

# INSPECTION REPORT

## **DODFORD FIRST SCHOOL**

Dodford, Bromsgrove.

LEA area: Worcestershire

Unique reference number: 116670

Headteacher: Mrs L Nash

Reporting inspector: Hazel Callaghan  
22254

Dates of inspection: 25<sup>th</sup> – 28<sup>th</sup> November 2002

Inspection number: 247661

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

© Crown copyright 2002

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 – 9 years
Gender of pupils:	Mixed
School address:	Fockbury Road Dodford Bromsgrove
Postcode:	B61 9AW
Telephone number:	01527 831569
Fax number:	01527 831569
Appropriate authority:	The governing body
Name of chair of governors:	Mr Roger Lanfear
Date of previous inspection:	27 <sup>th</sup> - 30 <sup>th</sup> March 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22254	Hazel Callaghan	Registered inspector	Foundation Stage Science Information and communication technology Geography Music Religious education	How high are standards? How well are pupils taught? How well is the school led and managed?
1305	Brian Rance	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21687	Helen Davies	Team inspector	English Mathematics Art and design Design and technology History Physical education Special educational needs Educational inclusion including race equality	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Evenlode Associates Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Dodford First School is a very small school with only 51 pupils on roll. Just over a quarter of the pupils come from the village, whilst others live in the surrounding area. Many travel some distance to the school. The pupils' families come from a range of socio-economic circumstances but, at the time of the inspection, there were no pupils taking free school meals, which is very unusual. There are no pupils who have English as an additional language. The proportion of pupils identified as having special educational needs is below that found nationally. None of the pupils on the special educational needs register are having support for severe learning difficulties and there are no pupils with statements of special educational need. This is well below the national average. Children are admitted into the school in the September of the year in which they are five and are taught in the reception class for three terms. Children's attainment when they start school fluctuates from year to year, but it is usually above that found nationally. On entry to the reception class most children are of average and above average attainment in their personal and social development and in their early literacy and mathematical skills.

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

This is a good school that has made impressive strides in its development in the last two years owing to the clear educational direction provided by the headteacher and the commitment of other staff. Standards of attainment are often well above the national average and pupils make good progress in their learning throughout the school. This is the result of consistently good teaching in English, mathematics and science. The school uses its finances well to promote pupils' learning, but like other small schools, it requires a comparatively large budget to do so. The school provides satisfactory value for money.

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

- Pupils achieve well and attain standards in English, mathematics and science that are well above the national average.
- The quality of teaching is good. This promotes pupils' eagerness to learn and their very good attitudes to their work.
- The leadership and management provided by the headteacher are good. The staff work together well and this ensures that the school continues to improve.
- Pupils are well looked after and the pastoral care throughout the school is very good. Consequently, pupils feel secure and valued. They enjoy school.
- The local community and the facilities of other schools are used well to extend and enrich pupils' learning.
- The school encourages an effective partnership with parents.
- Pupils' attendance is very good and is well above the national average.

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

- Monitoring of curricular planning and pupils' learning are not carried out often enough to ensure sufficient progress is being made across the curriculum.
- The accommodation creates considerable difficulties in the smooth running of the school and in providing the full range of learning opportunities for children in the reception class.
- The curriculum for children in the reception year does not sufficiently provide opportunities for children to develop their organisational skills and personal independence.

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

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

The school has made good improvement since it was inspected in March 2000 when it was judged to be an underachieving school. Pupils now achieve well, especially in English, mathematics and science and they make good progress in their learning. The concerns of the previous report have all been addressed and all subjects now have a broad and balanced curriculum owing to the use of comprehensive schemes of work. Teachers' subject knowledge is much improved, especially in information and communication technology (ICT), and this has raised pupils' standards of attainment. The management of the school is

now good and there are appropriate procedures for monitoring and evaluating teachers' planning, pupils' work and the quality of teaching in English and mathematics.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A	A*	A	A
Writing	C	A*	A	A
Mathematics	C	A*	A	B

Key	
top five per cent of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The number of pupils in each year group is small and consequently care must be taken in comparing the school's overall standards with other schools, however in the last two years pupils in Year 2 have attained standards well above the national average in reading, writing and mathematics. In 2001 standards were in the top five per cent of schools nationally, as all pupils attained the expected standards and many attained the higher standard of Level 3. In comparison with schools that have a similar proportion of pupils eligible for free school meals, standards in 2002 were well above average in reading and writing, and above average in mathematics. These standards represent good, sometimes very good, achievement because pupils have made at least good progress in their learning since they entered school. Standards and levels of achievement are significantly improved since the school was inspected in 2000. During the inspection, pupils were already attaining good standards and are well on track to achieve similar standards to those attained in the National Curriculum tests last year. Standards in science were above average in 2002 and continue to be so. The eldest pupils make good progress in their learning and most pupils in Year 4 attain above average standards for their age in English, mathematics and science. Standards of ICT have improved and are now broadly in line with those expected at the end of Year 2 and for pupils in Year 4. Pupils' standards of attainment in all other subjects are broadly in line with those expected at both Year 2 and Year 4 and pupils are making mostly satisfactory progress in the acquisition of knowledge and skills. Children in the reception class make good progress in developing their early reading, writing and mathematical skills and in their knowledge and understanding of the world. They make satisfactory progress in the other areas of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils thoroughly enjoy school and show very positive attitudes to their work. They concentrate well and are often eager to show what they know.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils are polite and respectful to adults and visitors. They work effectively on their own and in groups. At playtimes pupils show good levels of care for each other.
Personal development and relationships	Relationships throughout the school are good. Pupils are considerate of each other and show respect for each other's feelings and ideas.
Attendance	Very good. Pupils are very enthusiastic about school and want to attend.



## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
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 teaching of English, mathematics and science is good throughout the school and this ensures pupils make good progress in their learning in these subjects. Teachers plan the activities effectively and ensure that tasks are well matched to pupils' needs and build effectively on their prior learning. Teachers in all classes are skilled at promoting pupils' eagerness to learn. Lessons stimulate pupils' interest and enthusiasm for their work, and this has a significant impact on their progress. Strong emphasis is placed on developing pupils' literacy skills in many subjects, consequently by Year 4, pupils read with fluency and understanding, and record their ideas with clarity. Teachers effectively promote pupils' numeracy skills in geography, design and technology and science as well as in mathematics lessons. Teaching of ICT is good. It introduces pupils to new skills and knowledge and gives effective opportunities for them to explore and experiment and so consolidate the new learning. In all other subjects teaching is generally satisfactory. Teachers' subject knowledge is now secure and they promote the steady acquisition of appropriate knowledge and skills. The quality of teaching for children in the Foundation Stage (reception) by the class teacher and the learning support assistant is good. Children's early reading, writing and mathematical skills are well promoted. Good opportunities are also provided to stimulate children's learning in the aspect of knowledge and understanding of the world. Children develop enquiring minds, the desire to find out more and to try things for themselves. Opportunities for children in the reception class to organise and plan their work, however, are not sufficiently provided for.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the reception class is satisfactory. It provides well for the development of children's literacy and numeracy skills and their knowledge and understanding of the world. The curriculum for older children is good. It is now broad and well balanced and enriched by a good range of visits outside school and by visitors to the school.
Provision for pupils with special educational needs	Good. There are only a few pupils with special educational needs and none with statements of special educational needs. Pupils are well supported and make good progress towards meeting their personal targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' personal, social and moral development is good. The provision for their cultural development is satisfactory overall. The school is improving pupils' awareness of other cultures. The provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	The pastoral care of pupils is very good. Staff know the pupils and their families well. Assessments are used effectively to monitor pupils' attainment and progress in reading, writing, mathematics and science. Recently introduced procedures for assessing pupils' knowledge and skills are not, as yet, providing the information that will support teachers' evaluation of other subjects.

The school has developed a good partnership with parents. Good quality information for parents is provided regularly and ensures they have a good awareness of the work of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear educational direction for the work of the school. There is a strong commitment from all staff who work well together as an effective team and have the capacity for further improvement.
How well the governors fulfil their responsibilities	The school benefits from a very supportive and well-informed governing body. Governors carry out their statutory responsibilities through a suitable range of committees and are developing a sound awareness of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The school evaluates the data from tests in English, mathematics and science and uses the information well to identify strategies for further improvement. Evidence of standards and the quality of education in other subjects is not yet systematically collected and consequently less progress has been made. Governors are beginning to use the principles of best value satisfactorily to evaluate the work of the school.
The strategic use of resources	Good. Financial resources are used well to support pupils' learning. Resources have been improved, especially in ICT, and in most subjects they are now satisfactory. The accommodation and resources for the teaching of physical education is unsatisfactory, but the school addresses these weaknesses by using the resources available outside school. Overall the accommodation is unsatisfactory. Several classrooms are too small and the lack of a hall for lunches, assemblies and physical education impedes the smooth running of the school. The classroom for children in reception and Year 1 is small and this restricts the opportunities to develop further the curriculum for the youngest children. Teachers have improved their knowledge of all areas of the curriculum and are well supported by the learning support staff.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children really enjoy school.</li> <li>• The quality of teaching is good.</li> <li>• The school is well led and managed.</li> <li>• Teachers expect pupils to work hard.</li> <li>• The school is helping pupils become more mature and responsible.</li> <li>• Most parents are supportive of the work of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant number of parents feel that they could not approach the school with questions and that the staff do not sufficiently work closely with them.</li> <li>• Some parents would like more information about how their children are doing at school.</li> <li>• Some parents felt that there was not a wide enough range of extra-curricular activities.</li> </ul>

Inspectors agree with parents' positive views. Some concern was expressed about the effectiveness of how the school works with parents, and that some parents find it difficult to approach staff with concerns. There was no evidence as to why parents should experience any difficulty in this respect. Staff work hard to build a good partnership with parents. The range of extra-curricular activities for this age of pupils, and in such a small school, is good.

