanding of citizenship through contact with local community centres.

46. The preparation for pupils to live and work in a diverse multi-ethnic society has not improved since the last inspection, and remains at best satisfactory. It is the stated intention of governors to improve the provision in this area of cultural provision. Teachers present non-stereotypical images of people from other backgrounds through an appropriate selection of reading material and displays, and during their studies of India, African and world religions. However, there is no regular celebration of the music or art from other communities, and resources are unsatisfactory. Pupils have a number of well-planned opportunities to share in their own culture, through taking part in village events and visits to museums and local buildings of historical significance.

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

47. The school cares well for the health, safety and personal welfare of all pupils. Appropriate emphasis is given by teachers and all the staff to providing an establishment where pupils' personal development is a priority and is supported by a healthy and safe environment. Pastoral care is provided by the class teacher and supported by the headteacher. Pupils are well known to all staff as individuals and are confident that they will be given help and support if they need it.
48. Procedures for monitoring and promoting behaviour are very good. The school's code of behaviour is understood, and effectively and consistently used by teachers within the school policy. As a result, pupils understand the expectations for good behaviour and this helps create an environment in which lessons can progress with the minimum of interruption.
49. The school has very good procedures in place to eliminate bullying and other forms of oppressive behaviour, as these are now being reinforced in personal, social and health education. Pupils are very confident that any problems will be swiftly resolved.
50. Procedures for monitoring attendance are good and well known to staff. Registers are correctly and systematically marked and monitored for absence and punctuality. Attendance is well above the national average. There was no permanent exclusion in the last year.
51. Child-protection procedures are good. The school has an agreed policy that is well known to the staff. The designated officer has good working relationships with all relevant support agencies and overall this provides good protection for all pupils. Health and safety provision is good, monitored by the headteacher and the health and safety governor. The school has a comprehensive health-and-safety policy that meets statutory requirements. Risk assessment is up to date and all equipment is well maintained with recorded checks. Clear notices support the procedures for fire evacuation, and fire drills are conducted regularly and logged. First-aid provision is good; training is up to date and a number of staff hold current first-aid certificates. The school promotes healthy and safe living through a programme for personal,

social and health education, and across the curriculum. The school has good relationships with a range of outside agencies and works successfully with them to secure pupils' welfare.

52. There is good provision for those with special educational needs. Teaching assistants have good levels of knowledge and understanding of the pupils' needs and track their progress systematically. The school makes good use of the advice from outside agencies both to support the teaching of those with specific needs and to gain advice on the best way of meeting the needs of other pupils on the register. The school has quickly addressed the spirit of the new code of practice, involving pupils and parents in the individual education plans. For example, there is a regular review sheet to show how pupils are meeting their small targets in learning mathematics that is shared with parents. Pupils contribute to their targets in mathematics and writing and regularly evaluate how well they are learning.
53. One of the key issues in the last inspection was to provide a common approach to recording attainment and progress. This has now been addressed. The school has a good tracking system for monitoring pupils' academic progress based on yearly tests in maths and English. This has been responsible for the improvements in standards in mathematics and English because groups of pupils have been identified and appropriate support given. For example, the additional literacy support in Year 3/4 for those pupils who need a little extra help and the planned booster support for higher-attaining pupils in Year 6. Pupils with special educational needs are assessed regularly and there are good procedures in place to record, monitor and meet their changing needs. Teacher expectations have also been effectively raised in mathematics and English.
54. Reasonable procedures for assessing pupils' attainment are now in place but are still developing. This aspect of assessment has been fully addressed in the core subjects of English, mathematics and science since the last inspection. The use of assessment information is now acceptable. It has contributed to the progress made in raising standards but is not sufficiently effective. For example, assessment in reception is used adequately to plan the next stages in learning, but is neither precise enough nor based on the stepping stones.
55. Teachers carry out regular assessments in mathematics, English and science which are used to inform planning and future learning for pupils. In mathematics these are very test-based but have been used successfully to identify areas of weakness. However, planning does not make use of the following year's objectives to challenge more-able pupils. Little use is made of assessment in foundation subjects.
56. Curriculum targets are set for pupils of differing abilities in mathematics and English, and are reviewed regularly so that they bring about improvement. Assessment statements in English, however, are not precise enough. Marking is still variable. At its best it relates to the intended learning and helps pupils know what they need to do to improve. However, teachers have not yet developed consistency in their assessment, using National Curriculum levels. Some work has been done in levelling work, but more is planned.

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

57. Parents' views of the school are very positive. They feel that the school is now well led and managed, teaching is good and pupils enjoy learning. Parents are very pleased with the attitudes and values promoted by the school and particularly with the

high standard of behaviour. This was confirmed during the inspection. They feel comfortable approaching the school to ask questions and discuss any problems. The overall consensus is that parents are very pleased with the school.

58. The quality and quantity of information provided for parents are very good. Through a range of methods, including the school prospectus, school policies, consultation evenings, termly curriculum information, information leaflets on reading, spelling and handwriting, and initial and full end-of-year records of achievement, there is clear communication between home and school. Parents' evenings are well attended and give them a good opportunity to discuss pupils' progress and keep in regular contact with teachers. Pupils' reading diaries, when well used, help maintain a continuing dialogue. Regular letters are informative, covering social events and curriculum information. Parents say the school is welcoming and is always willing to listen to them. The governors' annual report to parents gives good information and meets legal requirements. The school prospectus is well presented with necessary and useful information; this too complies with legal requirements.
59. Parents make a positive impact on the school as individuals, as parent governors and through the school association. Curriculum subjects given for homework are well supported by parents, using curriculum timetables to plan visits for pupils and gather information to support future work.
60. In the past year the 'Friends Of The School' association has raised considerable funds and amongst other things has provided two complete computer systems, book bags and books for school leavers. They also provide many opportunities for pupils, teachers and the community to come together for recreation and fun. They work hard with teachers, pupils and the community to provide good social and fundraising events. Recent ventures were the new quiet garden and display boards outside the office.
61. Parents are well informed of the aims of the school in respect of meeting the needs of those pupils with special educational needs. There are regular meetings to review progress of all pupils on the register, and parents are kept well informed.

