

## INSPECTION REPORT

### **SAPPERTON C of E PRIMARY SCHOOL**

Sapperton, Cirencester

LEA area: Gloucestershire

Unique reference number: 115698

Headteacher: Mrs D Thomas

Reporting inspector: Derek G Watts  
22092

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> February 2003

Inspection number: 247583

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Sapperton  
Cirencester  
Gloucestershire

Postcode: GL7 6LQ

Telephone number: 01285 760 325

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Appropriate authority: The governing body

Name of chair of governors: Mrs Pepita Walker

Date of previous inspection: 4 – 6 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22092	Derek G Watts	Registered inspector	Foundation Stage Mathematics Information and communication technology Design and technology History Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
9789	Leigh Barclay	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?
17757	Judith D Willis	Team inspector	Educational inclusion Special educational needs English Science Art and design Geography Music	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Sapperton Primary is a small Church of England aided school in the village of Sapperton, near Cirencester, in Gloucestershire. At the time of the inspection, there were 49 full-time pupils on roll from reception to Year 6. Pupils come from the villages of Sapperton, Frampton Mansell and Coates and some come from farther afield. Most pupils are transported to and from school by coach or car. Nearly all the pupils are from a white British background and there are no pupils with English as an additional language. About six per cent of the school's population have special educational needs and this is well below the national average. The nature of the special educational needs are moderate learning difficulties and there are no pupils with a Statement of Special Educational Needs. The proportion of pupils eligible for free school meals is below average. Attainment on entry to the school varies from year to year, but is generally broadly average.

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

Sapperton is an effective school with strengths in a number of key areas. These are the quality of teaching, pupils' positive attitudes and behaviour and the above average standards attained in English, mathematics and science. There are weaknesses in the curriculum for information and communication technology (ICT), design and technology (DT) and geography, and these adversely affect standards and achievement in these subjects by the end of Year 6. Leadership and management are sound overall and the school provides satisfactory value for money.

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

- Teaching and learning are good throughout the school and this leads to standards that are above average in English, mathematics, science and history by the end of Years 2 and 6.
- Standards are above average in geography by the end of Year 2, and in music and physical education (PE) by the end of Year 6.
- Pupils' attitudes, behaviour and personal development are good because of the good provision made for spiritual, moral, social and cultural development.
- The school has a good partnership with parents, and this, together with the good contribution made by the community, has a positive impact on pupils' learning.
- Attendance is well above the national average.

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

- Standards in ICT by the end of Year 6 are lower than they should be. Computers are also not yet used well enough in other subjects.
- Standards in DT and geography by the end of Year 6 are low because both subjects are not taught sufficiently often.
- The breadth and balance of the curriculum in Years 3 to 6 is unsatisfactory, as not all subjects receive appropriate time and attention on the school timetable, and statutory requirements are not met.
- There is inconsistency in the way that teachers mark the pupils' work.

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

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

The school was last inspected in March 1998 and a number of areas for improvement were recommended. The headteacher has effectively delegated subject responsibilities among the teaching force. The nursery nurse is now more effectively deployed and contributes well to children's learning. The

planning of the curriculum and record keeping in Years 1 and 2 have improved to at least sound levels. The school has effectively addressed the key issues for action from the last inspection. Standards have improved in English, mathematics and science by Years 2 and 6. Teaching is now good throughout the school where before it was good in Years 3 to 6 and satisfactory in the rest of the school. However, standards are lower than reported last time by the end of Year 6 in DT, geography and ICT. These subjects have not been sufficiently developed. Accommodation has improved considerably with an additional classroom, better cloakroom facilities and a playing field. Overall, the school has made sound improvements since the last inspection.

## STANDARDS

**The table showing the National Curriculum tests results for Year 6 has been omitted because there were fewer than 11 pupils in the year group.**

Children are on course to reach the Early Learning Goals by the end of reception in all areas of learning. Most are likely to exceed these in personal, social and emotional development, communication, language and literacy and mathematical development. Overall, children achieve well because of the good teaching and support they receive.

The school has a small number of pupils in each year group and the proportion of higher attaining pupils and pupils with special educational needs varies from year to year. National Curriculum test results and other school performance data should be treated with caution and too much emphasis should not be placed on any one year's performance.

In the 2002 National Curriculum tests for Year 2, the pupils' results were above average in reading, below average in writing and well above average in mathematics. These results were the same when compared to similar schools. In the teacher assessments for science, the proportion of pupils who attained the expected Level 2 or above was well above average, but the proportion who attained the higher Level 3 was below average. In 2002, the school had its best ever Year 6 test results. Pupils' results were well above average in English, mathematics and science. The results for mathematics and science were among the top five per cent of schools nationally. The 2002 year group had no pupils with special educational needs. The school has set appropriately challenging targets for English and mathematics for the current Year 6 and pupils are making good progress towards meeting them.

The findings of the inspection are that by the end of Year 2, standards are well above average in reading and above average in speaking and listening, writing, mathematics, science, history and geography. Standards are average in art and design, DT, ICT and music. Overall, pupils are achieving well in Year 2. No PE lessons were seen in Year 2 so it is not possible to make a judgement. By the end of Year 6, standards are above average in English, mathematics, science, history, music and PE. Pupils achieve well in these subjects. Standards are average in art and design. However, pupils are not achieving as well as they should in ICT, geography and DT because these subjects are not taught sufficiently often and the National Curriculum requirements are not fully implemented. Pupils with special educational needs make good progress because of the good teaching and support they receive.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school and show interest and enthusiasm for learning.
Behaviour, in and out of classrooms	Good. Pupils behave well throughout the school. Expectations are clear and consistently applied by all staff. Pupils are friendly and courteous.
Personal development and relationships	Good overall. Pupils have very good relationships with their peers and adults. The school is a friendly and harmonious community.
Attendance	Very good. Attendance rates are well above the national average.



## TEACHING AND LEARNING

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

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

The quality of teaching is consistently good throughout the school. Lessons are well planned with clear learning objectives, which are effectively shared with the class. Teachers' instructions, demonstrations and explanations are clear. As a result, pupils are attentive and make good gains in their knowledge and understanding. Questioning is used well to challenge the pupils' thinking and check their understanding. Pupils respond well to their teachers and there are good opportunities provided to apply and develop speaking and listening skills in lessons. Tasks set are well matched to pupils' attainment and needs and so all pupils are appropriately challenged. Pupils with special educational needs receive good support from teachers and the teaching assistant. The teaching of mathematics is a particular strength and is very good. Pupils make very good gains in their learning; however, opportunities for the pupils to use and apply numeracy in other subjects are not fully exploited. The teaching of English and literacy is good, and this is particularly effective in developing pupils' reading skills.

Specialist, visiting music teachers enhance the teaching of music. Parents and visiting speakers also make effective contributions to teaching and learning. The marking of pupils' work, however, is not uniform throughout the school and is not fully effective in helping pupils to improve.

There are particular weaknesses in teachers' expertise in DT in Years 3 to 6 and pupils do not have sufficient opportunities to acquire and use designing, making and evaluating skills. Teachers' expertise in ICT is improving, but computers are not used enough to support teaching and learning across the curriculum.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall. Curricular provision for English, mathematics, science and music is good throughout the school. There are weaknesses in ICT, and DT in Years 3 to 6. Statutory requirements are not met in these subjects. In Years 3 to 6, the breadth and balance of the curriculum is unsatisfactory and not enough time is given to teaching geography.
Provision for pupils with special educational needs.	Good overall. Teachers and the teaching assistant provide effective support. Pupils make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good in all areas. Spirituality is promoted well in assemblies and lessons. Good moral development, promoted by all adults, results in good behaviour. Social development is good and results in very good relationships throughout the school. Pupils acquire good cultural awareness from the good opportunities provided.
How well the school cares for its pupils	The school has good procedures for ensuring the health, safety and general well-being of its pupils.

The school has a good partnership with its parents and the community. During the inspection, parents and members of the community were observed making a valuable contribution to pupils' learning in assembly, history and PE.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. A positive climate for learning has been created. The development of teaching and the partnership with parents are good. There are weaknesses in the planning and implementation of the curriculum in Years 3 to 6. Teamwork among staff is good.
How well the governors fulfil their responsibilities	The governors are positive and supportive and they have a good understanding of the school's strengths. However, they are ineffective in ensuring that the school's curriculum meets statutory requirements.
The school's evaluation of its performance	Satisfactory. National Curriculum test results are effectively analysed. The monitoring and development of teaching is good. Monitoring and reviewing of the curriculum is unsatisfactory.
The strategic use of resources	Satisfactory. The principles of best value are satisfactorily applied.

The school has a good number of teachers and an appropriate number of support staff. The accommodation and learning resources are sound overall. There are weaknesses in learning resources in DT and ICT in Years 3 to 6 and this has an adverse effect on standards.

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

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is approachable and works closely with parents</li> <li>• Pupils like school</li> <li>• The school expects pupils to work hard and do their best</li> <li>• Teaching is good and pupils make good progress</li> <li>• The school is well led and managed</li> <li>• The school helps pupils to become mature and responsible</li> <li>• Parents are kept well informed about how well their child is getting on</li> <li>• The school works closely with parents</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons</li> <li>• Homework arrangements</li> </ul>

Parents and carers hold very positive views about the school. Inspectors agree with the strengths identified by the parents. While there are clear strengths in leadership and management, there are weaknesses in the development of the curriculum in Years 3 to 6. Some parents expressed concern about homework arrangements and the range of activities outside lessons. Homework arrangements in the school are satisfactory and a good range of activities outside lessons is offered.

