

## INSPECTION REPORT

### **WOLVERTON PRIMARY SCHOOL**

Warwick

LEA area: Warwickshire

Unique reference number: 125760

Headteacher: Mrs Penny Hill

Reporting inspector: Julie Moore  
8710

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> June 2003

Inspection number: 248708

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Foundation

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Norton Lindsey  
Warwick

Postcode: CV35 8JN

Telephone number: 01926 842214

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Appropriate authority: The governing body

Name of chair of governors: Mr David Stone

Date of previous inspection: 19<sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8710	Julie Moore	Registered inspector	Science Information and communication technology Geography Physical education Educational inclusion English as an additional language	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13395	Joanna Illingworth	Lay inspector		Pupil's attitudes values and personal development? How well does the school care for its pupils? How well does the school work in partnership with parents?
1189	Sharon Brown	Team inspector	Mathematics Design and technology History Religious education Special educational needs	How good are the Curricular and other opportunities offered?
16892	Julia Elsley	Team inspector	English Art and design Music Foundation stage	

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

### **INFORMATION ABOUT THE SCHOOL**

Wolverton Primary School is smaller than most other primary schools. It is situated on the outskirts of Norton Lindsey, a village near Warwick. There are 58 boys and 38 girls on roll, and they are aged between four and eleven. Most pupils travel some distance to school as few children live locally. Almost every pupil speaks English well and only a very small number of pupils has English as an additional language. Five percent of pupils have ethnic backgrounds that are not British and these pupils are Asian, or they are of mixed ethnicity. Three percent of pupils have special educational needs, which is below average, and there are no pupils who have a statement of special educational need. The percentage of pupils known to be eligible for free school meals is well below average at three percent. When children join the reception class their attainment this year was average. However, this does vary year-on-year.

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

Wolverton is a very effective school and pupils make very good progress. When they leave, aged eleven, standards are well above average in mathematics and science and above average in English<sup>1</sup>. This is because the pupils are taught very well. Everyone works together successfully in this small school and the team spirit is strong. Staff help and support each other willingly. The school is led and managed well by the headteacher who is fully supported by a very effective group of governors. The school provides very good value for money. In 2002 it received a School Achievement Award, from the DfES,<sup>2</sup> for achieving high standards.

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

- By the time the pupils are eleven standards are well above average in speaking and listening, reading, mathematics and science. They are above average in writing.
- Teaching is very good and pupils generally make very good progress.
- Information and communication technology (ICT) supports pupils' learning very successfully.
- The headteacher, governors and staff are an effective team.
- Attitudes, behaviour and relationships are all very good. The climate for learning is very good and children get a very good start in the reception class.

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

- Standards in writing, although above average, could be better.
- Target setting does not enable pupils to improve their work or have a better understanding of their learning and attainment.
- There is no whole school approach to tracking pupils' progress and attainment in the non-core subjects.<sup>3</sup>
- The subject leaders do not have a good enough oversight of standards, teaching and progress in their subjects.

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

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<sup>1</sup> Care must be taken when interpreting results in this small school as one pupil can make a significant difference either way.

<sup>2</sup> Department for Education and Skills.

<sup>3</sup> The non-core subjects are all the subjects except English, mathematics and science.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. There were five issues and these included:-

- ❑ Devising a new set of aims.
- ❑ Improving the quality of education of the reception pupils.
- ❑ Putting a curriculum framework in place.
- ❑ Improving teachers' planning.
- ❑ Completing registers at appropriate times to comply with legal regulations.

Good progress has been made. All the issues have been tackled thoroughly so they are no longer significant weaknesses.

## STANDARDS

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

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

*\*Similar schools are those schools with similar percentages of pupils known to be eligible for free school meals.*

In the 2002 national tests in English, mathematics and science, the overall standards for the eleven-year-olds were well above average, as they were when compared to those in similar schools. This pattern has been consistent over the previous three years with slight variations due to the small size of each year group. Overall improvements in attainment are above the national trend and standards in mathematics were in the top five percent in the country. The school has set challenging targets for its eleven-year-olds, which were achieved last year and were exceeded this year (2003). Inspection findings are broadly similar to test results in English, mathematics and science. Standards in writing, although above average, could be better. In most other subjects standards are average, except for ICT and design and technology (DT) where they are above average.

In 2002, standards for the seven-year-olds were closer to the average in reading and writing, and well above average in mathematics. This year, inspection findings indicate that standards in reading are well above average and in writing, mathematics and science they are above average. Children in the reception class are on course to achieve their goals<sup>4</sup> by the end of the reception year. A significant number will exceed them and this group is working towards the first levels of the National Curriculum. Across the school, pupils' progress varies from year to year, largely because of the small size of the year groups and variations in pupils' capabilities. Overall, progress is very good because the teaching has many strengths. Girls have been identified as doing better than boys by the end of Year 2. The school knows about this and is tackling it well. Boys are catching up by the end of Year 6. Pupils with special educational needs make good progress, as do those with English as an additional language.

<sup>4</sup> These are called the early learning goals.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils try hard to succeed and they enjoy coming to school.
Behaviour, in and out of classrooms	Very good. Behaving well is the norm, this is because the staff have high expectations of acceptable behaviour and the pupils respond very well.
Personal development and relationships	Very good. Relationships are very good and pupils are growing into responsible and caring young people.
Attendance	Very good. High attendance has a positive impact on standards and learning.