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

62. The school is led and managed well by the headteacher and governors.
63. The headteacher gives a clear educational direction to the work of the school and provides strong leadership. He has been effective in giving a shared sense of purpose to staff, parents and governors in relation to the future development of the school and has brought about many changes aimed at raising pupils' standards of attainment through raising teachers' expectations of what pupils can achieve.
64. The headteacher has established sound and developing procedures to evaluate the school's performance more closely, to recognise its strengths and to take effective action to rectify any weaknesses. He is well aware of what further improvements the school needs to make. Through informal weekly visits to classes and more-formal monitoring of teaching and learning, the headteacher has a clear idea of the individual strengths and weaknesses of staff. He is supportive of staff, making clear his high expectations and leading by example.
65. The headteacher is ably assisted by staff, who work well as a team. He is continuing to develop the role of the subject co-ordinator in monitoring pupils' standards and

curriculum provision in subjects. A four-year programme has been established and the co-ordinator role has been developed in English, mathematics, special educational needs and personal, health and social education. However, the headteacher is aware that there is still much to develop.

66. The governing body is fully involved in the school's future development and works closely with the headteacher and the staff. They are led by a well-informed and astute chairperson. Governors are enthusiastic and fulfil their statutory duties well. They have an appropriate committee structure in place and are suitably involved in school development planning and in overseeing the development of the targets in the plan. The governors are kept very well informed about pupils' academic performance by the headteacher. They are beginning to monitor more closely for themselves the work of the school and to have a clear idea of its strengths and weaknesses.
67. The co-ordinator for special educational needs has a very good understanding of how to provide for the pupils with special educational needs. This is a strong feature of the school. Very clear advice and guidance are given to teachers and teaching assistants through individual educational plans and regular review meetings. The co-ordinator regularly teaches many of the pupils on the register of special needs, which helps him monitor their progress and the effectiveness of the levels of support. As a consequence decisions about how to employ staff and financial resources to support these pupils are efficient and effective. There is good monitoring by the governing body of the progress and provision for those with special needs.
68. School development planning is sound. Targets are relevant and the headteacher and governors monitor the school's progress towards meeting them. Good use has been made of outside agencies to increase staff expertise, and the headteacher works alongside staff to ensure that targets are developed appropriately.
69. The school is well staffed. Teachers and teaching assistants are deployed effectively. Appropriate use is made of training programmes to improve staff expertise, although they are not always relevant to the main improvement targets in the school improvement plan. Weaknesses in teachers' expertise in information and communication technology are being addressed. Accommodation is satisfactory. There is a well-used library stocked with good-quality books and a well-equipped computer suite. This is an improvement since the last inspection, although weaknesses in staff expertise and the relative newness of the suite mean that it is not fully used. The school has improved the quality of the school grounds in particular by providing a garden area for quiet times and better access for pupils to some but not all classrooms. Resources for learning are satisfactory. There is a clear correlation between the school priorities for action and the pattern of resource allocation. This is evident in the decision to increase the number of teaching assistants to support literacy and mathematics and the investments in computers. However, some areas of the curriculum, particularly the humanities, are under-resourced and contribute to weaknesses in provision.
70. There are good systems for financial control and administration involving clear and effective roles for the headteacher, governing body and secretary. The school identifies appropriate areas for development in the school development plan and uses the budget and specific grants well to support them. Procedures for budget setting and its subsequent monitoring are good. Evaluation of the previous year's budget takes place and budget allocations are changed accordingly. The headteacher, governing body and secretary work hard to implement the principles of best value.



The secretary offers friendly and effective support to staff and parents in the day-to-day running of the school. The school provides satisfactory value for money.

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

71. The governors, headteacher and staff, with the support of outside agencies as appropriate, should:
- (1) improve pupils' standards of attainment in information and communication technology by:
    - i. continuing to improve teachers' subject expertise; (paragraph 132)
    - ii. ensuring that pupils' developing skills in information and communication are promoted in other curriculum subjects; (paragraph 129)
  - (2) more fully develop the role of co-ordinators so that they have a clear view of pupils' standards of attainment and the curriculum provision made in all subjects of the curriculum; (paragraphs 107, 111, 115, 120, 127, 144, 149)
  - (3) improve the provision made for the teaching of skills in design and technology, history and geography in Years 3 to 6 making more consistent provision for more able pupils by raising teacher expectations of what these pupils can achieve; (paragraphs 35, 114, 120, 127)

In addition to the key issues above the following more minor points for development should be considered for inclusion in the action plan:

- review the length of the taught day for pupils in Years 3 to 6 to ensure that nationally-recommended minimum guidelines are met; (paragraph 32)
- improve the provision for children in the Foundation Stage by:
  - i. providing more opportunities for them to make independent choices; (paragraph 72)
  - ii. improving the provision made for structured play. (paragraph 75)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	9	21	1	0	0
Percentage	0	3	28	66	3	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	107
Number of full-time pupils known to be eligible for free school meals	7
<b>Special educational needs</b>	YR– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	11
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	3.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	16	16
Percentage of pupils at NC level 2 or above	School	88 (94)	100 (94)	100 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	94 (72)	100 (89)	100 (83)
	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	-	-	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	10	12
Percentage of pupils at NC level 4 or above	School	75 (94)	63 (100)	75 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	12	14
Percentage of pupils at NC level 4 or above	School	88 (94)	75 (94)	88 (94)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	106	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	21.4
Average class size	26.75

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

Total number of education support staff	5
Total aggregate hours worked per week	92.75

*FTE means full-time equivalent*

### **Financial information**

Financial year	2001 – 2002
	£
Total income	253,711
Total expenditure	255,581
Expenditure per pupil	2,388
Balance brought forward from previous year	15,720
Balance carried forward to next year	13,850

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	107
Number of questionnaires returned	73

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	3	0	0
My child is making good progress in school.	56	40	4	0	0
Behaviour in the school is good.	37	59	3	0	1
My child gets the right amount of work to do at home.	34	55	11	0	0
The teaching is good.	59	37	4	0	0
I am kept well informed about how my child is getting on.	51	36	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	25	1	1	0
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	44	44	10	0	3
The school is well led and managed.	66	34	0	0	0
The school is helping my child become mature and responsible.	51	41	4	0	4
The school provides an interesting range of activities outside lessons.	41	45	10	0	4

### Other issues raised by parents

Parents felt that the library was used well and that their children were becoming regular readers who wanted to read as well as being able to read. Some parents felt that the 'Jolly Phonics' scheme had been very successfully implemented. Extra-curricular activities were said to be limited by the accommodation. Parents said that the information and communication technology and sewing clubs were excellent.