## **PART B: COMMENTARY**

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

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

1. Children's attainment on entry to the school varies from year to year. The attainment on entry of the current reception year is broadly average. By the end of reception, all children are on course to reach the Early Learning Goals in knowledge and understanding of the world, creative development and physical development. Most children are on course to exceed the Early Learning Goals in communication, language and literacy, mathematical development and personal, social and emotional development. Overall, children achieve well because of the good teaching and support they receive.
2. In the 2002 National Curriculum tests for Year 6, the pupils' results were well above the national average in English, mathematics and science. The results in mathematics and science were in the top five per cent of schools across the nation. These results were the same when compared to similar schools. Girls performed slightly better in English than the boys, but the boys performed slightly better than the girls in mathematics. These gender differences reflect the national picture. Girls and boys performed equally well in science. The school had its best ever Year 6 test results in 2002. This was a higher attaining year group than usual with no pupils with special educational needs.
3. Care needs to be taken when analysing and interpreting National Curriculum test results in small schools like Sapperton where year groups have small numbers of pupils. In 2002, Year 2 had eight pupils and so one pupil represents 12.5 per cent of the school's results. In Year 6 in 2002, there were nine pupils in the year group and so one pupil represents 11 per cent of the school's results. Results are likely to fluctuate from year to year particularly if a year group has pupils with special educational needs. The current Year 6 at Sapperton consists of girls only.
4. The findings of the inspection are that by the end of Year 2, standards are well above average in reading and above average in speaking and listening and in writing. Most pupils are achieving well in speaking and listening and in writing. In reading, pupils' achievement is very good. In the current Year 6, standards are above average in speaking and listening, and well above average in reading. Pupils are achieving well in these areas because of the good teaching they receive. Standards in writing are average and pupils are achieving satisfactorily in this area of English. Pupils do not have sufficient opportunities to apply and develop their writing skills in other subjects such as geography and history.
5. In mathematics, standards are above average by the end of Years 2 and 6. Most pupils, including those with higher attainment and those with special educational needs, are achieving well from their prior attainment. The very good teaching and a well-planned mathematics curriculum contribute to these above average standards and good achievement. Standards are above average in science by the end of Years 2 and 6 and pupils are achieving well in this subject. This is because pupils receive good teaching and a well-planned science curriculum is implemented.
6. Standards in ICT are average by the end of Year 2 and pupils are achieving satisfactorily. Standards continue to be average by the end of Year 4. However, by the end of Year 6, standards in ICT are below average and pupils' achievement in this subject is unsatisfactory. This is because pupils are not taught all the areas of the National Curriculum in Years 5 and 6 and the school does not possess the required software and equipment. Pupils in these year groups have not had opportunities to acquire and practise skills in spreadsheet modelling, multimedia presentation and monitoring and control. The school is aware of these weaknesses and is taking appropriate action. Throughout the school, however, pupils are not using and applying ICT sufficiently to support their learning in other subjects.
7. Standards in art and design are average by the end of Years 2 and 6 and pupils are achieving satisfactorily. Standards in design and technology (DT) are average by the end of Year 2 and

pupils' achievement is satisfactory. By the end of Year 6, standards are well below average in DT and pupils are achieving poorly. This is because teachers in Years 3 to 6 lack the necessary expertise. The National Curriculum Programmes of Study for Years 3 to 6 are not implemented and pupils have very limited opportunities to work with a range of materials, tools and techniques in order to acquire the expected knowledge, understanding and skills.

8. In geography, standards are above average by the end of Year 2 and pupils are achieving well. They receive good teaching and an interesting range of learning activities. Standards are below average by the end of Year 6 and pupils are not achieving as well as they should. This is because the organisation and planning of geography is unsatisfactory in Years 3 to 6. Pupils' contact with the subject is infrequent and insufficient. Standards in history are above average by the end of Years 2 and 6 and pupils are achieving well throughout the school.
9. By the end of Year 2, standards are average in music and pupils are achieving satisfactorily. By the end of Year 6, standards are above average and pupils are achieving well. The good teaching and good instrumental tuition contribute to the above average standards. Standards in PE are above average by the end of Year 6 and pupils' achievement is good. No PE lessons were seen in Years 1 and 2 during the inspection, except in swimming, so it is not possible to make an overall judgement about PE standards by the end of Year 2.
10. Pupils with special educational needs achieve well in relation to their prior attainment. They make good progress in lessons with support from teachers and the teaching assistant. Individual education plans indicate the good ongoing progress of these pupils to meet their targets.
11. Taking all subjects into account, pupils' achievement by the end of Year 2 is good overall. Pupils' achievement by the end of Year 6 is satisfactory. The less than satisfactory achievement by the end of Year 6 in DT, geography and ICT accounts for the difference in overall achievement between Years 2 and 6.

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

12. The pupils' attitudes to learning are positive, as they were at the time of the last inspection. Through good provision for spiritual and social development, the school has created a positive climate for pupils to learn. The small class sizes provide opportunities for close individual attention, which means that all the pupils participate in classes and the wider life of the school. They enjoy coming to school and are eager to start their lessons. They sometimes take time to settle down after breaks, but, once they are involved in their work, they are motivated, interested and apply themselves fully to the tasks. The empathy the older children demonstrated in a history lesson about growing up in Britain in the Second World War showed the depth of their involvement. They are keenly interested in most areas of the curriculum, particularly reading, music and the occasions when they work with computers. Their singing in assemblies is enthusiastic and they clearly enjoy their instrumental playing. Pupils in all classes are eager to respond to questions and challenges. The pupils have, from an early age, well-developed listening skills and they concentrate for extended periods of time. In a Year 1 mathematics lesson that focused on quite advanced mathematical vocabulary such as 'hexagonal prism', the pupils remained attentive and interested throughout. This sustained concentration contributes very positively to the pupils' learning. It is also a feature of their polite attitudes towards each other; they listen carefully to each other's music making and contributions to discussions. They work well in pairs and groups, sharing resources amicably.
13. Throughout the school, the behaviour in lessons and at play by all pupils is good. There have been no exclusions in recent years. The teachers and other adults provide good role models. The pupils know the school rules and they are comfortable in following them. The school's approach to behaviour is based on positive praise and incentives. Minor incidents of bullying are dealt with effectively. The school's provision for moral development is good and contributes to the good behaviour. The relationships throughout the school are very good. There is mutual concern and affection that leads to a friendly, harmonious community. Around the school, the pupils behave

sensibly and co-operatively, holding doors open and assisting visitors. This helps to create a caring and secure environment conducive to work and learning.

14. The pupils' personal development is good, as it was at the time of the last inspection. Then, many pupils were observed taking initiative and responsibility. This was not always evident during this inspection. There were positive occasions when the pupils demonstrated responsibility. The older pupils organised the music and projection of the words for the whole-school assemblies. The pupils do accept a high level of responsibility for their learning and are able to work independently. The school functions as a community where co-operation is highly valued. The pupils generally appreciate the impact of their actions on others. In all classes the pupils happily work together on tasks and listen to each other's views with respect and interest. They are confident about expressing their views; for example, evaluating a musical performance or making a judgement about a book they have read. Pupils are entitled to call a 'Circle Time' discussion if they have a problem. This is an opportunity to speak openly and honestly with each other and their teachers and to resolve issues. This community approach has been very successful in solving problems and makes a good contribution to the pupils' personal development, sense of self-worth and citizenship.
15. The level of attendance is very good. It has been well above the national average during the last two years. There were no unauthorised absences at the school, in the same years. Most pupils arrive punctually at the start of the school day.

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

16. The quality of teaching is a strength of the school. During the inspection, 20 lessons or part lessons were seen from reception to Year 6. Of these, one half were good and over one third were very good. One excellent lesson was seen and only one in ten lessons was satisfactory. No lessons seen were less than satisfactory. Teaching is judged to be good throughout the school and this has a positive effect on pupils' attitudes, learning and behaviour. Teaching has improved since the last inspection because it is now consistently good throughout the school.
17. Lessons are well planned with clear learning objectives. These are effectively shared with the class so they know what they are to learn. Teachers' instructions, demonstrations and explanations are clear and informative. Pupils listen attentively and make good gains in their knowledge and understanding. Teachers use questioning well to challenge pupils' thinking and check their understanding. Pupils respond well and are keen to participate in discussion. Good opportunities are provided for pupils to apply and develop their speaking and listening skills in a variety of subjects. For example, in a Years 3 to 6 history lesson, pupils listened attentively and with a keen interest to a visiting speaker describing her childhood experiences during World War Two. Pupils increased their knowledge and understanding of evacuation and life in London during the 'Blitz' by careful listening and asking well thought out questions. Tasks and work set are generally well matched to pupils' attainment and needs and this helps to ensure that all pupils are suitably challenged. They are motivated and productive. Teachers manage the pupils well and have established good relationships. As a consequence, pupils display positive attitudes, behave well and relate very well to their peers and adults. The nursery nurse/teaching assistant is well deployed in lessons and makes an effective contribution to pupils' learning.
18. The teaching of English and literacy is good. Lessons are well planned and planning takes account of the different levels of attainment within the class. Teachers are effective in sharing with pupils what they are going to learn. Teachers read texts and stories to pupils with enthusiasm and expression, providing good role models for reading and promoting an interest in reading and for books. This contributes to the well above average standards in reading across the school. Teachers use questioning well to involve all pupils in the lesson and develop their learning. They explain new ideas well and provide good opportunities for pupils to discuss and make suggestions. Teachers use other subjects to develop pupils' speaking and listening skills. However, opportunities for pupils to acquire and develop writing skills through other subjects such as geography and history are insufficient.