## TEACHING AND LEARNING

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

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

Teaching is very good overall, with every teacher teaching at least one lesson that was very good. Two out of three lessons were of very good quality, or better. This is a significant improvement since the last inspection when teaching was satisfactory overall, but was unsatisfactory in the reception class – it is now very good. Teachers are now much more secure in teaching their subjects. They are adept at making sure that lessons are interesting and challenging for their pupils, and this includes those with special educational needs and those with English as an additional language. All pupils are fully included in every aspect of teaching and learning at Wolverton, no-one is left out.

English teaching is good and mathematics teaching is very good. Speaking and listening skills are developed very well, as are pupils' reading skills. However, writing skills do not improve as speedily as they might because pupils do not always have enough time to correct their work accurately, or to make suitable improvements. Numeracy skills are developed very well because of very good teaching in Years 1 to 6. Lessons are well-planned, and they move forward at a very good pace so that no time is wasted. Teachers' high expectations of what their pupils are capable of achieving means that the pupils are challenged by their tasks, so that they learn rapidly. There is also some very good teaching in science and ICT in Years 3 to 6. In these lessons pupils' learning is well ahead because there is a very good range of challenging tasks, and the different strands of learning are pulled together successfully at the end of the lesson. All of this makes learning more meaningful for the pupils. However, there are missed opportunities to use target setting as a means of improving standards, and this needs to be improved. In some mathematics books, teachers' marking does not identify clearly enough what has to be done if work is to improve and this is a weakness.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced with a wide range of extra-curricular activities that enhance the pupils' learning successfully.
Provision for pupils with special educational needs	Good. Pupils get good support that is pitched at the right level. They are successfully reaching their targets.
Provision for pupils with English as an additional language	Good. Spoken English is developing well and this helps the pupil to understand the curriculum and to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils have a clear understanding about right and wrong. They help and support each other in many ways, and they have empathy for the needs of others. They have a sound understanding of their own cultural heritage, but are less secure about traditions in different cultures.
How well the school cares for its pupils	Satisfactory. Pupils are well cared for in a safe and secure environment. There are gaps in the school's systems for tracking pupils' progress and attainments.

The school works hard to encourage its parents to be actively involved in their child's education, with reasonable success.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is a strong team spirit and everyone works together very well, being ably led by the headteacher. Subject leaders have limited opportunities to monitor standards, teaching and learning and this is a weakness. The school is managed very successfully.
How well the governors fulfil their responsibilities	Very good. Governors are fully aware of the school's strengths and weaknesses, they provide firm guidance and support and positive leadership.
The school's evaluation of its performance	Good. The school is much better than it was at monitoring and evaluating its performance, but the subject leaders are not active enough in this process.
The strategic use of resources	Very good. The headteacher and the governors make the best use of all the resources that are available to the school. Standards, teaching and learning are all very good. Governors always apply the principles of best value when making spending decisions. The school provides very good value for money.

The school is well staffed with teachers and learning support staff. The accommodation has improved significantly since the last inspection, and is now acceptable, and the learning resources are good.

## 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>• Their children like school and they make good progress.</li> <li>• Teaching is good and the pupils behave well.</li> <li>• Children are expected to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that the school does not provide an interesting range of activities.</li> <li>• They feel that the school does not work closely with them and they do not feel comfortable about approaching the school.</li> <li>• Some parents feel that they do not have enough information about their child's progress.</li> </ul>

Inspectors agree with parents' positive views. They do not agree with all the negative views expressed by the parents. The school has a wide range of extra-curricular activities that are enjoyed by the pupils. However, inspectors feel that the school could strengthen its links with parents by encouraging them to have a greater involvement with their child's learning in school.

## **PART B: COMMENTARY**

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

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

1. At the previous inspection standards for both the seven and the eleven-year-olds were reported to be above average. There were significant weaknesses in the organisation, and the teaching, of the four to seven-year-olds who were taught in one class. Very good progress has been made in tackling this issue, as well as pushing up standards overall by the time the pupils are eleven. This is because teaching and learning have improved. Standards for the eleven-year-olds are now well above average in mathematics and science and above average in English. The reception children start school at the beginning of the year they are five. They are in a small class of 13 reception aged pupils, and this gives them a very good start to their education.
2. A point to bear in mind is that Wolverton is a small primary school with small numbers of pupils in each year group. This means that one pupil more or less, gaining a particular level, can make a significant difference to overall percentages.
3. Main strengths
  - ❑ Children's starting points when they join the reception class are broadly average. As they progress through the school they make very good progress, so that when they leave, aged 11, pupils' standards are well above average in mathematics and science and above average in English.
  - ❑ Standards are above average in ICT for the eleven-year-olds. The higher attaining pupils, around two thirds of the class, reach well above average standards.
  - ❑ The eleven-year-olds achieve well above average standards in speaking and listening and reading.
4. Point for development
  - ❑ Standards in writing are above average, but they could be even better if the pupils took their teacher's comments about improvements more fully on board.
5. The national tests in 2002 (the most recent year that national data is available) indicated that the seven-year-olds achieved average standards in reading and writing and well above average in mathematics. Standards were less positive when considered in relation to similar schools, where they were below average in reading and writing and well above average in mathematics. In science, that was assessed by the teachers, all pupils achieved the expected standard for their age but very few achieved the higher Level 3. Boys do less well than girls in the tests for the seven-year-olds, but the boys start to catch up by the time they are eleven. Inspectors found no significant variation between the attainment of boys and girls.
6. The eleven-year-olds achieved well above average standards in English and science, and in mathematics the school's results were in the top five percent in the country. Inspection findings broadly agree with these results except that standards in English are above average. Pupils' standards in speaking and listening, and their reading standards are well above average. Writing standards are above average, and could be better if pupils had more time to check and correct their written work, making sure that they take teachers' comments on board when making improvements.

