

# INSPECTION REPORT

**HIGHAM-on-the-HILL C of E PRIMARY  
SCHOOL**

Higham-on-the-Hill, Nuneaton, Warwickshire

LEA area: Leicestershire

Unique reference number: 120133

Headteacher: Miss Helen Price

Reporting inspector: Mr D J Halford  
12908

Dates of inspection: 28 – 30 November 2002.

Inspection number: 248100

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

© Crown copyright 2002.

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Main Street Higham-on-the-Hill Nuneaton Warwickshire
Postcode:	CV13 6AJ
Telephone number:	01455 212294
Fax number:	01455 212294
E-mail address:	hdg@highamprimary.fsnet.co.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Martin Phillips
Acting Chair of Governors:	Mr David Owen
Date of previous inspection:	8 May 2000.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12908	D J Halford	Registered inspector	Educational Inclusion	What sort of school is it?
			Special Educational Needs	How high are standards? The school's results and pupils' achievements.
			English as an Additional Language	How well are pupils taught?
			English	How well is the school led and managed?
			Science	
			Information and Communications Technology	
			Art & Design	
			Design & Technology	
			Music	
			Physical Education	
			Religious Education	
			19431	J D Holmes
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?

32111	H Taylor	Team inspector	Areas of learning for children in the Foundation Stage	How good are curricular and other opportunities offered to pupils?
			Mathematics	
			Geography	
			History	

The inspection contractor was:

Focus Education  
111-113 High Street  
Uppermill  
Saddleworth  
OLDHAM  
OL3 6BD

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</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>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Higham-on-the Hill CE Primary School is a voluntary controlled Church of England primary school serving the village community of Higham-on-the-Hill and the surrounding area. A small number of children come from a nearby Missionary Training Centre. It is a smaller than average school having 31 pupils on roll between the ages of 4 – 11 years. Most children have had the benefit of pre-school education. Pupils come from a mixture of privately owned and council owned properties. Only a very small percentage of pupils are eligible for meals without charge and the socio-economic circumstances of the catchment area are above average. Attainment on entry to the school is variable, but the overall attainment of the current Reception children is above average. There are currently 16 per cent of the pupils on the register of special educational needs and none carry statements of special educational needs. Almost 10 per cent of the pupils have English as an additional language, although none are at an early stage of English acquisition. The school has close links with the community centre which is situated in the school grounds. The headteacher is warden of the centre. The centre provides the school with a hall for dining and physical education. When the school was inspected in May 2000 it was deemed to be underachieving.

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

This is an improving school with strengths which outweigh its weaknesses. Pupils' standards of work, particularly in the important subjects of English and mathematics are high enough. They continue to rise and the school is no longer underachieving. The quality of teaching is satisfactory overall, and shows elements of good teaching, particularly in Class 1. The curriculum is broad and balanced. The leadership of the school is good overall. The school now has a headteacher, who holds a permanent post, and a stable teaching staff. They are ably supported by a governing body which is knowledgeable, active and keen to promote the development of the school. Given that this is a very small school where costs are high, the school provides satisfactory value for money.

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

- Pupils' standards of work in English and mathematics continue to improve.
- There is a significant proportion of good teaching, particularly in Class 1.
- The national strategies for literacy and numeracy are well established and having a positive effect on pupils' learning.
- The school works hard and successfully to provide a broad and rich curriculum for all its pupils.
- The school has very good links with parents, is welcoming to pupils and knows their individual needs regardless of their age or ability.
- The school is well led by an enthusiastic headteacher who is ably assisted by a knowledgeable governing body which is active and keen to promote the development of the school.

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

- Provision for Information and Communication Technology (ICT) because currently it does not meet the requirements of the National Curriculum in full.
- The disruptive behaviour from a significant minority of boys in Class 2, because it has a negative impact on the learning of other pupils in the class.
- Further improve the systematic monitoring of teaching and learning in classrooms to ensure continuous improvement.
- The quality of the marking of pupils' work so that the good practise currently seen in Class 1 is implemented consistently throughout the school.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Following its designation as underachieving in May 2000, the school was inspected again in October 2001 when it was reported to be making reasonable progress towards raising pupils attainment and eliminating underachievement. Current inspection evidence and pupils' results in the national tests of 2002 indicate that pupils' attainment is rising and overall standards are high enough. The length of the school day and the use of time within the school day is now allocated appropriately and resources in school have improved significantly. The governing body have set up effective procedures to promote school improvement and a stable staffing structure has been established. The implementation of some of these changes have yet to impact fully on the learning of the pupils, and the behaviour of a significant minority of pupils still has a negative effect on the learning of other pupils in Class 2. However, overall, satisfactory levels of improvement have been sustained since October 2001, and the school is no longer underachieving.

## STANDARDS

This is a school where the number of pupils taking the national tests for 7 and 11 year olds frequently falls below ten. This means that national comparisons need to be looked at with some caution. There is a great deal of fluctuation from year to year. In 2002, almost all the pupils aged eleven gained the expected level in English, mathematics and science, and some achieved the higher level. Only one pupil aged seven took the national tests. He achieved very creditable results. Inspection evidence confirms that these levels of pupils' performance are being maintained and that pupils' performance is improving over time. Pupils' attainment in the foundation subjects which were observed during the inspection are generally in line with the pupils' ages, with the exception of ICT, where standards are below the national expectation, because all the requirements of the National Curriculum are not covered in full.

When children first start school, although their attainment is variable, many show good levels of independence. The work in the Foundation Stage of learning builds appropriately on this with staff knowing the children's needs well. By the time they start Year 1 the vast majority meet the goals anticipated for the six areas of learning and some exceed them. In Years 1 and 2 the pupils are provided with every opportunity to continue to improve their basic skills in literacy and numeracy. Pupils with special educational needs and with English as an additional language are well supported. Their needs are identified at an early stage and there are appropriate arrangements to identify what they need to do next to improve.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils show interest in their lessons and enthusiasm for school.
Behaviour, in and out of classrooms	Satisfactory overall. The vast majority of pupils behave well in the classes, around school and in the playground. However, the poor behaviour of a significant minority of boys in Class 2 has a negative effect on the learning of the other pupils in their class.
Personal development and relationships	Good. Pupils throughout the school are seen to work together well in pairs and groups. They organise themselves well when offered the

	opportunity to do so.
Attendance	Pupils' attendance is good. They are punctual and lessons start on time.

## TEACHING AND LEARNING

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

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

In this very small school there are currently only two classes. The Reception children are accommodated in Class 1 alongside the pupils in Years 1 and 2.

The quality of teaching is satisfactory overall. It is good in Class 1 and has good features in Class 2. Teachers are effective in both classes and the school implements the national strategies for literacy and numeracy well. This has a positive impact on pupils' learning and assists the pupils in a wide range of other subjects. Teachers in both classes are good at delivering lessons aimed at pupils across a wide range of ages and abilities. Lessons move at a good pace and most pupils show good levels of concentration in their work. They frequently work well cooperatively. There is, however, a significant minority of pupils in Class 2 whose poor behaviour is very disruptive to the class and occasionally leads to unsatisfactory teaching because it hampers the learning of the other pupils. They take too long to settle to work and require too much adult supervision. This disruptive behaviour needs to be eliminated. Other areas for improvement include a need for increased monitoring of teaching and learning in classrooms and a more consistent approach to teachers' marking and pupils' presentation of work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and balanced curriculum for all its pupils. The curriculum is enriched by a good range of interesting and stimulating opportunities for pupils' learning.
Provision for pupils with special educational needs	Satisfactory. Pupils' needs are identified at an early stage and effective provision is made to support the pupils to ensure that they make satisfactory progress in their learning.
Provision for pupils with English as an additional language	Satisfactory. Pupils are regularly seen undertaking the same tasks as their peers. They are also supported appropriately and make appropriate progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The school makes good provision for the pupils' moral and social development and satisfactory provision for their spiritual and cultural development.
How well the school cares	Good. The school cares well for its pupils. Their individual needs are

for its pupils	well known. There are good procedures to promote appropriate behaviour, although these have not been fully successful with an uncooperative minority of pupils, and satisfactory procedures for monitoring their academic progress.
----------------	---

The school has established a very successful link with parents, most of whom support the school very well. The school has effective links with parents and welcomes their involvement in its work.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by an enthusiastic and capable headteacher who has the confidence of the staff, governors and parents. Good structures for improvement have been established but have yet to impact fully on pupils' learning.
How well the governors fulfil their responsibilities	The governing body is knowledgeable, active and capable. It is keen to promote the further development of the school and has effective development plans to do so. It has an accurate understanding of the school's strengths and weaknesses. It applies the principles of best value effectively to its decision-making.
The school's evaluation of its performance	The governors' monitoring procedures are at an early stage of development and are not yet effective enough.
The strategic use of resources	Good. The school is small and the budget has only limited flexibility. A recent deficit budget has been cleared. Available monies are managed prudently and effectively to promote school development.