19. The teaching of mathematics is a particular strength and most of the teaching seen during the inspection was very good. As a result, pupils made very good gains in knowledge, understanding and skills. The school has implemented the National Numeracy Strategy well and lessons are well planned and structured. Clear learning objectives are identified and these are effectively shared with the pupils so they know what they are to learn. Lessons begin with brisk and challenging mental arithmetic. Pupils participate enthusiastically and make very good gains in applying and consolidating mental skills. Teachers' explanations and demonstrations on how to work out mathematical problems are clear and informative. Pupils listen attentively and apply new knowledge well to solve problems. Teachers use learning resources well to promote and clarify learning. In the main part of the lesson, tasks are well matched to pupils' different attainment and needs. This helps to ensure that all are suitably challenged. They are motivated, on task and productive. Teachers and the teaching assistant give good support to pupils with special educational needs. Lessons maintain a good pace and pupils' interest is maintained. Opportunities for pupils to develop and apply numeracy skills in other subjects are not fully exploited.
20. An excellent mathematics lesson was seen in a class of reception children and Year 1 pupils. The class were exploring two and three-dimensional shapes. The teacher had high expectations of learning and a lively style and this led to the class being eager and enthusiastic. The teacher's explanations of the different shapes available were excellent and the class made excellent gains in mathematical vocabulary. They acquired and used words such as 'cube', 'edges', 'faces', 'square pyramid' and 'hexagonal pyramid' in describing the shapes. Exciting activities were very well explained and very well matched to the pupils' attainment and needs. Pupils worked very well independently and made excellent progress in recognising different shapes and identifying the features of three-dimensional shapes. The lesson had a lively pace and high levels of challenge.
21. Throughout the school, the quality of teaching in science, history and music is good. Teaching is also good in geography in Years 1 and 2 and in PE in Years 3 to 6. It is not possible to make a judgement about the teaching of geography in Years 3 to 6 and PE in Years 1 and 2 as no lessons were seen during the inspection. It is also not possible to make a judgement about the quality of teaching in art and design, DT and ICT throughout the school.
22. In ICT, pupils in Years 5 and 6 have not been taught all the required areas of the National Curriculum Programmes of Study. This is a combination of a previous lack of teacher expertise and insufficient software and equipment. In the main, ICT is not used sufficiently to support teaching and learning across the curriculum.
23. Although, no teaching of DT was seen during the inspection, the study of pupils' work and discussions with the headteacher and staff indicate that there are weaknesses in the teaching of DT in Years 3 to 6. Teachers lack the necessary expertise to teach the National Curriculum Programmes of Study. Pupils have limited learning opportunities to work with a range of materials, tools and techniques. This has an adverse effect on standards by the end of Year 6, as pupils do not acquire the expected knowledge and skills.
24. Procedures for the marking of pupils' work are not uniform throughout the school and pupils are not always sufficiently aware of how they could improve their work. The school's policy for marking is under review and the school is aware of the need to develop and implement a consistent marking policy.
25. The quality of teaching of pupils with special educational needs is good. Teachers have a good understanding of pupils' individual needs and focus questioning and explanations well in oral sessions to ensure that these pupils are well included in the lessons and make good progress. Pupils are given good support and appropriate tasks are planned to match their levels of ability, ensuring that they make good gains in their learning.

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

26. The Foundation Stage curriculum for children in the reception class is satisfactory. The school provides an appropriate range of activities that adequately meet the needs of all children. Provision for the development of their communication, language and literacy skills, their mathematical skills and personal development is good and they are prepared well in these areas of learning for the next stage in their education.
27. The quality of the curriculum and the range of learning opportunities provided for Years 1 and 2 are sound. The curriculum is suitable broad, balanced and relevant. Statutory requirements of the National Curriculum are met. However, the breadth and balance of the curriculum for Years 3 to 6 is unsatisfactory and statutory requirements are not met fully in DT and ICT. These weaknesses make the school's range and quality of learning opportunities unsatisfactory overall. The unsatisfactory provision for DT and ICT has an adverse effect on standards and achievement in these subjects by the end of Year 6. The school has made unsatisfactory improvements in the planning and development of the whole curriculum since the last inspection.
28. The National Literacy and Numeracy Strategies have been implemented effectively throughout the school and are having a positive impact on pupils' attainment in reading, writing and mathematics. Strategies for teaching numeracy are very effective in mathematics lessons and this contributes to the above average standards. However, the development and application of numeracy skills are insufficiently promoted in other subjects, particularly science, DT, geography and ICT. There are sound strategies for developing literacy skills and these are applied appropriately across the curriculum; for example, pupils use a range of different writing styles in recording their science work. However, opportunities for extended writing in other subjects, such as history and geography, are limited.
29. The curriculum is supported by appropriate policy statements. However, schemes of work for certain subjects are not fully developed and implemented to ensure a progression in the skills, knowledge and understanding that pupils acquire as they move through the school. The provision for pupils to develop their ICT skills in Years 5 and 6, particularly in the areas of handling and manipulating data, monitoring and control, and multimedia presentations, is unsatisfactory. The scheme of work for DT identifies units of work for Years 3 to 6. These are based on nationally recommended guidelines. The units are not implemented due to a lack of teacher expertise. History and geography are currently taught as a four-year rolling programme in Years 3 to 6. In geography, the scheme of work does not allow pupils in Years 5 and 6 to fully develop their understanding and geographical skills at levels appropriate for their age and they have too little regular contact with the subject. French, a non-statutory subject, is taught in Years 3 to 6 as part of the curriculum with an appropriate focus on spoken French and the acquisition of vocabulary.
30. Teaching time is currently below national recommendations, particularly for Years 3 to 6. Teaching time is occasionally lost because start and finish times of breaks and lunch are not always punctual. Travel to the swimming pool at Cirencester and to the local village hall for PE lessons takes up further teaching time. The school has not effectively reviewed the taught time of the school day in order to maximise learning time and meet statutory requirements for all the National Curriculum subjects.
31. There is good provision for pupils with special educational needs and they are well involved in the school's activities. They have appropriate individual education plans, and progress towards targets is tracked on a termly basis. The school has recognised the need to start a register of gifted and talented pupils, but, at present, no gifted and talented pupils have been identified.
32. The school provides a satisfactory personal, social and health education programme. Areas of personal, social and health education are covered as they arise in different areas of the curriculum. However, teachers do not currently keep records of all that has been taught to ensure appropriate coverage and avoid unnecessary repetition. The importance of healthy living is addressed appropriately through science and further developed through specific healthy living initiatives. Visitors are invited to talk to pupils to promote an understanding of citizenship. These include the local police, firemen, nurses and sports representatives. The school has appropriate provision for sex education and drugs awareness.

33. All pupils in the school have equal access and opportunities to the learning activities offered. However, weaknesses in the planning and provision of ICT and DT mean that not all pupils, particularly in Years 5 and 6, are receiving their full curricular entitlement in these subjects.
34. Most parents felt that the school provides an interesting range of activities for pupils outside lessons and evidence from the inspection supports this. Provision for extra-curricular activities is good. Lunchtime and after-school clubs include art and design, computer, story club, water sports, board games and construction. Opportunities are available for pupils to learn to play a variety of musical instruments under the tuition of visiting teachers from the local education authority. Visits are arranged to the theatre at Bristol and Cheltenham and musical groups visit the school. These opportunities enrich the education offered by the school.
35. The school has established good links with the community and these are used effectively to develop pupils' social awareness and an understanding of the community in which they live. The school holds services at the local church for Harvest Festival and at Christmas to which the local community are invited. Pupils visit a local home to sing to senior citizens. There are appropriate links with the local secondary schools to ensure that pupils transfer smoothly to their new schools. Events take place with local schools and the school has entered singing, science and sports competitions.
36. The school's provision for pupils' spiritual, moral, social and cultural development is good. The school has maintained the good provision reported during the last inspection. The headteacher and all staff have been successful in creating a positive and welcoming climate for all pupils to learn and develop.
37. Provision for spiritual development is good and is promoted well in assemblies and lessons. In a history lesson in Years 3 to 6 seen, pupils demonstrated considerable empathy as a visitor spoke of her childhood experiences in central London during World War Two. They empathised with feelings of fear during bombings and the joy when war was over. In an activity in reception, children expressed awe and amazement at the observed ice floating and melting in water. In assemblies, pupils are introduced to different music from classical composers. They show an appreciation for musical pieces. Pupils sing songs with themes of peace, no war, no hunger and no suffering, tunefully. In assemblies, pupils consider and discuss qualities such as honesty, keeping promises and helping each other. Pupils have opportunities for discussion and prayer in assemblies, but opportunities for reflection are not always fully explored. Members of the local community make a significant contribution to assemblies.
38. The school's provision for pupils' moral development is good. The school has a clear behaviour policy, and expectations of how pupils behave and treat others are consistently applied by all staff. The school has a good range of incentives and rewards in order to promote good behaviour. Adults working in the school are good role models to the pupils. As a result, pupils behave well in lessons, around the school and on visits.
39. Provision for pupils' social development is good. The mixed-aged classes encourage pupils to be supportive of each other; in particular older pupils support younger ones. Pupils relate very well to their peers and adults working in the school. Pupils are given good opportunities to work collaboratively in pairs or groups in subjects such as mathematics, history and PE. All pupils are included in the activities provided, and the help and support for one another is a strength of the school.
40. Cultural development is promoted well throughout the school. Pupils are introduced to a range of artists in art and design, such as Van Gogh and Breughel the Elder. Pupils are introduced to a range of music through assemblies and dance. For example, in assembly pupils listened to Bach's 'The Sheep May Safely Graze' and in dance, pupils in Years 5 and 6 performed a routine to Tchaikovsky's 'Nutcracker Suite'. The school has a good range of percussion instruments for performance and composition and an appropriate selection of music from a range of different cultures including South American music and Aboriginal music. A high proportion of the pupils



receive instrumental tuition in a range of instruments. Through French lessons, pupils gain knowledge of a modern language and the culture of an alternative European country. Through religious education, pupils gain knowledge and understanding of the different major religions of the world. The school has an appropriate policy and procedures for promoting racial equality, and pupils are soundly prepared for life in multicultural Britain. The school's good range of extra-curricular activities contributes well to pupils' social and cultural development.

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

41. The school's procedures for child protection and for ensuring the pupils' welfare are sound, as they were at the time of the last inspection. The support for the pupils' personal welfare is good, reflecting the family ethos that is evident throughout the school. All members of the school community contribute to the friendly, sharing and secure environment. This means that the pupils feel confident, safe and happy, which makes a positive contribution to their achievements. All procedures relating to health, welfare and safety are in place, including the storing of medicines, maintenance of registers, fire drills, accident book, use of seat belts and first aid arrangements. The dedicated school caretaker ensures that the premises are clean and pleasant. The school maintains good relationships with social services. There is a comprehensive and effective personal, social and health education curriculum across the school that emphasises positive, successful and healthy living.
42. The school monitors and supports the pupils' personal development well. Most problems are resolved quickly and effectively by the class teachers. When a pupil behaves really inappropriately they are seen by the headteacher and notes of their behaviour are recorded. Targets for improvement are agreed between the headteacher and the pupil concerned. Progress towards the targets is monitored and reviewed. As a result, incidents of poor behaviour are rare. Teachers know the pupils and their families very well. Families find it easy and comfortable to turn to the school for help. All members of staff are good role models in their warm relationships with the pupils. Teachers use praise well to enhance pupils' self-esteem and confidence. The pupils grow in self-confidence through the school. Assemblies emphasise appropriate moral and social values and are celebratory, community occasions.
43. The encouraging and supportive atmosphere that the school creates gives the pupils a secure sense of belonging and persuades them to work co-operatively, both within and outside the classroom. Activities such as the water sports club provide opportunities for group work in challenging situations. The school orchestra gives the pupils experience of working as an ensemble. The pupils' personal and social development is fully reported in the annual reports to parents. They are set targets for improvement and the pupils themselves set their own goals that they record in their homework diaries. They are encouraged to take responsibility for their learning and this is reflected in their ability to work independently.
44. The school has a comprehensive health and safety policy, backed by clear procedures. The governors work with the headteacher to ensure that hazards are identified and effectively addressed. The adventure playground is currently being improved to meet new national standards. The school has a very good Internet access policy to safeguard pupils. External agencies are involved without delay when required.
45. The procedures for promoting and improving attendance are good. There is systematic monitoring of absences. The school emphasises to parents the importance of continuity of attendance and has succeeded in achieving a zero level of unauthorised absence.
46. The school is a small community committed to providing care, concern and respect for people, and this creates an atmosphere of mutual respect and trust. There is no tolerance of bullying or other oppressive behaviour. The school includes all pupils and their families in activities. The mixed-age classes are effective in involving pupils in activities appropriate to their age and development. There is a positive and consistent approach to behaviour that is effective. Behaviour strategies are reviewed each term in relation to the school's behaviour policy. There are good systems in place to promote and celebrate good behaviour, good manners and other desirable

attitudes by positive reinforcement, including awards and certificates. The pupils value these certificates, which are presented at assemblies where they are celebrated.