7. When children join the reception class their needs are catered for very well. This aspect of the school's work was unsatisfactory at the last inspection, it is now a strength. Children's skills and understanding are broadly average when they start school, but there can be variations year-on-year. This year (2002/3) standards were about average in all the areas of learning.<sup>5</sup> Children have made very good progress all round. All of them are on course to achieve their early learning goals, and most of them will exceed them. This group is working towards Level 1 of the National Curriculum.
8. Good progress is made in Years 1 and 2. Pupils' speaking and listening skills are high quality. They use a wide range of vocabulary very well, which is a good improvement on their average starting points. This year, inspection findings indicate that standards in reading are well above average and in writing they are above average. A good amount of time is devoted to reading, and pupils are taught a range of successful strategies that develop their reading skills very well. This is one of the main reasons for improving standards. In writing, pupils are encouraged to experiment and to be innovative when using their writing and spelling skills. This has enabled some interesting and imaginative work to be produced. Spelling has improved because of more direct teaching of letter sounds. Handwriting could be better if better quality pencils were used, alongside a stronger emphasis on consistency of letter shape and size. Pupils' mathematical skills are developed very well. They are adept at working out number problems, and their mental recall of times tables for five and ten is good.
9. These skills are extended and developed very well in Years 3 to 6. Year 6 pupils confidently debate the argument for and against heart transplant surgery. Pupils read fluently, they have a thirst for books and are self-motivated. They are very good at inferring what the author means by the action of his or her characters. This enables them to explain how the various situations link together in a play by William Shakespeare. Writing standards are above average, but they could be better. The quality of teachers' marking is better than it was at the previous inspection, but there are too few opportunities for the pupils to act on their teachers' constructive comments. This limits the standards they are capable of reaching. Mathematics skills continue to be taught very well, so progress is very good. By the end of Year 6 many pupils use their understanding of place value to multiply and divide whole numbers and decimals, they are competent users of negative numbers and they are effective problem solvers.
10. Last year, 2002, the school set challenging targets in English and mathematics for its eleven-year-olds. It was successful in achieving them. This year, 2003, the school exceeded its challenging targets, with a greater percentage of pupils achieving the higher Level 5.
11. The very few pupils with special educational needs make good progress in their learning. Standards are below average but in line with their capabilities. Learning targets are reviewed regularly so that progress is monitored. The very small percentage of pupils with English as an additional language receive good support. Their spoken English is developing well and this helps them to make good progress across the subjects they learn.

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

12. Pupils' attitudes, values and personal development are very good, and these significantly enhance standards of academic attainment. In the judgement of

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<sup>5</sup> Areas of learning is the name given to the curriculum for nursery and reception children.

inspectors they are strengths of the school. Parents also believe that attitudes and behaviour are very good, and they are right. They say that pupils like school and behave well. The school has made good improvement since the previous inspection by successfully maintaining and building on the high standards that existed at that time. Pupils continue to show very good attitudes to learning, whilst rates of attendance and standards of behaviour have risen from good to very good.

13. Main strengths

- ❑ Pupils enjoy coming to the school and are very loyal to it. They are very keen to learn and to take part in activities.
- ❑ Behaviour is very good in lessons and around the school.
- ❑ Pupils have very good relationships with one another and with members of staff. They care about each other.
- ❑ Pupils become increasingly confident, independent and mature during their years in school.
- ❑ Attendance and punctuality are very good.

14. Point for development

- ❑ Pupils have limited opportunities to exercise responsibility.

15. Pupils are very loyal to the school and have very good attitudes to learning. In lessons they are well motivated and keen to make progress. On arrival in the classroom they settle down quickly without having to be prompted by members of staff. Children of all ages, from the reception class to Year 6, respond very well to teachers' high expectations of them, and their constructive attitudes enhance their attainment. They are eager to learn, work hard, and enjoy demonstrating what they know and can do. As a result they make good and often very good progress in lessons and over time. For example, in an English lesson observed during the inspection, pupils in the Year 1 and 2 class were very keen to put forward their ideas for developing a story. They were not afraid to express their own views either orally or in writing, and their work showed that they had thought carefully about the task. They loved answering questions; a forest of hands shot up every time the teacher asked one. Their positive attitudes promoted good learning and progress in this lesson. Children in the reception class are very enthusiastic about school. They are confident, eager to learn and thoroughly enjoy all activities in their lessons. Despite being keen to be actively involved in tasks, pupils listen carefully to their teachers and successfully follow instructions. However, a few individuals let their concentration lapse during briefing sessions and are therefore unclear as to what they are required to do.

16. The school is an orderly community in which pupils behave very well. This helps to create an environment that is favourable to learning and is inclusive, and pupils respond very positively to this. They are friendly and courteous to one another and to adults. For example, on their return to school the swimming class politely thanked the coach driver for taking them to and from the swimming pool. Pupils treat property and the environment with respect. They handle equipment with care and do not drop litter in the school grounds. No pupils have been excluded from school. There is a commendable absence of any form of oppressive behaviour. Pupils and parents say that there is no bullying, and there have been no racist incidents. This reflects the positive and caring ethos that exists in the school.

