

# INSPECTION REPORT

## **GRIFFYDAM PRIMARY SCHOOL**

Griffydam, Coalville

LEA area: Leicestershire

Unique reference number: 119918

Headteacher: Mrs V Grant

Reporting inspector: Mrs M Gough  
22361

Dates of inspection: 19th – 20th May 2003

Inspection number: 248061

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Top Road Griffydham Coalville
Postcode:	LE67 8HU
Telephone number:	01530 222281
Fax number:	01530 222281
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs R McGeown
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22361	Mrs M Gough	Registered inspector
31753	Mrs D Thomas	Lay inspector
3529	Mr G Williams	Team inspector

The inspection contractor was:

Lynrose Marketing Ltd  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk  
CB8 0TU

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>WHAT THE SCHOOL DOES WELL</b>	<b>12</b>
<b>WHAT COULD BE IMPROVED</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the small hamlet of Griffydam, close to the town of Coalville. There are currently one hundred and one pupils on roll between the ages of four and eleven. Almost all pupils are of white ethnicity, and the school has no pupils for whom English is an additional language. Currently one pupil is known to be eligible for free school meals. This represents about 1% of the school population and is well below the national average. Seven pupils are on the school's special educational needs list. This represents about 8% of the school population and is well below the national average. No pupil has a statement for special educational needs. The school is very popular and the vast majority of pupils come from outside the immediate area. Levels of pupil mobility are low. The pupils' attainment when they start school varies a little from year to year but is usually above average overall.

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

This is a very effective school. By the time pupils leave school at the age of eleven, their overall attainment is often well above average in English, mathematics and science. Pupils throughout the school benefit from very good teaching. The vast majority of pupils have very good attitudes to school, and their behaviour is very good. Relationships are excellent. The school is very well led and managed by the headteacher, and the Governing Body is very effective in the way in which it fulfils its responsibilities. The school is giving very good value for money.

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

- Standards are well above national expectations in English, mathematics and science at the end of both key stages. Pupils of all ages and abilities make very good progress in these subjects.
- Teaching and learning are very good throughout the school.
- Pupils' attitudes and behaviour are very good. Relationships are excellent.
- The school provides a very good curriculum for pupils of all ages that is enhanced and enriched by a very good range of additional learning opportunities.
- The school is very well led and managed by the headteacher and the Governing Body.

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

- There are risks to the health and safety of the pupils and staff arising from weaknesses in the accommodation. The lack of a school crossing patrol compromises the safety of the pupils at the start and end of the school day.
- Although satisfactory, pupils' listening skills could be even better, especially in the upper part of the school.

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

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

The school was last inspected in February 1998. Since that time the school has very successfully addressed almost all of the issues highlighted in the previous report. However, despite its best efforts, the school has not been able to improve the aspects of accommodation that were highlighted as weaknesses in the last report. The lack of a hall prohibits many activities, and the current arrangements for using the local 'Social Club' are unsatisfactory. The walk from school to the hired room is hazardous for pupils and staff

because of the narrow footpath, and the room is unsuitable, and is a risk to the pupils' health and safety.

Since the last inspection, there has been very good improvement arising from the school's own priorities for development. Standards in English, mathematics and science have continued to improve over the last few years, and this reflects the good improvement in the quality of teaching. The school is currently awaiting final assessment for the Investors in People Award. The work undertaken by the headteacher and staff in preparation for this award has strengthened the already very good team spirit, and has led to a very well developed system of monitoring and self-evaluation within the school. The role of the Governing Body is now very good, and governors have worked hard since the last inspection to develop their monitoring role, and their ability to act in the capacity of 'critical friend' to the school. The grounds are extremely attractive, and are a significant asset to the school. They are a tribute to the very hard work of parents and staff, and reflect the very good partnership that exists between home and school. The school has continued to develop its curriculum provision across all year groups, and to ensure that pupils experience a broad and well balanced range of learning experiences. The school is very well placed for continued and further development.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	A	A	A	very high A* well above average A above average B average C below average D well below average E
Mathematics	E	D	B	B	
Science	A*	B	A	A	

The table shows that pupils' attainment on the basis of the 2002 end of Key Stage 2 tests is well above the national average in English and science, and above average in mathematics. The picture is the same when the results are compared with those of pupils from similar schools. The school sets realistic and achievable targets based on the teachers' secure knowledge and assessments of the pupils. The end of Key Stage 1 national test results for 2002 show that pupils' attainment in reading, writing and mathematics is well above the national average, and well above average in comparison with similar schools. The 2002 teacher assessments for science indicate that pupils' attainment is above average.

Standards at the end of both key stages have steadily improved over recent years, and the school has just been recommended for a DfES School Improvement Award. The improvement in standards is not always evident from the test results because year groups are often small, and this means that the performance or absence of one pupil can skew the results significantly. The school has recognised that, on the basis of the end of key stage test results, girls generally perform better than the boys. Teachers use a range of strategies to ensure that this gap is reduced, and monitor the progress of individuals closely.