47. The school's systems for assessing and recording pupils' attainment are satisfactory overall. The use of assessment to guide future planning is also satisfactory. There are good procedures for assessing attainment and progress in English and mathematics. Teachers use assessment information well to guide future planning and teaching. The school uses standardised tests for English and mathematics well. Assessment of pupils' attainment in other subjects of the National Curriculum is less consistent. There are examples of good practice in science where clear learning objectives for each year group are identified, and this forms the basis for assessment at the end of each unit of work. The previous inspection identified an inconsistency in the approach to assessment and recording of pupils' performance. This has been addressed well in English and mathematics, but less effectively in other subjects. For example, the school has not yet established a system for assessing and recording pupils' attainment in ICT.
48. Procedures for assessing and tracking the progress of pupils with special educational needs are satisfactory. Ongoing assessments in the reception class identify pupils who are causing concern. Initial assessment is followed by the agreement of individual education plans for these pupils in order to tailor learning and provision to their needs. Good use is made of local authority support agencies. Class teachers set targets and prepare appropriate individual education plans for other pupils with special educational needs. Teachers have a good understanding of the individual needs of pupils in their class and take account of these when planning lessons to match tasks to pupils' needs. Pupils' progress towards targets in individual education plans is reviewed termly and parents are invited to an annual review to discuss their child's progress and at each parents' evening.

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

49. Parents are very supportive of the school, as they were at the time of the last inspection. There is a very active 'Friends of Sapperton School' association, which raises significant funds that are used to enhance the school's resources. The 'Friends' are indicative of the strong parental commitment to supporting the school, as are the parent governors. Parents accompany school trips and attend sporting events, and many help in the classroom. This parental commitment has a significant influence on the pupils' attitudes to the school and their achievement and progress.
50. Two-thirds of the parents responded to the inspection questionnaire. These parents believe that their children like school, are taught well and make good progress. They consider that their children are expected to work hard and do their best, and are helped to become mature and responsible. They think the school is well led and managed. They find the school very approachable if they have a problem. They also say that behaviour in the school is good. Inspectors generally agree with this picture. While the leadership and management of the school are effective in promoting good teaching and developing good partnerships with parents, there are some weaknesses in the leadership and management of the curriculum in Years 3 to 6. There are two areas where some parents feel that the school could be better. Some parents feel that their children do not get the right amount of work to do at home. The view of inspectors is that the amount of homework is suitable. A few parents do not consider that the school provides an interesting range of activities outside lessons. Inspectors were impressed by the range of extra-curricular activities on offer, particularly for such a small school. The number of visits the school arranges to places of educational interest, such as museums, field trips and theatres, is extensive.
51. The quality of information provided for parents is satisfactory overall. Parents find it easy and comfortable to approach the school when they have questions or problems. The regular newsletters are informative and include details about the curriculum that the pupils in all classes will be following during the term. The prospectus sets out the school's policies clearly. The governors' annual reports to parents are comprehensive. The annual reports to parents on their children's progress, however, are not sufficiently informative. They describe what the child knows and can do, but do not indicate how they are achieving against national levels of expectation. The

school has itself recently conducted a survey of parents' views, which indicates that a number of parents would like to have more notice of forthcoming trips and events.

52. The parents' positive involvement in the school makes an effective contribution to pupils' learning. Most parents' support their children's learning at home, particularly by listening to the younger children read. The reading record books and homework diaries provide opportunities for dialogue between home and school about pupils' progress, although these are not used well by all parents. However, teachers are always willing to discuss pupils' progress and address parental concerns. Parents are fully involved when external agencies are called in to assess a child. Most parents are committed to the home-school agreement. During the inspection, parents made a valuable contribution to the teaching of dance and gymnastics.

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

53. The leadership and management of the school are satisfactory overall. There are clear strengths in the headteacher's leadership. She is a good teacher, and with the governors has appointed effective teachers. The quality of teaching has improved and pupils are achieving well in key subjects. The headteacher, with all staff, has created a positive climate in which all pupils can develop academically and socially. Good partnerships with governors, parents and the local community have been successfully established. The school clearly has the confidence of its parents and the community. However, the headteacher has not provided sufficient educational direction in developing a broad and balanced curriculum in Years 3 to 6. As a result, the curriculum has weaknesses in DT, geography and ICT. The unsatisfactory provision in these subjects results in standards being below average by the end of Year 6 and pupils not achieving in these subjects as well as they should.
54. The school has a clear statement of aims, which is effectively communicated through the school prospectus. The aims include developing pupils' confidence for a changing society, maximising pupils' academic and social potential and creating a happy environment. The school places much emphasis on pupils being valued as individuals and included in all activities. The school aims are reasonably well reflected in the school's work. However, because of the issues identified above, pupils' academic potential is not maximised in all subjects of the curriculum by the end of Year 6.
55. The headteacher has effectively delegated areas of responsibility to the six part-time teachers and this is an improvement since the last inspection. Teamwork among the staff is supportive. However, there is insufficient rigour in evaluating the quality of the curriculum and taking effective and prompt action to address weaknesses. With consistently good teaching, good pupil attitudes and behaviour and above average standards in English, mathematics and science, the school has a firm foundation for further improvements. The school's shared capacity to change and improve is good.
56. The leadership and management of special educational needs is sound. The co-ordinator with responsibility for special education needs has taken on the role since September 2002 and has gained a good understanding of the requirements and responsibilities relating to the effective management of the Code of Practice. Individual education plans are currently written by the headteacher since all current pupils with special educational needs are members of her class. The co-ordinator meets termly with the headteacher and the governor responsible for special educational needs, to review the individual education plans and monitor progress. The co-ordinator plans to attend meetings of the cluster group of local primary schools with a focus on special educational needs. She is aware of the need to develop whole-school procedures for early identification of pupils with special educational needs and systems of early support for these pupils. At present, the school identifies pupils causing concern whose needs do not require support under the Code of Practice. However, some part-time members of staff are not made aware of the specific needs of these pupils and so cannot make adequate provision for them in their planning. The co-ordinator has also recognised the need for a register of gifted and talented pupils.

57. The governors are positive and supportive. They have a good knowledge and understanding of the strengths of the school. The governors are appropriately involved in policy and decision-making and have been proactive in prompting the work of the school. However, the governing body have not been sufficiently challenging in seeking assurance that a broad and balanced curriculum is being provided, which meets statutory requirements. The governing body are, therefore, ineffective in ensuring that statutory responsibilities for the National Curriculum are met.
58. The school's monitoring, evaluation and development of teaching are good overall. The school has been particularly effective in developing the teaching of English, mathematics and science. The headteacher and local education authority advisers have carried out classroom observations and have provided constructive feedback to teachers. The school has been less effective in developing the teaching of DT and ICT. There are appropriate strategies in place for the performance management of staff. Procedures for the induction of new staff are good. The staff handbook is a useful and informative document for new and existing staff. It sets out the school's organisation, main policies and provides clear guidance on how teachers and staff are expected to work.
59. The school's monitoring and evaluation of its performance are satisfactory overall. National Curriculum test results and other standardised assessments are effectively analysed. Information is used well to guide improvements. The monitoring and review of the curriculum are unsatisfactory in Years 3 to 6.
60. The school has a clear improvement plan that identifies appropriate priorities for improvement, including improving writing in Years 3 to 6, improving pupils' investigative and problem solving skills in mathematics and developing thinking skills. The school is making good progress in these areas. The school has a comprehensive improvement plan for ICT covering 2001 to 2004. It includes training the staff, ensuring that the planning of the curriculum covers all the required areas, planning the use of ICT across the curriculum, improving the software and equipment, and establishing assessment procedures. The plan is well formulated and focuses on the major areas for development. However, the school has been slow in responding to the ICT requirements of the Year 2000 revised National Curriculum. Also, the school has not specifically formulated a plan for raising standards and improving provision in DT in Years 3 to 6, but is aware of the need to do so.
61. Financial planning is satisfactorily linked to school priorities. Procedures for monitoring the budget are effective. The governors are appropriately involved in budget preparation and monitoring. Management information systems are used appropriately. The school's carry forward of just over ten per cent of the income for Years 2000/1 has reduced considerably. The school is appropriately holding some funding in reserve because pupil numbers are predicted to fall over the next few years. Grants for specific purposes are used satisfactorily; however, funding has not been targeted sufficiently to address the shortcomings in curricular provision. The school has many strengths including good teaching, good pupil attitudes and behaviour, and above average standards in a number of subjects including English, mathematics and science. The curriculum weaknesses in DT, ICT and geography and the effect that they have on standards mean that the school is currently providing sound value for money rather than good.
62. Accommodation is satisfactory and has improved considerably since the last inspection. An additional classroom has been provided, enabling the school to have three classes rather than two. The cloakroom facilities have improved and the school now has a playing field a short distance from the school.
63. Learning resources are satisfactory overall. There are weaknesses in DT in Years 3 to 6 and in ICT in Years 5 and 6. These contribute to the below average standards in these subjects by the end of Year 6.