17. The quality of relationships is very good. Pupils work well together in lessons and they socialise amicably at break and in the lunch hour. They are considerate and are

sensitive to other people's feelings. They are mutually supportive over problems. This was evident during the inspection when an older boy helped a younger pupil who had hurt his knee in the playground. Relations between pupils and adults in the school are very good. They are securely based on trust and respect, and as a result enhance learning and welfare. Pupils feel comfortable about asking members of staff for help and guidance, and are confident that they will receive effective support from them.

18. Other aspects of pupils' personal development are good. Pupils are mature and responsible and can be trusted to behave sensibly. This was the case with younger pupils when they went swimming at Stratford swimming pool. They were quiet and self-disciplined when travelling in the coach. The ethos of the school encourages them to support one another and they respond positively to it, as when older children help to look after younger ones. Pupils in Year 5 and 6 get the chance to serve as monitors, and their roles are clearly defined in a well-organised duty rota. However, there is no school council, or similar body, that would allow every year group to play a part in the running of the school. Pupils develop well as independent learners who can think for themselves. They show particularly good enterprise and initiative particularly in their use of computers in lessons. Their understanding of the strengths and weaknesses of their work increases as they progress up the school. Older pupils acquire a good knowledge of their own learning, and this helps to raise their attainment.
19. Pupils' attendance is very good and makes a positive contribution to their learning and progress. The school's attendance rate was well above the national average in the year 2001/02, and the rate of unauthorised absence was negligible. The latest figures show that these high standards have been sustained. There have been no unauthorised absences to date in the current academic year, and the total absence is low. Attendance was very high during the week of inspection.

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

20. Teaching has improved since the last inspection when it was satisfactory overall, with some unsatisfactory teaching in the reception class. The situation has now changed and teaching is very good overall. Two out of three lessons were very good or better, most other lessons were good, and there was no unsatisfactory teaching. Every teacher taught at least one lesson that was very good.
21. Main strengths
  - ❑ Teachers have high expectations of what their pupils are capable of achieving, and pupils rise to the challenges set for them.
  - ❑ Much of the planning is very good, and is pitched at different levels that are well matched to pupils' capabilities.
  - ❑ The strongest teaching is in the reception class and in Years 3 to 6.
  - ❑ Teachers know their pupils very well, as do the learning support assistants who do a very good job throughout the school enhancing standards and speeding up progress.
  - ❑ No time is wasted and lessons move forward at a very good pace. Learning points are drawn out at the end of each lesson, and this helps pupils to consolidate their new learning.
22. Points for development
  - ❑ Target setting is not effective enough in enabling pupils to improve their work or to have a better understanding of their learning and attainment.

- Pupils do not have enough time or opportunities to correct their work, especially in English, or to act on teachers' comments. Some marking in mathematics does not indicate how pupils can improve their work.
    - Pupils' attainment and progress are not tracked effectively in the non-core subjects.
23. Teachers know their children well in this small school. Most pupils are with a teacher for two years, and this is quite normal in schools of this size. The exception to this is in the reception class, where teaching and learning were unsatisfactory at the last inspection. To improve on this situation the governors have made a decision to have one small reception class. This is working very well, enabling the children to have a very good start to their education. Teaching is very good, and the two new teachers work together very well indeed.
24. Tasks for the youngest children are planned at the right levels and they are based on the stepping stones for learning<sup>6</sup>. Early assessments indicate where children need extra help and support with their learning, and this is provided by the class teacher or by the learning support assistant. Children's learning is productive because there is a very good balance between the tasks that are initiated by the children themselves, and those that are directed by the teacher. Tasks are interesting and exciting, making sure that young pupils want to learn. A good example occurred in a reading session with children of average attainment. The teacher stimulated the children's interest by making the activity fun, using the alliteration of a 'green grasshopper' and putting the appropriate expression into her voice when shouting 'Help, help'. This worked because it ensured that children's interest was aroused, so they keyed straight into the story, listening avidly and joining in with great enthusiasm.
25. Teaching is good in Years 1 and 2, and pupils make good progress. Planning does not have as much detail, but learning is effective and most lessons progress at a good pace. Numeracy sessions progress at a very good pace. The learning support assistant provides valuable support for the lower attaining pupils, making sure that their progress is as good as their classmates and they do not slip behind in their learning. Higher attainers are brought on well in many lessons, and they are suitably challenged by their activities. In one literacy lesson the pupils were writing questions and sorting them into different types, e.g. what, why, when, where, who, why, which. In this lesson the pupils were clear about what had to be done. By using their white boards they were able to focus on fantasy words and use these to structure their questions, such as, 'Why did Jamie have his jim-jams on during the day?'. Pupils worked well in pairs, which were carefully matched, and their previous work was successfully reinforced. Learning was very productive. Everyone was included and no-one left out. In a physical education lesson the teacher used praise well to encourage the pupils to have a go, and this worked well. However, there were missed opportunities to improve pupils' skills, as there were limited opportunities for them to evaluate the quality of their movements. This meant that the pupils did not have a clear understanding of what they needed to do to improve.
26. Progress is rapid in Years 3 to 6. It is very good because much of the teaching is of high quality. Planning is very good, and teachers are really secure in their knowledge of the subjects they teach. They make good use of questions to check out learning or to take pupils on just that bit further by challenging them. There were many good examples in Years 3 to 6, especially in science. In Years 3 and 4 pupils were investigating the porosity of rocks. They adeptly set up a fair test, with little help from