The inspection findings indicate that pupils' attainment at the end of Key Stage 1 and Key Stage 2 is well above national expectations in English, mathematics and science. Teachers have worked hard to improve the pupils' understanding of the practical elements of science and mathematics, and this is now a strength of pupils' learning in both key stages. The school has recognised that pupils' listening skills are not always as good as they should be, and is addressing this issue, although there is still more to be done. Pupils throughout the school are extremely articulate, but do not always sufficiently value the contributions of others. By the end of the Reception year, the majority of children are on course to exceed the Early Learning Goals in each of the areas of learning.

Pupils of all ages and abilities make very good progress as they move through the school, and a notable strength of their learning is their breadth of experience within individual subjects. There are regular opportunities for pupils to consolidate, practise, use and apply newly acquired skills, and very good cross-curricular links ensure that their learning has meaning and context.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils are very enthusiastic and highly motivated. They are very keen to take part in discussions, although older pupils especially do not always listen as carefully as they might. Pupils work very hard and are very productive in lessons. They take great pride in the presentation of their written work. Pupils enjoy coming to school.
Behaviour, in and out of classrooms	Very good. Pupils are polite, kind and considerate. Pupils take great pleasure in sharing the achievements of their classmates. Bullying is extremely rare, and the school functions as one large and happy family.
Personal development and relationships	Excellent. Pupils throughout the school have an excellent capacity for learning independently and for organising their work. Relationships are excellent between pupils and staff and amongst the pupils themselves.
Attendance	Very good. Attendance is very high in relation to other schools.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Very good	Very good	Very good

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

Teaching is very good and is a strength of the school. In the Reception class, the children benefit from learning in a very attractive and stimulating environment. Activities are presented in an exciting way that captures the children's attention and interest. The teacher and learning support assistant are very effective in the way in which they promote independent learning skills and the children's personal, social and emotional development. The teaching of basic language and number skills is very good, and many activities are practical, enabling the children to fully understand new and difficult concepts. Play activities are used very well to help the children to practise newly learned skills, and to develop and extend their vocabulary.



Despite the difficulties of accessing the outside play area, there are very good opportunities for the children to work outside and to use outdoor play apparatus.

Pupils in Key Stage 1 and Key Stage 2 benefit from being taught by a variety of teachers, each with their own areas of expertise. The organisation of teaching staff is very good and, because some subjects are taught across the school by a specialist teacher, there are very good levels of continuity in the pupils' learning. Basic skills of literacy and numeracy are very well taught and good use is made of information and communication technology to support and extend the pupils' learning. Some of the English, mathematics and science work in Key Stage 1 is exceptionally imaginative and really captures the pupils' interest and attention. In Key Stage 2, pupils continue to receive a very wide range of exciting learning experiences, but the real strength of teaching is the sometimes outstanding quality of marking in the upper part of the key stage that really advances the pupils' learning. Throughout Key Stage 1 and Key Stage 2, teachers use resources very well to enliven learning. They are very effective in the way in which they promote independent learning skills, and this means that by the time they leave school at the age of eleven, most pupils are very well prepared for their transfer to secondary school, and confident about their ability to organise their own learning.

A strength of teaching in all key stages is the way in which teaching and support staff work together for the benefit of the pupils. The very good additional support provided by the classroom assistants ensures that pupils with special educational needs make very good progress, and participate fully in all activities. The very effective use of learning support assistants also means that pupils can be supervised well whilst they work on computers or in the library, away from the main classroom, or in small but separate groups within the classroom. As a result of this ongoing classroom support, teachers can provide a very good range of practical activities within lessons, and these are often very effective in promoting learning and providing real contexts for pupils to practise, use and apply their skills and knowledge.

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

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good. The school meets statutory requirements for all age groups, and provides many very good additional learning experiences that enhance and enrich the pupils' learning.
Provision for pupils with special educational needs	Very good. The school's procedures fully reflect the new Code of Practice and parents and pupils are fully involved in the setting of targets in individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a very good personal, social and health education programme, and aspects of pupils' spiritual, moral, social and cultural development are fostered and developed through the very good range of daily learning experiences that are provided.
How well the school cares for its pupils	Very well. Child protection procedures are very good, and the school's own health and safety procedures are very well established. Assessment information is used well to plan the next stage of pupils' learning. The use of the local 'Social Club' for physical education is a risk to the health and safety of pupils and staff.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher manages change in a measured and collaborative way so that all staff and governors are fully committed to the chosen course of action. Co-ordinating roles are fairly and effectively distributed.
How well the governors fulfil their responsibilities	Very well. The Governing Body is very supportive, knowledgeable and active. Governors have a very good overview of the school's life and work.
The school's evaluation of its performance	Very good. The school measures its performance very well against other schools and has a very good range of self-evaluation procedures that lead to very purposeful and effective school development.
The strategic use of resources	Very good. The school's finances are very well managed and spending is linked to priorities in the Strategic Plan. The Governing Body is very effective in the way in which it measures the cost-effectiveness of major spending decisions.