The school is appropriately staffed and teaching assistants offer effective help in classrooms. The accommodation is spacious and well maintained to a high order of cleanliness. Extensive grounds are used well. Resources are good overall.

### 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>• The school staff are approachable</li> <li>• The teaching is good</li> <li>• Children are expected to work hard</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• An improved range of extra-curricular activities</li> </ul>

The inspection team believe that the school has developed very good links with parents and are not surprised that many parents feel confident when coming into school. The staffing situation is now more stable and the management of the school has good features. The inspection confirms that teaching is frequently good, but some lessons are spoiled by a disruptive minority of pupils. Overall the school expects pupils to work hard and as a result, standards are rising. The inspectors believe that

the range of extra-curricular activities is good when taking into account the size of the school.

## **PART B: COMMENTARY**

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

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

1. To use national test results alone to assess standards is not helpful in this school, where year groups are regularly less than ten. Currently, there are only two full time children in the Reception Year, six in Year 2 and four in Year 6. Inspection evidence indicates that standards are generally in line with national expectation for the pupils' ages in both classes.
2. National test results show significant fluctuation, substantially due to each pupil carrying a high percentage of the school's overall total. In the national tests for 11-year-olds in 2002, four pupils were in the year group. All achieved the expected level for their age in English, and three of the four achieved the expected level in science. One pupil achieved the higher level in all three subjects.
3. In the 2002 tests for seven-year-old pupils only one pupil was in the year group. He attained above average results in all the tests.
4. When analysing the attainment of successive groups of pupils at the age of seven and comparing their levels of attainment at the age of eleven, satisfactory progress is being made. The overall test results in 2002 show some improvement in English and mathematics from those of 2001. This indicates that the progress made by the school in promoting higher standards, which was indicated in the 2001 report, has been maintained. Standards are rising and the school is no longer underachieving.
5. When children start school they join a class that includes pupils in Year 1 and Year 2 as well as children in the Reception Year. Children show academic and personal skills which vary widely on initial entry to school, but those children currently in the Reception Year show skills which are in advance of those expected for their age. Most have had the benefit of pre-school education, with some attending the pre-school which is independent of the school but operates in the Community Centre which occupies the same site. By the end of the Reception Year most children attain the Early Learning Goals and some exceed them, in all the areas of learning.
6. Pupils in Year 1 and 2 continue to make satisfactory progress. They gain substantial confidence in a classroom that they know well. They make good progress in the acquisition of basic skills and show satisfactory levels of concentration on work which generally offers them an appropriate challenge. Most are confident speakers and can ask appropriate questions and make themselves readily understood. The majority read effectively, develop an appropriate interest in books and use them for a good variety of purposes. Most pupils show satisfactory writing skills, using appropriate punctuation and the beginnings of a joined handwriting style. The pupils have a wide range of opportunities to use their developing number sense and most show appropriate skills for their age. Overall, standards in basic skills show good improvement from those reported when the school was inspected in 2000, and a satisfactory level of improvement since the 2001 report.
7. Class 2 contains pupils aged seven to eleven. They continue to make effective use of their spoken vocabulary and answer questions well during whole class discussions. Many have good listening skills and can build effectively on answers given by other pupils in the class. This was

seen to good effect in a lesson taken by the headteacher, when pupils spoke of which lessons they particularly enjoyed, and in history lesson taken by the class teacher, where they examined documentary evidence from the Tudor period. The pupils' reading, writing and mathematical skills are all developing appropriately. As in Class 1, the National Literacy and Numeracy Strategies are well established and having a positive effect on the pupils' learning. Most pupils use their basic skills widely and well in most other subjects and standards have risen appreciably from those reported when the school was inspected in 2000.

8. There are, however, two areas where improvement is needed. In Class 2, there is a significant minority of pupils whose behaviour is poor. A disproportionate amount of time is spent on engaging them to their work. This has a negative effect on the other pupils in the class, makes unjustifiable demands on teaching time, and does not allow other pupils to make as much progress in their learning as they might. Secondly, throughout the school, insufficient use is made of information and communication technology (ICT). Whilst there was evidence in pupils' past work of the use of computer technology, few lessons observed during the inspection involved the use of computers as an integrated part of the lesson. Inspection evidence finds that the modelling and control elements are insufficiently covered in the school's current provision, and as a result pupils' standards in this area of the National Curriculum are not high enough. The school acknowledges that this is an area in need of urgent development, and addresses this deficiency in its current development planning. In the other foundation subjects observed during the inspection, standards of attainment were in line with those expected for the pupils' ages.
9. The school has a small number of pupils with special educational needs and a small number of pupils who have English as an additional language. The school makes appropriate provision for these pupils. In this small school, their individual needs are well known. They are supported appropriately from within the school, and, where appropriate, from sources within the Local Education Authority. They make satisfactory progress in their learning and can regularly be seen undertaking similar tasks to the rest of the pupils in their class.

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

10. Pupils enjoy school and have a good attitude to learning. The parents' and pupils both say that they enjoy coming to school. The pupils are punctual and respond quickly when the bell is rung. The majority of pupils' listening skills in lessons are satisfactory; although a significant minority of pupils in one class display a very silly immature response to the teacher, which influences the lessons, and the pupils' contribution to lessons. In those lessons where pupils do not listen well to the teachers, they also do not show sufficient interest when other children are speaking.
11. Pupil's behaviour is generally satisfactory both in class and around school except for a significant minority of pupils who show poor self-control and behaviour. Those pupils who display a poor level of self-discipline are not always challenged rigorously enough leading to levels of inappropriate behaviour. When challenged, the response is not positive and time is spent dealing with the behaviour of this minority which has a detrimental impact on the learning of the group. There is no oppressive behaviour in the school. There have been five fixed term exclusions in the past year involving four pupils.
12. Pupils' personal development and relationships throughout the school are good. The levels of trust and respect between staff and pupils are generally satisfactory but on occasions some pupils are disrespectful to adults. The school does not have formal systems in place to consult pupils but does so in an informal manner. Pupils carry out tasks around the school. They show

initiative and take responsibility developing their moral and social skills which are good. They help in school by acting as monitors at lunchtime and register monitors. Pupils are consulted about the school and class rules.

13. The Year 6 pupils become road safety officers and organise a traffic notice board; they also organise quizzes and competitions for other pupils. During the last academic year, pupils from Year 5 and 6 organised a computer club, an activity club and a drama club. Pupils take assemblies on a regular basis and all pupils have at least one line to say in the nativity play, which helps to increase confidence and self esteem. Pupils took part last year in 'Talking Trees' project, which helped develop speaking skills and confidence.
14. Attendance is above the national average and is good. There is no unauthorised absence as parents are good at notifying school of absence. Holiday request forms are completed for the few pupils who take time off during term time. Punctuality is good with lessons starting promptly at the start of the morning and afternoon sessions.

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

15. The quality of teaching is satisfactory overall. It is good in Class 1, including the teaching of children in the Reception Year, and satisfactory in Class 2. In the lessons seen, teaching was very good in four per cent of lessons, good in forty-eight per cent, and satisfactory in 38 per cent. The teaching shows good features in both classes. Only a small number of lessons are unsatisfactory. They amount to nine per cent of the lessons seen. The quality of teaching has improved substantially since the 2000 inspection.
16. In both classes teachers are confident in the teaching of basic skills and this enables pupils to make appropriate progress in their learning and assists pupils to use their skills well in a wide range of other subjects. Teachers' knowledge and understanding of their subjects is often good, for example when the whole school undertakes swimming on Tuesday mornings. Teachers and teaching assistants offer good quality support to pupils during this session, and expectations are high. Equally, both classes accommodate pupils with a wide range of ages. Teachers plan well to accommodate this wide range of skills and abilities, particularly in Class 1, where planning for the Reception children is detailed and of good quality. In both classes pupils are managed well. This was seen at its best in an effective music lesson in Class 2, where groups of pupils worked together very well using percussion instruments. Throughout the school teachers are clear with the pupils about what it is they are expected to learn and many lessons move at a good pace to ensure that most pupils concentrate well and give of their best.
17. In the small number of lessons where teaching is unsatisfactory, this centres upon ineffective control of pupils' behaviour. In Class 2 there is a significant minority of boys who frequently exhibit poor behaviour. They demand an excessive amount of teacher time to engage them to tasks and teaching assistant's time to help them sustain their efforts. Their poor work habits and inattention have a negative effect upon their own learning, and, equally importantly, on the learning of other pupils in the class. This significant minority is relatively small in number, but constitute a high proportion of the pupils in the class. These pupils can work well, as in the music lesson illustrated above, when, working in separate groups they each made appropriate contributions to a good lesson. Their disruptive behaviour needs to be eliminated.
18. There are some other areas where aspects of teaching could be improved. Currently, there is some inconsistency in the quality of teachers' marking. There is some very purposeful and helpful marking in Class 1, where children and pupils are given simple targets to achieve to help

them improve the content and the quality of their work. This good practice is not carried on consistently in Class 2, and it would benefit from a more consistent application through the school. Also, the monitoring of teaching and learning is at a very early stage of development. There is a need for this to be developed as a high priority. The school gathers a lot of national data about pupils' progress over time, but this information is limited by the larger than average fluctuations in percentage scores because of the small numbers of pupils in each year group. Individual information needs to be gathered about how pupils are progressing in their learning and this information will be readily available through classroom monitoring. The presentation of pupils' work will also improve through closer systematic scrutiny and through greater encouragement for pupils to take a greater pride in what they produce.