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<sup>6</sup> The name given to stages in learning that lead to the acquisition of the early learning goals for pupils aged three to five.

their teacher, who constantly challenged them by asking 'Why are you doing that? What will happen if.....?', making sure that they kept on course in their investigation. Pupils in Years 5 and 6 were involved in a technical enquiry, focusing on different parts of trees. The best use was made of the digital camera to record details of different trees, which pupils were preparing for their presentation to the rest of the class on the following day. Pupils' level of analysis, as well as their use of mathematics, was high quality. This lesson was structured very well. Every pupil was fully engaged throughout, working independently or in a small group, and rising to the teacher's high expectations of what they were capable of achieving.

27. Across the school pupils with special educational needs are taught well. They make good progress. This holds good for the very small number of pupils who learn English as an additional language as well. Extra support enables these groups to do well and to achieve their learning targets. Teachers are aware that boys perform less well than girls especially at the lower end of the school. They use a range of successful strategies to make sure that boys are fully engaged in their learning. This works well so that by the end of Year 6 there is a much smaller difference in the attainment of boys and girls.
28. However, across the school there are missed opportunities to use pupils' targets as an effective way move learning forward. To some extent this is masked because teachers know their pupils very well in this small school. Nevertheless, learning and standards would be improved by a more consistent and specific approach to target setting, so that every pupil would benefit from a secure knowledge about what they have to do in order to improve even more.
29. Target setting is also linked to marking, which lacks a consistent approach. In mathematics, a little marking did not identify what needed to be done in order to improve. In English, pupils do not have enough time to correct their work, or to take on board their teachers' comments. This needs to be tackled so that improvements in writing can be sustained more readily.
30. Another point for development is the lack of a whole school approach to tracking pupils' progress and attainment in the non-core subjects. Teachers' day-to-day assessments are effective, and they use this information well to plan the next stages in learning for their pupils. What is missing is a system for assessing and recording how well pupils are doing year-on-year, and this is an area for improvement.

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

31. The school provides a rich and exciting curriculum, which offers good learning opportunities for its pupils. It is broad, well balanced and meets the statutory requirements for all subjects in the National Curriculum. Religious education complies with the locally agreed syllabus. All subjects receive appropriate attention and sufficient time is allocated. This represents a good improvement since the last inspection when a key issue in the previous report was the lack of a curriculum plan.
32. Main strengths
- The curriculum is rich and exciting. Pupils are well motivated and enjoy learning.
  - Good use is made of visits to enhance learning.
  - There is good attention to ensuring that all pupils are receiving equality of opportunity to succeed. Everyone is fully included in all aspects of the day-to-day life of the school.
  - ICT is used well to support learning across the curriculum.
33. Points for development
- There is no specific whole school policy for the promotion of pupils' spiritual, moral, social and cultural development across the curriculum and this is a weakness.
  - There are limited opportunities for visitors to school, such as the local minister to take assembly occasionally, or authors and artists, so that the pupils can gain first-hand experience of their work.
  - Not enough is being done to prepare pupils for life in a multi-cultural society.
34. Effective policies are now in place for all subjects. The school has responded well to the National Literacy strategy (NLS) and to the National Numeracy strategy (NNS). Other initiatives such as Early Literacy support (ELS) and Additional Literacy Support (ALS) are used well to support learning and make a positive contribution to standards achieved. The schemes of work of all other subjects of the curriculum have been improved, with the adoption of the national guidance. This has had a positive impact on the quality of long and medium-term planning. The needs of boys and girls of all capabilities are met well. Lesson planning is very good where clear learning objectives are identified but there are variations within the school, being stronger in the foundation stage and in Years 3 to 6.
35. The curriculum in the foundation stage is very good because the curriculum, teaching and learning have improved significantly. This is a very good improvement since the last inspection when it was unsatisfactory.
36. At the time of the previous inspection weaknesses were identified in the timetabling of subjects. The school has successfully addressed this issue. The curriculum for religious education provides pupils with a wider insight into Christianity and other world faiths, effectively supporting pupils' learning about different cultures and lifestyles. There is appropriate provision with the curriculum for health education, including sex education and guidance about the dangers of drugs misuse.
37. A key issue in the previous inspection was provision for aspects of physical education, which did not meet the requirements of the National Curriculum. This has been fully

addressed with the building of a school hall and improvements in the delivery of the curriculum.