## **PART B: COMMENTARY**

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

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

1. The school has made good improvement since it was inspected in March 2000 when it was judged to be an underachieving school. Pupils now achieve well, especially in English, mathematics and science and they make good progress in their learning.
2. Children's standards of attainment on entry to the school vary from year to year. Usually standards are above average. There are few children with special educational needs and a good proportion of children enter school with standards above those expected. Currently, however, there is a more even spread of attainment in the reception class; similar to that found nationally. Standards in children's personal and social development are good and they settle to school quickly and make satisfactory progress in developing their independence and ability to work individually and in groups. Many children enter school with good standards in their language and early reading skills. They already know how to handle books appropriately and to enjoy stories. Most talk with confidence and explain their ideas using appropriate vocabulary. Most children come to school able to recite numbers up to five, but they are not as accurate in their counting of objects. They make good progress in developing their early reading, writing and mathematical skills and all usually attain the expected standards in the early learning goals. Many are comfortably working within the National Curriculum levels by the time they enter Year 1. Children achieve well in developing their knowledge and understanding of the world and in some aspects, such as geography and science, they attain good standards. Children make satisfactory achievement in the other areas of learning; in their creative and physical development, and they attain the standards expected.
3. Standards in reading, writing, mathematics and science are well above average by the end of Year 2 and when pupils leave the school at the end of Year 4. This is because all pupils usually attain the standards expected and a large proportion attains the higher than expected standard. In the 2002 National Curriculum tests pupils in Year 2 attained standards that were well above average in reading, writing and mathematics. Standards in science, as judged in the teacher assessments, were above average. However, a smaller proportion of pupils attained the higher than expected standard of Level 3 than was found nationally. Compared with schools with a similar proportion of free school meals, pupils attained standards that were well above average in reading and mathematics and above average in writing. Standards have been high for the last two years. In the 2001 National Curriculum tests pupils attained standards in the top five per cent of schools nationally in English and mathematics. However, care has to be taken when comparing the school's standards to other schools as the numbers of pupils in each cohort are small, and the balance of abilities each year can change significantly. One child with significant learning difficulties would considerably alter the school's results. The important aspect to the learning of pupils is that they all, whatever their abilities, achieve well and make good progress in their learning of English, mathematics and science.
4. In English, pupils in Year 2 are already working comfortably within the standards expected at the end of the year. They speak clearly and with confidence to explain their thinking and to express their ideas. Pupils enjoy reading and recall favourite stories. They read with good levels of accuracy and understanding for their age. In writing, the previous report noted that handwriting, spelling and composition were weaknesses, but these areas have improved. Pupils' writing skills are well promoted, especially for the pupils in Years 1 and 2 where many opportunities are provided for them to record their ideas. Handwriting sometimes still lacks consistency, but by the end of Year 4 pupils write with a controlled and legible style. Standards in English are well above average in Year 4. Pupils are beginning to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail according to the situation. They respond with

enjoyment to a range of texts and show understanding of significant ideas, themes, events and characters. Their writing is lively and thoughtful. Their ideas are developed in an interesting and well-organised manner. Pupils use their literacy skills well to support their work in other subjects. They use their reading skills to do research in subjects such as history and geography, but opportunities have been limited as the library developments have only just been finished and computer resources are still being purchased.

5. In mathematics, pupils in Year 2 make good progress and attain above average standards. They are beginning to discuss their work using mathematical language and to represent it using symbols and simple diagrams. They use their knowledge of numbers to explain effectively why an answer is correct. Pupils continue to make good progress in Years 3 and 4 so that by the time they leave the school standards are well above average. They search with determination for solutions by trying out ideas of their own. They use their numeracy skills well to support their work in other subjects such as science, geography and design and technology.
6. In science, pupils also achieve well and make good progress not only in acquiring a good range of scientific knowledge but also in the skills of enquiry and investigation. Pupils in Year 2 attain standards that are above average. They use their observational skills well to note changes. They employ their knowledge to make simple predictions. They are already considering how to make tests fair. Standards in Year 4 are well above average. Pupils are beginning to devise their own tests and to develop simple methods for measuring and recording their findings.
7. In ICT, teaching is good but the improvements in the subject are still quite recent and so standards are still only in line with those expected in Year 2 and Year 4. Pupils' achievement is good and standards are improving rapidly. Pupils of all abilities are given regular opportunities to experiment and explore within the new skills being taught and this enables them all to make good progress. They are not yet given sufficient opportunities to use and further develop these skills in other subjects. This is an area of improvement identified by the school and additional software is being purchased to support this aspect of pupils' development.
8. Higher attaining pupils now achieve well especially in English, mathematics and science owing to the good quality teaching provided. Pupils' work and progress are well monitored and activities are provided that match their learning needs.
9. Pupils with special educational needs achieve well and make good progress towards their individual targets, particularly in literacy. There is only a small proportion of pupils with special educational needs and within small classes they receive effective attention when required. There are no pupils with a statement of special educational need or who require the higher levels of support as part of School Action Plus.
10. In art and design, design and technology (DT), history, geography, music, physical education (PE) and religious education (RE), pupils make generally satisfactory progress and attain standards broadly in line with those expected. Although there are now suitable schemes of work used in all subjects that ensure the progressive development of pupils' knowledge and skills, less time has been given to developing these subjects and ensuring that the quality of teaching is as high as it is in English, mathematics and science. Teachers have emphasised these core subjects and have not yet had time to focus on other areas of pupils' learning. As part of the performing arts sessions, pupils in Years 2, 3 and 4 are taught music, dance and drama as a class. This is not always appropriate, as the activities provided do not sufficiently meet the needs of this range of ages and abilities. This is a new initiative and the staff have not had time to evaluate its effectiveness.

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

11. Pupils' attitudes, values and personal development are very good. This is an improvement since the previous inspection.

12. Pupils' attitudes to school are very positive. They enjoy coming to school and are very keen and enthusiastic to learn. They show high levels of interest and involvement in their activities as, for example, when in a very good literacy lesson older pupils concentrated very well over an extended period of time. They were eager to do their best and to achieve the lesson objective set by the teacher. Pupils participate enthusiastically in all that the school has to offer. Pupils with special educational needs work well. They are keen to learn more and persevere to complete their tasks, especially when supported by an adult. Younger pupils love the 'Welly Wednesday' afternoon sessions. The school's mission statement says "we love to have a go, practise and keep improving" and this is certainly true. Parents rightly agree that their children are keen to come to school. These very good attitudes have a very positive impact on pupils' learning
13. Pupils' behaviour is good. Pupils of all ages play together amicably in the school playground at playtime and lunchtime. No bullying was observed during the inspection and, if it were to occur, the school has systems for dealing with the situation promptly. Pupils know and understand the school code of behaviour. Playground and class rules are displayed clearly for all to see. Pupils adhere to the rules well and understand that for the school to be a harmonious place everyone has to consider the impact of their own actions on others. There have been no exclusions. There are some occasions, however, when older pupils chat quietly to each other when they should be listening to the teacher. For example, in assembly when the whole school is gathered together, and occasionally in lessons when pupils in Years 2, 3 and 4 are mixed together for music, drama and gymnastics.
14. Pupils' personal development is good. They develop constructive relationships with each other and the adults in school. Pupils respect the differences between themselves and are considerate of the feelings of each other. They praise the good work of friends and work together in pairs or groups to solve investigations or resolve difficulties. Pupils worked co-operatively to improve the playhouse sorting, cleaning and painting together. In the School Council pupils represent the views of their friends very effectively, they share opinions and make decisions about changes they would like and how to go about implementing these changes. They are pleased to be chosen as monitors for class or whole school duties and show initiative and responsibility in carrying out their task.
15. Pupils' attendance and punctuality are very good as it was in the last inspection. In 2001-2 the level of authorised absence was well below the national average and there were no unauthorised absences since parents co-operated fully with the school in explaining why their children were absent. All pupils almost always arrive at school punctually and registration is taken promptly so that the day gets off to a good start, and the pupils have the opportunity of a full day's learning.

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

16. The quality of teaching in all classes is good overall, and this effectively promotes pupils' good learning. The teaching of English, mathematics and science is good and this enables pupils to achieve well. Teaching in most other subjects is satisfactory overall. This is an improvement since the previous inspection when aspects of teaching in ICT were considered unsatisfactory and the lack of clear schemes of work in many subjects made it difficult for pupils to develop the required skills and knowledge.
17. Teaching of children in the reception year is good overall and it successfully promotes children's eagerness to learn. The teacher has developed a successful style of teaching where the needs of the pupils in Year 1 and the children in reception year are well balanced. She works closely with the experienced learning support assistant so that pupils in both age groups and those of differing abilities are provided with appropriate activities to promote their learning. The provision is good for aspects of children's communication, language and literacy, mathematics and the development of children's knowledge and understanding of the world, and in these areas children make good

- progress. The teacher is successful at stimulating children's eagerness to learn. Two boys, for example, were seen eagerly trying out their new writing skills on the teacher's large whiteboard when it was free choosing time.
18. Children enter the reception year group with above average standards of personal and social development. The teacher effectively promotes their self-esteem so they meet new situations with confidence. They are given satisfactory opportunities to organise their own resources when choosing play activities, but there is insufficient opportunity for them to develop good skills of independent working or of organising their time to meet targets, because insufficient time is given to this aspect of their development. The range of tasks from which they can choose is satisfactory, but tends to be repetitive because of limited space. The planning for this aspect in their learning is underdeveloped. The quality of teaching in the other aspects of the curriculum, for children's creative and physical development, is satisfactory.
  19. The National Literacy Strategy and the National Numeracy Strategy have been effectively introduced and the teachers are skilled at promoting pupils' numeracy and literacy skills in lessons and across the curriculum. The best teaching in English is characterised by the teacher clearly explaining what the pupils are to learn during the lesson, and having high expectations of what pupils are to achieve in terms of behaviour and work. Similarly in mathematics, there are high expectations for pupils' effort and productivity. Pupils are given good opportunities to explore mathematics in real-life situations, such as by visiting shops and garden centres. The teaching in science is good. Pupils' learning is effectively stimulated by the strong emphasis on discovery through first-hand experience and exploration. This ensures pupils' knowledge is secure and they develop a wide range of skills. Teachers use their own good subject knowledge to give clear demonstrations in subjects such as ICT and music, which gives pupils clear indications of what to do and how to do it.
  20. The small number of pupils in each class, particularly in Year 2, enables teachers to set work to match individual needs very effectively. The lower attaining pupils are well supported often by the learning support assistants. The higher attaining pupils are challenged by activities that appropriately extend their knowledge and understanding. This is an improvement on the quality of teaching at the previous inspection when the school was judged to be underachieving. Staff are sensitive to the needs of all pupils, particularly those having special educational needs. Lessons are planned to take account of targets in individual education plans. Good use is made of praise to raise pupils' self-esteem and confidence in all lessons and the very good relationships between the pupils and between the adults and pupils enhances the quality of pupils' learning environment. As a result pupils want to do well.
  21. In some subjects, as part of the performing arts sessions, pupils in Years 2, 3 and 4 are taught together. This is a new initiative but it is not always appropriate, as the activities do not sufficiently meet the needs of this range of ages and abilities. The philosophy of combining the subjects of dance, drama and music is very positive especially for pupils of this age, but not enough care has been taken to ensure that the activities in the lessons are adapted to meet the needs of pupils in Year 2 and Year 4. The accommodation also limits the effectiveness of these sessions as the lack of space inhibits pupils' movements, especially in dance. This adversely affects pupils' learning.
  22. Teachers in all classes know their pupils well. They use effective questioning to judge the quality of their learning and use regular assessments to check on their progress. The pupils are monitored effectively in lessons and are given support and encouragement when activities prove a little difficult so all find success. The quality of teachers' marking is good. At its very best the teachers give the pupils a clear indication of what they have done well and give appropriate praise for good effort. They also explain how their work needs to be improved and give targets for future work. This gives pupils a clear understanding of how well they are working and how to improve.

23. Homework is used well to promote pupils' learning, and activities are suitably matched to work in class, so that pupils' knowledge and skills are developed further. Parents welcome the opportunities and give good levels of support to their children, especially in the frequent opportunities provided to hear them read and to learn new words.