### 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>Parents are pleased with the approachability of the staff and the headteacher.</li> <li>Most parents are pleased with the amount and frequency of homework.</li> <li>Parents are pleased with the standard of behaviour in the school and the positive values and attitudes the school promotes.</li> <li>Parents are pleased that their children are treated as individuals, and that the school offers a wide range of activities to meet the differing needs of pupils.</li> <li>Parents praise the residential trips very highly and appreciate the time and effort involved.</li> <li>Parents very much appreciate the way they are involved in events such as the 'Ground Force' project.</li> <li>Parents agree that teaching is good and that the school is well led and managed. They say that staff are very caring of their children.</li> <li>Parents agree that their children make good progress and achieve well.</li> </ul>	<ul style="list-style-type: none"> <li>Almost all parents are very unhappy about the lack of a school hall and the arrangements for pupils to have physical education lessons in the local Social Centre.</li> <li>A few parents are not pleased with the amount and frequency of homework.</li> <li>A small number of parents do not think that the school works sufficiently closely with them, and that there is not enough information.</li> <li>Parents are concerned about the lack of a crossing patrol outside the school gates.</li> </ul>

The inspection findings fully endorse the parents' very positive views of the school. There are justifiably very high levels of parental satisfaction, and this is demonstrated by the number of pupils who attend the school from outside the local area. The parents' concerns about the use of the Social Club for physical education sessions, and the lack of a crossing patrol are fully justified. The negative views about homework, links between the school and home and

lack of information that arise from the questionnaire returns relate to the views of only a very small number of parents. These concerns were not raised at the pre-inspection parents' meeting, and the inspection findings do not support these views.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards are well above national expectations in English, mathematics and science at the end of both key stages. Pupils of all ages and abilities make very good progress in these subjects.**

1. Standards in English, mathematics and science are well above national expectations at the end of both Key Stage 1 and Key Stage 2. Pupils of all abilities and ages make very good progress in these subjects, partly because of very good teaching and partly because of their own very positive attitudes to learning.
2. Pupils' literacy skills are well developed throughout the school. In the Reception class, early reading skills are developed in an exciting way that captures the children's interest, and fosters a love of reading. The Reception children are excited by books, and when sharing class books, are very keen to join in with parts that they know well. As the pupils move through Key Stage 1, their sight vocabulary is increased and they learn effective strategies for decoding unfamiliar and complex words. Regular practice in school is built upon by parents at home, enabling pupils to quickly develop confidence and fluency. By the end of Key Stage 2, most pupils are fluent, expressive and accurate readers who share a love of books, and who are keen to talk about their favourite authors and preferred style. Pupils throughout Key Stage 2 often recommend books to one another, and most pupils read avidly at home as well as at school. Many older pupils are skilful when using the higher order skills of skimming and scanning, and these techniques are very helpful when the pupils carry out independent research, as they did in a Year 5/Year 6 science lesson seen during the inspection. The school works hard to promote reading as a pleasurable activity, and invests regularly in the purchase of attractive and appealing books. A conscious decision is taken when buying books to ensure that there is a good selection that appeals to boys, given that their attainment is sometimes lower than that of the girls. The school library is small, but attractive, well stocked, and well used for private study.
3. Pupils' writing is a strength throughout the school. By the end of the Reception year, most children attain beyond the Early Learning Goals in this aspect of their learning, and have a very good understanding of the way in which writing conveys meaning. The Reception children develop very high levels of confidence in their ability as writers, and from an early age are encouraged to convey their ideas on paper. Writing activities are always purposeful, and this provides a real and meaningful context for their learning. For example, during the inspection, the children made a list to show the order of the fruits they had used to make their 'fruit sticks', so that other children could follow their instructions.
4. In Key Stage 1, the pupils' writing really blossoms. Pupils are given inspirational writing activities that make them really want to record their ideas on paper. They regularly make their own books, of different shapes and sizes, all of which are very attractively bound, and often laminated and tied with coloured ribbon. These books are a joy to read, and show the pupils' clear understanding of index, contents and glossary pages. Pupils' books often provide excellent links with other curriculum areas. For example, Year 2 pupils recently made a book about 'Changes' that was linked to their ongoing science work. Key Stage 1 pupils have an outstanding range of writing experiences, and confidently draw up lists, devise recipes, produce flow charts, compose poems with rhyming couplets, and write play scripts, such as the one they wrote based on the story of the 'Gingerbread man'. The practice of linking writing activities to an ongoing

theme, such as the recent one of 'Traditional Tales', is very effective, and captures the pupils' interest and enthusiasm. This particular topic was also very appealing to both boys and girls. Pupils' writing is enhanced by the use of A4 sized books which encourage them to write extended pieces, and to organise their writing tasks neatly.

