

## INSPECTION REPORT

**BIBURY CHURCH of ENGLAND      PRIMARY  
SCHOOL**

Cirencester

LEA area: Gloucestershire

Unique reference number: 115611

Headteacher: Mrs P Phillips

Reporting inspector: Georgina Beasley  
27899

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> November 2002

Inspection number: 247571

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

© Crown copyright 2002

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: Voluntary Controlled  
Age range of pupils: 4 – 11 years  
Gender of pupils: Mixed

School address: Church Road  
Bibury  
Cirencester  
Gloucestershire

Postcode: GL7 5NR

Telephone number: 01285 740268

Fax number: 01285 740610

Appropriate authority: The Governing Body

Name of chair of governors: Mr M Cheeseman

Date of previous inspection: 28<sup>th</sup> June 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27899	Georgina Beasley	Registered inspector	Mathematics Science Information and communication technology Art and design Design and technology Foundation stage Education inclusion, including race equality	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How good are the curricular and other opportunities?
19693	Sally Hall	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?
27290	Christine Huard	Team inspector	English Religious education Geography History Music Physical education Special educational needs	How well is the school led and managed?

The inspection contractor was:

**e-Qualitas Limited**, Langshaw, Pastens Road, Limpsfield Chart, Oxted, Surrey. RH8 0RE Tel. 01883 723257

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>6</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>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Bibury CofE Primary is a very small village school. It is located close to the church with which it has very close links. There are 47 boys and girls aged 4 – 11 years old, organised into two classes. There are twice as many boys as girls in school. The infant class has seven children who have just started school in the reception year. Overall pupils' attainment when they start school is average. Most pupils live in the village but a small number come from the surrounding villages and some travel to school by bus. Seven pupils, a below average proportion, are identified as having special educational needs for a variety of learning difficulties. None has a statement. All but four pupils are from white UK heritage. All pupils speak English as their home language. No pupils are eligible for free school meals, which is well below average. Pupils come from a variety of social backgrounds, which are generally more favourable than the national picture.

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

This is an effective school, which has improved considerably since the previous inspection. Pupils achieve well in English, mathematics and science and, by the end of Year 6, standards are above average. The school takes every opportunity to use computers and other Information and communication technology (ICT) equipment to support learning in many lessons. Standards in ICT are well above average as a result. Teaching is good and pupils are given tasks matched well to their needs in English and mathematics. The school has necessarily focused on raising standards in English, mathematics and science and, although it has managed to maintain standards in most subjects, pupils in the juniors do not achieve well enough in geography and art and design. This is due to weaknesses in the curriculum rather than teaching. Leadership and management by the headteacher are very good. She is well supported by the staff, who have a strong commitment to make further improvements. Governors support the school well and play a full role in the school's strategic development. The school gives good value for money.

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

- Leadership and management by the headteacher are very good.
- Standards are rising and are now above average in English, mathematics and science. They are well above average in information and communication technology (ICT).
- Teaching and learning are good, so pupils achieve well.
- Provision for pupils' spiritual, moral, social and cultural development is good and fosters good attitudes and behaviour. Pupils use their initiative well and take their responsibilities seriously.
- Parents hold the school in high regard and make a very good contribution to their children's learning.
- The very good assessment procedures in English, mathematics and science are used effectively to track and monitor pupils' progress, and to provide good support for pupils with special educational needs.

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

- Standards in art and design and geography are not high enough at the end of Year 6.
- The curriculum is not as balanced as it could be in the juniors.

*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 worked hard to consolidate and build on the many new initiatives put into place at the time of the last inspection, in June 2000. The success of these is now reflected in higher standards in English, mathematics, science and ICT, and pupils' good attitudes, very good behaviour and strong personal development. Assessment procedures in English and mathematics have much improved and

help teachers match tasks precisely to individual pupil's needs. Recent refurbishment to the building and outside areas has improved provision for children in the reception year, and made playtimes fun for all pupils. Parents have greater confidence in the school, and governors play a much bigger role in its direction and development. The last inspection judged the school to no longer require special measures. Since that time, it has continued to build on its strengths. Improvement has been good overall.

## STANDARDS

There are very few pupils in each year group so data from national tests should be treated with caution. The school's own assessment information indicates that year on year standards have risen in the core subjects of English, mathematics and science, and pupils achieve well, considering their attainment when they start school. Overall, pupils achieved well to attain the above average standards in the 2002 national assessments at the end of Year 2, and the very high standards at the end of Year 6. Pupils with special educational needs are supported well in lessons through the tasks that are matched precisely to their individual needs. They achieve well and make good gains towards the targets in their individual learning programmes.

Children start school with average levels of attainment in all areas of learning. They make satisfactory progress during their first year and, by the time they join Year 1, most reach the expected levels of attainment, (the early learning goals), in all area of learning. All pupils make good progress in developing their personal and social skills and their knowledge and understanding of the world.

Pupils achieve well in Years 1 and 2. Standards seen during the inspection were above expectations in reading, mathematics and science. Pupils make satisfactory progress in writing, art and design, geography, history, music, design and technology and religious education and attain average standards. They achieve very well in ICT to attain above average standards.

Pupils continue to achieve well in Years 3, 4, 5 and 6 in English, mathematics and science, and attain above average standards in these subjects. Standards in history, music, religious education and design and technology are average and achievement in these subjects is satisfactory. Pupils make unsatisfactory progress in geography and art and design and standards are below average. Pupils have insecure knowledge and weak skills in these subjects. Achievement in ICT is very good and standards are well above average. No overall judgement was made about pupils' achievement in PE as too few lessons were seen. However, all pupils swim well and attain above average standards in this aspect throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils generally have positive attitudes to their learning. They work well in pairs and small groups to find strategies to solve problems.
Behaviour, in and out of classrooms	Pupils behave very well and respond positively most of the time in lessons. They negotiate the small amount of space available for football on the playground and make sure they keep themselves and others safe. There have been no exclusions in the past year.
Personal development and relationships	Pupils are involved in many activities, which give them responsibility and allow them to use their initiative. Relationships are good and all pupils get along well together. Pupils' respect for each other's feelings is reflected in the positive way they evaluate each other's work in lessons.
Attendance	Good overall. The school monitors absence closely and makes every effort to encourage good attendance. Pupils enjoy school and arrive on time.



The school sets high expectations of behaviour, and pupils respond accordingly. On occasions when expectations are not so high, some older pupils take advantage and demonstrate a silly attitude. Greater emphasis has been placed on pupils taking responsibility and using their initiative since the previous inspection and this is reflected in the responsible attitude shown by the majority of pupils.

### TEACHING AND LEARNING

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

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

The quality of teaching is good overall. No unsatisfactory teaching was seen. Examples of very good teaching were seen in both classes. It is due to the good teaching that standards and achievement in English, mathematics, science and ICT have improved since the previous inspection.

Teaching for children in the reception year is satisfactory overall. The school has taken steps to make sure that the children are fully involved in those aspects of literacy and numeracy lessons that are appropriate to their needs. In group work, the younger children often work with a teaching assistant, on particular tasks, and these are appropriate to their needs. However, planning focuses too much on what the children will do in these activities rather than on what they will learn. There are too few planned opportunities for them to work with the teacher on focused learning matched to their needs. Good emphasis is given to the children's personal, social and emotional development and those who recently started school have already developed good levels of independence. This is reflected in their ability to get their own things at lunchtime and at the end of the day. They make good progress in knowledge and understanding of the world due to particular strengths in ICT, history and science based activities. Overall, the children make satisfactory gains in their learning during the reception year in all other areas of learning.

Teaching of pupils in Years 1 and 2 is good. Group work in lessons is carefully planned to extend pupils' existing skills. However, except for the occasional older less able pupil working with younger pupils, groups are often organised by year group. While this is appropriate for the great majority, higher attaining pupils are not always challenged as often as they could be. Most lessons are practical and lively. The teacher's good relationships, knowledge of pupils and use of humour keep pupils attentive and interested in their learning. Consequently they are developing good levels of concentration and most pupils always finish the tasks on time.

Teaching and learning in the juniors is good. Focused questions keep pupils engaged in the discussions and this helps them to make relevant contributions. Pupils are developing good strategies for solving problems especially in mathematics. Pupils with special educational needs are given good support when working in lessons, either by the teacher or by well-informed teaching assistants, and when they are withdrawn to work in small target groups. Due to the good use of assessment information, tasks in most lessons are well matched to their particular needs and they make good progress as a result. Higher attaining pupils are challenged, and the smaller teaching groups for English, mathematics and science ensure that they make good gains in their learning. Pupils' evaluation of their own and other's learning is a major part of many lessons and this helps pupils develop a good knowledge of what they need to do to improve further. Marking is detailed and gives pupils good feedback on what they do well and what they now need to do to improve.

Literacy and numeracy are taught very well. Pupils use their skills in many subjects and use books and the Internet frequently to research new topics, for example when finding out about famous people and

events in history. Teachers expect pupils to remember the skills they have learned in mathematics, to solve problems and to collect information and display it in graphs and tables when working in other subjects. Consequently, older pupils have a good understanding of data handling and are beginning to read tables and charts with good levels of accuracy.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and relevant curriculum for all pupils. There is some imbalance in the juniors, where geography and art and design skills are not taught regularly and systematically enough. The curriculum is enriched by visits, visitors and very good links with the local community.
Provision for pupils with special educational needs	Good. Pupils receive good support in lessons and when they work in small groups on specific English and mathematics targets. Provision is organised very well. When identified, gifted and talented pupils are given individual support to help them achieve even higher standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual development is good. Very good opportunities are provided for pupils' social and moral development and, as a result, pupils behave very well towards each other. Provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	The school cares well for all its pupils. There are good procedures for their welfare and safety and very good procedures to support their personal development. Assessment procedures are good overall. They are very good in English, mathematics and science and used effectively to identify suitable targets for individual pupils.

Parents hold very positive views of the school and are pleased with the many improvements made since the previous inspection. Their interest and involvement in the life of the school have a positive impact on their children's learning. They give suitable support for homework activities and listen to their children read. This positive support enables the pupils to achieve well. The school works hard to give parents regular, good-quality information about school events and how well their children are doing.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good, clear educational direction. She is well supported by the staff team. Recent improvements to ICT, numeracy, literacy and science are due to the strong leadership of subject co-ordinators.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well. Most governors have a good understanding of the school's strengths and weaknesses. They ask challenging questions of the school and use this information to identify suitable priorities for further development.
The school's evaluation of its performance	The school evaluates its performance well. The information is used to agree suitable priorities for improvement and set new targets. All members of staff contribute positively to these procedures and are constantly looking for ways

	to raise standards further.
The strategic use of resources	Resources are used very well. The school plans for the use of its financial resources very precisely. It applies the principles of best value very well because of the continuous comparison it makes with similar schools costs and standards.

The school has a satisfactory number of teachers and teaching assistants to meet the needs of the curriculum. The accommodation is satisfactory overall, although the library is very small. The planned improvements to the outside area for children in the Foundation Stage are wholly appropriate. Pupils are planning how the new playground will be used and have many ideas for how it can be developed further.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like going to school.</li> <li>• The school is well led and managed</li> <li>• They all feel happy to approach the school with questions or problems.</li> <li>• Everyone agrees that the school has high expectations, that teaching is good and pupils are making good progress.</li> <li>• Behaviour is good and the school is helping their children to become mature and responsible.</li> <li>• Most feel that the school works closely with them and that they are well informed about their children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents feel that there is too much homework.</li> <li>• A very small number feel there are too few activities outside lessons.</li> </ul>

The parents' questionnaire returns were exceptionally positive about all aspects of the school. There were no significant concerns expressed by parents. The inspection team agrees with all of parents' positive views. There is a good balance of homework across the curriculum, in line with national guidelines, which is linked well to what pupils have learned in lessons. There is a good number and range of extra-curricular activities offered to pupils.