## **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**

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

72. Many children enter the nursery class with developing skills in personal, social and emotional development. As a result of sound teaching in the reception class, children make satisfactory progress so that by time they enter Year 1 many will have achieved most of the 'stepping stones' in this area of learning. However, insufficient emphasis is placed on the development of independence in learning. Children are not given enough opportunities to develop a good level of independence within the classroom and in the selection of resources. However, they feel safe and secure, and display a good level of trust in the way they arrive for school each day, confidently leaving their parents and carers.
73. All children behave well and are clear about what is expected of them throughout the sessions. They concentrate well, particularly when the activities are relevant and interesting. Where children are interested, they work hard. They learn to be aware of their own feelings and listen to the feelings of others during stories such as 'The Three Little Pigs' and 'Cinderella'.

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

74. The teaching of communication, language and literacy is satisfactory overall. Children make satisfactory progress so that by the end of the reception year most will achieve the Early Learning Goals and reach expected standards for their age.
75. Children enjoy stories and make predictions about what will happen in the story 'The Three Little Pigs'. The good relationships and perceptive questioning of the teacher and teaching assistant ensure that children are fully involved in reading the text. They are secure in the knowledge that their contributions will be valued and are, therefore, willing to answer, even when they are unsure whether they are right. Staff are aware that this particular group of children lack confidence in speaking and work hard to encourage them to express themselves clearly. Role-play situations where children play independently, such as selling produce in the greengrocery shop or playing doctors and nurses, are less well developed and are not effective without greater adult input.
76. In the reception classes most children are on track to reach the expected standards in their reading. They are mostly confident in their use of letter sounds, using the 'Jolly Phonics' scheme that has been recently introduced with great success. All children know how books are organised and that you read from left to right. They make use of picture cues when talking about the stories. However, few children are yet reading words or sentences. Children visit the newly-organised library each week to exchange library books for their parents to read at home with them. All children take books home on a regular basis and receive good parental support, evident in their 'diaries'. When given support in small-group work children show good concentration in recognising groups of letters which make a single sound, such as 'ch' or 'sh'.
77. Most children write their own names and are beginning to write simple words and phrases. More-able children write simple words and phrases, and are beginning to

correctly spell some common words. Children are provided with satisfactory opportunities to practise their 'writing' in a variety of focussed activities. Most children form letters of the alphabet correctly, although the size of their print varies. There are some opportunities for children to write independently in the writing area during 'self-choice' activities, but few choose to do so.

### **Mathematical development**

78. All children are on track to achieve the Early Learning Goals in their mathematical development by the end of the reception year and a significant number will exceed them. Children make good progress in their understanding of numbers, shape and space. They all recognise common two and three-dimensional shapes and most can identify shapes such as hexagons, cones and spheres. They are confident in using numbers to ten, and more-able pupils are confident in using numbers to 20.
79. In adult-directed whole-class and small-group discussions children are given frequent opportunities to practise their number skills, and the quality of teaching is good overall. When activities are chosen by the children they are not structured enough to promote and develop a wide range of mathematical experiences.

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

80. Children make satisfactory progress so that most will achieve the Early Learning Goals by the end of the reception year. They are taught to respect the environment, such as when observing small creatures on a nature walk. The teacher makes good use of appropriate vocabulary to encourage children to describe the texture of some of the natural things they find in the school grounds and around the village. Children use their five senses to find out things for themselves. They learn about their local church and are beginning to understand festivals, such as Christmas, from acting out the Nativity for their parents. Photographic records show reception children last year acting out a baptism. In their topic about playgrounds children were able to identify what they liked or disliked about the different play equipment. They can use computers independently but are not always allowed the independence to do so. The quality of teaching is satisfactory.

### **Physical development**

81. Children make satisfactory progress in their physical development and reach levels that are in line with those expected for their age by the end of the reception year. Children share the outside play equipment with pupils in Years 1 and 2 at playtimes and show suitable control and co-ordination in riding small-wheeled vehicles. In physical education lessons in the village hall all children change appropriately, but some take a long time to do so and this limits the length of the taught lesson. Pupils demonstrate developing confidence in travelling across the floor using their hands and feet and holding a balance. They follow instructions and work safely in a confined space. Children learn to use tools, such as brushes and scissors, in organised activities but demonstrate poor dexterity as yet.
82. The quality of teaching is satisfactory. Appropriate activities are provided and the teacher gives suitable emphasis to safety in her instructions and throughout physical activities. The pace of lessons is satisfactory.



## **Creative development**

83. The children make satisfactory progress and, by the end of the reception year, most will achieve the Early Learning Goals in this area of learning. They sing a range of songs and rhymes from memory and enjoy taking part in musical activities. They are beginning to identify high and low sounds and to clap, keeping a steady beat. Children paint and draw using pencils, pens and paintbrushes, such as when making a mobile of shapes. They show less creativity and confidence in artwork than they do in music. Opportunities for children to make, paint, draw, or have the freedom to try different colours or textures and use a wide variety of materials to make pictures and models are infrequent.

## **ENGLISH**

84. Standards attained by all the pupils at the end of Year 6 are at least in line with national averages; around a third of the year group are working at higher levels. By the end of Year 2, standards are also above average, with most pupils reaching average or above expectations. This is reflected in the recent writing-test performances for seven-year-olds that are well above those of similar schools. By the time they leave the school, pupils are achieving as well as they should. English test performances have fluctuated but are at least average or above average. Last year's results, whilst well below those of similar schools, indicated some good improvement to pupils' prior attainment. Overall, there has been an improvement in standards since the last inspection, particularly in writing. This is largely due to the emphasis the teachers place on teaching reading and writing and the good use made of additional support to help both lower and higher-attaining pupils. Pupils make consistently good progress in reading as they move through the school. In writing, progress is more erratic. It is good in Years 1 and 2 and satisfactory in Years 3 to 6. Recent developments are successfully addressing the weaker aspects in teaching writing.
85. Pupils' skills in speaking and listening are good. Throughout the school, teachers provide good opportunities for discussion in subjects across the curriculum and pupils learn to listen and talk in a variety of situations. Pupils in Year 2, for example, were articulate in explaining why food should be grouped in a particular way. In Year 6, pupils argued the reasons why one word was more effective than another during the writing of the first paragraph of an adventure story. Pupils successfully try out different dialects when reading aloud. The majority of pupils in Years 5 and 6 have the opportunity to use standard English in formal situations and are generally clear, articulate and confident when presenting their own views. In many lessons teachers ask good questions to encourage pupils to reflect on their ideas or observations and to explain them clearly.
86. As they move through the school, pupils' skills in reading improve quickly. There are regular opportunities for class and group reading activities, mainly within the Literacy Hour; in these sessions teachers and teaching assistants draw attention to features of books such as letter sounds or punctuation to help to improve pupils' skills in understanding and expression. There are regular times for pupils to read independently outside of the Literacy Hour in Years 5 and 6. Pupils are expected to complete their own appraisal of the books they have read, but there is little other direction given for pupils to improve their critical evaluation of their reading or to share what they like about their own personal reading choices. Pupils are expected to read as part of their homework and this is successful in ensuring that they read regularly,