5. Pupils continue to make very good progress in their writing as they move through Key Stage 2, and by the end of the key stage, the majority of pupils are working at a higher level than expected for their age. As in Key Stage 1, pupils enjoy a very wide range of exciting and stimulating writing experiences, and their learning is significantly enhanced by the sometimes excellent quality of marking which really shows pupils how they can improve their writing skills further. As they move through Key Stage 2, pupils learn a very good range of skills and strategies that can help them to organise their ideas well and to produce very good pieces of writing. The writing of the higher attaining pupils often shows exceptional levels of maturity. For example, one pupil, whilst evaluating a 'Confidence Course' undertaken as part of a residential visit, noted that increased knowledge and preparation can have the opposite impact from that intended, and can actually serve to increase anxiety levels. Writing tasks are often very effective in the way in which they promote pupils' personal, spiritual, moral, social and cultural development. For example, as pupils argued the case for and against fox hunting, they demonstrated very good levels of understanding of the associated issues. Pupils throughout the key stage make very good use of a wide and rich vocabulary to explain their ideas, and to make their writing lively and interesting. Key Stage 2 pupils often use computers to word-process their writing, and most have a very good understanding of the capacity of computers for editing and drafting.
6. Pupils' early mathematical skills are very well promoted in the Reception class, where the emphasis is on children learning through practical experience. There is a very good balance of activities that the children choose themselves, such as mathematical games, and sorting and matching activities, and more formal class activities, which are led by the teacher. Daily practice of number ensures that the children have a very secure grasp of the order of numbers up to and beyond ten, and that they can count confidently forwards and backwards. In a lesson seen during the inspection, the children were very keen to answer questions about the numbers on the number line, and the rapid fire of questions by the teacher turned this activity into an exciting game for the children. By the end of the Foundation Stage, almost all children attain beyond the Early Learning Goals in terms of their mathematical development.
7. Pupils of all abilities make very good progress in mathematics as they move through Key Stage 1 and Key Stage 2, especially in terms of developing their understanding and confidence in the use of number. In recent years, the school has been very successful in raising standards by focusing much more on the investigative and practical elements of mathematics. As a result of this whole-school emphasis, pupils have a really secure understanding of new concepts, and there are many very good opportunities for them to practise and consolidate newly acquired skills. Many activities are presented in a very exciting way, so that pupils have a love of mathematics. For example, in a Key Stage 1 activity where pupils were learning how to round numbers up and down to the nearest ten, they used dice to give them the starting numbers. As a result of this imaginative approach, pupils perceived this to be a game rather than a mathematical exercise. There are many very good opportunities in both key stages for pupils to estimate weight, length and capacity, and as a result of regular practice, pupils make sensible and accurate guesses. Older Key Stage 2 pupils use estimates very well to check the reasonableness of their calculations, and this checking strategy is very effective in preventing some of the pupils from making careless mistakes. The way in which teachers provide a meaningful context for pupils' learning is a factor in the high

standards achieved. For example, as part of an exercise involving Year 6 pupils in converting kilometres to miles, pupils were given the problem of planning and costing a route involving overnight stays. This type of activity captures the interest of pupils who respond very well to this sort of challenge. Teachers in both key stages provide a very good range of strategies that help pupils to approach and solve problems in a variety of ways. This means that pupils of all abilities have very good levels of confidence, which in turn means that they tackle new learning with enthusiasm and a belief in themselves as mathematicians.

8. The Reception children show a very lively interest in the world in which they live, and the teacher effectively capitalises on this interest to develop their skills of observation and investigation. During the inspection, the Reception children explored a wide variety of exotic fruits, including mangoes, guavas, avocados, and passion fruit. This work was very effectively linked to their language work, and stemmed from them listening to the story of 'Handa's Surprise'. The associated tasks were very challenging, as although many of the children come to school with a good knowledge of fruits such as apples, bananas, grapes and oranges, very few have experience of the more exotic types of fruit talked about in the book. The excellent use of resources ensured that all of the children could carefully study the fruits before and after they were cut into pieces, focusing on their colour, texture and appearance. Very good teaching by both the classteacher and the learning support assistant enabled the children to extend their vocabulary as they described the taste and smell of the individual fruits. Very good emphasis is placed on the Reception children observing closely, and adults are very effective in the way in which they draw the attention of lower attainers to the most important features. By the time they transfer to Year 1, most Reception children are attaining beyond the expected level in terms of their knowledge and understanding of the world in which they live.
9. By the end of Key Stage 1, pupils' attainment in science is well above national expectations, and the pupils' ability to investigate and carry out experiments is a real strength of their learning. The very good start pupils have in the Reception class is effectively capitalised upon, and pupils' observation skills are very effectively enhanced and extended through a very good variety of exciting and stimulating activities that require the pupils to think for themselves. Scientific vocabulary is very well promoted, and pupils are encouraged to explain their ideas clearly and scientifically. Key Stage 1 pupils are very secure in their ability to make predictions about the outcomes of their investigations, and very good direction from the teacher helps them to reach logical conclusions. Pupils understand the need to make their tests fair, and higher attaining pupils know that repeated testing improves the reliability of the findings. One of the significant factors in the high attainment of Key Stage 1 pupils is the very good quality of teaching. There is a very good combination of activities that are directed by the teacher, and those where pupils explore and investigate their own ideas. Activities are closely matched to the different ability levels within the class, and higher attainers are encouraged to pursue their own lines of enquiry. The systematic teaching of the National Curriculum programmes of study ensures that pupils have a very secure scientific knowledge across each of the attainment targets.
10. As they move through Key Stage 2, pupils continue to make very good progress and to attain standards in their work that are well above national expectations. Very good teaching builds on pupils' existing knowledge and understanding, and helps pupils to refine their thinking so that by the end of the key stage they are confident about setting up their own investigations and experiments, making an initial hypothesis, and drawing sensible and reliable conclusions from the evidence that is available to them. In lessons, very persistent questioning challenges the pupils in their thinking, and ensures