## **PART B: COMMENTARY**

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

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

1. Standards of attainment have improved year on year since the previous inspection and are now above average in English, mathematics and science at the end of Year 6. Standards in information and communication technology (ICT) have improved considerably and are now above average at the end of Year 2 and well above average at the end of Year 6. These improvements are due to better teaching, more focused schemes of work, improved resources in ICT and the use of very effective assessment procedures, which identify precisely the next steps in learning for all pupils across the school. Standards have been maintained in all other subjects except in art and design and geography in the juniors. Achievement by all pupils, including those with special educational needs, is good overall.
2. The children start school with average attainment overall in all areas of learning. A few pupils attain below or above average levels. All pupils make satisfactory progress and, by the end of the reception year, most reach expected standards for children of their age. Good progress is made in personal, social and emotional development. The children who have just started school have already settled into the routines and are developing good levels of independence and self-confidence. They are able to look after their personal needs well and work co-operatively in the classroom or when playing outside. The children enjoy the practical activities, which help them develop a good knowledge and understanding of the world, and they make good progress in this area of learning. They are fully included in science-based activities and during the inspection were fully engrossed in exploring how a range of toys and other objects moved by a push or a pull.
3. Due to the very small numbers of pupils in each cohort, it is inadvisable to compare attainment between year groups. However, the group who attained the very high standards at the end of Year 6 in the national tests in 2002 achieved well. It was obvious from looking at the pupils' work that they rose to the occasion to do extremely well in the tests, reaching a level of attainment that was not always reflected in their class work, especially in English. Inspection evidence indicates that by the end of Year 6 standards are above average in English, mathematics and science. The school has placed particular emphasis on these subjects in order to raise standards, with considerable success. Pupils with special educational needs make good progress and, due to the focused support they get in lessons, many achieve average levels. Higher attaining pupils make good progress in the juniors, and those pupils who were identified as gifted in mathematics last year almost attained the higher level 6 standard.
4. Pupils in the infants achieve well to attain above average standards overall in reading, mathematics and science at the end of Year 2. Standards in writing are average but there has been recent good improvement to standards in spelling, an aspect on which the school has focused. The school is particularly successful in getting all pupils to at least the average levels in these subjects, including those who start school at below average levels of attainment. The group who attained above average levels in the national tests for seven year olds in 2002 achieved well overall. This gives them a good base on which to build their learning in the juniors.

5. Pupils with special educational needs make good progress and achieve well in relation to the targets set in their individual education plans. Good teaching and extra support helps these pupils to learn very effectively because work focuses on their particular needs. Standards reached by the older higher attaining pupils are good and, where appropriate, they benefit from stimulating and challenging extension activities. Younger higher attaining pupils are not always sufficiently challenged in the work they are expected to carry out, which means their progress is not always as good as it could be.
6. Literacy and numeracy skills are very good. Pupils are encouraged to record in writing their ideas and things they have found out. They are often given freedom to decide for themselves the form this will take. Many older pupils have acquired the skill of making notes from their research, which are then effectively used to write personal accounts of what they have found out. They use books to locate quickly the information they need and many skim the text for relevant information. Numeracy skills are developed very well across the curriculum. Recent analysis of pupils' work indicated a weakness in interpretation of data. The school has put into place well planned activities to develop this skill in science and mathematics lessons. Pupils are now looking carefully at what tables and graphs display and using their numeracy skills capably to work out answers to specific questions. Older pupils find averages independently when drawing conclusions about their science investigations.
7. Standards in ICT are above average at the end of Year 2 and well above average by the time pupils leave the school. This is due to the particular focus given to the development of key skills in ICT lessons and the way that ICT is used in almost every lesson to support learning in other subjects. A very good range of ICT equipment is used effectively to enhance pupils' learning in most lessons. The flexcam is used very effectively in the juniors to review learning at the end of lessons, and the digital microscope enhances pupils' understanding of how seeds germinate in science. All pupils have very good skills, including those with special educational needs, who receive focused support in lessons.
8. Standards in religious education, design and technology, music and history meet expected levels at the end of Year 2 and Year 6. No judgement was made about physical education as too few lessons were seen in this subject. However, it is clear from assessment information and talking to pupils that standards are above average in swimming. All pupils go swimming, and over half the juniors can already swim the expected 25 metres. The many opportunities for pupils to sing in public and very good teaching they receive in choir, mean that this group sing in tune and with very good expression.
9. Standards in geography and art and design are average at the end of Year 2. Standards in these two subjects at the end of Year 6 are below average. Too little work is covered in sufficient depth for pupils to acquire the skills, knowledge and understanding that they need.

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

10. The pupils' attitudes to school are good and their enthusiasm has a positive impact on their progress. Parents said that their children love school and quoted a pupil who said '*School is fun*'. At the time of the last inspection, a minority of pupils did not participate fully in lessons. The school has worked very hard to deal with this issue. In the vast majority of lessons all pupils take a full part in activities because they are fired up by the teachers' enthusiasm. Teachers are usually very skilful at directing questions to individual pupils and valuing their contributions. This means that the pupils are confident in voicing their opinions and ideas without fear of failure. This was seen in a Year 3 and 4 mathematics lesson when the pupils

extended their knowledge of multiplication and division. After a quick-fire start on repeating the 5 times table backwards, the pupils were keen to take part in a whole class mathematical game involving matching pairs of numbers on the board by doubling and halving. The task was carefully designed so that all pupils, no matter what their ability, were challenged by the work. The pupils were highly motivated, but accepted that they did not always succeed in getting the right answers. At the end of the game, they listened carefully to the teacher's explanation and were able to understand their original mistakes. These excellent attitudes accelerated the pupils' learning. In music lessons, there is not the same level of challenge and expectation, and consequently some pupils have developed negative attitudes. In a Year 5 and 6 music lesson, a few pupils made silly noises when they should have been listening to each other's performances, and some pupils in Years 3 and 4 were restless and lay on the floor.

11. Pupils with special educational needs are interested in their work. They show good levels of concentration in the classroom and on those occasions when they are withdrawn to work outside the classroom. They work well with other pupils and take part in all aspects of school life.
12. The pupils' behaviour is very good and this had a positive impact on their learning. The school's very good provision for pupils' moral development ensures that it operates as a happy and harmonious community. The parents and pupils value the 'family atmosphere' where everyone is well known and respected. The pupils know that adults working in school expect high standards of behaviour and pupils generally behave very well in lessons and around the school, even without close supervision. The rewards system works well and pupils enjoy receiving praise and house points. The pupils are trustworthy and show due respect for property. The pupils say that there is no bullying as everyone knows each other so well. There have been no exclusions and the headteacher deals swiftly with any silliness or anti-social behaviour.
13. The pupils' personal development and relationships are good. Since the last inspection the pupils are more confident in taking responsibility and using their initiative at school. This is because the school has developed a very good range of opportunities for social development both in lessons and around the school. Older pupils are elected as heads of school, and others are house captains or monitors. Members of the school council have recently been appointed, and are already taking their duties very seriously, making sensible suggestions, for example what activities to organise at break times. In lessons the pupils are using their initiative well. For example, before the school day, a pupil who had arrived in good time was copying down some conclusions from the previous day's independent group work in history, which they had decided to record on a flip chart. He then went off to photocopy his work for the rest of the group, ensuring that all pupils had the relevant information. Relationships are good and the pupils work and play well together. Parents value the way the pupils welcome and accept children who are new to the school. Older pupils play with younger pupils and all support each other in lessons, for example when using and sharing computers. The friendly way pupils offer positive advice to each other on how to improve their work reflects the respect they have for each other's feelings.
14. The pupils' attendance is good. The attendance rate is just above the national average. There are very few unauthorised absences. Parents ensure that their children arrive at school on time, and the school day starts promptly. The good attendance and punctuality have a positive impact on the pupils' learning.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. There has been good improvement in the quality of teaching and learning since the previous inspection and it is now good overall. Lessons are interesting and keep pupils motivated and attentive in their learning. Teachers' questions are probing and help lead the pupils to their own conclusions. This deepens their understanding and allows them to identify for themselves the strategies to use when solving number or science related problems, or researching new topics. Pupils are expected to work together, to explore ideas and discuss outcomes. Assessment information is used well in English and mathematics to match tasks precisely to individual pupil's needs. Pupils are encouraged to record their work in the style and format they choose and, therefore, very few worksheets are used. Classroom organisation and management are good overall. The decision to teach older pupils in smaller groups twice a week for English and mathematics, and weekly for science, means that they get individual attention when needed, and the oldest pupils can be presented with real challenges. Due to all of these things, the match of tasks to individual needs is much better than at the time of the previous inspection and is moving pupils' learning forward at a faster rate.
16. The teaching of children in the reception year is satisfactory. The curriculum is planned to cater for their needs through suitable practical activities. The particular attention to pupils' learning independence and self-help skills, from the day they start school, is reflected in their ability to care for their personal needs well. They all self register in the morning and enjoy the responsibility of preparing the chart ready for the next day. Adult led activities focus on the teaching of specific skills, such as letter sounds and counting. This is enabling the children to develop good levels of key skills. The children are included in relevant activities in literacy and numeracy and these are providing a good start to the children's early reading and counting skills. They are not included in focused group work often enough and are, therefore, not supported by the teacher as often as they could be. An improvement since the previous inspection is the range of practical play activities from which the children choose and which help develop their knowledge and understanding of the world to a good level.
17. Teaching and learning in Years 1 and 2 are good. Lessons are well organised and include practical activities which keep the pupils' attention focused on the task in hand. The good knowledge of each pupil's particular needs informs the use of focused questions, which are targeted at individuals, and these probe their understanding and give support where it is needed. Some Year 2 pupils who need extra help sometimes work with younger pupils and this means that they get the reinforcement they need. However, the higher attaining younger pupils rarely work with older pupils thus missing opportunities to challenge them to do even better. Similarly, higher attaining older pupils in the class are not always challenged as much as they could be to attain even higher standards. Homework supports learning in lessons well by reinforcing reading and spelling skills. Relationships in the class are good and the use of humour makes lessons fun and helps the pupils grow in self-confidence and self-esteem.
18. Teaching in the juniors is good. Questions are used effectively to keep pupils' attention focused. ICT is used regularly to add interest and this means all pupils are keen to take part. Pupils are encouraged to question each other and give each other support. A particularly

strong feature in lessons is the pupils' evaluation of each other's work. The flexcam is a good way to do this, as all pupils can see the work clearly. The expectations set by teachers that all pupils will be responsible and value each other's work and feelings, means that they all contribute to the evaluation openly and positively. The result is that pupils are very aware of their own learning needs and know what they need to do to improve even more. In some music lessons, lower expectations of behaviour result in a few pupils still not playing a full part in lessons. Their behaviour can disrupt the concentration of others for short periods and prevent faster learning.