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

24. The quality and range of learning opportunities offered to pupils is good. Well-structured schemes of work ensure that knowledge and skills are progressively taught and pupils make at least satisfactory achievement across the curriculum. The statutory curriculum is in place and it is enriched by the many and varied additional opportunities that are offered to pupils. This is an improvement since the previous inspection.
25. At the time of the previous inspection curriculum provision in the Foundation Stage was judged to be unsatisfactory, it now covers the expected six areas of the recommended curriculum for these young children. Children's learning in communication, language and literacy, in mathematics and in knowledge and understanding of the world are well promoted and develop children's enthusiasm for learning. The curriculum is enhanced in a variety of ways. The recent introduction of 'Welly Wednesday', for example, has been a successful initiative. The weekly visits to a local orchard provide children in the youngest class with exciting opportunities to explore the natural aspects of the area. Wide ranging activities stimulate children's ideas, and motivate their desire to write and be creative. The visits successfully develop the children's confidence and self-esteem. Children in the reception class are taught with pupils in Year 1. The classroom is not very large and this restricts the opportunities for structured play. Satisfactory opportunities are made for children in the reception year to choose their own activities and develop independence, but this aspect of the Foundation Stage curriculum is not sufficiently planned.
26. Many aspects of the curriculum have been improved since the previous inspection. Statutory requirements in ICT were not being met, as pupils did not receive their full entitlement. There were no schemes of work in art and design, design and technology, geography or physical education. All these areas have been addressed satisfactorily as the school has adopted the most recent government guidelines in all subjects and pupils now receive their entitlement in ICT.
27. The curriculum is planned effectively to ensure that all subjects of the National Curriculum including pupils' personal, social and health education and citizenship are taught to all pupils. Religious education is taught in line with the locally agreed syllabus. The curriculum is broad and balanced and it is enhanced by many visits linked to the curriculum to places of interest and by inviting visitors into school. For example, pupils have visited Weston-super-Mare when studying the seaside, Woolworths when working with money, Avoncroft Museum for links with history, Kingswood Activity Centre and Telford Adventure Centre, for adventurous activities, The Symphony Hall in Birmingham for musical appreciation, and many others. Older pupils benefit from a residential weekend at Malvern, which promotes their physical development and personal and social skills. A wide range of visitors, such as a baker, Mrs Morris and her chickens, and 'The Animal Man', share their interests and expertise with the pupils. Other visitors have enhanced pupils' learning in lessons such as the visits from a mobile museum and Dennis the Fire Engine. Regular French sessions broaden pupils' knowledge and experiences, and drama, music and dance are combined satisfactorily to offer pupils an opportunity to learn through the expressive performing arts. This is a new initiative and the staff have not had time to evaluate its effectiveness.
28. Extra-curricular activities are good. They include 'Club Active' on a Tuesday after school when pupils in Years 3 and 4 visit a local sports centre. This activity is funded with National Lottery money.

29. Equality of access and opportunity to the full curriculum is provided for all groups of boys and girls. All are taught as children with individual needs. There are no pupils in the school who are considered by parents or by the teachers as of a minority ethnic group. Provision for pupils with special educational needs is good because teaching in English, mathematics and science is good. Pupils also receive effective support from the classroom learning support assistants. At present there are very few pupils on the special educational needs register or identified as needing school action. No pupil has a statement of special educational need. At the meeting held before the inspection, parents reported that a pupil with a statement of need who was taught at the school last year was supported very well. She achieved high standards and played a full part in the life of the school. The school has implemented the most recent Code of Practice and individual education plans set appropriate targets for pupils. Those who have difficulties in developing their reading and writing skills receive the early literacy support or additional literacy support. Pupils with mathematical needs receive support through the Springboard scheme.



30. There are effective strategies in place for teaching literacy and numeracy. Staff have worked hard to implement the National Literacy Strategy and National Numeracy Strategy and this has had a very positive effect on pupils' standards. Pupils' literacy skills are effectively promoted in many other subjects and their numeracy skills are further developed in design and technology, geography and science.
31. The school's links with the local community are very good and have improved since the time of the last inspection. This aspect of school life is well documented in the governors' annual report to parents. Among a wide range of activities, features of particular note are the involvement in village events such as the village fair, using the village hall for the school productions, the annual carol service in the parish church and the weekly visit to a nearby orchard for 'Welly Wednesday'. The pupils raise substantial funds for charity, and the school obtained sponsorship for a number of activities from a local estate agent.
32. Links with partner institutions are also very good and have improved since the time of the last inspection. The school is an active participant in the work of the North Bromsgrove pyramid of schools, which includes a high school, two middle schools and five other primary schools. Transfer arrangements for pupils to the middle school are well planned, so that pupils are placed in the most suitable Year 5 class without the need for further assessment. There is a close link with the nursery situated on the adjacent site, which provides care for pupils for the whole day, including before and after school sessions for older pupils. Some of the children in the nursery transfer into the reception class, which also shares some of the outdoor play equipment. The school has established a formal link with St Stephens First School in Redditch - a larger school in a multicultural urban area. The school does not presently have college students visiting for their teaching practice, but it does offer work experience opportunities to some sixth form pupils and those about to start teacher training.
33. Provision for pupils' spiritual development is satisfactory. This is the same as reported in the previous inspection. Acts of worship, although fulfilling statutory requirements, lack a sense of occasion. Pupils gather in the classroom in an orderly manner, but there is general chattering and a lack of focus as they sit down. No music is played for them to listen to or to create a special atmosphere. There are no visual artefacts, such as candles, flowers or pictures, to establish a more spiritual atmosphere. Pupils enjoy the singing and listen satisfactorily to stories, but there are missed opportunities for quiet reflection. In lessons throughout the school, pupils are encouraged to make confident contributions and teachers value what they say. Pupils show respect for themselves and for others. Pupils in Years 2, 3 and 4 recently joined with other schools at St Stephen's Church in Redditch and at the Ecumenical Centre to share worship and meet other pupils. The school has an ethos within which all pupils are enabled to develop and respect each other. Lessons in religious education also satisfactorily promote pupils' consideration of their own beliefs and empathy with other people.
34. Provision for pupils' moral development is good. This is an improvement since the previous inspection. Pupils are taught right from wrong effectively. The school's behaviour policy is implemented well providing a clear framework for moral development. Playground and class rules are clearly displayed for all to see. There is a positive approach to behaviour with good behaviour being rewarded appropriately and, if necessary, sanctions being applied for inappropriate behaviour. Staff provide good role models and have high expectations for behaviour. On Fridays at a celebration assembly, pupils are rewarded for good behaviour and effort. The personal, social and health education curriculum also makes a contribution to pupils' learning about behaviour by teaching about and working with others.
35. Provision for pupils' social development is good. This is the same as reported in the previous inspection. There is a real family feel through the school. The local community is very involved in promoting pupils' learning and enhancing the pupils' experiences. All staff are welcoming and warm in their response to pupils. Playtimes, breaktimes and lunchtimes are sociable occasions

with pupils sharing and playing together co-operatively. They work and play together in a well-ordered community, helping each other to learn and improve. Staff effectively promote opportunities for pupils to work in different groups and have organised social events for the children to meet with those in other schools with a wider ethnic mix of pupils. The many extra-curricular clubs and visits encourage pupils to express themselves confidently and grow in confidence. This enhances pupils' learning and achievement in lessons.

36. Provision for pupils' cultural development is satisfactory. This is not quite as good as during the previous inspection. Provision for pupils to know about their own community and cultures is good and many interesting opportunities are provided. However, the school acknowledges that pupils' knowledge of other communities and their cultures is less well developed. The school is beginning to build links with another school to broaden the pupils' perspective. Dodford School recently hosted a successful picnic with pupils from the other school. Pupils successfully study other areas in geography, but opportunities to learn about other world religions are infrequent and pupils do not have a secure understanding about the impact of religious festivals on other cultures. They study the art of European artists such as Kandinsky and listen to music from different countries appropriately. Assemblies have focused on celebrating and respecting differences but opportunities to broaden pupils' awareness of living in a multicultural society are not sufficient at present.

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

37. This is a small school that provides very good pastoral care for its pupils so they feel well cared for and secure. It is a positive strength of the school, which has improved since the previous report, and provides a positive environment that promotes pupils' good attention and learning.
38. Child protection procedures are implemented effectively with the headteacher undertaking the role of designated person. All members of staff are fully briefed of their responsibilities in this regard. The steps taken to ensure pupils' welfare, health and safety are very good. Routines for dealing with first aid, medicines and accidents are well established with two staff trained in emergency first aid. A governor and the caretaker review health and safety risks regularly. There are appropriate policies to safeguard pupils' use of the Internet. Safety checks on potentially dangerous equipment take place annually, alarms are tested regularly and practice evacuations of the premises take place each term with their timings and any difficulties recorded. This is very good practice.
39. The procedures for promoting attendance and punctuality are very good and contribute to the high levels of pupils' attendance at school. Pupils arrive at school in good time and are settled ready for registration, which is taken promptly. Parents co-operate fully with the school in notifying reasons for pupils' absence. Only very rarely does the school need to call upon the support of the local education authority's welfare officer, who nevertheless visits every term to monitor pupils' attendance.
40. The procedures for promoting good behaviour are good. The school has a behaviour policy that reinforces the school's aims and ethos, and includes a section on bullying. Emphasis is placed on recognising and rewarding good work and/or good behaviour, for example at Friday celebration assemblies. Besides the school rules for the expected standards of behaviour in school and in the playground, each class has also developed its own code of conduct and there is little need to apply any sanctions. The school ethos and the staff's consist high expectations of pupils' good behaviour ensures the school is a happy and orderly community.
41. The school provides good support and guidance for all pupils, which helps their standards of learning. Staff know the pupils very well and accordingly the procedures for monitoring and supporting their personal development are good, although informal. The special educational needs

co-ordinator has a good understanding of the needs of pupils through her close liaison with other teaching staff and she satisfactorily monitors pupils' progress towards their individual targets. Procedures for monitoring and supporting pupils' personal development although informal are good. They provide pupils with many experiences to enhance personal development, involving them as much as possible in the smooth running of the school. In the School Council meetings even the youngest pupils are encouraged to become involved in the decision making process. Parents agree that the school is helping their children become responsible and mature. The teachers' knowledge of their pupils' personal as well as academic progress is clearly demonstrated in the full and comprehensive reports on each pupil at the end of the year.

42. Procedures for assessing pupils' attainment and progress are satisfactory. They are better in English, mathematics and science than in other subjects. This is an improvement since the previous inspection. A baseline assessment is made soon after children enter the reception class and the information is used effectively to set targets for their good progress especially in communication, language and literacy and in mathematics. Children's activities and progress are not as effectively monitored during their free choosing time to ensure that all children have a good breadth of experiences to support their learning across the curriculum.
43. In English and mathematics the school tracks pupils' progress from baseline assessment to the end of Year 4 accurately. All statutory assessments are in place and the school uses the optional tests in Years 3 and 4 effectively. The school is clear about how each pupil is achieving year on year. Pupils who are identified as needing extra help in literacy or numeracy are supported well by classroom assistants. End of unit assessments are used effectively in science to monitor pupils' standards in all aspects of their learning including their skills of investigation. Assessments in history, geography and design and technology have been introduced recently and follow the model set out in the nationally recommended schemes of work. Assessment in the other subjects is not as well developed as coverage of work is evaluated at the end of each unit rather than the development of skills and understanding. Few targets are set for individuals to improve and so progress remains satisfactory. Pupils' progress in developing their skills and knowledge in religious education is assessed against the standards expected in the locally agreed syllabus, but this is not as yet identified the weakness in pupils' learning about the other world religions.
44. The use of assessment information to guide curricular planning is satisfactory. In English and mathematics it is good. Analysis of National Curriculum tests data and other assessments has identified areas that the school needs to improve and effective strategies are being developed to address these concerns. The decision to promote the investigative style of teaching in science was one such improvement. Appropriate emphasis is placed on tracking pupils' attainment and ensuring that all pupils, and especially those who have the potential for being higher attainers, are making at least satisfactory progress. Consequently, in English, mathematics and science activities are planned to meet the needs of different groups well. For example, in mathematics higher attaining pupils are challenged with more difficult work that extends their thinking. Classroom assistants support lower attaining pupils effectively and their work matches their needs well. Several aspects of curricular planning have been changed this year in an effort to enhance pupils' learning opportunities further. It is too soon for staff to have evaluated these initiatives or for assessments to highlight any weaknesses that need to be addressed.