that their arguments and opinions are securely based. Pupils are continually stretched and encouraged to go beyond the parameters of the original activity. For example, in an investigation into the relationship between the rate of melting and the number of ice cubes, very effective teaching led the pupils to notice that once the ice cubes had melted, the temperature of the liquid then rose. Key Stage 2 pupils make very good use of the school's own environment when they are looking at different animal habitats, and most pupils have a well developed understanding of the effect of pollution and the intervention of humans on the natural environment.

11. The school caters very well for pupils with special educational needs, enabling them to make similar progress to their classmates in lessons, and very good progress towards their own individual targets as specified on their individual education plans. Likewise, higher attainers are fully stretched in lessons, and teachers provide a very good variety of open-ended activities that provide very good levels of challenge for all ability groups. From time to time the school has pupils who have English as an additional language, and teachers and learning support assistants provide additional support for these pupils to ensure that they are fully included in all activities.

### **Teaching and learning are very good throughout the school.**

12. The quality of teaching and learning is very good throughout the school. During the inspection, the teaching was very good in almost two thirds of lessons seen, and good in the remainder. There has been a good improvement in the quality of teaching and learning since the time of the last inspection.
13. The school benefits from the job-share arrangement in the Year 1/Year 2 class, and from the part time input of two additional teachers, one of whom works on a voluntary basis in the school. The school makes very good use of the range of expertise that these teachers offer, and wherever possible, utilises their individual teaching strengths. Currently there is some specialist teaching for art and design and design and technology, music, physical education, and information and communication technology, but the programme changes to reflect the changing needs of the school and the pupils. In addition to enabling pupils to reach high standards in these subjects, the practice of specialist teaching also means that all pupils are well known to all teachers, and this promotes a very positive learning ethos.
14. The teaching in the Reception class is very good, and pupils benefit from being in a small teaching group, and from the additional opportunities for individual attention that this arrangement enables. The classteacher is very well supported by a support assistant, who makes a very good contribution to the children's learning. The classroom environment is extremely stimulating and lively, and resources are very well organised and easily accessible to the children. Although the classroom is a little cramped, it is very well managed and organised so that the children have daily access to resources such as sand, water and role play. There is a very good balance between activities that are directed and led by an adult, and those that the children select themselves. The children are encouraged to find things out for themselves, and to explore and observe their environment. There is a very good emphasis on the children learning through practical experience, and on the children making decisions about their work. As a result, many of the children are extremely confident about solving problems, and resourceful in the way in which they go about completing set tasks.
15. Key Stage 1 and Key Stage 2 pupils are taught in mixed age classes, and a positive feature of teaching is the way in which teachers cater for the individual needs of all age

and ability groups. Learning support assistants are used very effectively to work with individual pupils and groups of pupils, and they are well directed by classteachers so that their input is purposeful and appropriate. Activities are often open-ended and this means that the needs of the highest and lowest attaining pupils, including those with special educational needs, can be fully met.

16. Throughout the school, a strength of teaching is the way in which teachers use resources to enliven their teaching and to capture the interest of the pupils. Often resources are used as an initial stimulus to a lesson, such as the full size human skeleton that was used by the Key Stage 1 teacher during the inspection, as an introduction to a lesson about the bones in the human body. At other times, resources are used very effectively to focus the pupils' learning and to help them to find out new information, such as the pictures and text that were used in a Year 6 science lesson to help the pupils to find out more about how animals adapt to their environment. Resources are used especially well in the Reception class to give the children experience of new learning, such as the exotic fruits that the children observed and investigated. In some lessons, teachers make excellent use of resources to give pupils an example of what they are expected to achieve and to help them to understand the purpose of an activity. A very good example of this was seen in an art and design lesson during the inspection, when Year 3 pupils were shown miniature paintings, based on the style and work of the jeweller Nicholas Hilliard.
17. Throughout the school, teachers are exceptionally effective in the way in which they capture the pupils' interest, and make learning exciting for them, through the presentation of very stimulating and challenging activities. Teachers go to a great deal of trouble to make learning enjoyable for the pupils, and to fire their enthusiasm. Presentations by teachers are often dynamic, and are very well paced so that pupils' attention is held. Activities often involve the pupils in finding things out for themselves and in solving problems. This is particularly the case in science, where, for example, Year 2 pupils recently had to find four objects in the classroom that were made from two different materials, and then had to identify and describe the two materials and their properties. Likewise, in a Year 6 lesson seen during the inspection, pupils were asked to find about animal environments by using computers and library books. These regular opportunities for pupils to organise their own learning serve them very well, and are very effective in promoting independent learning skills.
18. Teachers throughout the school have very high expectations of behaviour and achievement to which the pupils respond very positively. Without in any way dampening the pupils' enthusiasm, teachers continually extend the pupils in their work, by pointing out the next stage in their learning. This is often achieved, for example, through the very skilled use of questions in discussion sessions which take the higher attaining pupils to a new level in their thinking. The frequent opportunities for pupils to use and apply their skills and knowledge in new contexts is another way in which the teachers extend the pupils, and check their understanding. For example, having recently considered the notion of food chains in their science work, Year 5/Year 6 pupils used this knowledge to find the food chain that would operate in the ocean. The marking of pupils' work is good throughout the school, and it is sometimes exceptional in the Year 5/Year 6 class where comments give credit for what has been achieved and really show the pupils the next stage of development. As a result, pupils in this class have a very clear understanding of the strengths and weaknesses in their learning.
19. Pupils of all ages and abilities have very good levels of enthusiasm for work and for school, and are keen to take an active part in all activities. From an early age, they are encouraged to take pride in the presentation of their written work, and they are helped in