19. Teaching of literacy and numeracy skills is very good. Literacy lessons use interesting texts, which spark the pupils' interest and imagination and motivate them to speak and to write. Vocabulary choices are adventurous, and because of the school's recent focus on spelling, this is often correctly presented. The Internet is used effectively to develop pupils' research skills, and the small class libraries provide useful opportunities for pupils to learn how to use an index and contents page to locate information quickly. Unfortunately, the school library is cramped and does not lend itself to independent research or browsing for a favourite book. The final parts of lessons are used effectively for pupils to talk about their work and review what they now need to do to make improvements. Numeracy skills are developed in a number of subjects. Younger pupils practise their adding and subtracting skills on the computer and this is a great motivator. In science, pupils are given suitable opportunities to record their results in graphs and this helps them develop the skills of reading and interpreting the information presented. Pupils' understanding of measurement is developed in design and technology through measuring precise lengths of material and wood to make models, and through science, for example when finding out if the tallest person has the biggest feet.
20. The teaching of pupils with special educational needs is good. Teachers and other staff provide a good level of support for these pupils, and consequently the pupils make a good rate of progress in their learning. The targets set are appropriately challenging and teachers can work towards them within a normal classroom setting. The targets are practical, clear and easy for staff, parents and pupils to understand. They are regularly and effectively reviewed and amended. Although none have been identified this year, the school ensures that it recognises any gifted and talented pupils and there is evidence to show they learn effectively.
21. The teaching of science is good. Suitable focus is placed on practical enquiry and this means that by the time they are in the upper juniors, pupils have a good understanding of how to plan and carry out a fair test. Lessons are fun, so pupils remain interested and stay focused on the task. Pupils are taught scientific knowledge through these practical investigations and this reinforces and consolidates their understanding of scientific ideas. The digital microscope in the juniors sparked particular interest in germination and pupils talked knowledgeably about this process because they had watched each tiny step as it happened. The subsequent photographs are displayed prominently around the classroom to act as a constant reminder of the experience.
22. Teaching in ICT is very good and this results in very good learning for all pupils. Although no overall judgement was made on the quality of teaching in art and design and geography, evidence indicates that learning is unsatisfactory. Although teachers obviously stimulate pupils' interest, evident in their motivated conversations about geography and art and design activities linked to their topic work, pupils are not taught the skills and techniques regularly or systematically enough for them to attain high enough standards. Teaching and learning in other subjects where there was sufficient evidence to make a judgement were satisfactory.



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

23. The quality of the curriculum is satisfactory overall and meets statutory requirements. There are particular strengths in the way the school links learning across a number of subjects, and the frequent use of ICT to support learning in almost every lesson. The curriculum is organised on a rolling programme of topics, which makes sure that pupils do not repeat work unnecessarily and provides opportunities to revisit learning to revise and reinforce skills and understanding. This provides well for the mixed aged classes. There are weaknesses, however, in the balance of the curriculum in the juniors and, in particular, planned opportunities for pupils to learn geographical skills and the skills and techniques in art and design. The school now has schemes of work for all subjects, many of which are based on national guidance documents. Planning in English and mathematics is very detailed and meets the needs of all pupils well.
24. The curriculum for children in the reception year is satisfactory. Effective emphasis is placed on pupils developing their personal and social skills, and this is successfully developing their ability to look after their own things and find what they need independently. They have good levels of self-confidence and high levels of self-esteem as a result of the good relationships and positive reinforcement they get in lessons. There is a suitable balance between adult led and self-chosen play activities. The school plans to develop the use of the outdoor area to support learning and this is a priority for the curriculum for children of this age. Activities to support the children's knowledge and understanding of the world are practical and based on their personal experience. This makes learning more meaningful and adds interest. A new phonics scheme has been introduced and the children enjoy the practical games they play in small groups.
25. The school has appropriately identified pupils who have special educational needs and makes good curricular provision for those pupils who have individual education plans. In addition, it has identified pupils who have potential difficulties or who lack confidence in a certain area. This early concern ensures that all pupils are provided for appropriately. Pupils with special needs take a full part in the curriculum and the work provided for them matches their needs well particularly in the core subjects of English, mathematics and science. This match is not yet consistently achieved across all subjects, particularly where staff are new to the school. The school is committed to raising the attainment of pupils with special educational needs and has appropriately implemented a number of educational initiatives. These include early literacy support and booster groups that are helping to raise pupils' achievements in literacy and numeracy in particular.
26. The school has very good strategies for teaching literacy and numeracy. In literacy lessons, a very wide range of interesting texts link with different subjects and the current topic. This adds meaning to activities and motivates pupils to take part in lessons. Speaking skills are developed very well through lively discussions and presentations about the content of personal reading and writing. Recent work on Shakespeare's 'A Midsummer Night's Dream' is being reinforced at lunchtimes through watching a film version and comparing it with the original play script. Statistical information is recorded in science and used to draw conclusions about

investigations. Numeracy skills are developed very well through subjects including science, design technology and ICT.

27. Provision for pupils' personal, social and health education is good. Pupils are developing a growing awareness of the importance of exercise and a healthy diet to their own well being through suitable activities and topics. Sex education and drugs awareness are suitably linked to topics in science. The newly formed school council gives pupils good opportunity to express their views on school issues. Cycling proficiency training for older pupils is welcomed by pupils and parents.
28. There is a good number and range of extra-curricular activities, visits and visitors, which enrich the curriculum. Football club is a particular favourite and enjoyed by many pupils each week. A good number of pupils attend choir, which regularly performs to members of the local community and takes part in special concerts organised in the county. The special curriculum days make a good contribution to art and design, English, RE and DT. Years 4, 5 and 6 pupils have the opportunity of a residential experience, which makes a valuable contribution to their personal development.
29. There are very good links with the local community, which enhance the quality of the curriculum. Sporting links with the local football team means that the pupils can use their grounds, weather permitting, to take part in football activities. The local trout farm has provided an interesting context for pupils to learn about fish, their life support needs and habitats. Bibury Court is a pleasant venue for the annual school sports and athletics activities. The Bibury Festival is a friendly occasion, which develops pupils' sense of citizenship very well.
30. There are good links with the preschool groups that some children attend before starting school. Visits to all of these makes sure the school knows about any particular needs individual children may have before they start school. Older pupils have a good opportunity to visit the secondary school in the summer term and this smooths the transition to the new school.
31. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and this has a positive effect on many aspects of school life. The school's strengths lie in its very good promotion of social and moral development. The school has successfully tackled a key issue from the last inspection and there are now more opportunities for pupils to develop their independence and show initiative. Spiritual development is good. Cultural development is satisfactory because there are not enough opportunities for pupils to value and reflect on their own and other diverse cultures through work in art and geography.
32. The school maintains a strong Christian ethos and there are close links with the adjacent church. Staff value the pupils and encourage them to share their opinions. The school celebrates success and promotes an atmosphere where there is no fear of failure. In many lessons, the teachers' enthusiasm rubs off on the pupils and makes learning exciting. For example, the pupils were amazed when the teacher projected images of the germination of a mungbean to demonstrate plant growth. The school encourages the pupils to reflect upon Christian values through celebration of festivals such as harvest and Advent, as well as exploring the beliefs of others such as the Hindu festival of Divali. During the school day, the staff encourage pupils to reflect on their life and work through daily assemblies and times of prayer.

33. This is a community where there are high expectations of good and respectful behaviour. For example, during the week of the inspection the moneybox for the poppy appeal was left on display. The trust placed on pupils' honesty meant they all developed a deep respect for its purpose. Pupils support a number of charities and this gives them very good opportunities to think about those less fortunate than themselves. Adults working in school are good role models and pupils are rewarded for good behaviour. In assemblies issues such as 'What makes a good friend?' are explored, increasing pupils' understanding of moral values. School rules are displayed everywhere and act as a constant reminder of behaviour expectations.
34. The school has established a feeling of community both within school and in its links with the village of Bibury. Parents and pupils appreciate the 'family atmosphere' created by the school. The school has successfully encouraged pupils to take responsibility. For example, pupils were involved in the design of the new playground and the school council is now discussing pupils' ideas about the activities and games that will be suitable for playtimes. It has thought carefully about any consequences these changes may make to school life. Pupils are encouraged to develop their leadership skills through acting as team captains and heads of school. The school council enables pupils to voice their opinions and make helpful suggestions to improve the life of the school. There are good opportunities for pupils to work in groups and pairs. This often results in developing pupils' independence and mutual support. Residential visits, school productions and the football team enhance pupils' social skills. The school encourages the pupils to think of others and they entertain senior citizens and enjoy raising funds for charities.
35. The pupils' knowledge of their own culture is developed satisfactorily throughout the curriculum, for example through literature, history, country dancing and visits to the theatre. The school does not provide enough opportunities for pupils to learn about the diversity of cultures in our society, although there are some areas that give pupils beneficial insights into other cultures. The pupils' understanding of other faiths is deepened in religious education and some assemblies. Some non-Western art is on display and literature by black authors is studied in English lessons. However, the cultural aspects of art and design and geography are not explored in the same depth as other subjects and this limits pupils' cultural development.

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

36. Overall, the school has good procedures to ensure the pupils' welfare, health and safety.
37. It pays due attention to health and safety issues and provides a safe and secure environment for its pupils. The school has a good health and safety policy and governors make regular checks of the premises. The school has good systems in place for risk assessment and testing of electrical equipment, and regular fire drills are carried out. A number of minor health and safety concerns were brought to the attention of the school during the inspection and these were addressed immediately. The pupils are encouraged to consider their own safety through topics such as 'Stranger Danger' and cycling proficiency training. The arrangements for first aid are good and two members of staff have received training in basic first aid. Good records are kept of accidents and the school keeps parents well informed if their child is injured or becomes ill.
38. The school has good arrangements for child protection and has drawn up a good policy. The headteacher is the designated member of staff with responsibility for child protection and ensures that staff receive appropriate training. The policy for accessing the Internet is

available for all parents and on display prominently in the suite. All pupils are aware of the rules for using the Internet in school.

39. The school's arrangements for monitoring and improving attendance are good. The school encourages parents to contact school if their child is absent and the vast majority do so. Any unexplained absences are followed up and there are appropriate links with the educational welfare officer.
40. The school has effective procedures for monitoring and promoting good behaviour. The good behaviour policy promotes respect, trust and fairness. Most teachers have clear classroom routines and high expectations of behaviour, and pupils behave very well as a result. Sanctions, other than talking to pupils, are rarely needed. However, there are inconsistencies in the management of behaviour. In the music lessons observed, the teacher allowed pupils to lie on the floor and make inappropriate noises. This distracted other pupils and slowed the pace of learning. Procedures for monitoring and eliminating oppressive behaviour are very good. A clear anti-bullying policy is in place and bullying is discussed in assemblies. Parents and pupils say that, due to the family atmosphere in school, bullying is not a problem.
41. Procedures for assessment are good overall. The very detailed records of pupils' attainment and progress in English, mathematics and science give very good guidance on how well individual pupils are doing. The detailed information allows the school to track individual pupil's achievement. The information is used well by the school to make changes to the curriculum and make sure that pupils bridge any gaps in knowledge, skills and understanding. For example, due to careful analysis of test papers in mathematics last year, extra opportunities are in place for pupils to interpret and get information from tables and graphs. This means that pupils are now looking very carefully at the horizontal and vertical axes to make sure they know what the graph is representing. This enables them to think carefully about what they are expected to find out.
42. There are useful portfolios of pupils' work in most subjects to help guide assessments. There is very little work in the art and design and geography portfolios and, therefore, the school has not yet addressed the weaknesses in these subjects. The school development plan has scheduled these portfolios to be reviewed this year and next in the school's rolling programme for review. Information about what pupils should typically attain for subjects other than English, mathematics and science are included in planning and this gives suitable guidance to teachers on what to look for in lessons.
43. Good records are kept to show the progress of pupils with special educational needs, and regular reviews and assessment of targets inform future plans. Individual education plans contain targets that are specific and well matched to pupils' ability. The school gives good support to pupils with special educational needs and makes good use of the support available both within the school and from outside agencies. In class, pupils take a full and active part in lessons because work is provided which matches their capabilities and meets their particular needs well.
44. The procedures for monitoring and supporting pupils' personal development are very good. Adults working in school know the pupils well and give good support on a day-to-day basis, particularly encouraging pupils to use their initiative and take responsibility for their work. Teachers make helpful comments in the pupils' annual reports about the pupils' personal development.