19. The majority of pupils cooperate well with others in their class and are happy to work with an increasing degree of independence as they get older. Pupils of differing ages and abilities are often seeking working well together. Pupils with special educational needs are accommodated appropriately, as are the small number of pupils who have English as an additional language. Pupils in these groups are regally undertaking similar tasks to their peers. They are supported appropriately and make satisfactory progress in their learning.
20. The school has an appropriate policy for homework which is set to consolidate pupils' learning. Most parents are satisfied with the amount and range of work undertaken at home. The inspection finds that the provision is satisfactory.

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

21. There has been good improvement in the provision of curricular and other opportunities since the last inspection. The curriculum meets statutory requirements for all subjects of the National Curriculum. The locally agreed syllabus for religious education is fully implemented. The school provides a broad and balanced curriculum that offers a good range of learning opportunities to pupils. Planning ensures that appropriate time is allocated to all subjects, with the exception of ICT. The school has developed a long term planning framework over a two-year period that clearly outlines key areas of learning to be delivered in depth at each stage of development. This is successful in ensuring quality of provision across all subject areas with the exception of ICT where opportunities do not ensure that pupils can access learning in order to meet the standards outlined in the National Curriculum. The National Literacy and Numeracy Strategies have made a significant contribution to raising standards across the curriculum throughout the school. The development of literacy skills across the whole curriculum is particularly evident.
22. Provision for personal, social and health education is satisfactory. There are a developing number of opportunities for pupils to be involved in decision-making and for them to take on responsibilities for the functioning of the school. For example, older pupils plan and organise a computer club and a drama club as lunchtime activities. The headteacher has already identified this as an area to develop further and has plans to introduce a school council. Policies for sex education and drugs education are in place. No formal sex education takes place. Pupils develop an awareness of the reproduction of animals through scientific study of lifecycles. In Class 2, the school nurse supports pupils through a focused health awareness project that covers bodily changes during puberty.
23. The curriculum provided for children in the Foundation Stage of learning is good. Children have access to a wide range of the stimulating learning activities within the nationally agreed six



areas of learning and the environment has been organised to promote learning through continuous, structured play. Provision includes an outdoor area that is used very effectively to link with learning in the indoor environment and to promote physical development. Strong emphasis is given to personal and social development and children are developing independent learning skills. The very good support of the classroom assistant is a strong feature in ensuring that all pupils have equal access to the curriculum. The sensitive intervention of all adults within play activities is having a very positive impact on learning. All adults are involved in the planning and assessment process and detailed records are kept to track children's progress through the Foundation Stage in each of the six areas of learning.

24. All pupils have equal entitlement to the whole curriculum and learning is fully inclusive and accessible. The code of practice for special educational needs is fully in place and meets statutory requirements. At the time of the inspection no pupils have a statement of special educational needs. The systems in place to identify and support pupils with special educational needs are satisfactory.
25. The provision for extra-curricular activities is good. The curriculum is enriched by visits to places of interest such as museums to 'Meet the Mummies', the local church and a Sikh temple and geographically contrasting places. All visits are inclusive; the school ensures that socio-economic factors do not inhibit access to these opportunities. In addition, visitors from the local community and beyond come to school to share interests and expertise. A particular strength is the way in which the school works in partnership with local schools to provide musical and sporting opportunities. Older pupils take part in a range of music festivals and events, including the Hinckley Development Dance Festival. They meet with pupils from schools in other socio-economic and cultural areas to perform a multi-cultural musical production. Inter-school sporting events are planned throughout the school year. Pupils take part in mini-sports challenges and super-teams challenges. All pupils have the opportunity to learn to swim. The level of provision for this activity is very good. The school makes good use of its outdoor environment to enhance opportunities for creative and environmental learning. In addition, playground markings and the availability of small apparatus promote interactive play across all year groups at playtimes.
26. The school has good links with the church community and has a thriving parent group that supports the school by organising community and social events. The headteacher is warden of the local Community Centre that is located within the school grounds. This is used by the local playgroup each morning. The headteacher works very hard to support this group and actively promotes it alongside the marketing of the school. Children from the playgroup take part in the Christmas Nativity alongside pupils in Class 1. This high quality, sustained liaison ensures smooth transition from pre-school to the reception class. The school also has good links with the secondary school to which pupils transfer at the age of 11. Prior to transition, visits are made by pupils and teachers to support induction. The school is currently working with staff at Redmoor High School on a joint multi-media project involving pupils between the age of nine and twelve.
27. The provision for personal, including spiritual, moral, social and cultural development, is satisfactory overall. The school has recently introduced 'circle time' and this is having a positive effect on developing pupils' awareness of the needs of others. Daily acts of worship are effective in promoting pupils' development in this area.
28. The provision for pupils' spiritual development is satisfactory. This is nurtured through the positive ethos and throughout all aspects of school life. Pupils are interested in and appreciative

of the experiences in which they are engaged. In an assembly to explore the meaning of prayer, good use was made of pupils' responses to extend their thinking and help their spiritual development. A climate of reverence and spirituality was maintained throughout.

29. Provision for moral development is good. Pupils understand the difference between right and wrong and have respect for other pupils, adults and the environment. Moral issues are explored through circle time and pupils are involved in agreeing positive codes of conduct that are displayed in classrooms. These underpin the values of the school and are reinforced by a range of appropriate rewards and sanctions such as the 'Golden Time' when pupils can choose from a range of activities as a reward for positive behaviour. All adults in school provide good role models for pupils and relationships between pupils and all adults are generally good.
30. Provision for social development is good. Pupils are supportive and tolerant of each other both in and out of the classroom. During lessons, pupils share equipment and show a genuine interest in each other's experiences. Pupils in Class 1 take a genuine interest in the achievement of others. In one lesson, they praise each other with spontaneity as they make finger puppets. The oldest pupils relate well to their younger peers. They support their play in a positive and mature manner during playtimes. There are a number of opportunities for older pupils to support the social aspect of school life. Pupils independently organise after school clubs and social events. They take responsibilities such as organising chairs, playing music and handing out hymnbooks in assembly seriously and carry out duties diligently.
31. The provision for pupils' cultural development is satisfactory. Pupils gain a good awareness of their own culture and, through religious education, a knowledge of other cultures and faiths. This has been enhanced through visits to other communities and places of worship from a variety of faiths. The school has plans to strengthen these opportunities through Internet links with schools with greater cultural diversity in the future.

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

32. The working environment is safe and secure and pupils of all ages are supervised at work and play. The school is clean and well maintained and it carries out all of the statutory safety checks on equipment. The staff know the pupils as individuals and have satisfactory procedures for monitoring and supporting pupil's personal development.
33. Good child protection procedures are in place with the headteacher taking the lead in this area. Both she and the chair of governors who monitors child protection have been on recent training. The new member of staff, although aware of the procedures has not yet been fully trained in them by the head. The school complies with LEA recommendations on the use of parent volunteers assisting in school with risk assessments being carried out for each activity.
34. The school has good procedures to monitor and promote good behaviour and to eliminate oppressive behaviour but these are not yet applied uniformly across the school. When classroom management techniques are less than satisfactory, pupils challenge teachers who have to then constantly reinforce expectations to deal with unacceptable behaviour. The school gives achievement awards for behaviour each week. The school has good procedures to monitor attendance and encourages pupils to attend by awarding certificates on a termly basis. The occasional parent who fails to notify the school of non-attendance is contacted on a first day of absence basis.

35. The pupils are well supervised at lunchtime. The outdoor facilities for pupils to use at break and lunchtimes are good with a good play area for older pupils and a secure area for younger pupils. New games have been purchased for use at break and lunchtime; pupils were consulted about the type of games obtained.
36. The school carries out statutory assessments. An individual tracking system has been introduced and is used appropriately to inform curriculum planning. The assessment is satisfactory overall with targets being set and used to assist moving pupils on. There are satisfactory arrangements to monitor the personal development of pupils; this is communicated to parents through the annual reports. The tracking and assessment procedures need to continue to be developed to enable the school to help the pupils raise attainment.