this by the use of A4 exercise books for recording, which enable them to set their work out neatly and imaginatively, and to attach occasional worksheets tidily. In Key Stage 1, the added incentive of knowing that their work will often be made up into very attractive books, is a significant motivating factor. In both Key Stage 1 and Key Stage 2, pupils are highly productive, and as a result, there is very little incomplete work in their books. In lessons, pupils settle quickly to their given tasks, and have exceptionally high levels of concentration and perseverance. Older Key Stage 2 pupils make a clear distinction between their drafting work, and their final pieces, and make very good use of note-taking skills when recording their initial ideas. Pupils of all ages concentrate well on the activities that have been set, and complete their work, largely independently, and with very good levels of thought and effort. From an early age, pupils demonstrate very good levels of interest in their work, and very good levels of perseverance. They tackle new learning with high levels of enthusiasm, and have very high levels of confidence in their ability as learners.

**Pupils' attitudes and behaviour are very good. Relationships are excellent.**

20. The vast majority of pupils of all ages and abilities are very well behaved, and have very positive attitudes to school and to work. They are very enthusiastic and confident, and are very effective learners. Pupils celebrate the successes of others, and respond well to the range of rewards for good effort, behaviour and achievement. From an early age, pupils are encouraged to work collaboratively with one another on joint tasks. They quickly learn how to take turns and to follow the rules of a game or activity. Pupils continue to be very co-operative as they move through the school, and willingly share resources and ideas.
21. Relationships amongst pupils, and between pupils and adults are excellent. Pupils are respectful of one another, and understand the need to consider the feelings of others. Pupils are very polite and helpful, and many show good levels of initiative. Pupils of all ages and abilities show very good levels of self-discipline, and this means that they can be trusted to work by themselves, with little supervision. As a result, teachers can encourage pupils to work independently in the library, and on the computers in the corridor.
22. Pupils are often thoughtful, and show high levels of empathy for those less fortunate than themselves. Older pupils are reflective, and are sensitive to the needs of others. This aspect of pupils' learning is very well promoted through a well established programme for personal, social and health education and through the very good assemblies which encourage pupils to consider a wide range of issues.

**The school provides a very good curriculum for pupils of all ages that is enhanced and enriched by a very good range of additional learning opportunities.**

23. The school provides a very good curriculum for pupils of all ages. In the Reception class, activities are appropriately planned around the key areas of learning, and learning objectives for lessons closely reflect the national curriculum guidance for this age group. In Key Stage 1 and Key Stage 2, activities are often linked to half termly themes, and this gives a real and meaningful context for the pupils' learning. The curriculum fully meets the statutory requirements of the National Curriculum, and religious education is taught regularly in all classes.
24. The National Literacy Strategy and the National Numeracy Strategy are firmly in place, and are appropriately supplemented by a range of additional strategies for pupils who are experiencing some temporary difficulties with their learning. In the upper part of Key

Stage 2, 'Booster' classes are successful in helping Year 6 pupils to prepare for the end of Key Stage 2 national tests. There are good additional opportunities for higher attaining Year 6 pupils to be stretched both in school, and by attending the English and mathematics classes held at the local secondary schools. Summer residential courses run by the LEA provide further opportunities for pupils who have been identified as having a particular gift or talent to develop their skills, and each year a small number of pupils are successful in gaining places on these courses.