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

45. The parents hold the school in high regard and are very supportive of the staff. They recognise the school's strengths, and say that they particularly value the way the school has improved through the staff's '*tremendous effort*'.
46. The school works hard at sustaining very good links with parents and carers. The school is very welcoming and parents feel able to come and discuss their concerns in the relaxed and friendly atmosphere. Staff are usually willing to see parents immediately, or return telephone calls for those families who live outside the village. The school values the opinions of parents and conducts regular surveys. A computer course for parents proved very popular. The school invites parents into school for special events, including open days.
47. The information the school provides for parents is good. New parents are well informed through visits, meetings and a welcome pack. The prospectus and governors' annual report to parents are informative and contain all the necessary information. Weekly newsletters give parents very good information about future events and staffing arrangements, but do not celebrate the school's successes. Governors send parents useful reports each month about their visits to the school. The pupils' annual reports are satisfactory and give parents detailed information about what their children can do. Reports for the younger pupils do not give enough information about how well they are doing and what they need to do to improve their work. Termly consultations give parents good opportunities to discuss their children's progress.
48. The parents' involvement with the work of the school is very good. Parent governors and other parents who are not governors are very supportive of the school and help to shape its future. The very active friends' association raises considerable funds to subsidise swimming and for other educational purposes, as well as organising social events. Attendance at events such as the school concerts and leavers' barbeque is very good. All parents have signed the home-school agreement.
49. The parents' contribution to their children's learning is very good. The school values the help offered by parents who assist with swimming, football club and educational visits. Parents are very interested in their children's education and attendance at the termly consultation is very high. They help their children with work at home, for example with researching topics and listening to them read. This has a positive impact on the pupils' progress.
50. Parents of pupils with special educational needs are kept fully informed of their children's attainment and progress at regular parents' evenings or when they come into school. When appropriate, they are invited to termly review meetings to discuss their child's progress and future targets.

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

51. The leadership and management of the school are good overall, with considerable strengths. The headteacher provides very good leadership and, together with the staff and governors, has worked very hard to address successfully the issues arising from the last inspection. She has a clear vision for the further development of the school, which is shared by staff, governors

and parents alike. The headteacher, staff and governors together ensure that the school runs smoothly and efficiently.

52. The school's monitoring systems are generally effective and ensure that the quality of teaching remains good. This enables pupils to learn and achieve well. These include lesson observations and the systematic examination of teachers' planning and pupils' written work. These activities have contributed to the ongoing improvements in the quality of teaching and learning as well as enabling the school to identify priorities for future development. However, although the monitoring systems have shown the need to review the curriculum and teaching of subjects other than English mathematics and science, the imbalance in the curriculum in the juniors has not been sufficiently recognised and too little time is currently spent on the teaching of geography and art and design for the older pupils. In addition, although there is generally good communication between the staff, there is sometimes a lack of consistency in the expectations of pupils' attitudes towards their work. This is sometimes evident in poor presentation and inappropriate behaviour from a small minority of pupils in a very few lessons.
53. Overall, the headteacher has a good picture of the school's strengths and weaknesses, and uses this information effectively to develop action plans for improvement. There is a shared desire for pupils to achieve high academic standards. There is also a commitment to the development of all pupils as individuals. A positive learning environment has been developed and maintained well. This, combined with pupils' good attitudes and very good behaviour, makes a significant contribution to their learning.
54. The arrangements for performance management are sound. All teaching staff have development interviews with the headteacher, which take into account school and personal priorities. Appropriate targets are set and any training needed is arranged. Regular reviews track the progress and make decisions as to whether any additional support is required. However, the system has not yet been extended to include non-teaching staff. This is not mandatory but does represent good practice, particularly in a small school where all staff have a great deal of contact with all pupils and have a considerable impact on their learning.
55. Subject co-ordinators make a good contribution to the strategic development and management of the school. All teachers have significant management responsibilities with most being responsible for at least one aspect or subject area. Their roles are developing well, although with recent changes of staff, not all are yet fully consolidated. Co-ordinators carry out reviews of their subjects on a regular basis, using a range of monitoring activities well. They have the opportunity to work alongside colleagues, as well as examining pupils' work and looking closely at teachers' planning in order to identify what needs to be improved. Their ideas are incorporated into the whole school improvement plan. Improvements in standards in English, mathematics, science and ICT are due to the strong leadership of the subject co-ordinators.
56. Whole-school improvement planning is good. The plan is drawn up jointly by the headteacher and governors. The standing committee is responsible for its on going monitoring and review. The school reviews achievements and progress made the previous year effectively and this forms the basis for future development. The school's monitoring programme also identifies priority areas for improvement clearly and these are mostly appropriate. Plans are drawn up setting out staff training needs, associated costs, and relevant success criteria so that outcomes can be evaluated precisely. The staff and governors review the progress made towards targets through their cycle of monitoring, with progress reports given to the governing body at meetings. The plan incorporates appropriate development points for the subjects due

for review in that school year. Any budget implications are built in fully. The plan has a suitably long-term perspective, taking appropriate account of future planned developments.

57. The governing body is very capably led by its chair who has a clear perception of the school's strengths and weaknesses. There is effective support from governors who work closely with the headteacher. The governors play a significant part in planning and guiding the school's development.
58. There is a sharp focus to the governing body's work as a 'critical friend'. A number of initiatives, in particular the very effective 'governor of the month' system, have been introduced that have directed attention to a range of supportive activities. Governors are properly involved in the work of the school both as members of various committees and as individuals. Most undertake their responsibilities for specific areas and activities efficiently, although levels of expertise vary. Governors have a good understanding of the strengths and weaknesses of the school through the comprehensive reports from the headteacher. Whilst being supportive, they challenge effectively what the school is doing and how it might do better, fully fulfilling their statutory duties.
59. In spite of the pressures of her other responsibilities, the headteacher manages the provision for special educational needs very well, and provides effective leadership. The administration systems are efficient and the organisation of documentation is meticulous. The school's policy for special educational needs is in line with the requirements of the new Code of Practice. Pupils' individual education plans are reviewed regularly and targets are clear so that the progress of individual pupils can be measured accurately.
60. The school's financial planning and monitoring procedures are organised very well. The very few recommendations made as a result of the school's most recent financial audit have been appropriately addressed. Administration arrangements are secure, with the school secretary supporting the work of the school quietly and effectively.
61. There is very good liaison between governors, the headteacher and staff in planning the budget. Governors take an active and confident part in taking budget decisions because of their individual expertise and the detailed information provided to them by the headteacher. Very effective corporate decision making ensures that the financial resources available to the school are properly targeted to improving standards throughout the school. Over time, the school has built up a surplus larger than would normally be acceptable. However, a detailed five year plan has been drawn up and, in order to meet the school's priorities for the future, there will be a considerable reduction in the amount of money the school holds in reserve to protect it against unexpected happenings. With the increase of numbers in the junior class, the school is rightly putting the emphasis on using its financial resources for the benefit of these pupils. Expenditure is being targeted to directly benefit their learning by, where necessary and feasible, increasing staffing levels, providing additional learning resources and creating a stimulating working environment. It is expected that pupil numbers are sustainable and may show a small increase, so that the future is secure. The use of the specific and additional funds allocated to the school is well focused and has been used effectively to improve the accommodation and playground facilities. It has a positive impact on the quality of provision for all pupils who are well supported.
62. The school makes very good use of new technologies. The school has moved positively to promote the teaching of information and communication technology. Pupils and staff are all

confident and accomplished users of a wide range of equipment and the school has embraced the use of the Internet with the development of its own website.

63. In order to ensure best value, all elements of the school's spending are evaluated to ensure that the most economic and effective quality of education and support is provided for the pupils in its charge. A variety of statistical information is used to monitor the quality of learning and identify priorities for development. The findings are fed into the school's improvement plan and subsequently into budget priorities.
64. There is a good range of staff to teach the curriculum. Support staff are a valuable asset to the school. The classroom assistants have a central and valued role and are used well to support groups of pupils in lessons. They work closely with the teachers, and make a good contribution to pupils' learning. Administration and cleaning staff are also recognised by the school for the importance of their contribution.
65. The accommodation is satisfactory and is attractive, clean and well maintained. The hall is small in relation to pupils' needs, for example for Year 6 pupils when involved in gymnastics, and the library is cramped. The improvement of the outdoor playground has greatly benefited the pupils, although space for outside PE is still very limited. The school makes very good use of the facilities it has but is highly dependent for the goodwill of the local business community in providing space for athletics during the summer. Plans for an area for the reception year are in an advanced stage of development and should greatly enhance the provision for these children. Learning resources are sound and have improved significantly in some areas such as in ICT and literacy.

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

In order to improve the quality of education for all pupils, the headteacher, staff and governors should:

- (1) Raise standards in art and design by:
  - Identifying in the curriculum planning where and how specific skills, techniques and elements of art and design will be taught;
  - Providing more regular opportunity for pupils to learn, develop and practise their skills;
  - Develop assessment procedures to track pupils' progress more closely.

*(Paragraphs 9, 22, 28, 35, 42, 52, 94, 99)*

- (2) Raise standards in geography by:
  - Identifying in planning where and how geographical skills will be taught;
  - Providing more regular opportunities for pupils to develop their geographical and fieldwork skills;
  - Develop assessment procedures to track pupils' progress more closely.

*(Paragraphs 9, 22, 35, 42, 52, 105, 107, 109)*

- (3) Improve the quality of the curriculum by:
  - Evaluating and reviewing the curriculum and timetables to identify more opportunities for art and design, and geography lessons;
  - Develop the outdoor area to support learning for pupils in the reception year, as outlined in the school improvement plan.