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

In order to build on the school's current strengths, the headteacher, staff and governors should:

(1) \*raise standards in ICT by the end of Year 6 and increase the use of ICT across the curriculum by:

- providing appropriate training to improve teachers' confidence and expertise in ICT;
- ensuring that all areas of the National Curriculum Programmes of Study are effectively taught, particularly in Years 5 and 6;
- ensuring that the school has appropriate equipment and software in order to teach all areas of ICT including spreadsheet modelling, multimedia presentations and monitoring and control;
- providing more opportunities for pupils to acquire and practise their ICT skills;
- planning and providing ICT opportunities to support teaching and learning in all subjects;
- establishing an effective system for assessing and recording pupils' attainment;
- using this assessment information to guide future planning and teaching.

(paragraphs 6, 22, 27, 33, 47, 53, 58, 77, 82, 85-86, 88, 91, 96, 101, 109, 111-113, 118)

(2) raise standards in geography and DT by the end of Year 6 by:

- ensuring that both subjects are taught sufficiently often in Years 3 to 6 so that pupils can acquire the expected knowledge, understanding and skills;
- providing training to increase teachers' expertise in DT;
- ensuring that National Curriculum Programmes of Study for DT are taught;
- increasing the range of materials and tools to meet the demands of the DT curriculum.

(paragraphs 7-8, 11, 23, 27-28, 33, 58, 93, 95-98, 100-102)

(3) improve the breadth and balance of the curriculum in Years 3 to 6 and ensure that all subjects receive appropriate time and attention on the school timetable by:

- revising the teaching time so that it is in line with national recommendations;
- ensuring that all National Curriculum subjects receive appropriate teaching time and that statutory requirements are met in all subjects;
- monitoring and evaluating the breadth, balance and quality of the whole curriculum on a regular basis;
- reporting to governors how well this work is done.

(paragraphs 6-8, 11, 22-23, 27-30, 33, 53-54, 57-58, 93, 95, 97, 100, 102, 109, 111-113)

(4) \*improve the consistency in the marking of pupils' written work by:

- establishing an effective policy and guidelines for marking, which are consistently applied by all teachers;
- using marking to identify strengths in pupils' work and learning;
- using marking to help pupils to improve.

(paragraphs 24, 77, 79, 107)

\* The school has already identified these areas for improvement in its improvement plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	10	2	0	0	0
Percentage	5	35	50	10	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 five percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	49
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils identified as having special educational needs	3

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at end of Key Stage 1 (Year 2) and at the end of Key Stage 2 (Year 6)

**N.B. The individual test results for boys and girls in both key stages have not been included because the small size of the year group prevents a reliable statistical analysis of results.**

***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	46	0	0
White – Irish	0	0	0
White – any other White background	3	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	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

***Teachers and classes***

***Financial information***

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

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	16.3: 1
Average class size	16.3

**Education support staff: YR – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	25

Financial year	2001/2002
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	£
Total income	159,567
Total expenditure	161,411
Expenditure per pupil	2,603
Balance brought forward from previous year	18,469
Balanced carried forward to next year.	16,625

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	49
Number of questionnaires returned	35

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	53	47	0	0	0
Behaviour in the school is good.	47	53	0	0	0
My child gets the right amount of work to do at home.	38	53	6	0	0
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	56	41	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	3	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	53	44	0	3	0
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	62	35	3	0	0
The school provides an interesting range of activities outside lessons.	41	41	12	3	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**

64. Children join the reception class in the September before their fifth birthday. The school has good induction procedures for new children and this enables them to settle into full-time school quickly and effectively. New children come into the school for an afternoon on a fortnightly basis in the spring term and then for an afternoon on a weekly basis in the summer term before admission. The attainment of the children on entry varies each year because the year groups are small. The attainment on entry of the current reception children is broadly average.
65. The quality of teaching is good and frequently very good in all areas of learning. Lessons are well planned with clear learning intentions. An interesting and stimulating range of learning opportunities is planned and provided. The nursery nurse provides effective support and contributes well to children's learning. Teachers have high expectations of children's learning and behaviour and the children respond positively to these. The quality of teaching has improved from satisfactory to good since the last inspection.
66. The Foundation Stage curriculum is appropriately based on the six areas of learning and the Early Learning Goals. Aspects of the National Literacy and Numeracy Strategies are modified appropriately to suit the needs of reception children. Assessment procedures are effective and assessment is used well to guide future planning and teaching. Children are well prepared for their National Curriculum studies.

**Personal, social and emotional development**

67. Children are on course to exceed the Early Learning Goals by the end of reception. They are keen and excited to learn and have established very good relationships with their peers, teachers and the nursery nurse. Children listen attentively to others and take turns in speaking activities. They share equipment and materials; for example, when using construction kits and toys. Children achieve well in this area of learning because of the good teaching and support they receive. Adults are very good role models for the children and are particularly successful in developing their confidence. The children are secure and keen to participate in the activities offered.

**Communication, language and literacy**

68. Most children are on course to exceed the Early Learning Goals by the end of reception. Pupils achieve well in this area of learning. The teaching is good and frequently very good. Children have good opportunities to listen, speak and write. The teachers and nursery nurse are particularly effective in promoting an interest in books. As a result, children show interest and enthusiasm for reading. During the inspection, 'Farmer Duck' and 'The Very Hungry Caterpillar' proved very popular when the teacher or nursery nurse shared these with the children. They listen to the stories with interest and enjoyment. They identify and describe the main characters and predict what will happen next in the story. Children describe their favourite parts of a story. For example, one child remarked that her favourite part of 'The Very Hungry Caterpillar' was when the butterfly formed from the cocoon. Most children name the letters of the alphabet and know their sounds. Children link sounds to letters and words. For example, children know that 'e' is for elephant, envelope and Ellie. Higher attaining children are quick to inform their teacher that Ellie is a name and so needs a capital letter. Teachers are very effective in the teaching of phonics and promoting new vocabulary. Children write their names and copy phrases and simple sentences. Higher attaining children are beginning to create sentences of their own.

**Mathematical development**

69. Most children are on course to exceed the Early Learning Goals by the end of reception. Children are achieving well in this area of learning because of the good and very good teaching they receive. An interesting and well-planned range of mathematical activities is provided. Children name two-

dimensional shapes such as circles, squares and triangles. Most children are beginning to recognise and name three-dimensional shapes such as cube, cylinder and pyramid. Higher attaining children describe the properties of shapes using correct terminology. Registration is used well to develop number work as children count the number present. Most children in reception can count up to fourteen. The large calendar on display is used well to help children to understand the days of the week, the date and the month.

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

70. Children are on course to reach the Early Learning Goals by the end of reception. They are achieving satisfactorily in this area of learning. Through reading and watching the video of the 'Very Hungry Caterpillar', children develop knowledge of the life cycle of a butterfly. Children show good observation skills when watching ice in water. Through effective encouragement and questioning by the nursery nurse, the children discover that ice floats in water and melts. Children use scientific words such as 'float', 'wet', 'cold' and 'melt' to describe their observations. Children demonstrate curiosity, amazement and wonder at the experience. ICT is used satisfactorily to support children's learning.

### **Physical development**

71. During the inspection, there were few opportunities to observe children's physical development. In the swimming pool, children move with confidence in the water. They use buoyancy aids well to help them to float and move short distances. Children handle tools such as scissors with increasing control. In the playground, children show sound awareness of space, themselves and others. The school has recently improved its learning resources for outdoor play activities, but these were not in use during the inspection. However, most children are on course to reach the Early Learning Goals by the end of reception and are achieving satisfactorily.

### **Creative development**

72. By the end of reception, children are on course to meet the Early Learning Goals in this area of learning and are achieving satisfactorily. Children explore with paint and different colours. One child produced an attractive painting of a rose using yellow, red and green. Children create a butterfly collage by gluing shiny coloured paper to a pattern. There are good opportunities for role play. For example, the nursery nurse set up 'The blue room bookshop' where children could browse through a variety of attractive books and make their purchases. The bookshop assistant collected the money. Children sing a repertoire of songs, which helps to promote their knowledge of language and number.

## **ENGLISH**

73. Pupils' standards, by the end of Year 2, are well above average in reading and above average in speaking and listening and writing. Pupils are achieving well in speaking and listening and in writing. They are achieving very well in reading. By the end of Year 6, pupils' standards are above average in speaking and listening, well above average in reading and average in writing. Overall, all pupils, including those with special educational needs, are achieving well in English. Standards have improved since the last inspection when they were judged to be average by the end of Years 2 and 6.
74. Pupils' speaking and listening skills are above average throughout the school. Teachers provide good opportunities for speaking and listening and actively promote discussion in their lessons. They have high expectations that pupils will listen carefully to one another as they share ideas. For example, in a science lesson, pupils in Years 1 and 2 were encouraged to discuss their work and share ideas as they collaborated in making zigzag books about different materials. They demonstrated careful listening by their relevant response. Pupils in Years 2 and 3 express their ideas clearly in a well-led discussion about the features of traditional stories and can describe examples of these features from familiar stories. Pupils in Year 5 discuss the presentation of information in a text and explain why they find different features effective.