25. The school is very keen to ensure that pupils throughout the school have a wide and broad range of learning experiences that supports their personal, social, emotional, physical and intellectual development. In addition to the statutory curriculum, which is interpreted in a lively and flexible way, the school also offers a wide range of additional activities.
26. The annual residential trips are highlights of the school year. Pupils of all ages, including those in the Reception class, are encouraged to take part, and the vast majority of pupils are very keen to do so. The school ensures that those who do not participate in the residential visits still feel involved, by taking them on a day visit to join their classmates in some of the activities. In addition to promoting the pupils' personal and social development, the residential trips provide some very good cross-curricular links. For example, the Year 2 pupils who went to Beaumanor Hall, wrote exciting accounts about their trip, including their views about the people who helped them and the food they ate. They also drew graphs, and wrote poems about the owls who inhabit the nearby woods.
27. Pupils regularly take part in whole-school competitions, and this work often serves to links several areas of the curriculum together, and promotes high levels of creativity as the pupils solve problems in original ways. For example, as part of a competition sponsored by a national power supplier, pupils produced a project which had as its theme, 'Mathematics through Weather'. The work was very effective in promoting pupils' mathematical and scientific enquiry skills as they measured rainfall and wind speed, recording their results in a variety of ways. In addition, skills of design and technology were promoted very well when the pupils made the necessary measuring equipment.
28. The school offers a very good range of extra-curricular activities at different times of the year, for groups of infant and junior pupils. These clubs are well attended and are popular with all age groups. The 'morning club' is well supported and is popular with parents who have commitments that mean their children have to be dropped off early in the morning. Each year, the school has a Christmas performance in which all pupils are involved. This provides a very good opportunity for pupils to demonstrate their skills of speaking, drama and music, and is popular with pupils and parents alike. In addition, the school holds special activity days for the whole school, which are often led by visiting specialists. For example, in the spring term, all pupils took part in a design and technology day, where the brief was to design and make fairground models.

**The school is very well led and managed by the headteacher and the Governing Body.**

29. The leadership and management of the headteacher are very good. The headteacher is a very effective leader who manages change in a purposeful and very well paced way. She has very successfully led the school forward since the last inspection, taking on board all of the issues raised in the last report, so that standards have been raised

further, teaching has improved, and the monitoring role of the Governing Body has been developed well. The headteacher skilfully involves all of the staff, the Governing Body, and wherever possible parents and pupils, in key decisions about the school's work. Final decisions are always the result of careful consideration and deliberation. There is an excellent team spirit amongst the staff, and this promotes a very positive learning environment.

30. The headteacher sets a very good example through her own teaching, and she very successfully combines her teaching commitment with her management duties. Subject co-ordinating responsibilities are effectively and sensibly shared amongst the teaching staff, and there is a great deal of flexibility which enables the school to run very smoothly. The decision to employ additional part-time teachers so that pupils in mixed age classes can be taught in separate year groups for some of the time is extremely effective and is a factor in the high standards pupils achieve and the very good progress they make. Likewise the specialist teaching of subjects, such as art and design, physical education and design and technology, is very effective, and in addition to providing very good levels of continuity in the pupils' learning, this practice also ensures that in this small school, all pupils are known to all teachers.
31. One of the most notable features of the headteacher's work is the way in which she involves the whole school in competing for various national and local awards. Initially, the practice of entering for awards and competitions stemmed from a lack of funds. However, the main driving force now is the desire to continue to develop the school's exceptionally attractive outdoor environment, and most of the awards the school strives for are linked to the environment. The most recent award, the Ken Chamberlain Award, was in recognition of the garden development, which includes as its main feature an amphitheatre. This project was the result of many hours of hard work by the parents, staff and governors, all of whom gave freely of their time and expertise. All those involved recall the way in which the shared project cemented the partnership between the school and parents, and served to bring together parents who would not normally come into contact with one another. The prize money has been used to build a bird hide, and to buy binoculars, and the school has recently set up an after-school bird club for pupils in Year 2 to Year 6.
32. The Investors in People Award, for which the school is awaiting final assessment, has been a positive development tool, especially in terms of helping the staff and governors to initiate and implement effective self-evaluation procedures. The way in which the headteacher, staff and governors monitor the school's work and performance is a strength. There are regular lesson observations by the headteacher and subject co-ordinators across a good range of subjects, and this monitoring activity is supported by the periodic sampling of pupils' work. In addition, governors visit the school regularly to carry out their monitoring role, and through the observation of lessons, and discussions with pupils and staff, they very effectively monitor aspects such as behaviour, accommodation, provision for pupils with special educational needs, extra-curricular activities and lunchtime arrangements. Reports by staff and governors are shared, so that frank and open discussions can take place that lead to whole-school development and improvement.
33. The school makes good use of the information from the results of the national end of key stage tests and other standardised tests, to set targets for whole school development. In addition, teachers carefully monitor and track the progress and attainment of individual pupils so that strengths and weaknesses in their learning can be clearly identified. Pupils are very much involved in setting their own targets for development, following discussion with their teachers. This means that they have a

good understanding of how they can improve their performance further, and very good levels of confidence arising from the strengths that are highlighted.