*(Paragraphs 23, 24, 52, 65, 67, 72, 94, 97, 107, 110)*

In addition to the key issues above, the following areas should be considered for inclusion in the action plan:

- Provide further opportunities for pupils to develop their cultural awareness of the diversity of cultures in British society.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	11	4	0	0	0
Percentage	0	17%	61%	22%	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	47
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	7

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	5.3

#### Unauthorised absence

	%
School data	0.1

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

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

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

### *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	36	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	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	3	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)	2.2
Number of pupils per qualified teacher	21
Average class size	23.5

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

Total number of education support staff	2
Total aggregate hours worked per week	31

### *Financial information*

Financial year	2001/2002
	£
Total income	239272
Total expenditure	239450
Expenditure per pupil	5321
Balance brought forward from previous year	20420
Balance carried forward to next year	20242

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	0.2
Number of teachers appointed to the school during the last two years	0.2
Total number of vacant teaching posts (FTE)	0

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
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	47
Number of questionnaires returned	33

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	39	0	0	0
My child is making good progress in school.	73	24	0	0	3
Behaviour in the school is good.	70	30	0	0	0
My child gets the right amount of work to do at home.	33	42	18	0	7
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	73	21	3	0	3
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	85	9	0	0	6
The school works closely with parents.	64	33	3	0	0
The school is well led and managed.	91	9	0	0	0
The school is helping my child become mature and responsible.	67	33	0	0	0
The school provides an interesting range of activities outside lessons.	27	61	9	0	3

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

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

66. The provision for the youngest children, those in the reception year, is satisfactory. There are currently seven children who are taught in the same class with pupils in Year 1 and 2. Assessments completed when the children start school show a wide spread of abilities, but overall attainment on entry is average. Adults who work with this group know their needs well and have forged good relationships so that the children are already well settled into school routines. The children are included in literacy and numeracy activities, if appropriate, and this helps them to get used to learning in more formal situations. Overall they make satisfactory progress to attain the early learning goals, the expected levels, by the time they join Year 1.
67. Teaching is satisfactory and enables all children to make at least the expected gains in all areas of their learning. The good relationships and use of humour is particularly effective in settling children and getting them involved in all planned activities. They respond well to the positive approach and have good levels of self-confidence and self esteem as a result. Planning outlines the activities clearly and there is a suitable balance between adult focused and self-chosen tasks. Particular emphasis is placed on the children developing their personal and social skills and this area of learning is taught well. When the children are included in class group work, they make good progress. This is particularly noticeable in developing their knowledge and understanding of the world because the children are involved in their own group work linked to the learning by the rest of the class. The classroom is well organised so that the children can get their own resources easily. The outdoor area has just become available following the refurbishment of the garden into a new playground. The school plans to develop this as a teaching and learning resource for all areas of learning next year. This is wholly appropriate.

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

68. The children respond well to the good teaching and, by the end of the reception year most attain the early learning goals in their personal, social and emotional development. The children who have started school in September have already developed a number of independence skills as a result of the high expectations placed on them to do things for themselves. Consequently they get their own things at lunchtime and at home time, being careful not to interrupt any lessons that are going on in the hall as they tiptoe through to the cloakroom. This shows good levels of consideration for others. They are adept at choosing their own activities and getting the resources they need to support their play. They share equipment and take turns with little or no encouragement, rising to the clear expectations set by the adults who work with them. They are confident when playing on the playground and join in with each other's games amicably. They look forward to going swimming and line up quietly before walking sensibly to the bus. This is despite the obvious excitement this activity promotes. On return to the classroom, they all settle again quickly ready to listen to the details of the next learning activity.

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

69. Children in the reception year are included in those parts of the literacy lessons that are relevant to their needs. Therefore, they are fully included in learning early reading skills and have good book habits as a result. They know how to handle books with care and use the

tape recorder independently to listen to their favourite stories. Sessions learning letter sounds are fun and because of this all the children join in and already know the names and sounds of those letters they have been introduced to so far. They are beginning to notice these in books when they come across them in reading activities. However, children often work with a teaching assistant and, while they get good support from her, they do not have enough opportunities to work directly with the teacher in focused group activities. Most children speak with confidence about personal experiences and readily approach adults with requests and support with activities. Some pupils are beginning to write their names independently and those who try to write a few simple words can read these to an adult. As a result of the satisfactory teaching, most children attain the early learning goals by the end of reception year.

### **Mathematical development**

70. There is a wide range of attainment in the children's mathematical development when they start school. They make satisfactory progress overall to attain the expected levels in mathematics by the end of the reception year. Because the activities are practical, they take part willingly in the range of tasks that are planned. They take part in appropriate aspects of numeracy lessons before working with a teaching assistant on a range of practical games to develop their counting skills. This helps them to develop a secure understanding of the order of numbers. Although planned to take place next term, there are currently no opportunities for the higher attaining children to work with older pupils in the class on more challenging tasks. Many demonstrated through their ability to count and add on that they would benefit from being included in some of the group work in numeracy lessons or receiving focused support from the class teacher more often. Lower attaining pupils are benefiting from computer games, which help them to count objects to ten and identify the corresponding written number. They are more successful in these activities when they are given adult support to encourage them to count accurately. At other times, because the game gives a welcome response whether the child is right or wrong, many still have a tendency to count at random and make guesses.

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

71. The children respond well to the good teaching and most exceed the early learning goals by the end of the reception year. The children have good computer skills and confidently use these independently to play simple number and other games to help them with their early counting and adding skills. They have good mouse control and can select and click on the numbers they want. Construction kits are a favourite game and pupils build imaginative models in small groups and pairs. During the inspection two children talked animatedly about the family of robots they had made, acting out imaginary situations with obvious enjoyment. They explained that the pieces stuck together because of the magnets and showed how sometimes the same magnets pushed the pieces apart. The children are learning about things that require a push, pull or both to make them work through good opportunities to explore toys and other equipment during their self-chosen play activities and when working with the teaching assistant. Higher attaining children can point out the things that work by both a push and a pull. The children are involved in the wide range of activities open to older pupils in the same class and are making good progress as a result.

### **Physical development**

72. The younger children play happily alongside older pupils at playtimes and are developing a good sense of space and keeping themselves safe. There are too few opportunities for them



to develop their climbing, balancing and jumping skills due to the limitations of the accommodation until recently and the lack of suitable resources. There are plans to develop the newly available outdoor area, and some progress has been made through the availability of wheeled toys and small equipment. This is an area for further development. All the children benefit from a weekly swimming lesson and they are growing in confidence as a result. By the end of the reception year, all the children have a suitable pencil grip and use scissors and other small tools with satisfactory adeptness. They have enough strength in their fingers to join small construction pieces together and use a finger and thumb movement to wind up small toys.

### **Creative development**

73. A good range of activities is planned for pupils to paint and create other artistic pieces of work. They mix paints with confidence and, consequently, the children have satisfactory knowledge of common colours and how red, blue and yellow are mixed to make these. They join older pupils in the same class for music and, while this is suitable for developing their musical skills, there are not enough opportunities for them to explore instruments and create their own pieces of music at other times. The role-play area is available for them to use their imagination in different situations, but during the inspection this was not seen in use. Teaching is satisfactory overall and by the end of the reception year most pupils attain the early learning goals in this area.

### **ENGLISH**

74. Standards of attainment are average at the end of Year 2 and above average at the end of Year 6. This shows significant improvement since the last inspection. Although standards have generally improved, test results fluctuate from year to year. This is due to the very small sizes of the year groups and the differing abilities within these, including the number of pupils with special educational needs. Higher attaining pupils are recognised and suitably challenged, and the progress of pupils with special educational needs is good due to the good support they receive both within the class and through additional support when they are withdrawn. During the inspection there was no noticeable difference between the achievements of boys and girls. All pupils have equal access to all aspects of the subject. Pupils' achievements overall are good.
75. By the end of Year 2, pupils demonstrate that they are satisfactory listeners, who follow instructions well. They generally speak clearly and have an appropriate vocabulary for their age. They are relatively confident speakers, using their vocabulary to express well what they wish to say with reasonable use of descriptions and explanations. By the end of Year 6, many pupils speak confidently across many areas of the curriculum, although some are not very articulate and struggle to express exactly what they want to say. Teachers provide many good and varied opportunities for pupils to enter into lively debate and discussion, with the result that pupils are not afraid to express opinions and question what they hear. They also show a good ability to listen to their teachers and to each other with respect, valuing the ideas of others. They show a good deal of sensitivity, for example when they are appraising each other's work at the end of a session. Drama and performance provide good opportunities for pupils to use their speaking skills in formal and informal situations and this adds to their increasing confidence.
76. By the end of Year 2, standards in reading are above the national average overall. The pupils enjoy reading and talk enthusiastically about the books they read. The lower attaining pupils

demonstrate a good grasp of basic reading skills, and use these successfully to help them to improve their reading. The higher attaining pupils read with expression and good attention to punctuation. The overall good standard of reading is also reflected in the way that pupils competently read different texts and work out new words that they meet. Due to the interesting choices of literature, they all join in with great enjoyment when reading together as a class. For example, when reading the instructions for having a safe fireworks night, all pupils coped well, with the higher attaining pupils confidently reading words such as 'explosive'. Pupils continue to make good progress throughout Years 3 to 6, and maintain the good reading standards. The ease with which they read from a variety of texts in literacy and other subjects demonstrates their good reading ability. By the end of Year 6, many pupils have developed a critical enjoyment of reading. Higher attaining pupils know the works of a wide range of authors, and compare and contrast different styles. Lower attaining pupils receive good support often in the form of small group work which concentrates on specific needs and enables them to make good, sustained progress. A particular strength is that books are carefully matched to pupils' interests. For example, Mountain Bike Mania was being used as a lead text in one session observed, which really appealed to the boys who were using it. Teachers ensure that pupils have access to a wide range of authors and literature and encourage them to write critical reviews. The library is small and does not lend itself to extended opportunities for pupils to browse and find their own books. However, they know how to locate information from the school library books once located, and this is used well to develop independent research skills. They are also gaining good experience in obtaining and using information from the Internet and CD ROMS.

77. Standards in writing are average and show that pupils make good progress in spelling by the end of Year 2. The spelling of a range of familiar words is accurate, and pupils make recognisable attempts at more complex words. Good provision is made for lower attaining pupils who work with the class teacher and the younger pupils in the class to develop and reinforce early spelling strategies. Consequently these pupils use what they know about letter sounds to help them with new words. Higher attaining pupils make good attempts at more difficult words such as 'trousers' for 'trousers', responding to the expectation to have a go first so that the flow of writing is not interrupted. All pupils appreciate the different styles in writing, and realise that, in writing instructions, straightforward language should be used. The pupils enjoy the challenge that teachers provide through such tasks and also pay good attention to basic punctuation. However, the highest attaining pupils in Year 2 found the task relatively easy and finished their work quickly.
78. By the end of Year 6, pupils' standards in writing are above average. The progress of pupils in Years 3 to 6 is good overall, with especially good progress in the development of spelling. Every year, each group of pupils is gaining confidence in using and spelling a wide range of vocabulary, and use dictionaries and word banks appropriately. A weakness in writing lies with the inconsistency of presentation. This was especially evident in work from last year, which in many cases did not reflect the very good results that pupils later achieved in the national tests. It was clear that teachers had different expectations of accuracy and neatness, which were sometimes far too low. Most pupils use a legible and consistent joined style of writing. In all year groups, lower attaining pupils are benefiting from the support they are given to improve their basic writing skills. Assessment information is now used more effectively to match tasks more carefully to pupils' capabilities and this is resulting in better progress and higher standards in basic writing skills.
79. Teachers' encouragement in developing pupils' use of interesting vocabulary and writing for different purposes results in some interesting and descriptive work. Pupils in Year 3 made a

list of notes about the character of Leah in Michael Morpurgo's 'Mackerel and Chips'. They are beginning to draw some inferences from the text and also show a good understanding of the use of punctuation in lists. Year 4 pupils extended these skills by expanding their notes to write accounts of Leah's character from the lists they had made. For example, one pupil began her character sketch '*Leah is a brave, sporty and energetic 10 year old girl who likes fishing and going on boat trips*'. Every encouragement is given for pupils to evaluate each other's work. When the writing was appraised by the rest of the class, pupils still managed to find things to improve. They valued the content and recognised that this was good, but also noted that the pupil had failed to indent at the start of her paragraphs and her writing was squashed and quite difficult to read. This class appraisal is well established and pupils accept the judgements from their peers equably because they are made in a sensible and constructive fashion. A pupil in Year 6 who was writing his own sequel to the passage they had read in class used language well to capture atmosphere. He wrote: '*The tears were rippling down my face only to get soaked up by my woolly jumper*'. Pupils in Years 5 and 6 demonstrate, through a variety of work, their knowledge of the use of language and their skills in note taking, drafting and recording. They show that they are able to produce interesting and accurately punctuated work.