particularly in Years 1 and 2. Pupils in Years 1 and 2 are helped to select appropriate books because good records are being maintained. These consist of very clear targets for improvement that refer directly to the literacy reading targets and are regularly checked on. This works well and contributes to good progress. Lower-attaining pupils in junior classes are helped to select books that are well matched to their reading skills. The arrangement of books into specific genre collections in Class 4 encourages pupils to widen their range of authors or types of books. All classes make regular visits to the school library, where they benefit from a good range of books. The majority of pupils understand how to find information in books, knowing, for example, the purpose of the glossary and index, and they use dictionaries and spelling lists to help with spellings. The teachers sometimes provide pupils with alternative word lists to help with their writing, but pupils rarely make use of the thesaurus to help them widen their vocabulary. Pupils in Year 6 express preferences for particular styles of books or authors; their taste tends to be for modern popular authors such as JK Rowling or Jacqueline Wilson, although one younger pupil has also read Tolkein. Higher-attaining pupils have good skills in using inference and deduction; for example, in discussing significant themes and characters.

87. Pupils make good progress in their writing in Years 1 and 2. The range of opportunities for writing has been extended as a result of the focus on improving standards. Pupils learn to write, for example, instructions, accounts of their activities, letters and poems in a variety of forms. Higher-attaining pupils use good descriptive vocabulary to engage the interest of the reader. Many have started to use dialogue and a variety of punctuation to enliven their work. Lower-attaining pupils write independently, express ideas clearly and are beginning to punctuate sentences accurately. The standards that pupils have reached in this year group are the result of good, purposeful teaching. This has ensured that many pupils have made good progress from an average starting point at the start of the year.
88. Whilst progress is more erratic as pupils move through Years 3 to 6, the work of the majority of pupils in Year 6 is well up to expected standards. Average-attaining pupils write from a variety of perspectives and successfully extract and represent information from a variety of texts. Higher-attaining pupils use very good descriptive language and complex sentences to engage the reader. However, much of the work of average-attaining and some more-able pupils is not always grammatically correct. The teaching is generally satisfactory, and some is good. Good use is made of resources, and teachers are well prepared. They are enthusiastic about teaching. These qualities came together well in a Year 5/6 lesson during which pupils successfully learnt the importance of choosing good vocabulary and structuring writing to create tension. The start to the lesson quickly engaged the pupils' imagination as they listened attentively to a well-chosen extract from 'War of the Worlds'. The purpose of the writing session was clearly demonstrated when the teacher helped pupils pick out the powerful words and phrases the writer had used. The pupils made good use of this knowledge to build up their own introduction to a tale of suspense. The support staff were clear about the outcomes for the different groups they were working with and made good use of the whiteboards to encourage pupils to work with their initial ideas. This resulted in satisfying results for all the pupils. Overall expectations of what pupils might achieve in their work have been raised since the last inspection and the teachers are conscientious in setting targets for what pupils should do to improve. These do not relate sufficiently to the small achievable targets that are set out in the school's policy for writing and are rarely referred to when teachers mark the pupils' work. Consequently, progress is inconsistent, with mistakes and inaccuracies continuing from one year to the next.

89. Throughout the school there is an uneven quality to how pupils' written work is presented. Handwriting is taught regularly to pupils in Years 1 and 2, although they do not begin to learn a joined style until they start in Year 3. The teaching of handwriting is less systematic as the pupils get older and, whilst some average and higher-attaining pupils write legibly and fluently using a joined style, there are a significant number whose handwriting is below expectations by the age of 11. The spelling of commonly-used words is generally correct and the emphasis on linking the teaching of spelling to strategies for reading is of particular benefit to lower-attaining pupils. Pupils make satisfactory use of their literacy skills in other subjects, for example, in writing structured accounts of experiments in science or researching key facts about symbolism in religious education. Only limited use is made of information and communication technology; occasionally work is word processed, skills are used well for good presentation in a colourful or illustrated form and there is some use of the Internet for research.
90. Pupils with special educational needs receive good support when they are taught in small groups. Work is well focussed on the targets in their individual education plans, and in many of these lessons pupils work through a range of activities that maintain their interest and motivation. They make good progress in key skills in literacy as a result of a good level of involvement in the lessons and a high emphasis on praise for their efforts.
91. The co-ordinator has worked hard to support colleagues in using the Literacy Strategy as a framework for teaching English. Target setting has been established based on an analysis of test papers. Teaching has been observed and areas for improvement have been identified, but there are no plans for monitoring the impact of the recent initiatives and ensuring that the quality of teaching and learning continues to improve.

## **MATHEMATICS**

92. Pupils in Year 2 and Year 6 attain standards above those expected for their ages in mathematics. Standards are improving and since the last inspection scores in national tests for seven-year-olds have continued to rise steadily. Standards in the national tests for 11-year-olds are also generally improving. Although the 2002 test results for 11-year-olds were below the expected standards, pupils made satisfactory progress based on their previous achievements at the age of seven. There is no marked difference between the performance of boys and girls. This represents a significant improvement in standards since the last inspection. A number of things have led to this, including better leadership and management of the subject, improvements in teaching and more-effective use of assessment information.
93. Although pupils make satisfactory progress overall, those in Years 1 and 2 now make good progress. This is an improvement since the last inspection. Pupils with special educational needs also make good progress. Pupils' progress is carefully monitored by the subject co-ordinator and good support is provided for lower-attaining pupils by teaching assistants. Although the school has identified the need to improve standards amongst the more-able group, not enough is done to challenge these pupils, especially in Years 3 to 6, where they do not make the expected progress. The planning framework in the National Numeracy Strategy is not used well enough to select specific learning objectives and activities from the year ahead for this group.
94. Pupils enter Year 1 with broadly average standards in mathematics. By the age of seven they have a good understanding of number, shape, space and measures as

well as data handling. All pupils can apply their knowledge of number bonds to ten when solving more-difficult calculations such as  $40+60$  or  $53+6$ . Higher-attaining pupils use efficient strategies to solve calculations like  $45+11$ . Pupils describe two and three-dimensional shapes using various properties, such as corners or faces, measure accurately and read simple scales on rulers. They have developed effective problem-solving skills and use correct mathematical vocabulary, such as symmetry, when discussing their work.