34. The school's finances are very well monitored and managed. The cost-effectiveness of major spending decisions is carefully evaluated, and the principles of best value are applied. The school employs a bursar from the LEA, who is very efficient in the way in which she works with the headteacher and Governing Body to ensure that spending and income are closely aligned. Governors are fully involved in all financial decisions, most of which are linked very closely to priorities and targets in the Strategic Plan. In the light of the high standards achieved, the very good progress made, the very good teaching and the very good leadership and management, the school is giving very good value for money.

## **WHAT COULD BE IMPROVED**

**There are risks to the health and safety of the pupils and staff arising from weaknesses in the accommodation. The lack of a school crossing patrol compromises the safety of the pupils at the start and end of the school day.**

35. The school has no hall of its own, so in order to meet statutory requirements with regard to the teaching of physical education in Key Stage 1 and Key Stage 2, the school hires the local Social Club hall, which takes about ten minutes to reach on foot. The pupils walk in single file to the Social Club along a narrow pavement which is adjacent to a busy main road. There is no pavement on the opposite side of the road. Although the staffing is adequate when the pupils move between the school and the Social Club, because the pupils have to proceed in single file, it would be impossible for the staff to prevent pupils from slipping or tripping into the road.
36. The facilities available at the 'Social Club' are not suitable for teaching physical education and other activities, and pose a risk to the health and safety of pupils and staff. There is little in the way of storage, and main storage areas are damp. The room is generally well cleaned, but there are times when it smells of smoke and drink if there has been an event the previous evening. Pupils have only a limited amount of space in which to move, and the small size of the hall prevents the use of large equipment.
37. The cost of hiring the hall is an ongoing drain on the school's finances, but although the school has plenty of grounds, the cost of building a new hall is prohibitive. Despite their best efforts, the headteacher and Governing Body have been unable to make any progress in addressing this issue since the last inspection. The health and safety hazards of the current arrangements must be addressed urgently.
38. The school has recently lost its crossing patrol. Although the post has been advertised, there has been no appointment. The danger posed to the pupils through crossing the road unsupervised is exacerbated by parents parking close to the school gates which reduces the visibility for pedestrians crossing the road.

**Although satisfactory, pupils' listening skills could be even better, especially in the upper part of the school.**

39. Pupils have very good skills of speaking, but their skills of listening, although satisfactory, are not at the same very high standard. The school has recognised that this is an area for development, and has already implemented some strategies for improvement, but there is still more that can be done.

40. Pupils often listen well when they are in whole-school assemblies, for example, and where they are not required to take part in a discussion. However, during discussion sessions, they are often so keen to offer their views and opinions that they do not listen sufficiently carefully to what others are saying, and this is demonstrated by the fact that their contributions do not always take account of what has gone before. Some of the current Year 6 group of pupils have poor listening skills, and this leads to them repeating answers that have already been given, or not following the thread of a debate. Although pupils understand the social conventions of joining in an ongoing conversation, and appreciate the need for showing respect for the ideas of others, this is not always reflected by their levels of attentiveness when others are speaking.

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

The Governing Body and headteacher must, in consultation with the LEA, address the weaknesses that arise from the lack of a school hall, and ensure that any alternative provision does not compromise the health and safety of the staff and pupils.

The Governing Body, headteacher and staff should continue to improve the pupils' listening skills by:-

- ensuring that all staff are consistent about requiring pupils to answer questions by putting their hands up and not by shouting out answers;
- involving pupils in exercises that require them to listen more carefully to information or instructions;
- arranging pupils whenever possible in discussion sessions so that they can all see one another, for example in a circle;
- developing listening skills through drama activities.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		10	6				
Percentage		63	37				

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		101
Number of full-time pupils known to be eligible for free school meals		1

FTE means full-time equivalent.

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

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	3.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	8	14

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	14
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. Figures given are school totals only where the number of boys and/or girls in the cohort is fewer than ten.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	3	7	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	8	7	9
Percentage of pupils at NC level 4 or above	School	80 (92)	70 (67)	90 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	8	10
Percentage of pupils at NC level 4 or above	School	90 (67)	80 (75)	100 (83)
	National	73 (720)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Figures given are school totals only where the number of boys and/or girls in the cohort is fewer than ten.





***Ethnic background of pupils***

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	90	3	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian	1		
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	17
Average class size	23

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

Total number of education support staff	5
Total aggregate hours worked per week	125

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.7
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

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

	£
Total income	228724
Total expenditure	233231
Expenditure per pupil	2650
Balance brought forward from previous year	26311
Balance carried forward to next year	21804

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	91
Number of questionnaires returned	51

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	0	2
My child is making good progress in school.	41	57	2	0	0
Behaviour in the school is good.	27	67	4	2	0
My child gets the right amount of work to do at home.	33	43	22	0	2
The teaching is good.	49	51	0	0	0
I am kept well informed about how my child is getting on.	29	53	12	4	2
I would feel comfortable about approaching the school with questions or a problem.	55	29	12	4	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	49	31	16	4	0
The school is well led and managed.	61	37	0	2	0
The school is helping my child become mature and responsible.	61	37	2	0	0
The school provides an interesting range of activities outside lessons.	51	37	10	0	2