80. The teaching of English is consistently good. Teachers are skilful in teaching the basic skills of English to enable pupils to make good progress. A strength of the teaching is the strategies used, which motivate and interest the pupils. It helps them to take responsibility for their learning, but ensures that the pupils build on their skills and knowledge well. Teachers have good subject knowledge and this enables pupils to understand the purpose of what they are learning. Teachers make good use of assessment, thus ensuring that they carefully plan work that matches the needs of pupils of all abilities. This is an improvement since the previous inspection, which noted this as a weakness. The splitting of the junior class to allow for smaller teaching groups is effective, and carefully planned tasks for pupils with special educational needs enable them to make good progress. Small target groups are particularly effective and pupils benefit from the one-to-one attention to develop specific skills. Other tasks requiring pupils to work together encourage them to listen and to take each other's views into account. The most effective teaching shows good pace and a suitable balance of tasks.
81. In one very good lesson observed, the teacher planned a worthwhile range of activities, based on Michael Morpurgo's 'Mackerel and Chips'. The teacher worked hard to provide learning experiences that were active and purposeful. This resulted in interested and involved pupils, who listened and worked with sustained concentration. Overall, the teachers use effective questioning to challenge pupils and encourage their thinking skills. Homework is used effectively, particularly in Years 5 and 6, to support and extend what pupils are learning in the classroom. The quality of marking is satisfactory overall but variable in quality. Some of it is very good and contains useful suggestions for development and improvement, but much is more vague, with comments such as 'watch your spelling' which are not particularly helpful. However, in many cases teachers provide good oral and constructive feedback to pupils on their work.
82. The strategies for the teaching of literacy are very effective. The use of individual targets helps pupils to understand what they need to do to improve their work. Teachers ensure that pupils use their literacy skills consistently across the curriculum, and there are useful systems to make certain that this element is planned carefully. This also contributes to pupils' understanding of the need to use and apply the skills they are learning in a range of contexts. Additional supporting activities where pupils work in small groups have also helped some pupils to improve their skills. Good use is made of computers both for drafting work and completing

tasks. It is used at the appropriate level to extend the knowledge and understanding of pupils of all abilities. The school has a suitable range of books to encourage wider reading, and pupils in Years 3 to 6 use the library books as a source of information.

83. The systems for the assessment of pupils' work are very good. They enable teachers to plan work to match the needs of pupils and also to set regularly reviewed targets. The analysis of pupils' attainment has enabled the school to identify key areas for development, and this includes the further development of writing skills. The subject is well led by a committed and knowledgeable co-ordinator. The policy for English is clear and comprehensive, and the co-ordinator has ensured that careful planning of the subject meets the needs of the mixed age classes.

## **MATHEMATICS**

84. Standards of attainment have improved since the previous inspection and are now above average at the end of Year 2 and Year 6. This is because assessment is used more effectively to match task to individual learning needs. It is helped in the juniors by the smaller teaching groups, which gives more opportunity for teachers to work with individual pupils on particular skills, knowledge and understanding. Pupils with special educational needs are supported well in lessons and when they are withdrawn to work in small groups. They do work which is directly linked to targets identified through assessment and, coupled with the one to one support they receive, this helps deepen their understanding of mathematical ideas and skills. Higher attaining pupils are given the support they need and presented with greater challenges to extend their learning further. As a result, some pupils were very close to attaining very high standards in the national tests last year. Homework is used effectively to support learning in lessons as pupils are often asked to practise similar examples at home or learn important number facts such as multiplication tables. This has helped their faster recall of answers to number problems. The directions given are precise and, due to the sometimes complex nature of the problems being followed, the teacher often asks for only one example to be completed at home. Achievement for all pupils is good.
85. Pupils in Year 1 and 2 are developing a good understanding of place value. They use correct terminology to explain what each digit stands for in numbers up to 100. They can locate numbers quickly on a number square and confidently say which number comes before or after a given number. Some higher attaining pupils are beginning to use this square of numbers to add successfully first the tens and then the ones to add two two-digit numbers correctly. Good emphasis is given to pupils using their own strategies to work out the answers to calculations and this means that pupils can think their way through a simple problem by the time they start Year 3. Pupils have a sound understanding of measures and shape. Activities are suitably practical and often linked to other subjects. This gives the activities relevant contexts through which the pupils develop these skills and understanding.
86. Pupils in the juniors continue to make good progress. A particular strength is their ability to calculate quickly and use learned number facts to solve problems. Due to the established atmosphere that promotes the view that it is acceptable to not always be right, older pupils are always keen to have a go at solving calculations. Lessons are interesting and, because questions are so well focused, pupils concentrate for long periods. As a result they get through a lot of work in the time given. During one lesson, pupils in Years 5 and 6 learned how to read complicated graphs to calculate the number of goals scored on one day by a number of teams. The complex problems expected the pupils to work out how the information

was organised and read everything carefully, before deciding whether to add or multiply the totals to find the correct number scored. It involved them using a range of skills and knowledge, for example finding out in how many matches two or three goals were scored before calculating how many goals were scored altogether. Pupils' work showed that they cover a wide range of mathematics work during their time in the juniors. This work is often practical and this helps them to really understand the mathematical ideas to which they are introduced. They apply this to solving problems and explain the strategies they have used, saying why they chose the methods they did. They check their own work and understand any mistakes they make, consequently often correcting things independently.

87. Teaching and learning are good. Resources are used well to support pupils the first time they are taught a particular idea. For example, pupils in Year 2 were learning how numbers to 50 are organised. Because they all had number fans, they were all involved in the activity and could manipulate the digits themselves to make the number requested. They were all able to identify the digits, which represented the tens and the ones correctly, and some higher attaining pupils were beginning to add two of these numbers together in their heads. Planning is detailed and includes the support and extension activities for those pupils who need more help and those who are ready to be challenged further. ICT is used effectively to reinforce quick recall of number facts and pupils respond very well due to the exciting and fun games selected by the teachers. These support the particular skills they are learning very well and are carefully matched to the lesson's objective and pupils' personal learning needs.
88. Leadership and management are good. The numeracy strategy has been implemented successfully and is carefully monitored to make sure that all aspects of mathematics are developed in depth. The co-ordinator monitors standards, and teaching and learning, thoroughly. Focused assessments are carried out regularly and provide the necessary information to track pupils' progress closely. The information is analysed carefully to identify any curriculum development needs. Due to these rigorous procedures, the school has identified and put initiatives into place to improve pupils' ability and skills to interpret data. As a result standards in this aspect are improving.

## **SCIENCE**

89. Standards of attainment have risen since the previous inspection and are now above average at the end of Year 2 and Year 6. Good opportunities are planned for pupils to learn through practical activities and this develops scientific enquiry skills well. Pupils are not always given enough responsibility and opportunity to follow their own lines of enquiry, however, as teachers rather than pupils often select the equipment and plan the method of setting up and carrying out the investigation. However, lessons are interesting and this engages the pupils' interests. They remain focused, concentrate well and learn what is planned as a result. Achievement for all pupils is good.
90. Younger pupils learn about plants and seeds by growing them themselves. As they watch them grow, they learn about the various conditions that plants need to help them develop. This is recorded in simple pictures and labels, which show that they are clear about the cycle. Exploration of the school grounds has uncovered a number of habitats, and pupils have organised these into groups showing where each plant and animal was found. There are good links to design and technology. In the infants, pupils have learned to construct electrical circuits to light up models. They use various materials to make switches and this helps them understand those that conduct electricity, and those that do not. They know that a circuit must be complete if a bulb is to light. Practical explorations enable pupils to identify which objects

move or work through a pull or a push and to begin to apply this knowledge to simple investigations into the way toys work. Careful questioning develops their understanding further. One higher attaining pupil said, *'You can pull string but not push it because it curls up. If you sew, you need a needle because it is made of metal'* thus indicating a developing knowledge and understanding of the properties of materials and their uses. The changes that affect materials are investigated through activities, which are relevant to the pupils' own experiences. For example, to find out how heat changes the state of bread, pupils made cheese on toast and enjoyed the subsequent feast. Higher attaining pupils were able to say that some changes can be reversed while others cannot. Due to the carefully structured curriculum, pupils build on this learning in the juniors by applying the knowledge to other materials that change when heated or cooled, through activities such as making jelly.

91. Pupils in the juniors develop their understanding of plants by learning about the conditions for growth, the function of different parts of a plant and the processes they undergo. At the beginning of new topics, teachers carefully revisit previous learning to help them assess what pupils have remembered. Before moving on, the teacher skilfully questions pupils to help them remember the experiment when the petals of a daisy turned red and blue because the coloured water was sucked through the roots and stem. This reminded them of the function of roots and stems and many pupils recalled the importance of nutrients from the soil and the need for light. In the lessons which followed they were consequently able to say which of the two sets of cress plants they looked at were most healthy and why. Older higher attaining pupils have learned the purpose of the anthers and stigmas to a plant's fertilisation process and know that the process in which the plants use sunlight to get their energy is called photosynthesis. The digital microscope is used to good effect to spark pupils' interests in the growth of seeds. Older pupils have recently studied the growth of mung bean seeds and each tiny step in their germination was recorded carefully and played back to show the precise moment of germination. The pupils talk about the pictures animatedly and their sense of wonder is evident to those who listen to their enthusiastic comments. This has given pupils keen interest to find out more about how plants grow and higher attaining pupils can describe with good levels of knowledge the process of germination and photosynthesis. Research on the Internet and by searching CD ROMs support their learning very well.
92. The quality of teaching and learning has improved since the previous inspection and is now good. Particular care is taken to make sure that lessons are practical and this keeps pupils' attention focused on the task in hand. Pupils in the infants enjoyed finding out which soap got their hands clean the quickest. Although this activity was planned and set up by the teacher, pupils were able to use the information they had collected to say what happened. Planning indicates precise learning objectives and these are constantly monitored during lessons to make sure pupils are learning what is intended. During one lesson, pupils in Years 5 and 6 were considering how animals have adapted to their environment. They were able to think about why certain birds have the shaped beaks that they do, through carrying out a range of practical activities, which demonstrated the different feeding habits. The organisation of the juniors into small groups for science allowed the teacher to work with every group, targeting questions to get pupils to explain their thinking and to give reasons for their ideas and opinions. The eventual recording provided useful evidence to support their subsequent conclusions about why certain birds have the beak shape that they do.
93. Leadership and management of science have improved and are now good. The curriculum is well organised to make sure that all aspects of science are covered. Assessment procedures are very good. Specific aspects are assessed every term and these are linked to the current topic in science. The information is used well to plan the first lesson the next time the topic is

visited and this means that activities are matched well to pupils' learning needs. There is a useful portfolio of pupils' work, which gives teachers good guidance on levels of attainment and these are used well to support the assessments. The co-ordinator looks closely at how well pupils are doing in science and this includes talking to pupils, looking at their work and watching others teach. The information is used to put together an action plan, which identifies clearly further developments in the subject.