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

45. Parents' views of the school are good. There was very little criticism at the parents' meeting held before the inspection and in responses to the questionnaire. However, some concern was expressed about how the school works with parents and the fact that some parents find difficulty in approaching the staff with concerns. During the inspection no evidence was found that parents should experience any difficulty in this regard. The headteacher and teachers give freely of their time to discuss issues with parents before or after school, but have an appropriate regard for the

time when lessons need to begin. Parents appreciate the caring ethos of the school, the high standards that pupils achieve, and the good behaviour that they learn.

46. The information provided by the school to parents is good and has improved since the previous inspection, when it was unsatisfactory. The general information provided through a series of frequent letters is good. The half-termly curriculum report provides good information about what pupils will be learning in all the subjects. Parents with children identified as having special educational needs are kept well informed about their progress and involved in future plans. They are invited to attend reviews of their children's individual education plans and their opinions are taken into account when new strategies are explored.
47. The prospectus and the governors' annual report are detailed, well presented and meet statutory requirements. Some parents felt they did not receive sufficient information about their child's progress; however, consultation evenings are held every term, and at the end of the summer term parents receive the annual reports on individual pupils. These reports are of good quality. They contain clear indications of the progress that the pupil is making in each subject, although there is less about weaknesses in pupils' learning. Reports include a commentary on pupils' personal development and there is an opportunity for parents to add their observations. Targets for further improvement are effective for English and mathematics in the overall commentary. This is good practice.
48. Parents' involvement in the life and work of the school is good. They support the pupils in their homework assignments and through hearing pupils read regularly. The reading record books are used well as a means of communication between parents and teachers about pupils' progress and any difficulties their children may be experiencing. Although only a small number of parents regularly assist in classrooms, there is a very high level of support for special events, including productions and sports day. Parents are also quick to offer help when transport is needed. The events organised by the school's Parent Teachers Association are very well supported and raise substantial sums, which are used to enhance the schools environment and facilities for the pupils.

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

49. The leadership and management provided by the headteacher are good. She provides a clear educational direction for the school that has resulted in good improvement since the previous inspection. The staff is only small and two out of the three teachers in the school have changed in the last two years. The considerable disruption caused by staffing problems in the past is now over and the current teachers make a strong team. Effective systems have been developed to enable them to manage the large number of areas that needed improvement. They have adopted schemes of work and introduced assessment procedures in all subjects. The teachers all attended in-service training sessions to promote their greater knowledge and understanding of the subjects identified as areas of concern in the previous report. They have worked hard and the headteacher has developed an effective and evaluative style of management that promotes success. She is a good role model as a class teacher and, through her sound advice, support and leadership, the staff are now a united and effective team who are committed to the school's further improvement.
50. The school welcomes pupils of all abilities and ethnic mix, but at present the community is of a similar ethnicity and range of capabilities. Families who live in the area around the school are predominantly of white UK heritage and, as such, the pupils have very little contact with pupils from other ethnic groups or of other religions. This has been recognised by the headteacher as an aspect of pupils' education that needs to be enhanced and contacts have been made with a school in Redditch. There are very few pupils on the special educational needs register. Parents commented, however, that last year the school gained a good reputation for its effective care of a child with significant visual impairment. She achieved very well in the National Curriculum tests and has now transferred successfully to a middle school. This is evidence of the good management of the special educational needs provision when there needs to be. At present the

provision is fairly low key because of the nature of pupils' needs. Teachers and classroom assistants support pupils with special educational needs effectively in lessons and their progress towards their individual targets is satisfactorily monitored and reviewed.

51. The headteacher is the named co-ordinator for the majority of subjects. She is well able to carry out the leadership in many of them, but it is a heavy load. It is not possible for her to divide her time successfully into so many parts on a regular basis as well as being a class teacher and manager of the school. She shares the management of the core subjects with the other senior member of staff. English, mathematics and science are reviewed each year and the leadership and management of these subjects are good. Because ICT has been an important aspect of school improvement, the subject also has a separate co-ordinator to manage its development through the school. It is well led. The other subjects are evaluated as part of a rolling programme of review that focuses on each subject in turn. This is a positive strategy as it ensures progress and yet keeps the staff workload manageable. However, it means that some subjects will not be reviewed for several years. History, design and technology and physical education, for example, will not become the focus of review until 2005. Some of the subjects, especially those that are part of the performing arts programme would benefit from earlier review to ensure that all pupils in Years 2, 3 and 4 are taught at the appropriate levels and that the curriculum provides a regular input of skills across each subject. The leadership of some subjects, music and physical education for example, would benefit from a greater level of delegation so that important aspects of management, especially the monitoring of the curriculum and pupils' standards, are undertaken as part of a more regular review.
52. The school has developed effective strategies for evaluating its performance. Data from the National Curriculum tests is used well to identify areas of weakness and teachers discuss, as a team, how improvements can be made. The strong ethos promoted through the school is to 'have a go', and this can be seen operating well through many aspects of its work, at teacher as well as at pupil level. This has resulted in many positive initiatives, such as links with other schools to further develop pupils' learning opportunities in physical education. The recent introduction of 'Welly Wednesday' has also been successful. The weekly visits to a local orchard provide children in the youngest class with exciting opportunities that develops many aspects of learning and builds the children's confidence and self-esteem.
53. The school benefits from a very supportive and well-informed governing body. Governors have a wide range of expertise, which is used to support the management of the school and the educational provision. They carry out their statutory requirements appropriately through a suitable range of committees. All required policies, such as those for health and safety and anti-racism, have been appropriately developed. Governors are becoming increasingly involved in the formal and informal monitoring of the work of the school and have developed a good awareness of its strengths and weaknesses. They are fully involved in the strategic planning for the school and monitor the process of the school development plan regularly. Information on future numbers of pupils is only available for about two years ahead but the governors and headteacher use the information available to satisfactorily develop a long-term financial plan that guides expenditure. Governors monitor the process of the budget effectively and have a growing understanding of how to apply the principles of best value when evaluating their spending decisions and when looking for value for money. Governors have learnt that is best to be prepared especially in the case of staffing difficulties, and last year money was set aside to cover the employment of additional staff to cover teachers' absence. It was not required, consequently the school enjoyed a higher than expected carry forward of funds into the next year.
54. There is a good match of appropriately trained teaching and support staff to meet the needs of the curriculum. The balance of experience and gender within the staff is good. This is an improvement since the previous inspection. Procedures for the induction of new staff to the school ensure they settle well and are appropriately supported. There are no teachers in training in the school at present although the school has the potential to provide effective initial teacher training.

Performance management is satisfactory. Governors identify targets for the headteacher, who in turn negotiates targets with the staff.

55. Learning resources are sufficient for all areas of the curriculum, except for physical education where gymnastics equipment is unsatisfactory. This is similar to the judgement at the previous inspection. There is no school hall, with fixed or large apparatus. However, the school does its best to ensure that pupils receive the statutory physical education curriculum by taking pupils to another school for gymnastics.
56. The school's accommodation has improved since the previous inspection in a number of ways but it remains unsatisfactory because of the lack of a main hall. The school has plans to build an additional classroom, which will enable the largest classroom to be used as a main hall. Until that building work is completed, pupils' learning is adversely affected in a number of ways. There are no on-site facilities for using large apparatus for physical education, the work in the Years 3/4 class is disrupted on a daily basis in preparing for the performing arts sessions, assemblies and for lunchtime. There is only restricted space for the appropriate provision for reception children's structured play. Larger displays or productions cannot be presented within the school. The accommodation is well maintained and decorated, cleaned to a high standard, and enhanced by attractive displays, including examples of pupils' work.
57. The school uses its financial resources well to promote pupils' learning, but the unit costs in a small school such as Dodford are very high. Consequently, even though the staff work hard to promote pupils' achievement, and pupils make good progress in their learning in English, mathematics and science, the school gives only satisfactory value for money.

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

In order to raise standards further the governors, headteacher and staff should

### **1. Improve standards in art and design, design and technology, history, geography, music and physical education by:**

- further delegating the role of subject co-ordinator and ensuring that there are more frequent opportunities for monitoring the quality of provision.
- monitoring all aspects of subject planning to ensure appropriate coverage over a regular timeframe.
- ensuring that the planning is appropriate for the full range of ages being taught.
- monitoring the standards of pupils' learning and using the information to adapt the curriculum where necessary.

(See paragraphs 10, 20, 42, 43, 44, 51, 98, 105, 110, 124, 128, 132, 134)

### **2. Improve the school accommodation, along the lines already planned in the school improvement plan, so that there is a separate school hall and larger room for the reception and Year 1 class that better meets their curricular needs.**

(See paragraphs 25, 56, 126, 128)

### **3. Improve the provision for reception children's personal and social development by:**

- further developing the planning for regular timetabled activities that cover all aspects of the curriculum from which children can choose.
- monitoring the choices that children make to ensure they participate in the full range of learning opportunities provided.
- considering how children's organisational skills can be further developed through their own planning of future work.

(See paragraphs 17, 42, 56, 60)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	19

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	8	11	1	0	0
Percentage	0	13	35	48	4	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR-Y4
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	51
Number of full-time pupils known to be eligible for free school meals	N/a	0

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR-Y4
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	6

#### **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	4
Pupils who left the school other than at the usual time of leaving	3

### *Attendance*

#### **Authorised absence**

	%
School data	3.8
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0
National comparative data	0.4

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



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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	5	6	11

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

Numbers of boys and girls in each subject have been removed because they are less than ten.

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	50	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	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 - Y4**

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	17
Average class size	17

**Education support staff: YR - Y4**

Total number of education support staff	4
Total aggregate hours worked per week	35.5

*FTE means full-time equivalent.*

Financial year	2001-2002
----------------	-----------

	£
Total income	170,508
Total expenditure	159,443
Expenditure per pupil	3,254
Balance brought forward from previous year	16,564

**Recruitment of teachers**

Number of teachers who left the school during the last two years	0.3
Number of teachers appointed to the school during the last two years	0.3

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	51
Number of questionnaires returned	31

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	3	0	0
My child is making good progress in school.	35	58	6	0	0
Behaviour in the school is good.	31	69	0	0	0
My child gets the right amount of work to do at home.	13	77	6	3	0
The teaching is good.	28	62	9	0	0
I am kept well informed about how my child is getting on.	26	55	13	6	0
I would feel comfortable about approaching the school with questions or a problem.	32	35	26	6	0
The school expects my child to work hard and achieve his or her best.	41	56	0	0	0
The school works closely with parents.	22	50	25	3	0
The school is well led and managed.	41	53	3	0	3
The school is helping my child become mature and responsible.	44	56	0	0	0
The school provides an interesting range of activities outside lessons.	26	45	19	6	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**

58. Children's standards of attainment on entry to the school vary from year to year. Overall standards are usually above average, but currently the children in the reception are in line with the range of attainment found nationally. They are making good progress in developing their early reading, writing and mathematical skills and in their knowledge and understanding of the world. They make satisfactory progress in the other areas of learning.
59. The teaching of children in the Foundation Stage (reception year) is good overall and it successfully promotes children's eagerness to learn. The teacher has developed a successful style of teaching where the needs of the pupils in Year 1 and the children in reception year are well balanced. She works closely with the experienced learning support assistant so that pupils in both age groups and those of differing abilities are provided with appropriate activities to promote their learning.