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

37. The school's relationship with parents is very good. The attendance at the parents' meeting, however, was poor with only four parents attending. The questionnaire had a good response with 14 returned out of 31 sent out. The responses indicated overwhelming support for the school with all questions except one showing strong agreement. The parents who replied all stated that parents felt comfortable about approaching the school.
38. A significant number of the responses indicated concerns about the provision of activities outside lessons this was not confirmed by the inspection although the after school activities are limited. The school provides a range of activities and experiences, which are good for the size of school. It provides some clubs and a series of visits and visitors that help pupils. The school joins with other small schools to take part in a variety of activities including cross-country and mini Olympics. The school takes the whole of the school for swimming lessons, which is a very positive experience for the pupils, helping to build their confidence. There are few parents who help in the school on a regular basis but they are willing to help when needed for trips. The whole school are going to the theatre and parents and members of the community are invited to accompany the pupils. The Friends of Higham on the Hill raise funds and organise events for the school.
39. The information to parents about their children's progress is satisfactory and meets requirements. The reports give parents a view of what their children are capable of doing: they also include information on the child's personal development. The reports have targets written in them but they would benefit from being clearer, which would help both the pupil and the parent to understand what needs to be done to improve. All parents are regular attenders at consultation evenings.
40. The school sends out newsletters and information each term on topics to be covered. The school has a home-school agreement in place and an open door policy exists with parents happy to approach school. The school is working towards introducing a family learning project and has had good response from parents. The school has an informative prospectus that includes details of the curriculum in each subject and the governors' report to parents fulfils requirements.

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

41. The leadership and management of the school are good. The headteacher has now been appointed to the position on a permanent basis and she is having a positive impact on the

progress made by the school. The teaching staff is now stable and working well, collectively and as a team. Teachers new to the school are offered appropriate induction and appropriate performance management procedures are established. The school is being offered clear direction and the headteacher has the confidence of the rest of the staff, parents and governing body. Responsibilities are appropriately delegated, but, as the school is so small, each member of staff carries a wide range of responsibilities. Continued improvement on the pupils' standards of attainment can be seen. The governors have a good understanding of the strengths and weaknesses of the school and they fulfil their statutory duties effectively.

42. The school has a satisfactory school development plan which accurately identifies appropriate priorities for school improvement. It is costed and contains clear criteria against which the school can judge its improvement. In this small school, where resources are limited, it provides a useful tool for school improvement.
43. The management of special educational needs is satisfactory. The school makes appropriate arrangements for the small number of pupils on the special educational needs register. Individual education plans are appropriately in place and there are targets to identify the progress pupils have made. Pupils' needs are identified appropriately and they receive satisfactory support in their learning. This enables them to make appropriate progress. Similarly, the school has a small number of pupils for whom English is an additional language. These pupils have recently been admitted to the school and are receiving good quality support and guidance from the Local Education Authority English Language Service. They are supported appropriately in the classroom. This overall provision is contributing positively to the satisfactory progress these pupils make.
44. Provision for monitoring and evaluating the school's performance is unsatisfactory. It is an area which the school recognises is in need of improvement. Teachers' planning is monitored by the headteacher and statistical evidence of pupils' performance in national tests is also gathered. The small numbers of pupils in each year group makes the analysis of this information difficult. More opportunities need to be created to monitor teaching and learning in classrooms to ensure that the progress made by individual pupils is continuous and sufficient. This is an important area for development. There is also some inconsistency in the marking of pupils' work which would be highlighted by systematic monitoring. There is some good practice, particularly in Class 1, where individual targets for improvement are highlighted for individual pupils. This good practice needs to be consistently applied, and pupils encouraged to take more pride in the presentation of their work.
45. Governors have a good understanding of their role in school development. They contain an interesting mix of experienced and new people. They are well informed and have quickly developed a good three-year development plan for their own use. It is a detailed document which contains effective priorities to ensure their own role in school development is clearly and systematically outlined. There is a very strong commitment from governors and staff to promote improvement and a good capacity to succeed.
46. The school's finances are controlled efficiently and effectively. The school has recently cleared a deficit budget through careful and prudent financial management and ensures that the funds available are allocated to priorities the school has identified. The school obtains good financial advice from one of its governors and there are good procedures to ensure that the governors obtain best value from the financial decisions that they make.

47. The accommodation is good for the number of pupils on roll and it provides a good quality learning environment for the pupils. The school has extensive grounds which include two playing fields and good hard-play areas. A community centre, at which the headteacher is the warden, is also situated on the school site. Good outdoor equipment is available for the reception children in a fenced-off area which is readily accessible for those children. The buildings are well maintained and are clean. There is a good level of staffing and resources are good. The range and quality of resources available shows a significant improvement from when the school was visited in 2000.

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

48. In order to further improve the school's provision and continue its development, the governors, headteacher and staff should:
- (1) increase the provision for ICT because it does not meet the requirements of the National Curriculum well enough;
  - (2) eliminate the disruptive behaviour from a significant minority of boys in Class 2, because it has a negative impact on the learning of other pupils in the class;
  - (3) increase the systematic monitoring of teaching and learning in classrooms to ensure continuous improvement;
  - (4) ensure that the good quality marking of pupils' work currently seen in Class 1 is implemented consistently throughout the school.

## 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

10
----

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	11	9	2	0	0
Percentage	0%	4%	48%	39%	9%	0%	0%

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]*

### *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)	N/a	31
Number of full-time pupils known to be eligible for free school meals	N/a	1

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
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	5

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	3

#### **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	1

### *Attendance*

**Authorised absence**

%
---

**Unauthorised absence**

%
---

School data	2.7
National comparative data	5.6

School data	0.0
National comparative data	0.5

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

### Attainment at 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	1	0	1

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	1	1	1
	Girls	N/a	N/a	N/a
	Total	1	1	1
Percentage of pupils at NC level 2 or above	School	100 (78)	100 (89)	100(89)
	National	84 (84)	86(86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	1	1	1
	Girls	N/a	N/a	N/a
	Total	1	1	1
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (89)	100 (89)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	2	2	4

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	1
	Girls	2	1	2
	Total	4	3	3
Percentage of pupils at NC level 4 or above	School	100 (75)	75 (88)	75 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	2	1
	Girls	2	1	1
	Total	2	3	2
Percentage of pupils at NC level 4 or above	School	50 (50)	75 (63)	50 (75)
	National	73 (72)	74 (74)	82 (82)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	29
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	12.92
Average class size	15.5

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

Total number of education support staff	3
Total aggregate hours worked per week	45

#### **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	2.4
Number of teachers appointed to the school during the last two years	3.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	2001/02
27 pupils on roll	
	£
Total income	157 093
Total expenditure	161 042
Expenditure per pupil	5 818
Balance brought forward from previous year	14 189
Balance carried forward to next year	10 240

*FTE means full-time equivalent.*

***Results of the survey of parents and carers***

**Questionnaire return rate 45.2**

Number of questionnaires sent out

31

Number of questionnaires returned

14

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	71	29	0	0	0
My child gets the right amount of work to do at home.	64	36	0	0	0
The teaching is good.	93	7	0	0	0
I am kept well informed about how my child is getting on.	71	29	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	93	7	0	0	0
The school works closely with parents.	71	29	0	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	29	43	29	0	0

## **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**

49. Children begin their school life in the foundation stage of learning in the reception year within Class 1. There are two admission times each year and children enter school at the beginning of either the autumn or spring term, depending upon their date of birth. At the time of inspection there were two full-time children and one part-time child in the Foundation Stage. The majority of children enter the school having benefited from pre-school education. The school has very strong links with the local pre-school group and has a structured approach to home-school liaison prior to entry. This ensures that a valuable partnership with parents is well established before children start school. The provision for transition to school is very good. When children first start school their levels of attainment are variable. The attainment, on entry to the school, of children currently in the Reception year is above average. Baseline assessments made shortly after children enter school show that they score least well in early reading and literacy skills. Rigorous and systematic tracking of individual children's progress however, shows that they make satisfactory progress and by the end of the reception year the majority of children are attaining above the levels expected in all six areas of learning. The activities within Class 1 provide children with a good range of worthwhile learning experiences through a well-structured curriculum, with an appropriate emphasis on learning through play and first-hand experience. All activities are carefully planned around the six areas of learning for the foundation stage. English and mathematics lessons are carefully structured and, by the end of the reception year, it is planned that children will experience the daily mathematics lesson and literacy lessons as outlined in the national strategies for Literacy and Numeracy. Staff aim to help children become independent learners, by giving them choices, responsibilities and helping them to be aware of their own learning by sharing their targets and aims.
50. The quality of teaching of the children in the Foundation Stage of learning is good overall. Activities are always well planned and structured to make the best use of resources. A significant factor in the good level of learning and achievement of the children is the high quality of support from the classroom assistant. She leads and supports learning effectively across the curriculum. Intervention in children's play sensitively supports and impacts positively on learning.

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

51. All staff work effectively to fulfil the school's aim of creating an environment with a community ethos which is caring, safe, supportive and accessible. Staff have high expectations of children's behaviour, provide good role models and offer positive rewards and praise to support each child's personal development. This results in the effective development of children's social skills, sense of responsibility and independence. All relationships are good and enable children to develop self-esteem and confidence. Children are helpful, respectful and friendly towards each other. Throughout their activities children cooperate well. They share equipment and happily wait to take turns. They offer spontaneous praise for each other and take a genuine delight in the achievements of their peers. Children are taught to take responsibility, use equipment safely and to tidy up after themselves. When attending the weekly swimming lesson along with the rest of the school, they cope admirably in respect of taking personal responsibility for organising themselves and changing independently.
52. The teaching is good. Planning is detailed and children make good progress. By the time they enter Year 1, most have attained the Early Learning Goals in this area of learning.