38. The school is successful in ensuring that all pupils have equal access to the curriculum and all of the experiences offered. The very small minority of pupils with English as an additional language are well supported and they make good progress in developing their spoken English.
39. There is a broad range of additional activities, a strength in the previous inspection. After school activities include football, netball, choir and drama club. In addition pupils have the opportunity to learn to play a musical instrument with visiting specialists. These activities are well supported. Visits are an important aspect of school life and enrich the curriculum well. Pupils visit the local church, and places of worship from other world faiths. They visit the theatre, St John's Museum in Warwick. More limited are the opportunities for visitors to school such as authors, artists and poets, or the local minister to take assemblies on occasions.
40. The school makes good links with the wider community to enhance pupils' learning. There are good links with the church for visits, and pupils' participate in the local village fetes. Local villages attend the school's Christmas Fayre in the village hall and the school is well supported by local individuals and groups for example collecting vouchers and donating books to school. Links with other local schools are satisfactory.
41. Overall, the school makes good arrangements for spiritual, moral, social and cultural education. However, the quality of provision for the different strands of pupils' personal development is uneven. The school very strongly and effectively promotes moral development. Provision for social development is good. Arrangements to promote pupils' spiritual and cultural development are satisfactory.
42. The ethos of the school, and its policies on behaviour and citizenship, encourages overall spiritual, moral, social and cultural development. The school's provision is successful in practice. Pupils understand the difference between right and wrong, are mature and responsible, and behave very well. They have developed values that have a spiritual dimension. They reflect on their own lives and those of other people, and they appreciate the world around them. However, the lack of a specific policy on spiritual, moral, social and cultural education is a weakness. It has resulted in missed opportunities to promote pupils' personal development across the curriculum. The school has made limited progress in improving this aspect of its work since the previous inspection. The quality of spiritual, moral, social and cultural education is much the same today as then as it was five years ago. At that time, inspectors judged that moral education was very good, social education was good, and arrangements to promote pupils' spiritual and cultural development were satisfactory.
43. The school's spiritual provision has some strengths. Pupils are encouraged to examine and reflect on their experiences and feelings and those of other people. The curriculum of religious education gives them good opportunities to examine their own and other faiths. This was the case in lesson on Sikhism that took place during the inspection. The class looked at the story of Guru Nanak and discussed its meaning and significance. Pupils reflected on how Guru Nanak and other religious leaders had stood up for their values and beliefs. The school's accommodation makes a contribution to spirituality. Its grounds in particular, with their flowers and greenery, are aesthetically pleasing. Daily assemblies, on the other hand, do not make a major contribution to spiritual development. They are whole school occasions and contain an act of collective worship that meets statutory requirements. However, those that were

observed during the inspection lacked uplift and inspiration. They made little use of music, and none of art and visual aids. They were missed opportunities for the celebration and promotion of spiritual values. These weaknesses were apparent at the time of the previous inspection. The previous report commented that the daily collective act of worship was not always a special or joyous occasion, and this remains true.

44. The school makes very good provision for moral development. It has created a strong moral framework, and this gives pupils very good guidance on their conduct. It instils them with sound moral values and helps them to understand the difference between right and wrong. The school has high expectations regarding behaviour and discipline, and has established clear and consistent policies for ensuring that its expectations are fulfilled. Pupils understand what is required of them. They know that that they are expected to be self-disciplined, well behaved and truthful. They have good role models to follow. Adults in the school provide positive examples of behaviour and relationships. They treat pupils with respect and are fair and consistent in their management of them. Teachers strongly promote the values of caring and sharing in lessons and assemblies. The ethos of the school is one of mutual support and understanding, and pupils respond to this by caring for and helping one another.
45. Provision for pupils' social development is good. In lessons pupils are given good opportunities to acquire essential social skills, such as waiting one's turn to speak, listening to other people and respecting their views, and being prepared to work co-operatively. They are also encouraged to become independent learners. The school's effective use of information technology across the curriculum gives pupils the chance work on their own and to carry out their own research. There is also good provision for social development outside the classroom, such as when older pupils help younger ones at break and lunch time. Extra-curricular activities, such as the school's "Environment Week" encourage pupils to value and look after the local area. There are adequate opportunities for them to exercise responsibility around the school. Older pupils are all expected to carry out duties as monitors and to care for younger pupils. The school encourages children of all ages to join in playground games and to play together harmoniously. There is a very good programme of activities for breaks and lunch hours, and this makes a valuable contribution to the school's provision for personal development.
46. Arrangements to promote cultural development are satisfactory. They are strongest in respect of pupils' knowledge and understanding of their own indigenous culture. The school fosters this effectively through extra-curricular activities, such as instrumental music tuition, and educational visits. For example, pupils have visited local churches, and been on trips to Charlecote Park and the Nickelodeon at Ashorne. They also learn to appreciate their own cultures through the subjects of the curriculum, notably literature, the humanities and religious education. Arrangements to promote understanding of other cultures are less well developed, as was the case at the time of the previous inspection. For example, art and music make only a modest contribution to this aspect of cultural development. Pupils acquire some knowledge of non-European cultures through history, religious education and educational trips. They learn about non-Christian faiths in religious education lessons, and they have visited a Sikh temple in Coventry. However, they do not get enough opportunities to learn about the multi-cultural nature of modern British society. In general pupils see other faiths and cultures as belonging to the past or to other parts of the world.