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

60. Children enter the reception year with above average standards of personal and social development. They settle quickly and confidently interact with other pupils in the class and with the adults around them. The teacher effectively promotes their self-esteem so they meet new situations with confidence. Children are encouraged to be responsible with their own belongings, to tidy away after themselves and to consider each other in their work and play. Children show interest in each other's efforts and often help each other in their tasks. Children share resources and equipment well. They are given satisfactory opportunities to organise their own resources when choosing play activities, but there is insufficient opportunity for them to develop good skills of independent working or of organising their time to meet targets. Insufficient time is given to this aspect of their development. The range of tasks from which they can choose is satisfactory, but tends to be repetitive because of limited space in the classroom. The planning for this aspect in their learning is underdeveloped, as it does not ensure that all children have opportunities of experiencing all aspects of their learning through play activities.

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

61. Teaching is good for all aspects of communication, language and literacy and children make good progress in their learning. Most children attain the standards expected in the early learning goals and many are well launched into the National Curriculum when they enter Year 1. The teacher plans well-structured activities that build on children's early reading and writing skills, so that their learning is effectively promoted. Many children start school with good speaking skills and regular opportunities are provided for children to further develop these skills. Several children were seen to play happily together in the class puppet theatre acting out little plays. The two role-play areas provide satisfactory opportunities for children to share ideas and act out simple life skills.
62. The school has adopted a programme that gradually introduces children to letters of the alphabet, so they learn how they are written, the letter names and the sounds the letters make. The structure of these sessions promotes children's recognition of letters and the combinations of letters to be found in words. This effectively develops not only children's early reading skills; it also stimulates their early spelling skills well. The teacher and learning support assistant are skilled at promoting children's interest in learning and the desire to have a go. Two boys, for example, were seen eagerly trying out their new writing skills on the teacher's large whiteboard when it was free choosing time. Similarly, two girls asked if they could 'read' a book with the learning support assistant. Children enjoy stories and rhymes. Regular opportunities are made for them to share a book with an adult, in groups and individually. Many children recognise a few familiar words and the higher attaining children use the pictures and the sounds of letters to help them read the text. All children recognise that writing has a purpose and many make a good effort at writing

their ideas using letter strings. They spell their own names correctly and, with help, they used the computer to write simple captions for their animal pictures.

### **Mathematical development**

63. The teaching of this aspect of children's development is good and they make effective progress. Most children attain the standards expected in the early learning goals and many are well launched into the National Curriculum when they enter Year 1. Children come to school with average capabilities in reciting numbers and in recognising common colours and simple shapes. Regular activities to promote this knowledge are planned well. Children recite numbers to ten and count five objects accurately. Higher attaining children are already counting to ten. They recognise the written form of the number and order the numbers correctly, finding missing numbers. Most of children's work is in whole group sessions and very little is recorded as yet.
64. Activities promote children's understanding of mathematics well, but children have few opportunities to record their ideas either by pictures or using numbers. Number formation is satisfactory, but some have difficulty in writing numbers the correct way round. Children's awareness of shape and space are satisfactorily developed and they correctly use words to describe comparative size, such as biggest, bigger, smallest and smaller. Activities to promote children's mathematical knowledge and understanding are well planned. Games and rhymes are used to build on children's interests and so stimulate their learning. For example, paper lily pads and toy frogs are used to play a simple game and further develop children's concept of counting on. Resources are good and used well and this promotes children's understanding. The small toy elephants that fix together were used well to further develop children's understanding of simple addition. The home corner is used satisfactorily to promote opportunities for children to use their mathematical language: to make patterns and to sort objects. Children also use computer programs with interest, further developing their counting skills and abilities to match and sort colours and numbers.

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

65. The quality of teaching in this area is good and pupils make effective progress in their learning. All attain the expected standards in the early learning goals by the time they enter Year 1. Good opportunities are provided to stimulate children's learning, so they develop enquiring minds, the desire to find out more and to try things for themselves. This was particularly evident in their science investigations when children tested teddy bears made in different colours of paper to see which could be seen best in the dark. Children are developing a satisfactory awareness of the passing of time by thinking about how they have changed as they get older and studying historical artefacts. Their study of light has led them to consider different types of light sources and the children looked at different types of lights, old and new, such as oil lamps and torches.
66. The newly introduced 'Welly Wednesday' sessions at a local orchard also provide good opportunities to stimulate children's curiosity and to develop their awareness of the natural world and how it changes through the seasons. The activities introduced as part of their adventures in the orchard have also included early mapping skills. Children quickly recognise a three-dimensional map of the orchard that the teacher was making in the classroom. They show good spatial awareness of where the caravan stands in comparison to the gate, the big apple trees and the two sheds. There are satisfactory opportunities to develop children's early design and technology skills. There is a satisfactory range of construction equipment for children to use in the classroom to make their own buildings. The 'Welly Wednesday' sessions are also used to promote this area of learning. The children all enjoyed making a shelter for Buster the toy dog, which lives in the orchard, out of twigs and leaves. When the children returned to the orchard and found the weather had damaged their structures they quickly started to seek out new materials to repair them. Children also collected apples that had fallen from the trees and made their own small apple pies back at school. A good number of computers are available for regular use. Most children come to school with good computer skills for their age and are able to work independently as they

use the mouse accurately to control activities on the screen. Using the computers is often a preferred task when the children have free choice of play activities.

### **Physical development**

67. Teaching in this aspect is satisfactory. By the end of reception, most children will have attained the standards expected in the early learning goals in physical development. Children, along with the rest of the school, have regular opportunities to go swimming and to use the facilities of a local school for gymnastics. It was not possible to observe any of these sessions as they occurred outside the inspection timetable. Children also have appropriate opportunities to run, jump and play with a variety of apparatus and wheeled toys in the outside area. The school has a good partnership with the nursery next door and children in the reception class use their climbing apparatus when it is available. It is in rather a limited space and the children are allowed to explore the apparatus. They climb and slide with confidence and run around the playground with a sense of freedom. There are rarely any challenges set for the children at these times or planned activities during the outside play sessions and consequently opportunities are missed to further develop children's physical skills. Children make good gains in their ability to manipulate tools when painting and modelling, and to hold pencils and crayons correctly. Many children have average co-ordination and control when they start school and satisfactory opportunities are provided to develop these manipulative skills in writing and creative activities, but children have few opportunities to record their ideas in mathematics. Many activities provide children with opportunities to practice their cutting and sticking skills, such as making Chinese lanterns and making teddy bears for the science experiments.

### **Creative development**

68. The teaching of this aspect of the Foundation Stage curriculum is satisfactory. Regular activities are provided to promote children's creative development through imaginative play so that by the end of reception most children are attaining the expected standards in the early learning goals. Children are beginning to create simple stories that they construct as they play in the home corner, using the toy cars, houses and toy animals. Many of their stories are linked to those they have heard. The higher attaining children share these stories and expand on them as they play. Children are given a good range of materials to select from and to glue onto paper to create their own designs and pictures. Photographs of the pictures children created as part of the 'Welly Wednesday' afternoon sessions using natural materials they found in the orchard had tremendous character and lively imagination. Children paint bright and colourful pictures, as could be seen from their animal pictures displayed in the classroom.
69. Music features well in children's creative curriculum as regular singing and music sessions are provided as part of class lessons with Year 1. Children are given well-structured opportunities to develop their ICT skills as they create their own designs using an art program. Opportunities to play musical instruments and to sing songs are regularly provided. Children enjoy singing nursery rhymes and follow the actions in songs with enthusiasm. These lessons follow a recommended scheme of work and are suitable for children of this age. Children in reception also join the rest of the school for singing sessions to practise hymns and to learn Christmas carols. Many of the songs are beyond the experience and expertise of reception children, but they try very hard to follow the teacher's instructions, 'to sit up well and sing with big mouths'. They watch the older pupils carefully and mimic what they do. Their enthusiasm is touching to see, especially as many have no real understanding of the words and they are only mouthing the shapes of words in their eagerness to please.

## **ENGLISH**

70. Results in the National Curriculum tests for 2002 showed that pupils attained standards in reading and writing that were well above average compared to all schools and to similar schools. Inspection evidence confirms these good standards. Standards are well above average by the time

pupils leave the school at the age of nine. Pupils make good progress from Year 1 to Year 4. This is an improvement since the previous inspection.

71. By the end of Year 2, pupils achieve above average standards in their speaking and listening skills because they have many opportunities to answer questions and speak to each other when discussing and sharing ideas and opinions. For example, in a good literacy lesson in which they were learning about words that connect sentences, the teacher asked them to say what they were going to write before they started. Working co-operatively with a partner, they shared the speaking and listening tasks effectively. They listen carefully and respond appropriately to what others say. Pupils continue to develop these skills, so that by the end of Year 4, they attain above average standards. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. However, assemblies do not always afford them the same opportunities to develop these skills, as pupil participation is limited.
72. By the end of Year 2, pupils attain above average standards in reading. Pupils enjoy reading and recalling favourite stories. Most pupils in Year 1 read simple books, recognising many familiar words and using sounds to help them identify new words. Pupils in Year 2 develop skills to help them work out words that are unfamiliar to them by breaking them down into smaller recognisable parts, sounding out the letters, using picture clues or reading on to find the meaning. They know the difference between fiction and non-fiction. Pupils know about authors and illustrators. They read aloud to each other effectively, for example in Year 2, pupils read their list of conditions found in the hospital at Scutari. Parents are active in supporting their children's reading at home and they respond well to the home reading diary. They write many constructive comments in the diaries. Their support further enhances the standards that pupils achieve. Pupils continue to develop their reading skills through Years 3 and 4. They respond to a range of texts, show understanding of significant ideas, themes, events and characters. By the time they leave the school the majority of pupils achieve well above average standards in reading.
73. By the end of Year 2, pupils achieve above average standards in writing. The previous report noted that handwriting, spelling and composition were weaknesses. The school has worked hard to develop pupils' writing and the literacy hour has helped to raise standards successfully in these areas. Handwriting sometimes still lacks consistency; however, the school is aware of this and the literacy co-ordinator has plans to address this area more thoroughly. Pupils' writing in Year 2 is usually organised, imaginative and clear. Pupils use different forms of writing correctly and are beginning to adapt their writing to different readers. Ideas are sequenced logically and words are often chosen for variety and interest. Punctuation is usually accurate. Art is effectively used to stimulate pupils' writing. For example, pupils studied the work of artists, such as Rousseau and Leger, and wrote what they enjoyed about their paintings.
74. By the end of Year 4, pupils attain well above average standards in writing. Their writing is lively and thoughtful. For example, when writing about the 'mystery present', pupils' ideas developed in an interesting and well-organised manner. Using calligrams pupils wrote "Haunted House" poems that showed interesting and varied ways of presenting their work. Writing is given a high priority and pupils have a period of extended writing each week; this establishes good habits and enables them to practise and improve the content and quality of their writing. Effective use is made of literacy across other areas of the curriculum, for example in history when recording the life of Boudicca. Pupils write stories, poems, instructions, lists and reports well. They see writing as an important means of communication. Use of computers for word processing is limited and could be improved to extend pupils expertise.
75. The quality of teaching and learning is good. All pupils are fully included in the activities. The best teaching is characterised by the teacher making learning objectives clear to pupils and having high expectations of what pupils can achieve in terms of behaviour and work. In these lessons, good use is made of praise to raise pupils' self-esteem and confidence. The small number of pupils in each class particularly in Year 2 enables teachers to set work to match individual needs very



effectively. Assessment in English is good. Pupils' progress is monitored from baseline assessment through to Year 4 effectively. Teachers are clear about what pupils can do and in their marking they set fair but challenging targets for pupils to achieve.