## **ART AND DESIGN**

94. Standards of attainment in art and design are as expected at the end of Year 2 but are below average at the end of Year 6. Although the pupils take part in art activities linked to topic work on a regular basis, the skills and techniques are not identified sufficiently well in planning, so specific skills, techniques and knowledge about elements of art and design are not taught in a systematic way. The curriculum is unsatisfactory. There is one short lesson for art and design or design and technology each week and this does not allow pupils sufficient time to develop the range of experience in enough depth required by the national curriculum. Achievement is satisfactory in the infant but unsatisfactory in the juniors.
95. Pupils in Years 1 and 2 are developing a sound knowledge of colours and how different colours can be made by mixing red, yellow and blue. They know how to make colours darker and lighter by mixing them with black and white paint. They explore with different tools and as a result use a range of techniques to paint and make pictures with different textures. Although no lessons were seen during the inspection, the level and range of work indicates that the quality of teaching and learning is satisfactory.
96. Pupils in Years 3, 4, 5 and 6 gain obvious enjoyment from the art and design activities. Good links are made to other subjects so these activities are set within relevant contexts for learning. For example, when studying the Greeks, pupils made coil pots from clay. This limited experience to learn about texture and sculpture however, focused more on the history content than the artistic skills, techniques and elements. Older pupils are currently studying portraits linked to their work in history about the Tudors. The work of Holbein was used effectively as a stimulus for pupils' self portraits, but again there was a missed opportunity to teach pupils about how line and light are used to capture features and create the glint in the eyes. Suitable links to autumn were established through the study of 'Fruit portrait' by Archimboldo, which pupils used as a stimulus to design their own faces from leaves and seeds. However, although other subjects are used effectively to provide a context for art and design activities, learning objectives do not focus on the precise art and design skills, techniques and elements that pupils will learn. Although no teaching was seen during the inspection, the limited amount of evidence indicates that learning is unsatisfactory in the juniors.
97. ICT is used effectively to support learning in art and provides pupils with some experience to learn about the work of artists. Pupils in Years 1 and 2 have looked at Jackson Pollock's 'Yellow Islands' painting and created and designed their own paintings using the same techniques. The overlaying yellow and black contrast well and produce dramatic pictures, which are a close comparison with the original. Although unable to recall the name of the artist, older pupils in the juniors have used a painting by Matisse to create their own design of a 'Snail' by drawing, filling colour and placing squares around the paper. Art and design makes

a suitable contribution to pupils' spiritual development but does not make a strong enough contribution to pupils' cultural development. Posters and paintings are displayed through out the school, which invite pupils to think about how nature is portrayed by different artists. However, there is no systematic planning for pupils to learn about the contribution made by artists from different periods and cultures and, although pupils talk animatedly about their recent work and artists, they have weak knowledge of artists from a range of times, styles and cultures.

98. Standards of sketching are satisfactory. Portraits on display show a sound level of skill working with pencil and crayon. Pupils recall other opportunities to sketch through their work about Bibury when they sketch the different buildings in the village. Pupils do not use sketchbooks to collect and expand on their ideas.
99. Leadership and management are unsatisfactory. There is no one person designated as co-ordinator and teachers take responsibility for the subject in their own classes. This means that there is no whole school overview for the development of the subject. Monitoring of the curriculum does not ensure that pupils learn a range of skills, techniques and knowledge and understanding of the elements of art. Assessments are not yet made and the portfolio, although started, contains few examples of pupils' work. There is currently no action plan although the school has identified art and design as a focus for improvement in its school development plan next year.

## **DESIGN AND TECHNOLOGY**

100. Standards of attainment at the end of Year 2 and Year 6 meet expected levels for pupils' ages. The curriculum follows national guidance and this makes sure that pupils receive the required breadth of experience. The curriculum identifies exactly what the pupils will learn in each unit of work and this makes sure that they develop the skills necessary to design and make a number of products. There are good links to homework through pupils making some products at home, following the designs they have done in school. Pupils are involved in the designing, making and evaluating stages and have made a range of models and products to develop the full range of skills required. Standards have been maintained since the previous inspection and achievement is satisfactory overall.
101. Younger pupils are fully involved in designing their own product before making these individually or in small groups. Last year, pupils explored carefully the colours, texture and flavours of fruit before deciding which to include in their fruit salad. They decided whether to peel, cut or slice the fruit to give interest to the finished salad before tasting and evaluating how to improve it further. This practical activity covered the complete design, make and evaluate cycle and was set within a familiar context to add meaning to the pupils' learning.
102. Photographic evidence, looking at pupils' work and talking to the oldest pupils indicate that the quality of teaching and learning is satisfactory throughout the school. In the infants, pupils are given suitable opportunities to build models from construction kits and to make improvements to make these go further. They have a sound understanding of how cogs turn each other in opposite directions and record this in pictures and labels. Good links are made to other subjects and this provides a relevant context for learning. For example, pupils in Years 1 and 2 built models of houses from recycled materials. These had windows and doors, which opened and closed and contained model furniture for each room. The models were finished off with decorated walls and electricity circuits, which lit the central bulb to light up the individual rooms.



103. Good opportunities are planned for pupils to take part in workshops led by experts and these help to develop pupils' knowledge and understanding of design and the way things work well. Older pupils recall with excitement a recent workshop in which they made model 'creepers' from wood and glue. They particularly liked using saws to cut the wood to the correct size. Good development of measuring skills in this activity made good links to numeracy. Pupils tried out their models to find out whose travelled the furthest and fastest, and benefited from expert guidance to make improvements to their design and workings. Photographs reflect how engrossed pupils were in this activity as they tried the 'creepers' out and made adjustments to make them go faster or further. Special days are organised in school for pupils to make specific products. A recent candle making activity was linked to pupils' work about Easter. The whole school joined in with this activity and they all made individually designed candles to take home. Older pupils enjoyed helping younger pupils and this did not detract from their own achievements. The working in mixed aged groups makes a very good contribution to pupils' personal development.

104. The subject is a shared responsibility and co-ordination is satisfactory. Teachers discuss curriculum planning in some detail to ensure pupils develop their skills in a structured way. The curriculum is well organised so that activities are linked where possible with the particular topic that term, and is satisfactory overall. Computers are used where appropriate to support the design process. For example, when planning the new playground development, pupils drew their ideas and plans on computer. They made any changes on screen before printing them out for others to see. An indication of the expected levels of attainment are linked to the scheme of work and identified on planning. However, they are not yet used to record formally pupils' attainment and progress in the subject.

## **GEOGRAPHY**

105. As it was not possible to observe any lessons during the course of the inspection, judgements are based predominantly on discussions with pupils, looking at their work and displays around the school. Pupils' attainment is in line with expected standards at the end of Year 2, but below the standards required at the end of Year 6 because too little work has been covered at sufficient depth for pupils to acquire the knowledge, understanding and skills that they need. This is because the school has, in recent years, quite rightly, been placing the emphasis on improving standards in the core standards of English mathematics and science. The achievement of all pupils, including those with special educational needs, is unsatisfactory overall, although sound for the younger pupils.

106. By the end of Year 2, pupils have a sound knowledge of the local area. Most pupils are familiar with their own locality and know their own address and can record it accurately. They can trace and measure their routes to school and ascertain who has the longest journey. They are gradually building up a range of skills. For example, they identify a range of features on a simple map of a seaside town and decide whether they are natural or man made. An appropriate comparison has been made between features of a seaside town and those seen in their own village.

107. Although pupils in Year 6 have some recall of the knowledge gained through geographical studies, these frequently become confused with their studies in history, which have clearly been in greater depth. Work examined from last year shows that pupils have made some study of the weather and gained knowledge of some appropriate terminology particularly in relation to wind strength. They have studied different areas of the world, identified desert

regions and are able to explain cause and effect, for example the effects of over grazing, and soil erosion. They show some familiarity with maps and atlases by identifying key features on a world map. Their skills for enquiry are in an early stage of development. The pupils conduct surveys using travel brochures and use the results to make comparisons and form their own opinions on the merits of different localities and environments. This was exemplified by their study of resorts abroad and deciding which would be the best for seaside or skiing holiday. In addition, pupils carried out a useful survey of a local industry when they visited the Bibury trout farm. The work completed as a result of this was of a good standard. However, little other work pursued has been at sufficient depth. In addition there is an imbalance in the curriculum, which means there is not a consistent and systematic build up in pupils' geographical skills. The fact that there are long gaps in some cases between geography based topics in the school overall plan contributes to this.

108.Literacy and numeracy are used appropriately to develop skills. For example, Year 2 pupils used string to measure the distances between pupils' homes and school and compared the length to find the longest and shortest journeys. Particularly good use was made of ICT when recording the visit to the trout farm.

109.It is not possible to make any overall judgement on the quality of teaching. It is clear that in Years 1 and 2, the teacher has sufficient subject knowledge to ensure that pupils' learning is extended through a sound balance of skills and knowledge. Good opportunities are provided for curriculum enrichment such as their use of educational visits. Although the teaching of older pupils ensures their interest is generated, they are not sufficiently confident in their knowledge and are not yet developing firm opinions on various geographical and environmental issues. Learning for older pupils is unsatisfactory.

110.The scheme of work should ensure that an appropriate range of topics is carefully planned for the mixed age classes. However, too little geography is currently being taught. Assessment procedures have not yet been developed and there was no work in the portfolio from the older pupils. Because of other priorities, the subject has not yet had sufficient opportunity for further development or high priority on the school development plan. The school plans to give the subject a higher focus next year, in order to address the weaknesses.

## **HISTORY**

111.As it was only possible to observe two lessons, judgements are based predominantly on discussions with pupils, looking at their work, and displays around the school. Standards of attainment meet requirements at the end of Years 2 and 6. There is sound coverage of the history curriculum and achievement overall is satisfactory throughout the school with many good features, such as the use of work in history as a stimulus for other subjects such as English. Pupils with special educational needs and higher attaining pupils are appropriately provided for in class and tasks are well matched to their attainment levels. This enables them to achieve appropriately.

112.In their work on the great fire of London, younger pupils wrote how the fire started and the role that people such as the Lord Mayor and King Charles played in the events of 1666. Their work was original and showed very good attention to detail. They demonstrated a good understanding of why the fire spread so quickly and its consequences. They are learning how to make comparisons between life today and in the past and record their findings accurately. This was shown in their drawings to illustrate the kitchen and its implements in Edwardian times, alongside equipment used today. Pupils' sense of chronology is developing appropriately

and they are beginning to understand how life styles have changed over time. During the inspection, pupils were learning about Remembrance Day and why it is kept as a special day. A lively discussion about early memories was a suitable context for these young pupils and re-enforced the concept of memory appropriately. The recording of their reminiscences in written and pictorial form was a good way of reinforcing the learning in the lesson.