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

47. The quality of pastoral care is good. The school provides a safe environment in which pupils feel secure and confident, and are therefore able to do their best. Parents value the care that their children receive. However, arrangements to monitor and support academic progress are unsatisfactory. The school has made sound improvement since the previous inspection. It has maintained high standards of welfare and pastoral support and has improved procedures for recording pupils' attendance.
48. Main strengths
- The school has effective measures for ensuring pupils' health, safety and welfare.
  - Members of staff know pupils very well as individuals and give them good guidance.
  - Pupils feel well supported and valued by members of staff.
  - Pupils' attendance is accurately recorded.
  - The school has good procedures for promoting high standards of behaviour.
49. Points for development
- There are few formal procedures for monitoring and supporting pupils' personal development.
  - The school's arrangements for tracking pupils' progress and attainment in the non-core subjects is unsatisfactory.
50. The measures that the school takes to ensure the welfare, health and safety of pupils are comprehensive and effective. Its arrangements for child protection are good and meet legal requirements. The school has a sound formal policy on the arrangements, and members of staff are aware of the procedures that they must follow in the event of an incident. The school makes good provision for the health and safety of pupils, staff and visitors. There are good arrangements for first aid and for preventative measures. The school regularly checks its buildings, grounds and equipment for hazards and defects. Pupils are well supervised during breaks and the lunch hour. There are also good arrangements for the supervision of pupils who arrive well before the beginning of morning school. The governing body has a good involvement in health and safety policy and procedures; for example, the health and safety governor carries out risk assessments of the premises.
51. The school takes effective steps to promote the well being and happiness of its pupils. Members of staff are caring, know children well, and have very good relations with them. They are able to give them guidance that meets their needs. Pupils appreciate this. They feel valued as individuals, and they feel that there is always someone to whom they can turn when they require help. The school makes good arrangements for the induction of new pupils, who quickly and happily settle into the reception class as a result of the preparation and support that they receive. Members of staff work well as a team on the provision of pastoral care. The small size of the school enables them to exchange information very effectively on an informal basis.
52. The school has good procedures for monitoring attendance and punctuality. Teachers record pupils' presence or absence in class registers at the beginning of school sessions in accordance with legal requirements.
53. There are good arrangements for monitoring behaviour and promoting good conduct. The school has high expectations, which members of staff successfully communicate to pupils through their consistent approach to discipline. Teachers manage pupils' behaviour well in lessons and deal fairly and effectively with any breaches of the rules. There is a good system of rewards that promotes high standards by recognising and celebrating positive behaviour. It also provides an effective way for members of staff to

monitor individual pupils' progress. The school has good strategies to modify unacceptable behaviour. There are good arrangements to prevent bullying and aggression. Lunch hours are well organised. Pupils are provided with plenty of activities to keep them occupied and to encourage them to play co-operatively.

54. The school makes satisfactory arrangements for monitoring and supporting personal development. For example, the annual reports on progress include statements on pupils' personal and social development. However, much of the monitoring and support is done informally, which is appropriate in a small school where all members of staff have a very good knowledge of children as individuals. Teachers are able to identify and support anyone who is having problems or is failing to make satisfactory progress without having to refer to written records. The high proportion of very good teaching enhances pupils' personal development. In lessons, teachers do their best to ensure that everyone is actively involved in learning and has the chance to succeed. They celebrate good effort and achievement through very effective use of praise. This raises pupils' self-esteem and helps them to make good personal and academic progress. However, arrangements for tracking pupils' progress and attainment in the non-core subjects is unsatisfactory.

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

55. Parents' involvement in the life of the school and pupils' learning has a positive impact on standards of attainment. There are satisfactory links between school and home, and parents are keenly interested in and supportive of their children's progress. The previous inspection report did not make a judgement on the impact of home-school links on pupils' learning, consequently it is difficult to assess the extent of the school's improvement. There appears to have been sound progress in the last five years.
56. Main strengths
- Most parents are happy are with what the school offers their children and what it achieves.
  - Parents are actively involved in the life and work of the school.
  - Parents give good support to their children's learning
57. Points for development
- A significant minority of parents are unhappy with the quality of home/school links.
  - There is not enough encouragement to parents to come into school and to share in their children's achievements.
  - The annual reports on pupils' progress should contain information on targets and levels of attainment.
58. The level of parental approval is satisfactory. The majority of parents is satisfied with all aspects of the school's work. They are particularly happy with standards of behaviour, the quality of teaching, and the progress that pupils make. They are also very satisfied with the school's expectations regarding hard work, and they are pleased that pupils enjoy being at the school. More than nine out of ten parents say that their child likes school. A large minority is unhappy with extra-curricular provision. Nearly a quarter of the replies to the parental questionnaire said that the school did not provide an interesting range of activities outside lessons. There is also a considerable amount of dissatisfaction with the quality of the partnership between home and school. One in four parents does not think that the school works closely with them, and approximately one in five does not feel well informed about their child's progress. A similar number would not feel comfortable about approaching members of staff over complaints or concerns.

The findings of the current inspection support the views of the majority of parents. Inspectors agree that progress, teaching, and attitudes and behaviour are strengths of the school. They do not agree with the minority of parents who think that the range of extra-curricular activities is unsatisfactory. Nor do they believe that home-school links are inadequate overall. However, they accept that there are grounds for improvement in this aspect of the school's work.