76. Leadership and management of the subject are satisfactory. The co-ordinator has had some opportunity to monitor teaching and learning and to identify areas for development such as more use of information and communication technology. Teachers work together to moderate pupils' work and set targets appropriately. Pupils' writing is moderated within the cluster group and this ensures consistency and understanding of the different levels of achievement. The previous inspection noted that the library was rarely used as a resource for learning or to borrow books. This is still the case, although the library service and a volunteer have recently worked hard to code all of the books into the Dewey System and sort out the stock of fiction and non-fiction available to pupils, so that it is now ready to be used as a valuable resource by the school shortly.

## MATHEMATICS

77. Results in the National Curriculum tests of 2002 showed that pupils achieved standards that were well above average compared to all schools and above average when compared to similar schools. Inspection evidence confirms these above average standards although this year not quite so many pupils are likely to attain the higher Level 3 Pupils in the current Year 2 are likely to achieve above average standards by the age of seven. Standards are likely to be well above average by the time pupils leave the school at the age of nine. This is an improvement since the previous inspection.
78. Pupils in Year 2 make good progress and achieve above average standards. They are beginning to discuss their work using mathematical language and to represent it using symbols and simple diagrams. They explain why an answer is correct. In number, pupils use mental recall of addition and subtraction facts to 20. They learn the 2, 5 and 10 multiplication tables effectively. Higher attaining pupils multiply and share amounts of money by 2. They understand that £3.60 is the same as 36 x 10p. Average attaining pupils make groups of 10 up to 100. They know that 46 is 4 sets of 10 and 6 units. Lower attaining pupils order numbers to 10 and then 100 effectively. In shape, space and measures pupils use non-standard and standard units to measure length and mass. They know the names of many common two-dimensional and three-dimensional shapes.
79. Pupils continue to make good progress in Years 3 and 4 so that by the time they leave the school standards are well above average. They search for solutions by trying out ideas of their own. Pupils use their understanding of place value to multiply and divide whole numbers by 10 or 100. Pupils know that it is possible to double numbers twice to multiply by 4. For example, they work out that 4 times 8 is 32 by doubling 8 to make 16 then doubling 16 to make 32. They use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10 times 10. Higher attaining pupils worked out that 8 times 8 is 64 by saying it is 10 times 8 which equals 80 then 2 times 8 is 16 then take 16 from 80 that equals 64. Pupils reflect simple shapes in a mirror line. They find the perimeters of simple shapes and areas by counting squares accurately. They collect data and record information in different ways. They construct and interpret simple line graphs effectively.
80. The quality of teaching and learning is good. All pupils are fully included in the activities. Teachers organise and manage pupils well. They make learning objectives, clear so that pupils understand what is expected of them. Teachers have high expectations of work and behaviour. A positive hard working environment is created. For example, in a lesson in the oldest class for pupils in Years 3 and 4, the teacher gave clear instructions about what she expected the pupils to achieve during the lesson. The tasks were well matched to the pupils' differing abilities and consequently they felt challenge and yet confident in their tasks. Pupils develop good learning habits. In the oldest class they are confident in explaining what they know and how they reach their answers. Relationships through the school are very good. Praise is used well by all teachers to motivate pupils to do their best and this has a positive impact on the standards they achieve.
81. Leadership and management of the subject are good. The co-ordinator is clear about the standards achieved by pupils. Assessment procedures are effective they are based on the National Numeracy Strategy key skills. Test papers and results are analysed and areas for improvement identified, for example calculation skills and data handling in Years 3 and 4. The co-ordinator has monitored teaching and learning in all classes and identified strengths and areas for improvement accurately. Training is available to support staff, so that lower attaining pupils receive the help necessary to them. The co-ordinator is effective and efficient in leading the subject.

## SCIENCE

82. Standards in science have risen since the previous inspection owing to the good quality of teaching provided. There is a strong focus on pupils learning about science through investigations and this has strengthened their knowledge and understanding.
83. In the 2002 National Curriculum assessments all pupils in Year 2 attained the expected standard and an average proportion attained the higher level. Consequently, the school's standard overall was above that found nationally. Currently, pupils in Year 2 are already working within the expected standards and many are likely to attain the higher than expected standard of Level 3 by the age of seven. In Year 4 standards are well above average as many pupils are already working comfortably above the standard expected for their age. This represents good progress since they took the National Curriculum tests a year ago.
84. Pupils of all abilities are effectively stimulated to learn and so they make good progress through the school. In Year 1, for example, pupils investigated materials that show up in the dark. Through their simple experiments they came to realise that the materials themselves did not shine, but that they reflected the light when it was shone on them. Pupils had great fun testing reflective armbands and florescent materials in the darkened classroom to see which materials they could see best. In Year 2, pupils' investigative skills were well challenged when they were given boxes of electrical equipment to choose from and were asked to make a bulb light up. Most pupils had very little knowledge of circuits and were at first daunted by the task. Gradually they pieced together the information they already had about batteries and, by trial and error testing and the judicious questions from the class teacher, the first child in the class succeeded. The delight and excitement that followed as each pupil achieved similar results was definitely a 'eureka' moment. The skilled questioning by the teacher helped them to define what was happening and to realise that they had completed a simple circuit. Further investigations consolidated this knowledge and extended the more able pupils to recognise why bulbs would not light. The broken torch in the classroom was consequently mended.
85. Good learning continues in the Years 3/4 class. In the lesson observed, pupils were challenged to explore the properties of a range of materials and to discover whether they were opaque, transparent or translucent. With the teacher's support, pupils then designed their own fair test to find the best materials for wall coverings, window materials and curtains to be used in the 'dark den' created in the youngest classroom. Pupils used their observational skills and knowledge to predict sensible results for their tests. They designed simple but effective recording systems to show the qualities of each of the materials and used a variety of successful measuring procedures to ensure their results were achieved scientifically.
86. The quality of teaching is good and ensures pupils' good progress and good achievement. Teachers provide stimulating activities that motivate the pupils' interest and the desire to find out. Activities are effectively matched to pupils' learning needs and so build well on pupils' prior learning. The lower attaining pupils are supported by learning support staff and by working with more capable and older peers. They are sometimes given a framework to support their recording or simplified texts are used to enable them to read the information and so be successful at the same activities as their peers. The older and higher attaining pupils are expected to achieve more and aspects of activities are designed to challenge their thinking. They develop better skills of exploration and investigation and it is in these areas in particular that their knowledge and ideas are extended. In the most effective lessons, the teacher clearly explains what the pupils are to learn in the lesson and their success in achieving this learning objective is discussed at the end of the session. New vocabulary, such as opaque and translucent, is discussed thoroughly and displayed for pupils to focus upon as they learn the meanings of the new terms.
87. The curriculum is broad and covers all aspects of the required programmes of study. It is made relevant to the pupils by the strong focus on learning by doing. Good use is made of pupils' reading skills to find out information and there is a satisfactory use of pupils' writing skills to record their findings. In Years 1 and 2 pupils' writing skills are well promoted in science. In the oldest class,

however, there is often an over-emphasis on the use of worksheets, which often only require brief answers to the questions provided. There is very little evidence of pupils' computer skills being used or further developed in science. Pupils' mathematical skills, however, are used successfully to help pupils measure their results and to create tables and graphs for recording their findings. Recently, pupils' work on a healthy diet was used as the focus of the school's harvest festival and to draw pupils' attention to those people in the world who are not as fortunate as themselves. In this way science is used effectively to stimulate pupils' personal, social and spiritual awareness.

88. Science has been a recent focus of the school development plan and this has resulted in the consistent emphasis on learning through investigation. Teachers' planning is good and this provides for a clear progression of pupils' skills through the school. Assessment procedures are thorough and used to record pupils' attainment in all areas of science work. The Teacher Assessment test results are analysed to look for areas of weakness in pupils' learning. The co-ordinator provides good levels of guidance and support for her colleagues. She monitors curricular planning but has not as yet observed teaching so that further support can be given where necessary.

## **ART AND DESIGN**

89. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and attain standards that are expected nationally for their age at seven and nine. This is similar to the judgement of the previous inspection.
90. Pupils in Year 2 use a variety of materials and processes to communicate their ideas and meanings as they design and make images and artefacts. They use their sketchbooks appropriately to mix colours to make shapes and experiment with pattern. For example, when looking at the work of Kandinsky they studied the colours, shapes and patterns he used. Some pupils have used the computer programs, Paint and Dazzle, well to make patterns in the style of Mondrian.
91. By the end of Year 4, pupils use their sketchbooks to explore ideas and collect visual and other information to help them develop their work. They make images and artefacts, combining and organising visual and tactile qualities to suit their intentions. They have studied tone used in shape and patterns. There are good links with mathematics, for example using the shapes of rectangles, hexagons and circles to make patterns. Pupils have worked effectively in the 'style of' Picasso, Klee and Seurat.
92. No lessons took place during the inspection but, by talking to pupils, and scrutiny of their work in books and on display, the quality of teaching and learning is judged to be satisfactory. All pupils are fully included in the activities. Teachers plan work so that there is satisfactory coverage of the National Curriculum and the two-year rolling programme ensures that mixed age classes do not repeat their work. Art sketchbooks are used appropriately throughout the school to support the pupils' development of skills. The curriculum is enhanced by extra curricular activities at 'Club Active'. Pupils in Years 3 and 4 have the weekly opportunity of attending alternate sessions in art or sport at a local school. An artist in residence, shared with another school, will be working with pupils next term. Displays are attractive and link well to other areas of the curriculum, for example in history and literacy.
93. Leadership and management of the subject are satisfactory. The school has adopted the most recent government guidelines. It is in the process of adapting them to meet the needs of pupils in the school. Assessment procedures are satisfactory. This term art and design is a priority for development. Teachers, under the leadership of the co-ordinator, are reviewing the schemes of work and deciding how best to structure the development of skills and understanding.