75. Standards in reading are well above average by the end of Years 2 and 6. Pupils are achieving very well in Year 2 and well in Year 6. Teachers provide well-planned opportunities for discussion of books and texts and this promotes good reading comprehension skills for pupils throughout the school. The National Literacy Strategy is applied well to develop pupils' reading skills. In Years 1 and 2, most pupils use a range of strategies to help them to read unknown words including use of letter sounds, pictures and reading ahead. Most pupils read simple texts fluently and with confidence. They use punctuation to help them to read with expression. Lower attaining pupils are less fluent in their reading. Pupils are given regular opportunities to read in small groups and individually, and this contributes effectively to their standards in reading. Pupils in Year 1, for example, read 'Farmer Duck' with their teacher with great enthusiasm and were very keen to retell the story and describe the characters to the inspector. By the end of Year 6, most pupils read a range of texts fluently and with expression and can discuss different authors and styles of writing. They use dictionaries well and understand how to find reference books in the school library. Higher attaining pupils cope well with demanding text and vocabulary in their reading of 'Goodnight Mr Tom'. They show a very good understanding of the storyline by selecting the main points and use inference and deduction well.
76. By the end of Year 2, pupils' standards in writing are above average and they achieve well. Pupils are provided with interesting opportunities for writing. For example, following a visit to the local pantomime they produced their own books that included letters from one character to another. In a lesson about traditional stories, they showed a good understanding of the use of similes to make their writing more interesting. Pupils have a sound understanding of sentence punctuation and make good progress in spelling. Handwriting is mainly joined and legible, but varies considerably in neatness and presentation. Pupils in Year 1 make very good attempts in their early writing. In geography and science work they use captions well to label their drawings, make lists and write sentences to describe what they have found out, using their knowledge of letter sounds well to attempt spelling of unfamiliar words. They make good progress in their understanding of the use of full stops and capital letters.
77. Standards in writing are average by the end of Year 6 and pupils' achievement is satisfactory from their prior attainment in Year 2. In Year 6, pupils write at length on a variety of subjects using several different writing styles, including descriptive writing, poetry, play scripts and narrative. They use descriptive language well and vary the style of story openings and endings to make their writing more interesting. They demonstrate sound understanding of punctuation and grammar. Their spelling is variable and many pupils spell the same word in different ways in one piece of writing and make errors in spelling everyday words with several syllables. While marking often identifies what pupils have done well, it does not always indicate how they can improve their work, and there is no expectation for pupils to respond to the marking by making improvements to their work. Pupils are not given sufficient opportunities for extended writing in other subjects such as history or geography that provide scope for writing reports, comparisons and for discussion writing. In Year 6, pupils used ICT to help develop their instructional writing. For example, they produced correctly sequenced instructions on 'how to make a sandwich'. In the main, ICT is underused to develop pupils' writing skills. The school is not sufficiently using computer technology as an effective tool for pupils to draft and edit their writing.
78. The quality of teaching in English is good throughout the school and, as a result, pupils make good gains in their learning. The school has maintained the good quality teaching reported during the last inspection. Teachers plan well to meet the needs of the pupils in their classes and share with pupils what they are going to learn, reviewing learning well at the end of each lesson. They read texts and stories to pupils with lively expression, providing effective role models for reading and inspiring an interest in books. They use questioning well to involve all pupils and develop their learning according to their attainment. Teachers explain new ideas well and encourage pupils to discuss and make suggestions. For example, in a good lesson for reception and Year 1 pupils, the teacher encouraged pupils to discuss the story of 'Handa's Surprise' and to use picture clues and the events in the story to guess the setting. Pupils in Year 5 make good progress in their understanding of information writing through the teacher's effective use of questioning and explanation to draw out the key stylistic features of the text. Pupils have individual and year group

writing targets to help them to improve their writing. Annual assessment tasks are used effectively to analyse pupils' strengths and weaknesses in reading comprehension and to set reading and writing targets.

79. The subject is well led by the headteacher and another colleague, co-ordinating the lower and upper age ranges of the school. Both have a good understanding of the implementation of the National Literacy Strategy and monitor teaching and learning through scrutiny of planning and pupils' work and through some lesson observations. Systems to assess pupils' attainment in English are good and teachers use assessment information well to inform future planning and teaching. A start has been made with the implementation of a new handwriting policy throughout the school. The school has recently revised its marking policy, which is in draft form, but not yet implemented. The quality of marking is not uniform in all classes, but the school has clear plans to address this promptly.

## **MATHEMATICS**

80. Standards are above average by the end of Year 2 and pupils are achieving well. Standards by the end of Year 6 are also above average and the current Year 6 pupils are achieving well from their average prior attainment in Year 2. Throughout the school, pupils, including higher attainers and those with special educational needs, are achieving well because of the very good teaching they receive. Standards and teaching have improved since the last inspection. During the last inspection, standards were judged to be average by the end of Years 2 and 6 and teaching was satisfactory.
81. In Year 2, most pupils solve money problems using appropriate mental and written strategies. Higher attaining pupils solve problems up to £5. For example, they look at prices for different activities in a leisure club. They then find the cost of these activities for ten and five persons. In Year 6, most pupils can place a set of fractions in order on a number line by converting them to equivalent fractions with a common denominator. Higher attaining pupils use cancelling effectively to reduce a fraction to its simplest form. Most pupils use mathematical vocabulary well when explaining their work. Pupils find one quarter, one third, three-quarters or two-thirds of a given number. By Year 6, most pupils develop their own strategies for solving problems in practical circumstances. For example, they find the cost of a sale item in a shop, which has been reduced by ten per cent. Pupils' use and application of numeracy across the curriculum is less strong. There is little evidence of numeracy skills being applied or developed in science, DT, geography or ICT by the end of Year 6.
82. The teaching of mathematics is a strength of the school and most of the teaching seen during the inspection was very good. As a result, pupils make very good gains in knowledge, understanding and skills. Lessons are well planned and structured and firmly based on the National Numeracy Strategy. Clear learning objectives are identified and these are effectively shared with the pupils so they know what they are to learn. Lessons begin with brisk and challenging mental arithmetic. Pupils participate enthusiastically and make very good gains in applying and consolidating mental skills. Teachers' explanations and demonstrations on how to work out mathematical problems are clear and informative. Pupils listen attentively and apply new knowledge well to solve problems. Teachers use learning resources well to promote and clarify learning. In the main part of the lesson, tasks are well matched to pupils' different attainment and need. This helps to ensure that all are suitably challenged. They are motivated, on task and productive. Pupils with special educational needs are given good support by their teachers and the teaching assistant. Lessons maintain a good pace and pupils' interest is sustained. The use of ICT to enhance teaching and learning is underdeveloped because the school has limited software. For example, there is no evidence of pupils using spreadsheets for handling data in Years 5 and 6. The school is aware of this shortcoming and is taking positive action to address this.
83. Mathematics is effectively led and managed by the co-ordinator. The planning of the mathematics curriculum is good. The school has effectively used the National Numeracy Strategy and the guidance for small schools produced by the local education authority in planning its schemes of work. Procedures for assessing pupils' attainment are good and information is used well to guide

future planning and teaching. Learning resources have improved and are satisfactory, but there are shortages in ICT software. Overall, the school has made good improvements in mathematics since the last inspection.

## SCIENCE

84. Inspection evidence indicates that current standards in science are above average by the end of Years 2 and 6. Pupils achieve well from their prior attainment. This shows good improvement since the previous inspection when standards in science were average throughout the school. Inspection judgements are based on the study of pupils' work, teachers' planning, discussion with pupils and the one lesson in science seen during the inspection.
85. Pupils' workbooks in Year 2 indicate that they have a good understanding of electrical circuits. They can explain why a bulb will not light in a circuit and indicate where the connection should be made. They know about the dangers associated with electricity. During the inspection week, pupils were learning about materials. They understand that objects are made from different materials and can name many everyday materials and describe some of their properties. They make good progress in developing their skills of scientific enquiry. In the lesson seen, pupils produced clear, labelled drawings of objects made from a specific material. Higher attaining pupils wrote simple sentences to describe their drawings. Investigation worksheets are used well to develop pupils' understanding of the investigative process. They are able to state what they want to find out, record what they did, enter results in a table and state what they had discovered. Higher attaining pupils can suggest a simple reason for their findings and are beginning to develop an understanding of fair testing. No evidence was seen of the use of standard measurements or data presented in block graphs or pictograms. No use was seen of ICT to present data or record work. The application of numeracy skills in science is underdeveloped, but good links with literacy are established. Pupils record their work using a variety of different writing styles including, lists, notes, instructions and simple reports.
86. Pupils in Year 6 carry out a range of investigations about light and sound. They record appropriate data in tables and use this to draw conclusions; for example, 'As you get further away from a sound it gets fainter'. They understand how we see objects by light reflecting off them into our eyes and record this understanding in correctly labelled diagrams. They explain how shadows are formed and carry out an investigation to find out how the size of the shadow is affected by the distance of the object from the source of light. They learn about materials and their properties and describe the different properties of solids, liquids and gases. Their knowledge and understanding, as recorded in pupils' workbooks, is above average. Skills of scientific enquiry displayed in pupils' work are average. Pupils have a good understanding of the investigative process including prediction, fair testing and collection of evidence. They record data in tables and write explanations linking cause and effect. They draw simple conclusions from their work. Their literacy skills are applied well in writing reports and explanations of their investigations. No evidence was seen of pupils' ability to present data in bar charts or line graphs and, in most of their investigations, the data collected was insufficient for them to be able to identify patterns in their results. Links with learning in numeracy are underdeveloped. Pupils in Year 4 investigate materials and classify them in transparent, translucent and opaque. They enter the data to a graphing program and produce a bar chart. Pupils import illustrations of animals to a document. However, in the main, ICT is not sufficiently used to support learning in science, particularly in Years 5 and 6.
87. Teaching of science is good throughout the school. Teachers' planning and the work in pupils' books indicate that teachers have a good understanding of the subject and plan lessons well to develop knowledge, understanding and skills. All pupils in a class cover the same work, but activities and methods of recording are sufficiently open-ended to allow them to achieve at levels according to their abilities. In the very good lesson observed the teacher used questioning well to draw out and develop pupils' understanding. Pupils were eager to discuss their work and took care to produce labelled drawings of a good quality in response to the teacher's high expectations. They worked well together and supported each other in mixed-age groups to produce a zigzag book about a material of their choice. In this lesson, ICT was used appropriately to support pupils'

work through the use of a 'Clicker' grid about materials. Pupils effectively applied the 'drag and drop' skills learned in an earlier ICT lesson.

88. The subject is well led and managed. The co-ordinator has a good understanding of the subject's requirements and a clear vision for its development. Planning is based on the local education authority scheme of work. Key learning objectives are identified for each year group and pupils' attainment is assessed at the end of each unit of work. The co-ordinator teaches science in Years 5 and 6 and monitors the teaching and learning in Years 3 and 4 through a scrutiny of teachers' planning and pupils' work to ensure appropriate progression of skills and understanding throughout Years 3 to 6. Monitoring of teaching and learning in Years 1 and 2 is planned for later this year. There are adequate learning resources for the teaching and learning of science, although ICT resources are limited and are currently underused. The school has a conservation area with a pond that is used effectively to develop pupils' understanding of living things, habitats and the environment. Visits to the Science Museum at Bristol and participation in a locally organised Science Challenge for primary schools enrich pupils' experiences of science.