95. By the age of 11, pupils work out calculations in their heads quickly, understand fractions and have a good understanding of shape. They carry out short written methods of addition, subtraction, multiplication and division. Sometimes average pupils make mistakes because they lack understanding of the mathematical operations involved. Information is accurately presented in graphs, but not enough work is done on the interpretation of graphs. Most pupils are less secure in checking their results, making sensible estimates or choosing efficient strategies for solving number problems because teachers do not encourage this approach.
96. Teaching has improved since the last inspection. It is still satisfactory overall, but there is no longer any unsatisfactory teaching. Teaching ranges from good in Years 1 and 2 to satisfactory in Years 3 to 6. Teachers manage pupils effectively and teach the basic skills well. They provide appropriate work for different ability groups within the two-year age range in classes. Teaching and learning are most effective when there are clear learning objectives, shared with pupils and assessed at the end of the lesson.
97. Successful teaching and learning take place when teachers have good subject knowledge and high expectations, such as when a teacher in Year 1/2 explained accurately what a fraction was and expected pupils to use precise mathematical vocabulary in their explanations. Clear questioning extended pupils' learning by making clear the relationship between quarters and halves. Pupils' misconceptions were well used by the teacher in the Year 3/4 class when explaining a more effective strategy for halving 54 mentally. Good use was made of interactive whiteboards to involve all pupils and assess their understanding of equivalent fractions in Year 5/6. Not enough opportunities are given to pupils, particularly in Year 5 and 6, to explain their methods so that the most effective and efficient ones are chosen for different calculations. Teaching in Year 5/6 by a local secondary school teacher is having a positive impact on pupils' learning in shape and problem solving. Teaching is less successful when pupils are asked individual questions and too long is spent consolidating what they already know, or time is wasted as they change activities in different parts of the lesson.
98. Pupils are enthusiastic about mathematics and generally concentrate well in lessons because of the good relationships they have with their teachers. They work well in groups, such as when they make jam sandwiches in Year 2, and this supports their social and personal development. Mathematical understanding is better when pupils solve problems using the knowledge gained in the lesson; for example, when pupils in Years 3 and 4 learned how to use an empty number line to add two numbers together. Work is well presented in books. In Years 3 to 6 there is still an over-reliance on worksheets and textbook calculations which focus on answers.
99. Leadership and management are good. Weak areas in pupils' mathematical knowledge, identified from tests, such as space and shape, have been improved because teachers have adapted their teaching. Not enough use is made of the key objectives of the National Numeracy Strategy to set targets for learning and improve

teacher assessment. Problem solving needs to be consistently taught across the school. Resources are satisfactory, but the use made of information and communication technology to support learning is still underdeveloped.

## SCIENCE

100. Standards in science at the end of Year 6 are in line with those expected nationally, as they were at the time of the last inspection. Standards of attainment by the end of Year 2 are above national expectations and this is an improvement since the last inspection. Statutory teacher assessments at the end of Year 2 in 2002 show the percentage of pupils achieving the expected Level 2 to be very high in comparison with the national average. However, the percentage of pupils achieving the higher Level 3 was well below the national average. In National Curriculum tests at the end of Year 6 pupils' performance was well below the national average compared to all schools and in the lowest five per cent nationally in similar schools. Pupils' standards showed a consistent upward trend between 1999 and 2001 but fell sharply in 2002. Generally boys perform better than girls but not significantly so.
101. The school plans science using government guidelines, adapted where necessary to accommodate the mixed ages in classes. However, due to the school's successful emphasis on improving pupils' standards of attainment in English and mathematics, relatively little attention had been given to the teaching and learning of science. Evidence from the inspection indicates that, while the teaching of science is satisfactory overall, pupils do not have enough opportunities to choose their own resources and set up their own experiments to answer a question posed by the teacher. This is a missed opportunity to encourage enquiry skills and develop real scientific thinking. Pupils do record their experiments accurately, using and understanding terms such as 'hypothesis' and 'prediction'.
102. By the time pupils are seven most have a good knowledge and understanding of different food types, and all pupils, including those with special educational needs, can explain their thinking, such as why a tomato or a crisp is a vegetable. Most pupils have a good understanding of simple electrical circuits and sources of light, and can classify everyday materials by their properties. They are beginning to understand fitness for purpose as a criterion for grouping materials and realise that some materials, such as chocolate, can be changed by heating. Pupils record their work in a variety of ways and make appropriate use of graphs and tables to record the results of their investigations. All pupils, including those with special educational needs and lower-attaining pupils, make good progress overall. The work they are asked to do usually offers a suitable challenge and they are well supported by both teaching and support staff.
103. By the end of Year 6 most pupils understand the nature of natural forces such as gravity, and higher-attaining pupils talk knowledgeably about the effects of friction and air resistance. They are becoming aware that forces can act against each other and be balanced so that there is no obvious effect. Pupils are knowledgeable about a number of everyday materials and their properties. They understand that materials can be changed by heating or cooling and that some changes are reversible while others are not. Pupils know that force is measured in newtons and, as was seen in a Year 5/6 lesson when pupils used a newton-meter to measure the force exerted by different objects in air and water, that the 'weight' of objects changes in different mediums. Pupils are aware of what is needed to make a test scientifically 'fair' and record their results in a systematic way. Pupils are positive about science and enjoy

- the subject. They behave well, pay attention and carry out tasks sensibly, although some are slow to settle to written work.
104. Pupils in Years 3 and 4 study the nature of light. They have a sound understanding of the different sources of light and know that when light shines on an object a shadow may be formed. They understand that food as such is neither healthy nor unhealthy, but that the balance between different types is important. In conversation pupils demonstrate a generally sound grasp of the different aspects of science, and this is confirmed by the work in their books. There is consistently satisfactory progress from Year 3 to Year 6.
  105. Pupils with special educational needs, as well as lower-attaining pupils, make good progress overall. The work they are asked to do usually offers a suitable challenge and they are well supported by both teaching and support staff.
  106. The teaching of science is satisfactory. Teachers have a secure knowledge of the curriculum and provide a variety of practical experiences. However, insufficient opportunities are provided for pupils to design their own experiments or to decide how to set out their own results. This is evident in the scrutiny of their previous work, where much of the work completed by different ability groups is the same, although more-able pupils make appropriate use of their higher literacy skills. Relationships are good and teachers manage pupils well, having high expectations of behaviour. Questions are used effectively to encourage pupils to think for themselves, but not enough opportunities are provided for pupils to discuss posed problems in pairs or small groups so that all pupils are involved.
  107. The co-ordinator has revised the curriculum according to nationally-recommended guidelines, and the scheme of work contains guidance for teachers on opportunities available for developing pupils' scientific enquiry skills. However, no monitoring of the quality of teaching and learning has taken place and this is a weakness. The co-ordinator has recently introduced regular termly or half-termly assessments of pupils' attainment and progress, but it is still too early to judge how effective these will be. Resources for the subject are adequate. Good links with the local secondary school have been established and have been effective in providing pupils with experiences in information and communication technology in sensing physical data, such as when they used computers to measure temperature changes electronically when learning about insulation. Science is the main target for development in next year's school improvement plan.