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

53. All children enjoy books and readily choose to read as part of independent activities. They listen to adults reading aloud with interest and can contribute to discussions about the content of information texts effectively. Staff encourage children to speak clearly and confidently, to support their ideas with reasons using well-constructed sentences. The children respond very well because they know that both staff and other children value their ideas and answers. They use a wide vocabulary and often include adjectives and adverbs.
  
54. Reading skills are carefully developed using a good range of activities and resources. All children show good ability to understand and retell the steps within instructional texts, ordering the main ideas correctly. They know that print carries meaning and letters represent sounds. They all show a good basic knowledge of phonic skills and can recognise the initial sounds of words and know which letters represent some of the sounds. All children are confident to identify sounds and letters within their own name and can recognise their own name within a number of words.
  
55. All children can use a pencil and hold it effectively to produce recognisable letters with appropriate size. They can make plausible attempts at writing their own name and familiar words. There are opportunities for mark making and writing within structured play activities. The role-play area is set up as a public library. Children write lists and the titles of selected books on 'library cards' within the course of their play. They develop a good understanding of the use of writing to communicate information and meaning. Teaching and learning are good and by the end of the reception year all children achieve the early learning goal in this area with some working at a higher level.

### **Mathematical development**

56. Children are provided with a range of well-structured practical activities and make good progress in the acquisition and development of skills. All children can count accurately to ten. Numbers and shapes are well displayed to promote active exploration. In one good lesson children investigated finding one more and one less than given numbers. They are well supported by the classroom assistant to use counting boards where they physically move counters to find solutions to problems. Teaching and learning are good. Good planning links the Foundation Stage curriculum to the National Numeracy Strategy. Children participate well in the 'mental warm-up' at the beginning of the lesson, using their knowledge to count on and back. Information and communications technology is well used to develop mathematical understanding. Children draw lines and shapes. They are able to describe their designs making good use of mathematical terms and vocabulary such as, longer, shorter, next to, square and circle. By the end of the reception year all pupils make good progress and many exceed the early learning goals in this area.

### **Knowledge and Understanding of the World.**

57. Most children enter the Reception Year with an appropriate knowledge of the world around them. They experience a wide range of activities which stimulate their interest well. They talk

openly to their teacher about their families and can make simple statements about the weather and take an interest in the living things that are around them. They are able to take turns and can decide who is going to go first. They listen well in discussions which involve the whole class and they are confident to speak about their experiences and knowledge. In a science lesson for the whole class about drugs and sweets, the children are well supported by the teaching assistant. Good use is made of high quality pre-prepared resources and very good questioning enables the children to communicate their thoughts and make informed decisions about whether something is safe or not safe. The children demonstrate a good level of understanding.

58. Most children enter the Reception with broadly average levels of attainment in this area of learning. Teaching and learning are good and most children make sufficient progress in attaining the Early Learning Goals by the time they enter Year 1.

### **Physical development**

59. Children enter school with well-developed physical skills. These are built upon carefully through a structured programme that ensures children participate in physical exercise every day. Teaching and learning are good. Good use is made of the outdoor play area that is easily accessible from the classroom to promote the development of gross motor skills. Here children have frequent opportunities to use ride-on toys, climbing and balancing equipment, small apparatus such as balls and skipping ropes. Their development is well supported through appropriate intervention by the classroom assistant. Fine motor skills are developed through the use of brushes, pencils, scissors, gluing, threading and lacing. All children reach the early learning goals in this area with many achieving beyond expected levels for their age.

### **Creative development**

60. When they start school, children can express themselves in a variety of ways. By the time they complete the reception year the well planned variety of experiences to build on and develop children's natural curiosity and creativity ensures that all meet and many exceed the early learning goals in this area. Children's imagination, creativity and self-expression are developed through music, dance, drama and art activities linked to a common theme. The role-play area is set up as a library and children act out their ideas well. They use sand, water, 'small world' objects and paint well, at the same time discussing their ideas and extending their vocabulary through interaction with peers and adults. In one lesson, pupils read books about dinosaurs, created environments for model dinosaurs in the sand and painted pictures of them. Teaching is good. Throughout children were keen to learn and actively involved. They learnt with high levels of independence.

## **ENGLISH**

61. In this small school, where the numbers of pupils in each year group are very small, test scores need to be viewed with caution, as each individual pupil represents a very high proportion of the school's overall results. In the 2002 national tests for 11-year-olds, there were four pupils in the year group and all achieved the expected level for their age in English. One achieved the higher level. In the national tests for seven-year-olds, only one pupil took the tests. He achieved above average results with both the reading and writing tests. Inspection evidence indicates that pupils of all abilities, including those with special educational needs and those for whom English is an additional language, throughout the school, achieve appropriately in relation to the prior attainment. These results, together with the evidence from the current inspection, indicate that pupils' standards of attainment in English continue to show improvement from when the school was last inspected in 2001.

62. In Year 1 and 2 the teacher builds upon this good start made in the Foundation Stage of learning and some pupils develop the skills to begin to read unfamiliar words. They start to print letters clearly and spell simple words correctly. They can write sentences expressing their own ideas. In Year 2, average attaining pupils read with increasing confidence and use a good range of books of appropriate difficulty. They can talk about what they like or dislike in stories. Some begin to write in sentences and are starting to use full stops and capital letters in order to punctuate them. Higher attaining pupils read with greater fluency. By the age of seven, almost all pupils have developed the skills of literacy to the levels expected nationally and some have exceeded them.
63. This appropriate progress owes much to good teaching. The evidence of pupils' progress over longer periods of time, through scrutiny of past work, indicates that teaching is having a positive effect on the progress pupils make. Teachers have high expectations of what pupils can achieve and the National Literacy Strategy is implemented well. Planning is clear and lessons are well prepared. This good practice has been continued from when the school was last inspected in 2001.
64. Pupils respond well to the teaching, showing an eagerness to learn. The teaching assistant offers good quality help and is readily available to provide good guidance to pupils when they need it. The pupils cooperate well with each other, particularly when working in small groups. They behave well in lessons.
65. In Class 2, pupils continue to make appropriate progress. Most average attaining pupils are able to punctuate sentences accurately, making use of speech marks with increasing accuracy. Most older pupils in the class are developing an appropriate handwriting style and there is a significant emphasis on this. Progress is not as good as it might be, since there is an inconsistency in teachers' marking. Pupils' work is regularly ticked and often praised. Some work of an unacceptable standard is praised and this does not consistently encourage pupils to take sufficient pride in what they write.
66. Pupils throughout the school get opportunities to write in an extended manner. A particularly good example, from Class 1, concerned a bear which was left in the park: 'The light turned into dark. "I'm not scared!" said the bear, in a small voice.' This story extended over three sides of an exercise book and was written in consistently joined handwriting. There are equally good examples from Class 2. For example, when writing under the title, 'Trespassers will be Eaten!', one story contained a very engaging opening: 'The children glared at the sign in devastation. Their hearts sank lower than ever before. They had to do something or else ...what?' The story finished with a particularly graphic ending. 'Their tummy's blew up, spraying body parts everywhere, in a fatal doom of carnage!'
67. Pupils' reading skills also develop appropriately, with pupils able to speak lucidly about books they have read for interest and enjoyment and those from which they have gathered information. A good example of reading for information can again be seen from a Class 2 pupil, writing about information gathered concerning Egyptian mummies: 'To become a 'Mummy' you start off dead'. There are good examples of pupils recording information on animals, mammals and endangered species by gathering up to seven bullet points in the form of note taking.
68. Most pupils are able to speak well and are able to express themselves fluently. Some take time to organise their thoughts and teachers and other pupils respond well to this. Pupils with special

educational needs and those with English as an additional language are integrated well into these activities and join in with increasing confidence.

69. Teaching is satisfactory overall, but shows good features in both classes. Teachers plan lessons well and provide suitably challenging work in classes which contain pupils with a wide range of both age and ability. Teaching assistants are generally deployed well. In Class 2, too much of their time needs to be allocated to a minority of pupils who have developed unhelpful work habits, and whose behaviour is often disruptive to others.
70. The leadership and management of the subject are satisfactory overall. The coordinator has only been in post since the start of the current school year. Although she has a wide range of subjects to coordinate she has good levels of expertise in English and a real interest in the subject. The literacy strategy is well established and there are appropriate plans for further development. Pupils use their developing literacy skills appropriately in most other subjects, although the pupils' use of ICT is under-developed in their literacy work. There is also insufficient systematic monitoring of teaching and learning taking place for the coordinator to develop a good level of understanding of pupils' progress through the school. These are areas which require urgent development. Resources for learning are good and have improved significantly since the last inspection. Overall, the school has made satisfactory progress since it was last inspected. Pupils' standards in literacy continue to rise and the school is no longer underachieving in this subject.