## **ART AND DESIGN**

89. Standards in art and design are broadly average by the end of Years 2 and 6 and pupils achieve satisfactorily. The average standards identified in the previous inspection have been maintained. No lessons in art and design took place during the inspection so judgements are based on a scrutiny of pupils' work, teachers' planning and discussion with the subject co-ordinator.
90. Examination of work on display and in portfolios indicates that pupils develop an appropriate range of skills and use a variety of media in their art and design work. Pupils in Years 1 and 2 use papier mache effectively to make an island, and produce paintings in the style of Monet, linked to their topic on France. They explore the use of colour by adding black paint to a colour to produce darker shades and white paint to produce lighter shades. They use a colour wash effectively in representing 'bonfire night' using a wax resist technique. Pupils in Years 3 to 6 make water patterns for a relief block and use these effectively to produce screen prints. They study the work of different artists and produce work of an average standard in the style of Van Gogh and Breughel the Elder. In reproducing collage paintings based on 'Hunters in the snow' pupils make good gains in their understanding of perspective. Work in sketchbooks focuses on developing the use of balance and shading to bring realism to their drawings and pupils show good imagination in designing posters for the Golden Jubilee.
91. There is insufficient evidence to make a judgement on the quality of teaching. Teachers' planning varies throughout the school. In Years 1 and 2, planning focuses on tasks and activities linked to topics, although medium-term planning identifies clearly the techniques to be taught and the different media to be used. Planning for Years 3 to 6 is linked more closely to a nationally accredited scheme of work and addresses art and design skills such as three-dimensional drawing and use of form, space, colour and shape. Coverage of the National Curriculum for art and design is planned over a two-year rolling programme in Years 1 and 2 and over a four-year rolling programme in Years 3 to 6. Assessment of pupils' progress in the development of skills, knowledge and understanding is not yet in place. There is little evidence of the use of ICT in art and design other than the appropriate use of drawing and painting software in Years 1 and 2.
92. The co-ordinator for art and design has been in post since September 2002 and, as yet, has had little opportunity to monitor teaching and learning of the subject throughout the school. She has a sound understanding of the responsibilities of the role and is aware of the need to co-ordinate the planning into a cohesive programme to develop pupils' knowledge, understanding and skills throughout the school. She is also aware of the need to develop an appropriate assessment system linked to key learning objectives identified in the planning. The school has good resource stocks for art and design including artist packs with information details and examples of art from a range of different painters and cultures. The subject makes a satisfactory contribution to pupils' cultural development.

## DESIGN AND TECHNOLOGY

93. Standards are broadly average by the end of Year 2 and most pupils are achieving satisfactorily. Standards are well below average by the end of Year 6 and pupils' achievement in Years 3 to 6 is poor as the National Curriculum Programmes of Study are not taught. Pupils' opportunities to work with a range of materials, tools and techniques in order to acquire the expected knowledge, understanding and skills are extremely limited. The statutory requirements of the National Curriculum Programmes of Study are not implemented in Years 3 to 6 as the school currently lacks expertise in this subject. Standards have been maintained by the end of Year 2 since the last inspection, but have fallen by the end of Year 6.
94. In Years 1 and 2, pupils design and make a French scene with buildings, plants, roads and the Eiffel Tower. They make characters and vehicles of card. Some of the items move in the scene using a simple sliding mechanism. Many scenes include a sun, which rotates using a split pin. Also in Year 2, pupils design a home, which is linked to the history topic. They build their home using a range of reclaimed materials including card, plastic and wood. Appropriate cutting and joining techniques are used.
95. Design and technology (DT) work for Years 3 to 4 is extremely sparse. Photographic evidence shows that pupils in Years 5 and 6 built a model hot air balloon using a plastic construction kit. The model was well made and showed a clear understanding of structures. There is no evidence of pupils in Years 5 and 6 working with projects involving cams, gears, pneumatics or controllable vehicles. The school's photographic records show that provision and standards were better two years ago when the school employed a teacher with the necessary expertise.
96. No teaching of DT was seen during the inspection. However, the study of pupils' past work and discussions with staff indicate that there are significant weaknesses in the teaching in Years 3 to 6. There is no evidence of ICT being used to support teaching and learning.
97. The leadership and management of DT are unsatisfactory. The school has an appropriate plan of units to be taught from Years 1 to 6. The planning is based on the nationally recommended schemes, however, these are not fully implemented in Years 3 to 6 and so statutory requirements are not met. The school is aware that there is much to be done in order to improve standards and provision in DT. Learning resources for DT in terms of materials, tools and components are unsatisfactory.

## GEOGRAPHY

98. Standards in geography are above average by the end of Year 2 and below average by the end of Year 6. Pupils in Years 1 and 2 achieve well, but achievement for pupils by the end of Year 6 is unsatisfactory because they have too few opportunities for learning about the subject. At the time of the previous inspection, standards were average throughout the school. Overall, improvement since the last inspection is unsatisfactory. This judgement is based on the limited amount of pupils' work available.
99. Pupils in Years 1 and 2 make good gains in their knowledge and understanding of geographical ideas and skills through varied and well-planned topic work. Through their study of the Isle of Struay in the Katie Morag stories, they learn to identify key geographical features and represent these on a picture postcard. They compare features of island life with life on the mainland, demonstrating good understanding of similarities and differences. They consider the importance of the ferry for the people on the island and identify appropriately things that need to be brought in on the ferry and things that need to be taken away. In a topic on farming they identify common farming procedures including egg production, sheep shearing, hedge clipping and the birth of baby animals. They draw pictures to represent the cycle of milk production from cows grazing in the fields, then being milked, to milk being bottled and sold. In a short topic on France they label members of the family in French, describe the Mardi Gras festival and identify different methods of travelling to France from England. Early map skills are well developed in a study of the local area in which pupils draw key geographical features on a simple map of the village, identifying the



church, postbox, school, bus stop, village hall, footpath and sculptures. All their work is well presented and detailed and there are very good links with literacy in the use of lists, labels and captions and their own story about Katie Morag.

100. Geography in Years 3 to 6 is taught as part of a four-year rolling programme, along with history. Long-term planning for the subject reveals that in some years, including the present year, geography is only taught for one term out of three. There was no current geographical work available for Year 6 pupils except for the use of common Ordnance Survey symbols as part of the local study in history. Pupils use the symbols appropriately, but this level of map work is usually covered in Year 4. In the previous academic year, pupils now in Year 6 studied Japan as part of a topic about the World Cup and carried out a study of rivers and seas. Work in books indicates knowledge of some of the Earth's major rivers and seas, identified on maps. Work seen does not cover consideration of the effects of different environmental conditions on people's way of life or comparison of two contrasting areas. Map work involves the naming of towns and rivers, but no maps of rainfall or temperature comparisons and no use of keys. In discussion with pupils, they had little understanding of scale in relation to map work and only a basic understanding of grid references. Pupils make unsatisfactory progress in the acquisition of geographical ideas and skills.
101. No lessons in geography were observed during the inspection so a judgement on the quality of teaching cannot be made. However, pupils' work in Years 1 and 2 indicates that teachers have a good understanding of the subject and plan well to develop pupils' understanding and skills. They set high expectations of standards of work and these are reflected in the high quality outcomes in pupils' books. Planning for Years 5 and 6 indicates inadequate coverage of the Programmes of Study for geography in the National Curriculum. Work in pupils' books is below the standards expected for this age group and the study of pupils' work indicates that geographical ideas and skills are not well taught overall. No evidence was seen of ICT being used to support teaching and learning in the subject.
102. The co-ordinator for geography has held the post since November 2001. She has had little opportunity to monitor the teaching and learning of geography throughout the school and does not have a clear understanding of the differences in standards across the school. Planning for the subject is varied with different teachers using parts of different published schemes and nationally accredited schemes to fit in with topic work. In Years 1 and 2, assessment is based on key learning objectives identified for each topic, but this system is not consistent throughout the school and outcomes of assessments are not used by teachers in Years 3 to 6 to inform their planning. The co-ordinator is aware of the need to put into place a cohesive scheme of work that will ensure appropriate planning for pupils' progress in geography throughout the school. With this in mind she has been reviewing published materials to support the teaching and learning of geography.

## **HISTORY**

103. Standards are above average by the end of Years 2 and 6 and most pupils are achieving well. Standards have improved since the last inspection when they were reported to be average throughout the school.
104. In Year 2, pupils demonstrate a clear knowledge and understanding of how houses were built in the 1930s. They acquire new vocabulary and use this well in describing different types of houses such as detached, semi-detached and terraced. Higher attaining pupils raise questions to find out about the past. Pupils compare typical 1930s houses with those in the village of Sapperton. Pupils in Years 4 to 6, in a local history study, produce a timeline from Roman times to the present day. They investigate the features of St Kenelm's Church in Sapperton. Through this local study, pupils gain knowledge and understanding of life around Sapperton in Roman, Celtic and Victorian times. By Year 6, pupils show a good knowledge and understanding of life in Britain during World War Two through learning about how evacuees lived in rural areas, and the unpleasant times in London during the 'Blitz'. In one lesson seen, pupils asked well thought out questions to gain further

information from a knowledgeable speaker about life during the war. They also acquired knowledge of 'blackouts', food rationing and propaganda during the war.