113. Pupils in Years 3 to 6 are currently very interested in their study of life in Tudor times and talk animatedly about their work. They have focused on Henry VIII and written interesting biographies of his six wives. During the inspection they were extending this work and beginning to look at the social conditions prevailing and comparing the lives of the rich and poor. Pupils' learning took place on a number of levels as they quickly discovered the many differences between lifestyles, but also came to terms with how very different conditions were for everyone. For example, they learned that no one had running water to their houses or drank water because it was so polluted. There are opportunities for pupils to use research to find more information about school topics, both in school and at home. They approach this work enthusiastically and use both books and the Internet well. In addition, pupils sometimes have access to historical artefacts relevant to the periods they are studying.
114. Although no overall judgement is made on the quality of teaching, both lessons observed during the inspection were good and enabled pupils to learn effectively. Lessons are motivating and planned thoroughly to include interesting, challenging tasks. The few worksheets used were highly relevant to the task. Teachers use an investigative approach enthusiastically and display good questioning skills to help the pupils develop their own questioning and reasoning. Literacy and ICT are used very well, particularly when pupils carry out their own independent research. Pupils learn effectively because they really enjoy history and the curriculum provided is exciting and motivating. Literacy skills are used extensively. For example, when studying Ancient Greece, pupils learned some of the myths and legends and as a result wrote to Athene in the role of Arachne, after her compulsory transformation into a spider, to beg forgiveness.
115. Leadership and management of the subject are satisfactory. The amount of time devoted to history is appropriate and allows adequate coverage of the curriculum. Because of the good cross-curricular links, there are some considerable strengths in the level of pupils' thinking and in the quality of their work. There is a good range of resources, including those for information and communication technology. They are used well and pupils are encouraged to develop their independent learning skills by having easy access to the computers and to the library books. Although the time allocated to the subject is relatively low, this is overcome by the good integration of history into other subjects such as literacy. An indication of expected attainment is included in teachers' planning and these provide good guidance for assessment at the end of each topic. The information is not yet recorded formally to note how well pupils achieve.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. Standards of attainment in ICT are good at the end of Year 2 and very good at the end of Year 6. Pupils are very confident and can find their way around a wide range of programs easily and quickly. Younger pupils have a good knowledge of the keyboard and write things quickly to support work in English and religious education. Although not yet formally identified on curriculum plans, all aspects of ICT are covered through the comprehensive scheme of work. Very good links are made to other subjects. Achievement is very good across the subject.
117. Younger pupils are learning how to write simple sentences. They edit their own work, changing the text to a different colour, style or size to improve the presentation. They are

learning to drag and drop a picture into their pieces of writing to illustrate the meaning, often working in pairs to make decisions. A recent traffic survey provided a relevant context for pupils to learn how to construct graphs. Colour Magic is a particular favourite program, and pupils enjoy filling shapes with colour to make patterns and pictures. Their good levels of mouse control are reflected in their drawings of precise shapes and lines to show the different components of bicycles. These are filled with colour to add interest. By the end of Year 2 all pupils are saving and printing their work independently.

118. Pupils in Years 3, 4, 5 and 6 continue to make very good progress and by the end of the juniors are working independently on computers to research and produce pieces of work. They write pieces quickly because of their very good familiarity with the keyboard. Their written accounts of a visit to the trout farm illustrate perfectly the high quality presentation of computer generated work. Pupils use WordArt to insert titles and specific emphasis to certain parts, changing this if it does not create the desired effect. Older pupils use light and temperature sensors to monitor weather statistics and experiments in science. By the end of Year 6, pupils have a very good knowledge and understanding how computers are used in the wider world and how their use can enhance their own learning.
119. The quality of teaching and learning is very good. Teachers have very good subject knowledge and this means that specific computer skills are taught very well. Very good knowledge of relevant computer software and Internet websites is used effectively to plan exciting activities linked to learning in most lessons. This was particularly noticeable in history when pupils throughout the juniors used the Internet to find out about what life was like for rich and poor people in Tudor times. They could log on independently and find the information they wanted due to the quality of the questions they asked. All pupils know the rules for using the Internet and follow these conscientiously. The whiteboard is used very effectively in the juniors to review pupils' work in a number of subjects. All pupils can easily see the work, and therefore they are all involved in helping each other make improvements. The digital microscope is a particular favourite and the recent work monitoring the growth of a mung bean was brought to life when pupils, were able to see the step-by-step germination and growth of a particular seed. ICT is integrated into almost every lesson and makes a significant contribution to pupils' learning. ICT lessons are taught when the additional teacher is in school. This means that all receive good attention in small groups. This is particularly beneficial to pupils with special educational needs whose progress is monitored closely by teachers. This means their questions are answered quickly and they get any necessary support.
120. The curriculum is rich and very well planned to include all elements of ICT during the pupils' time in school. Although the planning is left to individual teachers, very good links are made to other subjects. In art and design, pupils have used a painting by Seurat as a stimulus to learn how to use the spray tool in a painting program. The level of control that pupils applied as they overlaid the different colours was good and created different depths and textures of paint. Logo is used effectively to learn about the properties of shapes. Learning is built on in simple steps to consolidate previous knowledge and understanding. The work pupils did in the infants with making 'Roamer' move is developed on screen in Years 3 and 4 by learning about Logo. Pupils learn how to write a simple programme to draw squares and rectangles and are beginning to predict the shape a particular set of instructions will produce. This makes a good contribution to pupils' knowledge and understanding of shapes.
121. Leadership and management are very good. Recent improvements to accommodation and numbers of computers mean that pupils now have lessons to teach specific skills and this is helping to raise standards in the subject. Regular assessments are used well to identify the

next lesson's activities and these are matched well to specific learning needs. Standards, teaching and learning are monitored closely so that any issues are identified quickly. There is a detailed action plan, which identifies clearly appropriate priorities for further improvement and development.

## **MUSIC**

122. The school makes appropriate provision for the teaching of music by buying in the services of a music specialist for one morning a week. Standards of attainment are average at the end of Year 2 and Year 6. Pupils have a wide range of musical experiences and cover all aspects of the music curriculum. All pupils are provided for appropriately. There is a particular strength in the teaching of singing, and pupils reach good standards being able to sing tunefully, maintaining tone and pitch, and learning something of correct breathing to enable the music to flow.

123. Although no overall judgement is made on the quality of teaching, all three lessons seen during the inspection were satisfactory. In the choir rehearsal the good emphasis the teacher placed on the encouragement and involvement of all pupils was rewarded by the way in which the pupils sang in tune, with very good expression, pitch and control. In the lessons observed pupils were not always so well involved. In Key Stage 1 pupils show awareness of pitch and rhythm. They can maintain a steady beat in clapping, movement and with percussion instruments. The pupils in Years 1 and 2 sang with enthusiasm, and played their percussion instruments successfully, finding more than one way to make a sound.

124. Pupils in the juniors understand musical terminology, such as tempo, melody, pitch and silence. They understand changes in rhythm and pitch and can reproduce these elements successfully. They follow notation well. Pupils in Years 5 and 6 were learning about composition and the use of repetition for effect in music. During their composition, they experimented with the voices and styles on keyboards before choosing the particular effect they liked. They then progressed to rehearsing the parts to be blended together as whole. Although it was clear that the teacher had excellent subject knowledge, a very small minority of pupils did not display good attitudes to the lesson, particularly those in Year 6. Because the unusual but unacceptable behaviour was not commented on, it meant that the atmosphere during the lesson deteriorated and pupils did not apply the same diligence to their work as had been seen in other subjects. The monitoring of music lessons has not yet been established so this has not been picked up by the school's monitoring arrangements.

125. Leadership and management of the subject are satisfactory. The curriculum provides a suitable range of songs and music from different periods and styles to make a satisfactory contribution to pupils' cultural development. Pupils listen to instruments from around the world and are beginning to develop an understanding of how these are played. The extra-curricular opportunities for music are good. The choir had the opportunity to sing at the schools promenade concert in the summer having successfully passed the audition for this. Resources are generally sound and there is an appropriate range of tuned and untuned percussion instruments for the pupils to play. They are used appropriately in lessons to support teaching.

## **PHYSICAL EDUCATION**

126. It is not possible to make judgement on standards of attainment at the end of Years 2 and 6 as no lessons were observed during the inspection. However, from conversations held with groups of pupils from Years 5 and 6, it is clear that, despite many difficulties regarding the

provision of facilities, there is full coverage of the curriculum and pupils receive a sound range of opportunities and experiences.

127. Pupils described a broad range of activities in which they participate. The school has recently had apparatus fitted in the hall and a new floor laid which means that all aspects of the gymnastics curriculum can now be taught. Pupils understand the need for regular exercise and the effect that this has on the body and the heart rate. They know and understand the reasons for the warm up and down at the beginning and end of lessons. Although the outdoor playground is small, pupils speak enthusiastically of the games lessons outside. It is clear they learn a range of skills associated with ball games such as netball and football. Swimming is taught to pupils throughout the school and over half the juniors already meet the required 25 metres, with many pupils considerably exceeding this requirement. There is a well-planned programme of learning that outlines the skills to be improved and the full range of activities to be taught to each age group during each year. The time allocated to teaching the subject is appropriate and means that all areas of the curriculum are covered. A good range of extra-curricular activities supports pupils' development well.

128. The quality of resources is generally sound although the problem of facilities is an on-going one. The school is heavily dependent on the goodwill of the local community in allowing it to use various locations, in order to carry out activities such as football, athletics and country dancing. Leadership and management are satisfactory. The co-ordinator has only just assumed responsibility for the subject. She is keen and enthusiastic and plans to extend the range of extra-curricular activities further.

## **RELIGIOUS EDUCATION**

129. Although no lessons were observed during the inspection, examination of pupils' work and school portfolios indicates that pupils at the end of Years 2 and 6 attain standards in religious education that meet the expectations of the Locally Agreed Syllabus. Pupils, including those with special educational needs, achieve soundly.

130. Throughout the school there is sound coverage of the curriculum, which makes a good contribution to pupils' growing awareness of themselves. Younger pupils in Years 1 and 2 have explored their feelings on starting school. One pupil wrote, 'I was relieved because no-one stared at me'. They recognise that they are part of the school family and go on to explore the importance of being part of a family. They have learned about important ceremonies and rituals of the Christian faith and learned the meaning of some of the symbols and rites associated with it, such as Baptism. Pupils have learned about the rituals of the Jewish faith and know that the Torah scrolls are special. They know and understand that different religions have places of worship that are special to them and have artefacts and rituals of special significance. Much of the recording is pictorial but is usually of at least sound quality.

131. In the junior class, pupils have been studying the lives and roles of key religious figures. This term pupils have learned about the life of Jesus and traced a time line of his life in order to cover key events. Pupils in Years 5 and 6 can recount in detail the parable of the sower. They understand the significance of the seed and show a good understanding of how people accept or reject the word of God. They clearly understand why Jesus taught using parables and explain what a parable is. Pupils have explored the possible feelings of the sons and the father in the parable of the prodigal son and explain how true friends really behave. Most of these pupils show good knowledge and understanding, although work is not always matched to the needs of all pupils. For example, some pupils do not understand the meaning of the word analogy when asked to 'think of a modern analogy that God might use'. Pupils in Years 3 and

4 have covered the same work and completed the same work sheets, although much of their recording is in pictorial form. In discussion with pupils it is clear that they have explored some of the rituals associated with different faiths. Pupils are currently learning about Divali. They are aware that they will be learning more about Islam during the remainder of this term and know that its central figure is Mohammed.

132. Teachers are confident in teaching facts about religion and have good subject knowledge. From the pupils' work, it is clear that respect and tolerance towards different faiths and religions is embedded within the teaching. The oldest pupils learn effectively and the quality of presentation and illustration is good. However, the progress made by pupils in Years 3 and 4, whilst just sound, is not as good as it should be as they are expected to do the same work as older pupils in the class.
133. Leadership and management are satisfactory. The co-ordinator for religious education is new and knowledgeable. She has exciting and appropriate plans for the development of the subject. The school has very good links with the local church and the vicar regularly attends to join assemblies. These feed in well to the overall spiritual development of the pupils, as does the work in religious education. However, as yet, the school has not visited places of worship associated with different faiths. These first hand experiences would help develop the pupils' knowledge and understanding of the faiths they are studying.