## **MATHEMATICS**

71. Inspection evidence confirms that improvement since the last inspection is satisfactory. Due to the small size of the school and variation in size of cohorts there are fluctuations in test results from year to year. Between 1998 and 2000 the attainment of pupils aged 11 improved with a decline in 2001. Despite this decline, standards in 2001 remained well above the national average and above average when compared to schools in similar circumstances. The attainment of more able pupils was very high when compared to schools nationally and above average when compared to similar schools. When compared to schools having similar test results in 1997, when the pupils were aged seven, pupils' progress in mathematics is very high. Inspection findings show that pupils in the current Year 6 are maintaining satisfactory standards with some attaining above the level expected for their age.
72. The results of pupils at age seven show a similar pattern. Between 1998 and 2000 the attainment of pupils aged seven improved with a decline in 2001. Despite this decline standards have remained above the national average. Although 2001 National Curriculum tests show that by the end of Year 2 the attainment of 7-year-old pupils was above average in comparison with schools nationally, when compared to schools in similar circumstances it was below average. The attainment of more able pupils was above the national picture however, and in line with the average when compared to other schools. Inspection findings show that the attainment of pupils in the current Year 2 is in line with levels that would be expected for their age and all pupils make satisfactory progress.
73. Pupils with special educational needs and pupils who have English as their second language, make satisfactory progress throughout the school. They are often supported by other adults, including good classroom assistants and well-briefed students in further and higher education, and are provided with a wide range of appropriate resources.



74. Between the ages of five and seven pupils make satisfactory progress. This is a result of good teaching, which puts appropriate emphasis on basic number skills and uses the structure outlined in the National Numeracy Strategy. By the time they are aged seven their attainment is in line with the expectation for their age. Progress in mental and oral work is good. The good teaching of mental and oral skills is a strong feature and this has a positive impact on pupils' learning. All lessons begin at a brisk pace and pupils are actively involved in a range of activities. Good, targeted questioning enables individual pupils to make progress at the appropriate level and pupils can explain their reasoning, making good use of mathematical vocabulary. By the age of seven, the majority of pupils in Class 1 are secure in their understanding of addition and subtraction beyond 20 and show a good understanding of mathematical strategies. They can subtract given multiples of ten from any whole number to 100 and work sampled shows evidence of this understanding being used to solve word problems, including those involving money. Non-standard methods of recording are, however, under-developed and this is inhibiting progress. Pupils can measure given lines with accuracy to the nearest centimetre and they are able to name a range of three-dimensional shapes correctly. Pupils are secure in completing number sequences and in one good lesson were able to predict which child would have a given number according to the sequence being investigated. In this lesson, assessment was well used to extend pupils' thinking and the teacher made good use of a range of interactive resources, such as number-lines and counting sticks to challenge pupils to find missing numbers in increasingly complex sequences and with increasingly higher numbers. Within the course of the lesson, pupils consistently used correct mathematical vocabulary to communicate their understanding and this was reinforced by the teacher's good use of a range of mathematical terms throughout. Within group activities the teacher focused on extending the learning of more able pupils. She used very good questioning to challenge pupils' thinking and they were able to complete complex problems to continue repeating patterns. Good use is made of a range of high quality resources, including the support of a classroom assistant to enable all pupils to access learning within group and independent work. The marking of pupils' work is conscientiously carried out. Pupils receive feedback in relation to how well they have met the objectives and learning targets and they are given ideas for improving learning further.
75. Pupils between the age of seven and eleven, in Class 2 make satisfactory progress. By the age of eleven, some pupils are attaining above the level expected for their age. They have a secure understanding of place value, including decimal fractions. They can convert mixed numbers to vulgar fractions and are able to find fractions of quantities. They use standard written methods to solve word problems including those that require more than one step. There is little evidence, however, of the use of non-standard written methods to support pupils' developing understanding of number, for example the use of 'grid' multiplication and 'chunking' as steps towards long multiplication and long division. Furthermore, there is no evidence to show that pupils can deploy alternative strategies and estimation for checking their own calculations in order to develop independent assessment. Pupils have good skills in the use of calculators to solve problems involving percentages of given whole numbers and use this to good effect to solve real life problems involving money and measures. Pupils have a good understanding of three-dimensional shapes. In successfully solving a problem to make a range of open cubes that fit inside each other, they had calculated and measured accurately to construct the appropriate size nets. Their understanding of the use of data to communicate meaning is developing but there is little evidence to show that pupils can interrogate given data in order to make sense of situations. In one satisfactory lesson, pupils investigated properties of numbers and number sequences in order to work out a rule for triangular numbers. They explored patterns, through the use of triangular paper and made reference to their practical investigation to explain the rule effectively. Through discussion, pupils make good use of mathematical terms such as square

and triangular numbers. The marking of pupils' work is often conscientiously carried out. Marking largely focuses on the level of productivity within a lesson or on the presentation of pupils' work. It rarely informs pupils of how well they have met learning targets or objectives nor does it inform pupils of what they need to do to improve further. The impact of marking on learning is therefore lost.

76. Pupils use their numeracy skills in other subjects appropriately. For example, they further their understanding of data handling through investigating problems of parking and volumes of traffic in the road adjacent to the school. Their use of timelines in history further consolidates their ability to count on and back and to use measurement and scale. The use of ICT within mathematics, however, is less well developed and is requiring improvement.
77. Pupils' behaviour and their attitudes to learning are satisfactory. The majority of pupils are eager to learn and have determination to succeed. This is, however, interrupted by the persistent poor behaviour of a significant minority of boys in Class 2. When managed ineffectively, this has a detrimental effect on learning for pupils in this class. In Class 1 attitudes and behaviour are consistently good. Mutual support between pupils is a particularly strong characteristic. Pupils spontaneously praise each other in the course of lessons. The level of independence is good and pupils enjoy taking responsibility for their own learning. They show respect and are confident to intervene appropriately in order to offer alternative strategies or ask questions that will take learning forward.
78. The teaching of mathematics is satisfactory overall with some good teaching of pupils in Class 1. In the majority of lessons, teaching is characterised by good subject knowledge and effective teaching of basic skills. A particular strength is the sharing of objectives with pupils at the beginning of lessons. This enables pupils to have a very clear understanding of what is expected of them. At the end of the lesson pupils return to the agreed success criteria so that they can develop an awareness of their own achievement and progress. Teaching in oral and mental work is lively and interesting. This engages pupils' interest and enables a brisk pace to be maintained. A range of good teaching strategies is consistently deployed throughout the school. Probing questioning reinforces prior learning and leads pupils in a series of coherent stages to learn new concepts. Satisfactory use is made of modelling to teach concepts and demonstrate key principles to pupils. Teachers manage pupils learning well and provide an interesting range of activities to match the learning needs of pupils. Planning is satisfactory and is consistent with the structure of the National Numeracy Strategy. The detail within planning at every stage ensures that the needs of all ability groups can be met satisfactorily. This provides a clear and coherent scheme of work to enable all pupils to access learning and make satisfactory progress.
79. There is a satisfactory range of high quality resources for mathematics. A particular strength is the good support given by classroom assistants. This is most effective within group activities. It enables pupils to be challenged in the course of their work in order to make progress.
80. Leadership and management of the subject are satisfactory. The coordinator has not yet had the opportunity to monitor the standards of teaching and learning throughout school regularly but there are plans for this to happen in the near future. The school has a basic but developing tracking system in place in order to monitor the progress of groups and individual pupils. Analysis is made of this to inform strategic planning and for appropriate numeric targets to be set. The school is currently developing a target setting system that identifies learning targets to be shared with pupils.