105. Only two history lessons were seen during the inspection. The quality of teaching seen during the inspection was good and very good and this resulted in pupils making good and very good gains in their learning. Evidence from the study of pupils' work and the lessons seen indicates that the quality of history teaching is at least good. Lessons seen were well planned with clear learning objectives. These were shared very well with the pupils so they knew what they were to learn. In a Years 1 and 2 lesson seen, the pupils were studying homes in the 1930s. The teacher used illustrations well and a large model doll's house with bay and lattice windows to stimulate interest and discussion. New vocabulary was promoted very well through clear explanations and effective questioning. The pupils responded well and gained new words, knowledge and understanding. Very good opportunities were provided for pupils to listen and talk. They used newly acquired vocabulary to ask questions, describe features of different houses and compare 1930s homes with those in the village. The pupils were very well managed and behaved very well.
106. In a Years 3 to 6 lesson seen, the teacher enlisted an interesting and knowledgeable visiting speaker who grew up in London during World War Two. She had been evacuated to a rural area and then returned to London. She experienced life in London through the 'Blitz'. The speaker gave an informative and moving recollection of her childhood experiences during the war. The pupils listened with great interest. The speaker skilfully clarified new words such as 'propaganda' and 'blitz'. Pupils were given very good opportunities to ask questions. Pupils not only acquired new knowledge, but also demonstrated considerable empathy and understanding of what it must have been like to have lived in London at the time. They gained an awareness of fear, food shortage and the sense of relief when the war was over.
107. The marking of pupils' work is satisfactory. Marking includes comment of praise for good work, but comments to help pupils to improve their work are less common. The study of pupils' work shows that opportunities to develop pupils' extended and report writing are not fully explored. In some areas, there is an overuse of worksheets requiring limited response, and this limits pupils' ability to plan and organise their own work. ICT is used satisfactorily in finding information from the Internet and pupils use referencing skills satisfactorily in finding information from texts. The shared text used in English 'Goodnight Mr Tom' is nicely linked to the history topic on World War Two.
108. The co-ordinator provides effective leadership for the subject. The planning of the history curriculum is based on nationally recommended schemes and these have been adapted to suit the school's mixed-aged classes. Learning resources are good and well used. History topics are enriched by visits to places of interest such as the Ashmolean Museum in Oxford, and the local area is used well to enhance history studies through fieldwork.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109. Standards by the end of Year 2 are average and most pupils are achieving satisfactorily. This is similar to the findings of the last inspection. Standards continue to be average and achievement is satisfactory by the end of Year 4. However, standards are below average by the end of Year 6 and pupils are not achieving as well as they should. This is because a number of elements in the National Curriculum Programmes of Study are not taught. Standards were judged to be average by the end of Year 6 during the last inspection, but the national expectations of what pupils should be able to do now are higher. In the main, teachers and pupils are not using ICT sufficiently to support teaching and learning across the curriculum. The school has made unsatisfactory improvements in ICT since the last inspection.
110. In Year 2, pupils create pictures such as firework scenes using a 'paint' program. They choose and paint with different colours, using appropriate brush sizes and styles. Pupils' enter instructions to control a 'roamer', a programmable floor device. In Year 3, pupils enter text for a birthday invitation. Most pupils can alter text by changing the font, the font size and colour. They edit their work and align it to the left or to the centre. Pupils in Year 4, in science, investigate materials and

classify them in transparent, translucent and opaque. They enter the data to a graphing program and produce a bar chart. Pupils import illustrations of animals to a document.

111. In Year 6, pupils use word-processing to support their work on instructional writing in English. They start new work, and align text and produce a set of instructions on how to make a sandwich. They alter and align their presentation. The instructions are well presented, but illustrations to enhance the text are drawn by hand rather than computer generated. Pupils in Year 6 access the Internet and find useful information to support their learning in history. The study of pupils' work and discussions with pupils and staff reveals that pupils in Years 5 and 6 have not had opportunities to work with spreadsheets, multimedia presentations or using computers for monitoring and control.
112. During the inspection, only two ICT lessons were seen. It is not possible to make an overall judgement about the quality of teaching, but discussions with staff and the study of pupils' work indicates that there are significant weaknesses in the teaching of ICT in Years 5 and 6. In a Years 3 and 4 lesson seen, pupils were creating invitations to an event such as a birthday party. The lesson was well planned and took full account of National Curriculum requirements. The teacher gave effective demonstrations to show and remind pupils how to highlight and align text. The pupils watched and listened very well. Good questioning was used to recap on previous learning. Three pupils at a time were given opportunities to acquire and practise, and apply the skills of editing, aligning and altering text. Pupils showed good levels of concentration and made good gains in their learning. The teacher provided effective feedback on pupils' performance. This motivated them to improve. The rest of the class designed an invitation using paper and pen. While this activity was relevant in developing pupils' skills in creating an invitation, it was weak in developing their ICT skills. Only one third of the class had the opportunities to work on the computers during the lesson. While the pupils on computers made good gains in their learning, the rest of the class made satisfactory progress. The school has recently purchased additional laptop computers to increase pupils' access to computers.
113. The recently appointed co-ordinator has good subject knowledge and is aware that there is much to be done in order to improve teaching and curricular provision for Years 5 and 6. The school has a comprehensive action plan to address this, however, this is recent and the school has been slow in responding effectively to the revised National Curriculum requirements that came into effect in September 2000. The school staff have received training using New Opportunities Funding, however, this has not been fully effective so that all teachers have the expertise to teach all areas of ICT. The school has not yet established an effective system for assessing and recording pupils' attainment.

## **MUSIC**

114. Standards in music are average at the end of Year 2 and above average at the end of Year 6. Pupils, including those with special educational needs, achieve well. The school has maintained overall the good standards identified in the previous inspection. Pupils throughout the school sing well with clear enthusiasm, demonstrating the ability to sing in tune and to keep to a steady pulse.
115. Pupils in Years 1 and 2 make good progress in understanding the duration of sounds and applying this understanding as they play different percussion instruments. They describe different ways of making sounds by scraping, blowing, tapping and shaking and sort percussion instruments according to how they are used to make sounds. They play percussion instruments appropriately and all pupils show a sound understanding of the correct way to hold beaters and triangles. Most pupils in Year 2 can clap the rhythm of their name, but some pupils in Year 1 have some difficulty in achieving this.
116. Pupils in Year 6 have a good understanding of rhythm. They represent rhythms using standard musical notation and play them using percussion instruments. Many pupils can read music and play tuned instruments. Higher attaining pupils show a very good understanding of rhythm and dynamics. For example, those seen playing the cornet, played well, keeping a steady pulse, and

evaluate their own and each other's performance. They show a good understanding of musical notation and pitch, including identification of sharps and flats in a piece of music.

117. Only two lessons were observed during the inspection; one taught by the class teacher and the other a cornet lesson taught by a peripatetic teacher. In both lessons, the quality of teaching was good. Teachers plan well and explain musical terminology clearly, at appropriate levels to match pupils' understanding. They have high expectations of pupils' performance and encourage them to listen to and appraise each other's performance. Pupils respond with enthusiasm and interest. They concentrate well and try hard to improve their performance. In a school orchestra session, pupils listened well and rehearsed well together in groups.
118. The subject is well led and managed. The co-ordinator is a specialist music teacher and teaches the Years 3 and 4 class and the Years 5 and 6 class for a whole afternoon on alternate weeks, ensuring good provision for these pupils. Years 1 and 2 are well taught by the class teacher on a weekly basis. The scheme of work includes opportunities for pupils to perform, compose and appraise music and develop their knowledge, understanding and skills appropriately throughout the school. Learning is assessed by teachers on a termly basis against planned learning objectives in the scheme of work. All pupils from Year 3 onwards have the opportunity to learn to play a musical instrument if they choose, and lessons are currently available for eight different instruments. The local education authority has a scheme through which pupils can rent instruments to play and this is well used by the school. No evidence was found of pupils using ICT to capture, change and combine sounds as required in the Programme of Study for music in the National Curriculum for Years 3 to 6.
119. The school has a good orchestra that regularly plays in assemblies and pupils often perform in instrumental half days organised by the county. The school puts on its own performances for parents and the local community at Christmas and in the summer. Performances are recorded on video and used for assessment and appraisal. The school has a good range of percussion instruments for performance and composition and an appropriate selection of music from a range of different cultures including South American and Aboriginal music. In an assembly during the inspection, pupils demonstrated their appreciation of music by Gershwin. The subject contributes well to pupils' cultural and spiritual development through the appreciation and performance of many different styles of music.

## **PHYSICAL EDUCATION**

120. During the inspection, swimming lessons were seen for the whole school at the local leisure centre. The centre's instructors led much of the swimming teaching. Lessons were also seen in dance and gymnastics in Years 3 to 6. By the end of Year 6, standards are above average in swimming and dance and pupils are achieving well. Standards by the end of Year 6 have improved since the last inspection. It is not possible to make an overall judgement about standards in PE by the end of Year 2 as only swimming was seen. Standards in swimming are at least average.
121. In the swimming lesson seen for Year 2, most pupils moved and floated in water with buoyancy aids. Some pupils were beginning to employ basic strokes with the buoyancy aids. All pupils were developing confidence in the water. By the end of Year 6, all pupils can swim at least 25 metres and some easily exceed this. Higher attaining pupils employ a range of recognised front and backstrokes. They also demonstrate good, personal survival skills.
122. In a Years 3 and 4 lesson seen, pupils employed basic skills of twisting, turning and rolling in floor work. They effectively linked a sequence of movements together with co-ordination and control. Sequences of twists, turns and jumps were practised and performed competently on basic apparatus. In a Years 5 and 6 lesson seen, pupils were practising and refining a 'winter' dance routine as a class to the music of Tchaikovsky's 'Nutcracker Suite'. They effectively conveyed the spirit of winter and the themes of ice, snow and winter sports. Most demonstrated precision, control and fluency in a routine. Pupils worked well collaboratively as they practised and refined a sequence of movements. Higher attaining pupils demonstrated consistent precision and control in

performing some complex routines. Pupils were supportive and constructive in reviewing the performance of others.

123. The quality of teaching in Years 3 to 6 is good. This contributes to good learning in lessons and the above average standards by the end of Year 6. Lessons are well planned and their purpose is made clear to the pupils so that they know what they are to learn. Teachers' instruction and demonstrations are clear. Pupils watch and listen with interest and are given good opportunities to practise and refine skills and routines. A qualified parent helper is well used and contributes significantly to pupils' learning in gymnastics and dance. Pupils apply concentration and physical effort to their work. Teachers manage the pupils, space and apparatus effectively and pupils work co-operatively taking due regard for their own and others' safety. Behaviour in lessons is generally good. Teachers provide praise and constructive feedback to pupils and this inspires them to improve their performance. Good opportunities are provided for pupils to appraise their own and others' work in Years 5 and 6, but this strategy is underused in Years 3 and 4. Lessons are well structured and activities flow coherently from one to another. Pupils are productive and make good gains in the development of skills and routines.
124. PE is effectively led and managed by the co-ordinator. The PE curriculum is soundly planned and appropriately based on national guidance. Visiting football coaches, water sports activities and links with the local secondary school enhance the PE programmes. The school does not have suitable accommodation for indoor PE, but uses the village hall. Although this facility is not ideal, it is adequate for small classes for dance and gymnastics. The school has a playing field a few minutes walk away and this facility is an improvement since the last inspection. Gymnastics apparatus is limited, but other PE equipment is satisfactory.