## **ART AND DESIGN**

108. Overall, pupils' standards of attainment at the end of Year 2 and Year 6 are in line with national expectations and all pupils make satisfactory progress. Standards have been maintained since the last inspection. Few art lessons were observed during the inspection and no secure judgement can be made of the quality of teaching.
109. Year 1 pupils make good use of vocabulary when out for a walk to collect information for completing a collage of different textures and describe a stalk as 'soft' and a seed head 'prickly'. However, when given a choice of painting or drawing in class very few pupils take up these opportunities and when they do their painting skills are elementary for their age and their pictures only make use of bold primary colours. By the end of Year 2, pupils use a variety of media when using their imaginations to produce observational drawings, paintings and collage. They make appropriate use

of information and communication technology when using art programs to create 'Yellow Islands' in the style of Jackson Pollock.

110. Year 6 pupils demonstrate sound drafting skills in their small observational drawings of imaginary beasts and relish the opportunity provided for them to work on a larger scale as they use pastel crayon and water colours to complete A3-sized pictures. They mix paints competently when using colour washes to provide a background to their work. Pupils show good observational skills and manual dexterity when completing good silhouettes of their classmates. Their work is well displayed around the classroom walls and individual pupils are easily distinguished by their profiles.
111. The subject has not yet been a target for development in the school improvement plan and the role of the co-ordinator is still underdeveloped. However, the school has adopted nationally-recommended guidelines for the subject, and teachers' planning follows this framework, although learning objectives are not clearly stated and frequently describe the activity the pupils will complete. There are no whole-school assessment procedures in place, but individual teachers do make ongoing assessments of pupils' work in order to adapt their future planning. Resources for the subject are satisfactory.

## **DESIGN AND TECHNOLOGY**

112. There was insufficient evidence to make a judgement about standards in the juniors or the quality of teaching as no lessons were seen and the work available was unrepresentative of most pupils. Standards at the time of the last inspection were satisfactory and this subject was seen as a strength in the provision for pupils. From discussions with pupils in Years 5 and 6 it is clear that many of their experiences have not been particularly demanding of their making and evaluating skills. The school scheme of work has been drawn from nationally recommended guidelines but is too recent to have ensured a progression in skills and knowledge that challenges older pupils.
113. The achievements of seven-year-olds in their work on designing a playground meet expectations and result from a well-planned experience. Good use was made of a visit to the local park and one to a nearby town to encourage pupils to examine what was already possible. Photographs were taken and studied and this led pupils to consider features they liked, which they transferred to their designs. Models were made and tested from components available, and evaluations of their practicality were considered. Pupils in Year 1 were also encouraged to design, before selecting from a range of material to make a cat mask. The various stages of the process were recorded in table form and the initial pictures used as a basis for the pupils to judge their success.
114. Pupils in Years 5 and 6 talked about a range of experiences in cooking, such as making biscuits and cooking pancakes. They enjoyed the experiences but did not participate in the selection of ingredients or have the chance to modify the recipes. As well as working with food, pupils work with a small range of materials including textiles and papier mâché. They are encouraged to research their designs for Victorian tiles or suitcases, but the range of tools and components do not challenge or build on their previous skills. Pupils have little experience of working with wood or plastics. They had, for example, never used the range of tools expected for their age. This is limiting their achievements. They have an experience each year of control technology; for example, building a moving robot or constructing a house that uses

switches and sensors. This is work that inspires the pupils and challenges their thinking.

115. At present the co-ordinator for the subject has had no opportunity to make a significant impact. Resources have been audited to ensure their suitability for the schemes of work.

## **GEOGRAPHY**

116. At the last inspection standards were judged to be in line with expectations at the age of seven and above expectations for 11-year-olds. An observation of seven-year-olds' work indicates that they are achieving satisfactory standards. Although no lessons were seen, the work on display suggests teachers' knowledge of teaching geography skills is secure. There was no work available from 11-year-olds and therefore a judgement cannot be made about standards and teaching.
117. There is still a strong emphasis on fieldwork, and pupils at the age of seven are familiar with their local environment and its features. Pupils in Years 1 and 2 achieved well when investigating safe routes to school because teachers encouraged them to look carefully at the local map and relate this to their experiences of walking around the village. The pupils extended geographical skills by plotting routes onto maps and comparing and contrasting busy and quiet roads to find the safest way of crossing them. Teachers used a visit to a seaside town to compare and contrast settlements. This further extended pupils' knowledge of maps, and higher attainers benefited by looking carefully at the amenities both places offered residents and visitors.
118. Pupils are not making the progress expected of them through the junior classes because the work is not demanding enough and there has been insufficient coverage of the Programmes of Study. In discussion with pupils in Years 5 and 6 it was evident that they had little experience of pursuing their own lines of enquiry during the topic work. Their knowledge of geographical facts about the world's oceans, rivers and mountains was below that usually expected. Whilst they had a reasonable knowledge of where India could be found on a world map they could recall very little about its people or the main physical features. Their studies of Africa had largely been limited to finding out about the animals rather than developing skills in evaluating information in order to make comparisons about the wild animals in their own country.
119. The teaching of pupils in a Year 3/4 lesson, the second in a series about an Indian village, lacked the challenge necessary to extend pupils' knowledge of physical and human features demonstrated in the sample of work from Years 1 and 2. Too much of the lesson was spent on colouring in maps, which were without keys. There were low expectations of pupils' ability to find out more about the physical nature of the Indian sub-continent and represent this on maps. The overall planning of the topic was sufficiently detailed, but the turning of this into planning appropriate activities and challenge was weak.
120. The subject has been managed on an ad hoc basis and this affects the capacity of the school to focus its attention on the areas it should, especially the need to make the teaching more consistent, challenging and progressive in the juniors. However, the school has adopted national recommendations, and a two-year rolling programme of work has been put in place. Resources for geography are poor. The planning is not regularly monitored to ensure that work is suitable for the mixed-ability and mixed-age classes, and there is no regular assessment of pupils' skills.