## SCIENCE

81. In this small school, where the numbers of pupils in each year group are very small, test scores need to be viewed with caution, as each individual pupil represents a very high proportion of the school's overall results. In 2002, the national tests results in science for eleven-year-old pupils indicated that the improvement shown in 2001 had continued. Of the four pupils in the year group, three took the science test and all reached the expected level. One pupil exceeded the national expectation and achieved the higher level. Only one pupil took the tests for seven-year-olds, and in science he was assessed at the higher level for his age. Inspection evidence indicates that the standards of attainment of the majority of pupils in Year 6 and Year 2 are at least at the expected level for their ages. Pupils make satisfactory progress over time, and pupils of all abilities achieve in an appropriate manner in relation to their prior attainment.
82. The quality of teaching is satisfactory, with teachers preparing their lessons well, so that pupils have appropriate resources to use during their activities. They have secure subject knowledge that allows them to ask relevant questions to develop pupils' thinking. There are good explanations given at the start of lessons so that pupils are clear about what they are to learn and how to set about their activities.
83. In Class 1, pupils are currently working on Keeping Healthy. This follows a recent consideration of sound and the sense of hearing. They have undertaken some good investigations into different sources of sound and different kinds of sounds, for example sounds for pleasure, those for information and those for warnings. In their current work on keeping healthy, pupils are encouraged to understand and distinguish between drugs and sweets. Good use is made of medicine packages contained in a carrier bag. Pupils develop a clear understanding of the effective use of drugs they know. They include 'Calpol' which helps their health to improve when they feel unwell, and tablets which prevent travel sickness. In this good lesson, pupils contributed with interest and enthusiasm and a productive learning environment was maintained well. The teacher asked good probing questions to develop the pupils' understanding and the pupils readily took turns to talk. The safety aspects were covered effectively by the teacher. Pupils know that it is importance that tablets and medicines are administered by adults and that all drugs are to be kept in secure places. The pupils can distinguish the difference between drugs and sweets, even though both may be attractively coloured and packaged. Some pupils offer good suggestions for deterring people from misusing medicines, such as making tablets look really horrid. The lesson progressed well and almost all the pupils showed good levels of understanding.
84. In Class 2, the pupils are studying aspects of the Human Body. The teacher uses a good model of a heart and pupils recall their previous knowledge well. They know that arteries carry oxygenated blood around the body. They use a good quality diagram to trace the path of veins carrying de-oxygenated blood. They know that the heart acts like a pump and they have a clear understanding of how to test a pulse. The class have undertaken some previous investigation of heart rates and know that exercise makes the heart beat faster. In their past work graphs have been generated to illustrate different heart rates. Some of these illustrations have been generated through a computer. The teacher uses good questioning to take the pupils' learning forward, but makes significant use of notes to ensure that correct scientific language is used. Most pupils work with interest and cooperate well with each other. A small number find this difficult, but effective deployment of the teaching assistant helps to keep them on task.

85. The curriculum is broad because of the opportunities for pupils to be involved in collaborative group work activities, making a positive contribution to the pupils' personal and social development. However, some teachers accept, and sometimes praise, written work that is not of a satisfactory quality. Pupils are able to make satisfactory use of their numeracy skills when taking measurements during investigations, as is seen in the work of pupils in Class 2, when measuring heart rates. There is some use of ICT to enhance work but the school recognises that this is an area for further development and the school could do more to extend the pupils' investigative skills. The co-ordinator has a clear view of what needs to be done to improve standards. The planning and assessment procedures are satisfactory and provide teachers with clear information about the key learning objectives and skills to be taught. The school has identified the need to better track pupils' progress and set manageable targets for improvement. The accommodation is good with extensive grounds that are used well to develop the pupils' knowledge and understanding of life processes and living things. There has been satisfactory improvement since the last inspection.

## **ART AND DESIGN**

86. Pupils continue to show the satisfactory levels of attainment reported when the school was last inspected. Pupils, of all abilities, throughout the school produce artwork of the expected standards for their age.
87. Class 2 art folders contain pencil sketches of flowers, some of which are of good quality. Some tracing of petals and leaves has been done with great care and in good detail. Pencil figures on a colour wash background produce interesting results. Pastels and water colours have been used effectively to draw faces. The pupils have access to a good range of materials and are able to use an appropriate numbers of techniques for their age.
88. Class 2 art folders show some good progress from the work produced by pupils in Class 1. Pencil sketches of a mug, with good quality shading illustrate good development from similar work undertaken by younger pupils. Effective drawings of a walking boot are of particularly striking quality. From work on the environment of the school grounds, some pupils have created good printing blocks from which they design symmetrical, repeating patterns on fabric and paper. This work is of good quality.
89. Although there is insufficient evidence from which to reach a secure judgement on the quality of teaching and learning, the lessons seen were of good quality overall. The pupils' work displays an appropriate range of skills and techniques.
90. The school's policy documents are appropriate and offer appropriate coverage of the curriculum. Resources are generally of good quality and quantity. This is an improvement on the position reported when the school was last inspected. Leadership of the subject is appropriate and the coordinator has confidence and expertise in the subject. Pupils' work is prominently displayed to good effect around the school.

## **DESIGN AND TECHNOLOGY**

91. There was insufficient evidence on which to make a secure overall judgement on the standards pupils attain or the quality of teaching. In a lesson observed in Class 1, pupils closely examined how puppets were made. They had a good range of differing types of puppets to consider. They were able to recognise and describe accurately a wide range of materials from which the

puppets were constructed. The pupils drew representations of the puppets and labelled them accurately. The lesson contained appropriate links with science as the pupils critically examined the materials and with art, as they used appropriate pencil skills to sketch them.

92. In Class 2, the pupils undertook the third lesson in a series, in which they had constructed nets of cubes of differing size, which would fit inside each other. There was a detailed wall display showing how these had been made. The current lesson extended the pupils' previous understanding by the inclusion of a design of a chest with a domed lid. The long term plan was to use the cardboard construction as a template for a clay model to be made at a future date. The pupils used some good design skills. They were alert to how moveable connections could be made to connect the lid and many had good ideas about how to join the curved edges of the lid. They made accurate estimations of the proportions of the parts.
93. In the lessons observed the quality of teaching and learning was good overall. The two classes both cater for a wide range of ages and abilities, and both lessons were appropriately addressed to these issues. In Class 2, the teacher made good use of correct technical language. Additionally, she gave very clear instruction for the pupils on how to approach some of the processes involved in the task. She gave helpful demonstrations. This enabled the pupils to attempt challenging tasks with confidence. For example, a Year 3 boy had a very clear picture of how to construct a container with a decreasing circumference.
94. The curriculum is satisfactory, being linked to other subjects, such as science and history. Leadership is at an early stage of development. Planning is secure and provides teachers with clear information about the key learning objectives and skills to be taught.

## **GEOGRAPHY**

95. It was only possible to see a very short period of geography being taught during the inspection therefore judgements made are from scrutiny of pupils' work and displays around the school. From the scrutiny of pupils' past work and discussions with pupils it is clear that pupils are attaining at the level expected for their age, achieving appropriately and there has been satisfactory improvement since the last inspection.
96. Pupils aged between five and seven, in Class 1, make satisfactory progress in the development of knowledge, skills and understanding. They study the immediate environment of school and the village of Higham-on-the-Hill. Through field work and local visits they develop an awareness of how people influence and change the quality of the environment. In one unit of work pupils investigate the volume of traffic on the road outside school and consider solutions to parking problems for staff, parents and visitors to the school. Pupils' ideas and understanding are communicated in a range of ways. This draws upon and develops skills in ICT, mathematics and literacy.
97. Between the age of seven and eleven, pupils in Class 2, continue to make satisfactory progress. Their understanding of places extends beyond the immediate area as they study contrasting locations. Through the use of secondary sources of information, visits and fieldwork they develop an understanding of how location influences the way people live. Contrasts and comparisons are made in respect of land use, patterns of human behaviour and trade and industry. All pupils in class 2 study the same units of work at the same time. Careful planning, however, appropriately differentiates learning opportunities to ensure the learning needs of pupils are met at all stages of development. Work seen demonstrates that pupils have a

developing awareness of how geographical location affects climatic conditions. By the age of eleven pupils can name and describe the features of the seven major climatic zones and can use keys to illustrate where they are located on a map of the world.

98. Wherever possible the pupils' geography is connected to work they are doing in other areas of the curriculum. This adds meaning and relevance to their work. The school, however, uses the objectives within the nationally recognised scheme of work. This ensures continuity and progression in knowledge and skills as they progress through school. The quality of feedback that pupils receive is variable throughout school. In Class 1, marking gives pupils a very clear understanding of how well they have achieved in relation to the learning objectives and targets and, when appropriate, it informs pupils of steps they need to take to improve further. This high level of support is not maintained in Class 2 where most feedback relates to quality of presentation and productivity.
99. Pupils have a positive attitude to their work and geography makes a satisfactory contribution to personal and social development. Much learning is developed through a fieldwork approach. This relies on pupils sharing equipment and taking care of resources. It also enables pupils to develop a real awareness of the environment and a respect for living things.
100. Leadership and management of the subject are satisfactory. The current coordinator has only recently taken up responsibilities for this subject. Medium and long term plans are monitored and evaluated. Resources are effectively stored and are easily accessible to both staff and pupils. The school grounds and the local environment are well used to support learning and the development of geographical skills.