## **DESIGN AND TECHNOLOGY**

94. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and achieve standards that are expected nationally for their age at seven and nine. This is an improvement since the previous inspection when standards were below expectations at the age of nine.
95. By the end of Year 2, pupils generate and plan their own ideas. They use models, pictures and words to describe their designs. At the planning stage they write careful instructions, for example when planning and making hand puppets. Pupils enjoy selecting different materials and explaining their choices. They use tools to assemble and join materials together satisfactorily. They recognise what they have done well, cutting out carefully, and they suggest ways that they could improve. In fact, one pupil said that his design was “too complicated”.
96. By the end of Year 4 pupils recognise that their designs have to meet a range of different needs. They communicate their ideas using words and labelled sketches satisfactorily. They work with a variety of materials identifying what is working well and what could be improved. They have used a simple circuit to make the nose on a clown glow. Pupils have made moving storybooks and evaluated the outcomes effectively. In their work on healthy eating they have made different sandwiches. Graphs recording their favourite fillings linked well with mathematical skills.
97. The quality of teaching and learning is satisfactory. All pupils are fully included in the activities. Pupils make satisfactory progress in their acquisition of designing and making skills as they move through the school. Planning is generally effective. Teachers plan work to reflect the most recent government guidelines. Relationships and behaviour are good. Interesting artefacts are provided to stimulate pupils’ interest. A variety of puppets, including glove puppets, shadow puppets, string puppets and finger puppets, generated interest and debate about use and construction. Assessment procedures are satisfactory overall. However, they record coverage of a unit of work rather than how well pupils develop skills and understanding.
98. Leadership and management of the subject are satisfactory. The school has adopted the most recent government guidelines, but teachers have not as yet evaluated them so they are adapted to meet the needs of pupils in the school. There is an overall rolling plan to ensure that all areas of the design and technology curriculum are covered and that work is not repeated in the mixed age classes. The co-ordinator who is the headteacher has had no opportunity to monitor teaching and learning in the subject as her attention has been on other areas of the curriculum.

## **GEOGRAPHY**

99. Standards have been satisfactorily maintained since the previous inspection and are broadly in line with those expected in Year 2. No geography has been taught to pupils in Year 4 so far this year, but the standard of work completed in Year 3 is in line with that expected. This represents improved standards since the previous inspection. This is because a scheme of work for the teaching of geography has been introduced and pupils are given satisfactory opportunities to develop the required knowledge and skills in Years 3 and 4. No lessons were observed in the oldest class of pupils in Years 3 and 4 because history rather than geography was the focus of teaching during the inspection. Evidence of standards and the quality of teaching in Years 3 and 4 are based on pupils’ past work, teachers’ planning and in discussion with pupils about their work.
100. There was a strong focus on geography in the reception and Year 1 class during the inspection with a specific focus on map making and the use of maps. This work was very effectively linked to pupils’ experiences at the orchard as part of the ‘Welly Wednesday’ sessions and pupils were making good progress in their understanding of how maps are used. Pupils in Year 1 showed good spatial awareness, recalling the features of the orchard well so they quickly recognised that the teacher was creating a three-dimensional picture of the orchard in the classroom. They correctly

positioned many of the features to be found there and talked about it with good understanding and knowledge. Most of the pupils were just as accurate when it came to drawing their own maps. They had earlier drawn detailed routes of how to get to the orchard from school so the toy dog Buster, who lived in the orchard, could find his way back home.

101. Pupils in Year 2 have had an effective introduction to aspects of local geography and to developing an awareness of countries further away. They talked with enthusiasm about what they had learned about Zimbabwe, for example. The teacher who had taught this unit of work had lived there and her good subject knowledge had stimulated pupils' interest and good learning. Pupils explained clearly the differences and some similarities in people's lives in Zimbabwe compared with that in Dodford. They talked about the difference in food, houses and roads knowing that the climate had a big impact on these aspects of daily life. Pupils' knowledge was comprehensive but their recording of what they had learned was limited. Much of pupils' work was similar and showed very little variety or different levels of ability. Similarly pupils had considered the differences of living on an island such as Struay, compared to their own lives. They considered what they thought they would like best about living on an island and what they would like least. The higher attaining pupils used their knowledge to help them in this work and their ideas showed more thought and understanding of how an island would affect people's lifestyle.
102. Pupils in Year 3 have had a good introduction to the breadth of knowledge required in the National Curriculum programmes of study. They make satisfactory progress in understanding the features of places around the world and to make simple comparisons with their own area. Their study of Chembakoli, an Indian village, has given them a satisfactory understanding of village life compared to life in a city, the climate of India and its impact on people's clothes, their food and day-to-day life. The use of maps and the ability to find places such as cities and rivers and to name continents and oceans is also satisfactorily developed in Years 3 and 4.
103. The quality of teaching is satisfactory overall. When teaching is good, pupils' interest is well stimulated and they have a good recall of the information and skills they have learned. For example the pupils in Year 1 developed a good understanding of how to position buildings and other features on their map of the orchard because of the effective methods used by the teacher to introduce them to a three-dimensional model and then to the process of mapping the features on paper. Teachers plan the work effectively and use a satisfactory range of resources, such as maps, photographs and globes to support pupils' understanding. Visits, such as the day outing to Weston-Super-Mare, are used well to promote pupils' first-hand experiences. Many pupils had not previously visited an English seaside town or experienced traditional beach activities, such as riding a donkey. The photos of the visit are testimony to the pupils' tremendous enjoyment. The visit also gave pupils a good insight into both the historical aspects of English seaside holidays and of the geographical knowledge of land use and amenities in these areas.
104. Pupils record information using their literacy skills effectively in their explanations. Most of the activities provided are the same for all pupils in the class, irrespective of their age or abilities and, consequently, those pupils who are capable of higher standards only attain standards similar to the other pupils in the class. Their ability to record what they know is good, but their range of knowledge and skills are not always sufficiently extended to enable them to achieve higher standards in geography. Pupils' numeracy skills are satisfactorily used to support their work but there is very little evidence of the use of ICT for research or to present pupils' work.
105. Assessment procedures based on the scheme of work have been recently introduced but little data has been collected as yet that could support teachers' evaluation of teaching or learning. Leadership and management are satisfactory. Good improvement has been made in planning with the introduction of a scheme of work and this ensures the subject covers all the required elements. The subject has not been a focus of review; at present there is only an informal view of standards and pupils' achievement through the school.

## **HISTORY**

106. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and attain standards that are expected nationally for their age at seven and nine. This is similar to the judgement of the previous inspection.
107. By the end of Year 2, pupils show a developing sense of chronology by identifying the passing of time. They recognise that their lives are different from those of people in the past. In their work about Florence Nightingale pupils learn about conditions in a hospital in Scutari. They discover how dirty and unpleasant the conditions were for wounded soldiers at that time. Pupils make their own brief notes then share them with the class effectively. All pupils are able to recount many significant facts. They know about some of the events and people from the past. They observe and handle artefacts from the past carefully and with interest. Good links are made with literacy, for example pupils' illustrations and writing about the Great Fire of London.
108. By the end of Year 4, pupils realise that the past can be divided into different periods of time. They know about people and events from the past. Pupils in Year 3 have studied the Egyptians and pupils in Year 4 have studied the Romans. They begin to understand and give reasons for changes in lifestyles, such as homes, clothes and past times. Insufficient use is made of ICT to support pupils' reference skills and to develop independence. There are, however, good links with literacy, for example imaginary letters written home by Roman soldiers and realistic accounts of Boudicea's life. Visits to local places of historical interest stimulate pupils' knowledge. The visit to Weston-super-Mare, for example, supported their learning about the history of seaside holidays.
109. The quality of teaching and learning is satisfactory. Many interesting artefacts are provided for pupils to gain first-hand experience of what life was like in different times. The beautiful crinoline dress in Year 2, for example, attracted much attention and discussion. Artefacts such as old medicine bottles, pillboxes and a stone hot water bottle are borrowed from the museum service. These support the work about Florence Nightingale very well. Lessons are supported by a recommended scheme of work, which ensures that all the aspects of the required curriculum are taught. Assessment procedures are satisfactory, but are not used as yet to indicate strengths in the teaching or pupils' learning.
110. Leadership and management of the subject are satisfactory. The headteacher oversees the management and co-ordination of the subject, but has had no opportunity to monitor the quality of teaching or pupils' learning in the subject as yet. The co-ordinator plans to keep one sample of each child's work to confirm standards. The school liaises with the middle schools in its cluster to ensure that work in Key Stage 2 is not repeated and they agree upon which units should be taught in Years 3 and 4.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

111. Significant improvements have been made in the provision of ICT since the previous inspection. The quality and number of resources have improved and teachers' confidence and expertise in teaching the subject is also much better. Consequently standards have risen and pupils are now attaining standards generally in line with those expected for their age.
112. Teachers have developed effective management of computer work in lessons, which ensures pupils are introduced to an appropriate range of knowledge and skills in whole class sessions and then are given regular opportunities to explore the new programs and try out the new skills in their own tasks. Pupils in Year 2 have a satisfactory knowledge of how to use the various tools in an art program to produce a picture in the style of Mondrian. They are developing effective control of the mouse and they used the 'click and drag' techniques to produce squares and rectangular

shapes. These patterns are then 'filled' with the colours that are regularly found in his pictures: red, yellow and blue. This is satisfactory progress from their prior task in which they practised how to draw curvy and straight lines of different thickness and colour.

113. Pupils in Year 2 have used the computer for a variety of tasks in the past, such as producing text and developing their literacy skills when correctly reproducing a poem written by Spike Milligan. This is evidence of pupils' satisfactory progress since Year 1 when they learned to use the keyboard to type simple captions and labels for their own work. The pupils in the current Year 1 successfully used the computer to label parts of the body in their science work. Pupils in Year 2 confidently explain how to type capital letters using the shift key and explain how to print their work. With the teacher's support they recall how to save and retrieve their work.
114. Pupils in Year 4 develop satisfactory skills when using a variety of art packages to create their own designs. They have studied some of the work of Georges Seurat and successfully recreated the pointillism style in their own pictures. In a lesson observed in the Years 3/4 class, pupils explained how to rotate and change the size of different designs to produce their own aquarium of fish and underwater creatures. They know how to change the size and style of print to suit their writing and have begun to merge words and pictures when communicating their ideas in text.
115. The quality of teaching is satisfactory overall and this is enabling pupils to steadily develop the required levels of knowledge and skills. Pupils enjoy experimenting on their own and consequently watch the teacher carefully when new skills are introduced. In one class the teacher uses her 'mistakes' to ensure pupils are following the demonstration. They in their turn eagerly explain what she has done wrong and want to take over to show what they can do. Pupils support each other well when working in playtimes and at lunchtime. Often a more able pupil will stay behind to give others who are less confident the guidance they need to complete the task. Activities are well matched to the pupils' level of understanding and so all find success and additional confidence in their own abilities. In the most effective teaching sessions, there is enough time for many pupils to 'have a go' at the new task and this prepares them well for their own activity. Shorter lessons are not quite as effective as there is insufficient time for pupils to consolidate the new learning through first-hand experience. However, teachers in the two top classes provide easy to use task lists to support the pupils in their individual work with important reminders and clues to guide them. The activities provided enable pupils of all abilities to find success at their own levels. The higher attaining pupils pick up new skills very quickly and then adapt and improve them using other skills developed before. Less able pupils are given good levels of support from their peers and from the class teacher and usually accomplish the task with pleasure.
116. The curriculum satisfactorily promotes pupils' learning across the required programmes of study. A nationally recommended scheme of work has been successfully implemented and this underpins teachers' planning. There is an appropriate breadth and balance in the tasks provided. In Year 1, for example, pupils use a simple simulation program to search for 'Albert' the mouse who is hiding somewhere in the house. Pupils in Years 3 and 4 are beginning to use CD-Roms to find out information on different countries, as part of the work in geography and two different floor robots are available for pupils to develop the skills of simple programming and control. ICT is satisfactorily used to support pupils' learning in other subjects but this is an aspect that the staff recognise needs to be developed further. Additional software is being purchased to support this improvement. At present ICT is used satisfactorily to support pupils' literacy skills especially their writing skills and their learning in art and design, but there are too few opportunities for pupils to use the computer to support their work in mathematics and science.
117. The co-ordinator for ICT provides good levels of leadership and guidance for staff so together they have developed the effective improvement in the curriculum and raised their own expertise and subject knowledge. The co-ordinator has not formally observed other teachers at work or to gather evidence of pupils' standards across all age groups and in the full range of knowledge and skills. The recently introduced procedures for monitoring and recording pupils' attainment will



support her greater knowledge of what still needs to be improved but it is too soon for the systems to provide information by which the quality of the curriculum can be evaluated.