## HISTORY

121. No history lessons were taught during the inspection and there was insufficient evidence to judge standards by the end of Year 2. However, a scrutiny of pupils' work, teachers' planning and displays, and talking to pupils indicate that standards are in line with national expectations by the end of Year 6. Overall, pupils make satisfactory progress.
122. Standards by the end of Year 6 are not as high as they were at the time of the last inspection. This is mainly because the curriculum is not sufficiently broad. The management of the subject is weak and planning does not build consistently well on pupils' previous skills, knowledge and understanding. Work is not sufficiently challenging for the older pupils, particularly more-able pupils.
123. The guidance from the national scheme of work provides adequate support in Years 1 and 2. Pupils learn about famous people like Florence Nightingale, important events in the past such as the Great Fire of London, and changes in their own lives and the lives of their parents and grandparents. A good variety of sources are used to find out about the past, including pupils' own memories, stories, pictures, portraits, artefacts and toys. Pupils begin to develop a sense of chronology through sequencing events in the lives of different people and start to make comparisons between the past and the present.
124. Pupils in Year 3 and 4 continue to develop a sense of chronology, using timelines to locate events within different periods, such as that of the Tudors. In Years 5 and 6 timelines are used to locate different events during and since the Victorian era. However, many pupils are not confident locating different periods such as those of the Ancient Greeks, Romans, Vikings and Anglo Saxons in chronological order. By the end of Year 6, pupils have reasonable historical knowledge. They compare different periods in the past with the present and describe features of life in the past. They compare the lives of different people during a particular period, such as rich and poor in Victorian times. Understanding of the causes and effects of events, such as the industrial revolution and how history is interpreted, is weaker because teachers do not plan for it consistently enough.
125. Pupils develop satisfactory enquiry skills through access to different sources. However, there are not enough opportunities for pupils in Years 3 to 6 to ask their own historical questions, select information from a range of sources and decide how to present their own work.
126. Work is presented adequately, but expectations of the amount and quality of work produced are not high enough. The use of the local area, visits and living history experiences has a positive impact on pupils' social and cultural development. They talk enthusiastically about visits to different places such as Mary Arden's house and the 'Black Country Museum'.
127. The role of the subject manager is underdeveloped and at present involves managing a small budget for resources. Very little monitoring and evaluation of planning and teaching have taken place but are planned for the near future. There is no scheme of work to ensure the systematic development of historical skills, alongside knowledge and understanding. Although the school recognises the need to review the scheme,

there is no clear indication of how this will be achieved. Overall resources are satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

128. Standards have been successfully raised for seven-year-olds and are now meeting national expectations. The teaching is good and this is demonstrated in the confident way pupils use information and communication technology as a learning tool to support a full range of subjects. As a result, progress for most pupils is good.
129. Standards for 11-year-olds in many strands of information and communication technology are still below national expectations. As new computers and a good range of software have only recently been established, the attainment of pupils does not yet reflect the satisfactory teaching that takes place. Evidence from observations during the inspection indicates that the pupils' use of skills in information and communication technology to support other subjects is limited by weaknesses in teachers' expertise and infrequent use of the equipment. Consequently, although standards are rising lower down in the school, similar advances for 11-year-olds are slower.
130. In Years 1 and 2 teachers use information and communication technology regularly and imaginatively. This provides a sound basis for pupils' word processing, the early use of painting programs and programming moveable equipment. They are knowledgeable about where and how technology occurs in modern life, and benefit from the chance to use digital cameras and scanners in their work. Pupils develop tremendous confidence in using the keyboard and in particular the prompt commands that they find on the screen. Pupils in Year 2 found the location of programs quickly and navigated themselves around the various prompts on the screen to undo operations they had performed. A particular feature of the good teaching was the encouragement given to pupils in the Year 2 lesson to decide for themselves which icon to use when setting up a new graph or find ways of correcting their work. This was managed well because the teachers' own subject knowledge in the program was secure.
131. By Year 6 pupils use word-processing programs to draft and redraft work. They use techniques such as cut and paste to make use of pictures and fonts to improve the presentation of their work of different sports. This aspect of their work has improved since the last inspection. Pupils have made some use of CD-Roms for research into animals and organised the results into a database. The digital camera has been used by most of the older pupils to record local features that promoted environmental discussions to do with the possible siting of a new school. A few higher-attaining pupils combine images taken during their visit to Wales with text to describe their journey. Pupils in a lesson for Years 5 and 6 made satisfactory progress in managing a spreadsheet to set up a chart on their journeys to school. The guidelines for the lesson had been well prepared and the teacher made good use of these to ensure that the pupils gained an idea of how they could present their data. Higher-attaining pupils followed the instruction systematically, although they were unclear how they could use the menus to move quickly between different aspects of the program. The teacher did not have the training to anticipate difficulties the pupils might experience with a new program. This affected the learning of average and lower-attaining pupils, who were also unsure of how to select options or move through the various menus within the program. There is no facility for the teacher to instruct pupils by demonstrating what should be on the screen after the start of the lesson. The

teacher and teaching assistant did well to move around the group, helping with problems, but this was not an effective use of the teaching time.

132. The resources and the accommodation are now good. The co-ordinator has only recently taken over the management of the subject and has worked hard to audit resources, prepare guidelines for teaching all strands of the Programme of Study and present a useful assessment record. A start has been made on sampling work, but this is at present not graded according to National Curriculum level descriptors to show attainment. This limits its ability to help staff make reliable assessments of pupils' skills. The curriculum documentation provides teachers with sufficient guidance on planning a coherent programme of work. Training programmes are being made available to staff in order to help the school tackle areas of weakness in teachers' skills. Development of staff expertise has been slow, in particular in training staff in how control and modelling can be taught effectively within other subjects and also how to make best use of computers for teaching literacy and numeracy. The co-ordinator has some time to monitor recent developments, but this is not sufficient to support colleagues and develop their confidence quickly enough.