## **HISTORY**

101. Due to timetabling, only one history lesson was observed during the inspection period. Judgements made are from scrutiny of planning, pupils' work in Class 2, and from displays around the school. From the work seen it is clear that by the age of 11 pupils are achieving at a satisfactory level and are attaining at the level expected for their age and that there has been satisfactory improvement since the last inspection.
102. From planning it can be seen that pupils aged between five and seven, in Class 1, develop an understanding of the passing of time through exploration of their own families, familiar objects and familiar places. For example, they look at how toys have changed during the lifetime of their grandparents and parents and consider the difference in the toys they play with. They study the local area to consider how homes have changed through the passing of time and how changes have influenced the way people live. They record their understanding in a range of ways using and applying knowledge and skills from literacy, mathematics, and ICT.
103. Between the age of seven and eleven, in class 2, pupils make satisfactory progress. In their study of the Tudor period they use secondary sources of evidence to gain a good understanding of life during the period in respect of different people within the social structure of the period. Learning is developed through a range of approaches from information finding and associated presentation of facts to creative work that relies on imagination based on factual knowledge. Pupils develop a good understanding of the political and social issues of the period. Their written accounts of the relationship between Henry VIII and his wives reflect emotional sensitivity to both Henry and his wives. Extracts from letters and newspaper reports reflect the pupils' in-depth understanding of the situation from the perspective of a range of people within

Tudor society. In one good lesson, pupils gained understanding of the life of Mary Tudor. They considered a range of alternative views and used reasoning to make judgements about whether Mary deserved to be referred to as 'Bloody Mary'. Good use was made of technical vocabulary throughout the lesson and pupils were encouraged to present their ideas and arguments constructively using standard English. Pupils have a positive attitude to their work and are keen to participate in learning.

104. Wherever possible the pupils' history is connected to work they are doing in other areas of the curriculum. This adds meaning and relevance to their work. The school does, however, use the objectives within the nationally recognised scheme of work. This ensures continuity and progression in knowledge and skills as they progress through school.
105. Leadership and management of the subject are satisfactory. Medium and short term planning are monitored and there has been some observation of teaching. Pupils' work is attractively displayed throughout school and this forms part of the basis of monitoring. The good range of high quality resources is stored effectively to ensure access by staff and pupils as appropriate.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

106. There has been a decline in the provision for information communication technology (ICT) since the last inspection, and there are some important areas, such as control and modelling, that are not covered in sufficient depth, and pupils do not spend sufficient enough time on computers to practise and improve effectively their computer skills. Equally, there are not enough opportunities for pupils to use their ICT skills to enhance their work in other subjects. As a result, by the time they are eleven, most pupils do not attain standards that match the national expectation, having not made sufficient progress as they pass through the school.
107. As little direct teaching was seen, there is not enough evidence on which to make an overall judgement on its quality. The scrutiny of past work indicates that pupils in Year 2 can use pencil and brush tools to draw a simple hedgehog. They are able to 'undo' work and can save and print their work successfully. There is evidence to show that pupils can create a random pattern from a line and fill the resulting gaps with colour. Some do not, however, always succeed in joining the lines up with sufficient accuracy. Others can use a 'shape' tool and a 'flood fill' tool to create a pattern and a picture. Pupils in Year 6 gather data about favourite breakfast cereals, as part of a science topic on Healthy Eating. They gather the data effectively and can create pie charts and three-dimensional histograms to display their results. Most pupils can use word-processing skills with confidence. These include the making of titles, tables and labels, many of which are used to make a positive contribution to wall displays, for example in an Egyptian wall display, and in a good piece of word-processing in which pupils wrote a persuasive letter. There is additional, good quality, factual reporting on Chembakoli, linked to pupils' past work in geography. There was no evidence of pupils using ICT for modelling or in any aspect of control.
108. Throughout the course of the inspection, pupils had too few opportunities to use ICT naturally in the course of their lessons, and although there was evidence of ICT being used in past literacy work, science and geography, the pupils do not use their skills in a sufficiently wide range of subjects.

109. The school is aware of the shortcomings in the current provision and there are appropriate plans in place to ensure development in the future. The school does not yet have sufficient resources, but has successfully submitted a bid to improve its provision. There are good links with the secondary school to which many of the pupils transfer at the end of Year 6, and the school is building appropriately on these links with the intention of improving staff confidence and pupils' skills.
110. The coordinator has reviewed and revised the school's policy and scheme of work in the past year and a governor has been nominated to monitor ICT developments. The school's development plan has identified, as a high priority, the improvement of the current pupil-to-computer ratio. This has been difficult with limited funds available in this small school, which has recently moved out of a deficit budget. Improvement in this ratio is planned for the end of the current year.
111. Currently, the school has appropriate plans for future development in the areas of improving resources and increasing teacher confidence. Even though the financial position is difficult, there is an urgent need to further these plans to enable the school to meet National Curriculum requirements in full and to offer pupils enough opportunities to develop their ICT skills and understanding effectively. The provision for ICT has declined since the time of the last inspection, when the position was described as satisfactory.

## MUSIC

112. By the age of 11, most pupils achieve the national expectation. Pupils throughout the school, including those with special educational needs and those with English as an additional language make sufficient progress and achieve appropriately.
113. Pupils in Class 1, sitting in a circle each had a percussion instrument. They could readily distinguish instruments which have a long sound, from those which have a short sound. They listened well and used their past experience of the sounds the instruments make. They were inventive in discovering how to hold the instruments and where to strike them in order to make different sounds. Some good observations were made, for example, 'Should Alex hold it like that?' The class teacher encouraged the pupils' curiosity well by highlighting how one child had held on to their instrument and in so doing stopped the vibration. Good technical language was used and the majority of the pupils were fully engaged with interest and high levels of concentration.
114. In Class 2, pupils know about the pentatonic scale. They were in groups which were arranged well. Each group had to create a piece of music using the scale and creating the atmosphere of a sunny day, a rainy day, a dark cave or a waterfall. Each piece had to contain a drone and an ostinati. The lesson was planned in good detail and well resourced. The pupils, a minority of whom regularly show challenging behaviour, were engaged to the task well. The groups were managed effectively and worked with a good degree of cooperation. They showed good ideas and performed their pieces well. Some of the groups were very successful in maintaining a steady beat. The group performing the 'dark cave' piece made particularly good progress in establishing a melody. This was a successful lesson in which the majority of the pupils were engaged throughout. The teacher gave clear instructions and supported the groups well.
115. The curriculum is broad and is supported by appropriate singing in assemblies and by singing rhymes in literacy sessions. A small number of pupils benefit from additional music tuition on brass instruments.



116. Teaching is good overall, especially in Class 2, where the coordinator has a good subject knowledge and an interest in the subject. She has only recently assumed responsibility for music, along with other subject responsibilities. As a result, coordination is in the early stages of development. Overall, the school has maintained the satisfactory position that was reported when the school was last inspected.

## **PHYSICAL EDUCATION**

117. By the time they are in Year 6, most of the pupils attain the national expectation in physical education. This is a result of the thorough teaching they receive and the pupils' positive attitudes to the subject, which enable them to make satisfactory progress and achieve appropriately.
118. The planning of lessons is detailed, with clear learning objectives being linked to challenging activities. This was seen to particular advantage in the swimming lesson undertaken by the whole school. Teachers have secure subject knowledge that enables the pupils to undertake activities which improve their performance. In this particular lesson, teaching throughout the school was good. In outdoor playground games undertaken by pupils in Class 1, and involving throwing and catching activities, playground markings were well used to extend the distance over which children were throwing and catching. The children developed a good awareness of space and distance. An appropriate group activity involving aspects of 'attack and defence' took some time to organise, and this detracted from the pace and continuity of the lesson. When it got under way, the task proved too challenging for some, but overall, the skills of the majority of pupils had been extended and developed.
119. The curriculum is broad, balanced and relevant to the pupils throughout the school. The swimming lesson for the whole school offers a very strong contribution to the pupils. The Community Centre provides the opportunity for pupils to undertake gymnastics and the curriculum is supported by an appropriate range of extra-curricular activities which include an appropriate variety of sports
120. The leadership of the subject is in an early stage of development as the coordinator has only been in post for a short time. A secure overview of the subject is developing. The school's satisfactory provision has been maintained from the time of the last inspection.

## **RELIGIOUS EDUCATION**

121. No lessons in religious education were observed during the days of the inspection. Judgements are therefore based upon a scrutiny of pupils' past work, consideration of wall displays and discussions with staff and pupils. Throughout the school, pupils' attainment is at the expected level for their age, taking into account the requirements of the Locally Agreed Syllabus.
122. The pupils in Class 1 have recently undertaken work on Harvest time. Their work includes simple prayers and illustrations. Together they make an effective display which relates to harvest around the world. There are appropriate links to geography and literacy in the display. Written work from the start of the term tells the story of the Jews' flight from Egypt. In some writing, which is of above average standard, this is described in good detail. Pupils in Class 2 have made very effective Islamic designs using cross-stitch on binker.

123. In the hall there is an interesting wall display depicting the story of the Creation. This contains good storylines and some effective watercolour painting. Labels are generated through the use of a computer. The School Creed is prominently displayed. It is a form of the prayer beginning 'This is our School, let peace be here'. It sets an effective tone for the acts of collective worship and adds a positive contribution to the aspects of the pupils' personal development.
124. As no lessons were observed it is not possible to comment on the quality of teaching and learning, but the overall provision, including the resources available for the pupils, is satisfactory. The coordinator has only been in post since the start of the term, and undertakes this lead role as one of many subject areas. As a result, she is at an early stage in assessing appropriate priorities for future development. Overall, the school has maintained the satisfactory provision reported when it was last inspected.