## MUSIC

118. Standards in music are broadly in line with those expected in Year 2 and Year 4 and have been effectively maintained since the previous inspection. Opportunities for pupils to use their knowledge and performing skills are created through the school productions, such as the 'Wizard of Oz'. Their enjoyment of music, and in particular in singing, is well promoted and adds significantly to pupils' self-esteem and confidence.
119. Pupils of all ages sing well. They follow the rhythm and pulse of the music effectively and sing with a sweet tone. Pupils in Year 2 and Year 4 are aware of the need to stand or sit 'tall' as they sing and use their mouths with care so that the words are clearly enunciated. In the whole school singing session, all pupils were well involved and eager to do their best. The oldest pupils in Years 3 and 4 knew the songs well and carried the younger ones in their ability to read the text. The variations in volume and dynamics were well developed and gave colour and texture to their performance. Their singing acted as an effective role model for the younger pupils. All pupils obviously got great enjoyment from singing their favourite songs, and hymns, and were given satisfactory opportunities to further develop their performance.
120. It was not possible to observe a lesson in Year 1 because of timetable constraints, but regular opportunities are provided for pupils to enjoy singing with the rest of the school and to develop their knowledge and skills in music as part of their own weekly class lessons. They also join with the children in reception to sing nursery rhymes as part of their number work and also in literacy sessions.
121. Pupils in Year 2 are taught with Years 3 and 4 as part of the performing arts session held each week. In these sessions, aspects of music are taught alongside drama and dance so that pupils' knowledge and skills develop in the three subjects as part of an overall theme. The lessons culminate in an overall performance incorporating the knowledge and skills that have been developed in the unit of lessons. During the inspection, the theme was 'The Jungle' and the music session observed satisfactorily introduced pupils to the skills of drumming. They copied and repeated rhythms by clapping and then repeated the rhythms using untuned instruments. Pupils in Year 2 confidently clapped out the rhythms of their own names and the names of animals such as bear, elephant and monkey. They managed to maintain a steady beat when the simple rhythms they were clapping was overlaid by other rhythms. Pupils in Year 4, in the same session, showed a satisfactory ability to perform the more complex rhythms so that together a simple composition was formed. Pupils in all three year groups followed the instructions of a conductor satisfactorily so the 'orchestra' started and stopped at the same time.
122. The quality of teaching is satisfactory overall. The teacher who leads the Years 2, 3 and 4 pupils has good subject knowledge and this enables her to follow the planning with skill and provide effective demonstration to support the pupils' learning. However, pupils' achievement is only satisfactory because there is insufficient focus on developing the range of skills appropriate to the different ages of the pupils in the group. In the lesson observed, the pupils were given activities that sufficiently built on their prior experiences, but it was pitched at the middle level and consequently pupils in Year 2 were given a task they sometimes found difficult and the older pupils became bored because their task lacked challenge. Opportunities are provided over time for pupils of all abilities to achieve satisfactorily. There was no evidence during the inspection of ICT being used to support and further develop pupils' musical skills, but this is planned as part of the two-year scheme of work for pupils in Years 3 and 4 All pupils are taught how to play the recorder within their own year groups and several pupils take up the opportunity to learn how to play the flute with a visiting tutor each week.

123. The units of lessons on the jungle theme are based on the recommended scheme of work for music and, over time, all elements of the required programmes of study are covered. The curriculum is consequently suitably broad, but the overall planning has not yet run its full cycle. It has not been evaluated to ensure that the units of work planned provide an effective balance and regular opportunities to promote the required skills. Pupils are given opportunities to listen to music and discuss their responses to it but this aspect is not a regular feature. Pupils listened, for example, to different kinds of music that were composed to represent water as part of their last theme. There is very little use of music in assemblies, other than the singing of hymns, and so younger pupils are not sufficiently introduced to a range of music. It is not used as a stimulus for pupils' spiritual development. Music of other cultures has started to be included in the planning, but there is insufficient at present.
124. An appropriate system for monitoring and recording pupils' attainment has recently been introduced, but it is too soon for it to show pupils' overall standards or indicate areas in the curriculum that need improvement. The philosophy behind the teaching of subjects within a performing arts framework is new and has not yet been reviewed. Similarly, the teaching of music as a separate subject has not been monitored or evaluated and so areas for further development have not been fully discussed. Leadership and management in music is satisfactory overall.

## **PHYSICAL EDUCATION (PE)**

125. The provision for physical education has improved since the previous inspection when it was judged as unsatisfactory. The school has worked hard to overcome the restrictions in the accommodation and there is now an appropriate range of activities to promote pupils' knowledge and skills.
126. Only one lesson was observed during the inspection because of timetable restrictions. This was part of the performing arts session for all pupils in Years 2, 3 and 4 and included lessons on dance, music and drama. The accommodation in the school is not ideal for physical education as all the desks, tables and chairs in a classroom have to be cleared to one side before lessons can start. The dance lesson observed was planned separately, but was linked very closely to the activities planned in music, so that later in the unit of work pupils' performance would incorporate elements of both subjects within the theme 'The Jungle'. The teaching in this session was satisfactory overall, but the room was too small for 30 pupils and the lack of space restricted their freedom of movement and expression. There was insufficient focus on developing the range of skills appropriate to the different ages of the pupils in the group and so few achieved the standard expected for their age. This lesson cannot be seen as representative of pupils' attainment or of the quality of teaching as other PE sessions are mostly taught away from the school where both accommodation and equipment are of a higher standard. Therefore, no judgements are made about the standards achieved, nor the quality of teaching and learning overall as there are no records of pupils' attainment other than in swimming. All pupils have regular swimming lessons. This is not a requirement but an additional strength of the curriculum provided. Pupils gain confidence in the water and some pupils achieve their 25 metres certificates. This is good achievement as it is a standard expected of pupils in Year 6.
127. Resources for physical education at the school are unsatisfactory, as there is no hall with any fixed or large apparatus. However, the staff do their very best to provide pupils with the appropriate statutory curriculum, including games, gymnastics and dance. Each week half the pupils travel to a nearby school for a gymnastic lesson while the other half remain in school and have a games lesson on the playground or field. The curriculum is enhanced by extra-curricular activities at 'Club Active' where pupils in Years 3 and 4 have the weekly opportunity of attending alternate sessions in art or sport at a local school.
128. The school development plan does not focus on PE until 2005 and, although there has been significant improvement in the provision, time should be given to evaluating the appropriateness of the current provision in the performing arts, especially with the wide age range and in such a restricted space. Insufficient time is given at present to monitoring pupils' standards or the quality of teaching in the subject.

## **RELIGIOUS EDUCATION (RE)**

129. Pupils attain standards that are in line with those set out in the locally Agreed Syllabus and similar to those found at the previous inspection. Owing to timetable restrictions, only one lesson was observed during the inspection and so evidence was also gathered from a scrutiny of pupils' past work, curricular planning and in discussion with a group of pupils in Year 2 and in Year 4.
130. Pupils' knowledge of Christianity progresses well through the school and their ability to talk about Christian festivals and celebrations are good. Pupils in Year 2 know that we find the stories about Jesus in the New Testament and explain that they know that because he was not born when the Old Testament was written. They retell the story of Christmas including all the most important aspects of the story. Pupils in Year 4 have a good recall of stories from the Old Testament such as the Exodus and also explain with clarity the meaning behind some of the parables told by Jesus.

They explain that Jesus did not really die on the cross even though they put nails in his hands and feet, but that he went up to heaven and is with his Father.

131. Pupils in Year 4 talked with animation about their visits to the local church and their interest in the different architectural aspects of the building. They understand the purpose of the font and explain the symbolism of the crucifix satisfactorily. In Year 2, pupils participated in a 'pretend' baptism service, using a doll for the baby, and took part in a pretend wedding and funeral. The learning that came from these events was obviously good because all the pupils in Year 4 who took part in the discussion with the inspector explained many aspects of what had happened and why.
132. The curriculum provided for RE is based upon the programmes of study set out in the locally agreed syllabus. Units of work have been divided with the local middle schools so there is no overlapping in the topics covered and so that pupils' knowledge and skills progress satisfactorily over time. This division has resulted in the pupils in the first schools being taught mainly aspects of Christianity. In Year 2 pupils are introduced to Judaism and in Years 3 and 4 pupils learn about aspects of Hinduism, but as the school uses a two-year rolling programme in their planning it means this topic is only taught every other year. When these aspects of their work were discussed with the pupils in Year 4, they had very little recall of their topic on Judaism and they have not as yet looked at Hinduism. This rolling programme appears therefore not to provide pupils with sufficient opportunities to revisit these units of work to ensure their secure knowledge. The information is not being sufficiently consolidated through lessons or from assemblies. There are no pupils in the school of other religions and or ethnic groups and at present teachers infrequently introduce the pupils to the celebrations and festivals from other religions. Consequently in this aspect pupils' knowledge is weak and they have very little recall of information gained in the past. Religious education is not sufficiently contributing to pupils' awareness of cultural diversity.
133. Overall the quality of teaching is satisfactory, but it is not consistent and consequently there are strengths and weaknesses in the effectiveness of pupils' learning. Much of the work covered in the past two years about Christianity and Christian festivals is well remembered and pupils' knowledge is obviously the result of sensitive and thorough teaching. This term there have been changes in who teaches the subject and pupils' progress is not as effective, especially in the oldest class. This is a new area for the class teacher and her confidence in teaching the subject is not strong. The lessons do not sufficiently promote pupils' further knowledge or extend their understanding. Opportunities to explore feelings and to reflect on the need for rules and codes of behaviour are explored satisfactorily and pupils talk with understanding about the Ten Commandments. Recording of pupils' ideas and knowledge is limited. Much of it is through the colouring of pictures and this adds little to pupils' knowledge and skills. Occasionally, pupils' literacy skills are used satisfactorily to consolidate their understanding. For example, pupils in Years 3 and 4 wrote prayers that show their awareness of the pleasures in their life and of those things for which they need to say thank you. The quality of the language is satisfactory but not equal to pupil's abilities shown in other writing activities.
134. The headteacher is co-ordinator for religious education, along with seven other subjects and consequently it has to take its turn in the planned rota of subject review and development. The effectiveness of the provision is not at present being sufficiently evaluated and areas for improvement identified. There has been insufficient monitoring of pupils' progress or on the pupils' standards overall.