## MUSIC

133. Pupils throughout the school reach the standards expected for their ages. Standards have been maintained since the last inspection. Overall, pupils make satisfactory progress in their understanding, knowledge and skills.
134. Younger pupils sing action songs well, such as "Everybody do this, do this", carrying out a sequence of actions accurately at the same time as singing. They enjoy their music-making activities and are beginning to learn the names of a range of musical instruments. Year 2 pupils maintain a beat in simple accompaniments and sing appropriately. They are beginning to develop an understanding of pitch.
135. Year 4 pupils know the length of different notes and perform a limited range of simple rhythms. They record rhythms using musical notation. Year 5 pupils describe and compare different kinds of music using appropriate musical vocabulary such as 'celebratory'. They listen to and evaluate different songs, commenting on the choice of instruments to create moods. They listen to and discuss ideas from songs before composing their own.
136. Teaching is satisfactory overall. The teacher has good subject knowledge and teaches the basic skills well. Lesson planning is satisfactory and includes a range of activities to develop knowledge and skills. The most successful learning takes place when the teacher adapts her teaching to the pupils' needs, such as when Year 2 pupils confuse loud sounds with high-pitched sounds. As a result, pupils make good progress in their understanding of pitch. Teaching is less successful when too much time is taken giving out books, the teacher is putting on a tape or pupils are copying work from the board. There are missed opportunities to challenge pupils by involving them in more-creative work using their own ideas.
137. Pupils have very good attitudes to music because the teacher chooses songs and music which are interesting and appeal to the different age groups. Pupils behave very well because they know what is expected and are well supported by other teachers or teaching assistants present with the specialist music teacher. This contributes well to their personal development because all staff demonstrate respect for others.

138. Pupils sing reasonably well in assemblies and listen carefully to music played. Peripatetic music lessons including guitar, recorder, violin, flute and keyboards improve the provision and standards for the children who take part. Year 2 pupils are particularly keen to learn to play the recorder. Good links are made with literacy when Year 5 pupils identify and write 'catchy phrases' they have heard in popular songs. Music contributes well to pupils' cultural development as they listen to and discuss how music from different decades reflects the lifestyle of the times. Planning based on the national scheme of work ensures that pupils of all ages listen carefully to music, sing and play instruments, and compose and record their own musical compositions appropriately. Resources have been improved since the last inspection.

## **PHYSICAL EDUCATION**

139. Pupils' standards in physical education at the end of Years 2 and 6 are in line with national expectations in gymnastics and above expectations in swimming. No lessons were observed in games skills and therefore no judgement can be made of standards and teaching in this aspect of the subject. Pupils make satisfactory progress in gymnastics and good progress in swimming. Standards have been maintained since the time of the last inspection, except in swimming, where they have improved.
140. Year 2 pupils demonstrate good co-ordination and appropriate control when carrying out a variety of movements to make a short sequence on the floor, mats and benches. They work together well in pairs and small groups in response to their teacher's high expectations of their behaviour and standard of work. All pupils respond well to instructions and commands and enjoy physical activities. Year 1 pupils follow their teachers' instructions carefully, show a variety of ways of travelling using their hands and feet, and show good extension of their bodies when holding narrow or wide shapes. They are learning to be aware of others when working safely in a confined space.
141. Pupils in Years 5 and 6 respond imaginatively and with enthusiasm to the physical activities they are challenged to complete. They twist, turn and roll when creating group sequences involving balances and linking movements to imitate attraction and repulsion linked to their science work about magnetic force. Some pupils work well together whilst others find this more difficult. Generally, they listen attentively to instructions and work hard to improve their performance.
142. The swimming baths used by the school are being refurbished at the moment and therefore no swimming lessons were observed during the inspection. However, discussions with staff and a scrutiny of pupils' achievements indicate that the vast majority of pupils exceed national expectations by the end of Year 6. All pupils from Year 2 upwards have the opportunity to receive a term's swimming instruction each year. As a result the vast majority can swim more than 25 metres using a variety of strokes and go on to swim further distances or achieve bronze, silver and gold water-skills awards.
143. The quality of teaching is satisfactory. Two of its strengths are teachers' good management of pupils and the good relationships they enjoyed with them. These qualities ensure that pupils listen carefully to instructions, work safely together and apply themselves well in physical activities. Teachers make use of appropriate

activities to prepare pupils for physical activities and to calm them down ready to return to their classrooms. The work provided is suitable to meet the varying needs of the different ages and abilities of the pupils and to challenge them to improve their performance. Good attention is paid to safety considerations, and praise is used well to motivate pupils to even greater efforts. All teachers make appropriate use of pupil demonstrations to improve other pupils' performance and to share good ideas.

144. The subject co-ordinator provides advice and support for her colleagues and audits and maintains the resources available to support teaching. The subject is not due for review until the summer term 2004. There has been little monitoring of the quality of teaching and learning in the subject. Therefore, the management of the subject is underdeveloped. Resources for the teaching of physical education are satisfactory. The school's own facilities for physical education are very restricted, but good use is made of the village hall, the village junior playing field and the local secondary school to ensure that the demands of the National Curriculum are met. A range of sports is offered to pupils through extra-curricular activities and sports fixtures.

## RELIGIOUS EDUCATION

145. It was not possible to see sufficient lessons during the inspection for detailed judgements about teaching to be made. However, a scrutiny of work and planning, as well as discussion with pupils, indicates that standards are generally in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. Standards have been maintained since the last inspection.
146. By Year 2, most pupils are beginning to understand the significance of some of the important beliefs and practices of Christianity. For example, they reflect on how Jesus can help us. One child writes, "by asking him to hold my hand when I get lost in the country." Pupils know some stories from the Bible such as 'Noah's Ark' and can act out 'The Prodigal Son'. They are aware of various religious festivals throughout the Christian year and learn about Christian lifestyles by taking part in various activities such as an imaginary 'christening' service at one of the local churches.
147. By Year 6, pupils have reasonably secure knowledge and understanding of Christianity and other world religions. They talk confidently about Christian festivals such as harvest and Christmas and about elements of Hinduism, Islam and Judaism. God is seen as someone to follow and trust, or is there all the time. They compare the 'Ten Commandments' with their own class rules. However, many find it more difficult to discuss and reflect on their own religious beliefs and issues in depth, such as why some Christian people make pilgrimages.
148. Overall, pupils make satisfactory progress. Very good links with the local churches and vicars have a positive impact on pupils' spiritual, social, moral and cultural development. Their thinking and reflection have been improved by links made with assemblies.
149. Leadership and management of the subject are underdeveloped. Although there is satisfactory coverage of the agreed syllabus, very little monitoring of planning and teaching takes place. Consequently, parts of the syllabus such as some aspects of Islam and Judaism need to be covered in more depth. Planning is variable. The best planning is in Years 1 and 2 and identifies what pupils will learn and how this will be achieved, taking into account the differing needs of pupils in the class. Less successful planning identifies questions to discuss with pupils, with little attempt to

challenge the more able or show how learning objectives will be achieved. Resources are satisfactory, but there are few links with information and communication technology.