59. The Information provided for parents is satisfactory. The school prospectus and annual report of the governing body meet legal requirements. The prospectus contains adequate summaries of the curriculum and school routines for the benefit of parents of new pupils. There are satisfactory arrangements for updating parents on the topics that pupils will be studying and developments in the curriculum. The school organises curriculum workshops for parents, for example. There are regular newsletters that include notice of the dates of important events such as national tests. The quality of information on pupils' progress is satisfactory. The school has established a good system of consultations between parents and teachers on pupils' work. There is one parents' evening per term. These occasions provide parents with good opportunities to discuss progress and targets for improvement. Written reports are good in the Foundation Stage. They are adequate in Years 1 to 6, but have some weaknesses. The reports give satisfactory information of the work that pupils have done in the year, and they contain good assessments of attitudes to learning and personal development. The subject reports are adequate overall, but give only brief coverage to subjects such as history that are not part of the core curriculum. They do not include attainment levels or targets for improvement. Inspectors support the views of parents who feel that written reports tell them a lot about effort but not enough about attainment and progress.
60. The school makes satisfactory arrangements to maintain constructive links with pupils' families. It has put in place a home/school contract, and it makes good use of surveys to determine parents' views on major proposals, such as plans for improving the buildings. The quality of informal links is good. Parents who wish to discuss their child's progress at times other than formal consultation evenings are able to do so. Teachers are happy to see them out of school hours, and regularly talk informally with mothers and fathers who are picking up their children from school. The majority of parents say that the school operates an open door policy, and that members of staff are approachable and helpful. However, there are a number of weaknesses in the school's provision, and as a result a significant minority of parents express dissatisfaction with home-school links. There are missed opportunities to promote parents' support for learning. The school prospectus does not encourage them to volunteer help in classroom, nor do reading diaries invite them to engage in a dialogue with teachers. There is no programme of special assemblies or coffee mornings that would enable parents to see the work of the school in an informal atmosphere.
61. Parents are very supportive of the work of the school, and their involvement with pupils' learning enhances levels of attainment. Parents are very interested in their children's progress and are keen for them to do well. Their attendance at consultation meetings with teachers, and at school events, is excellent. Parents give good support to pupils' learning at home; for example they encourage their children to read books. They also make a good contribution to learning in school. They often provide resources that enhance the quality of lessons. This was the case when pupils were studying World War II. Their families brought into school many interesting materials and artefacts from the period. Only a few parents help with lessons, but many actively support extra-curricular activities. There is always a good response to the school's requests for volunteer supervisors on trips. Parents make a valuable contribution to the life of the school in many other ways. The parent teacher association is active and successful,

and the funds that it raises have helped to improve accommodation and resources for learning. Parents also provide good practical help when the need arises. For example, they helped to cover the school secretary's duties when she was absent through ill health.

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

62. The last inspection report indicated that the management and the efficiency of the school needed some improvement. Good progress has been made in tackling these issues. The headteacher and the governing body have worked very hard to improve things, and this aspect of the school's work is now good, with a number of strengths.
63. Main strengths
- Everyone works together well in this small school, which is well led by the headteacher.
  - Good progress has been made in tackling all the issues that were identified at the last inspection.
  - Standards, teaching and learning are all very good, and the school is improving at a faster rate than other schools in the country.
  - The governors are very good at fulfilling their duties and responsibilities. They know where the school's strengths and weaknesses lie and they are effective critical friends.
  - The school is managed very successfully.
64. Points for development
- The subject leaders have limited opportunities to monitor standards, teaching and learning in their subjects as this job has been undertaken by the headteacher in the past.
65. The headteacher leads the school well and there is a strong team spirit. Everyone connected with the school has a shared vision of the way ahead. They want the pupils at Wolverton to attain the highest standards they are capable of achieving, and the school is well on course towards reaching this goal. The school's aims are clear, and its development plan is a sound working document that guides the school forward successfully.
66. The headteacher and the governors are much better than they were at monitoring the school's performance. All the information about the school is checked out and analysed, and the headteacher and governors use this information effectively to guide their future plans. However, the subject leaders do not have an active enough role in monitoring and evaluating standards, teaching and learning in their subjects, and this is a weakness.
67. Governors are very clear about where the school's strengths and weaknesses lie. Funds are managed very well indeed and governors play a positive lead in planning the direction of the school. Additional funds are used successfully to support those pupils who have special educational needs, and they make good progress. Wolverton was formerly a Grant Maintained School, and governors have managed funds prudently so that generous reserves are available to make significant improvements to the provision in the reception class. Currently, the reception classroom in this small school is a room in the headteacher's house, and is a walk-through to the office and admin areas. Plans are in hand to improve these arrangements, as well as improving the furniture and

other aspects of the accommodation. All improvements are carefully planned so that the school gets the best value for the money it spends. The school is managed very successfully, and the administrative staff make sure that everything runs smoothly, according to plan.

68. Staffing levels are good and make a positive contribution to pupils' learning and welfare. The school has enough appropriately qualified teachers and support staff to meet the demands of the curriculum and provision for support and guidance. There has been good improvement in staffing levels since the previous inspection. The number of teachers and classroom assistants has increased, as has the extent of administrative support. The school has satisfactory procedures for evaluating the performance of members of staff and makes good provision for staff development. Arrangements for the induction of new teachers and support staff are satisfactory. They are largely informal, but work well. New members of staff feel very well supported by their colleagues.
69. Accommodation is satisfactory overall and has improved substantially since the previous inspection. At that time facilities for the reception class and for physical education were judged to be inadequate. The school has successfully addressed these issues, and its accommodation now has some strengths. There are a good number of classrooms, a good-sized new hall, a suitable room for the library, and attractive grounds. However these positive features are balanced by weaknesses. The accommodation for the reception class is a little cramped and lacks low level toilet facilities. The staff room is small, and storage space is limited. The accommodation is split between the old school building, the attached school house, and a temporary classroom. As a result of the layout it is not easy to get access to certain areas of the school without going through classrooms. The school is aware of these weaknesses and has plans to tackle the main problems. It has firm proposals to create a purpose built room for the reception class.
70. Resources for learning are satisfactory and are sufficient to meet the requirements of National Curriculum. However, the stock of books in the library is in need of improvement. It needs to be updated by the removal and replacement of old material. The school is aware that it needs to build up the stock of resources for history, geography and religious education. On the other hand, resources for information technology are good. They are constantly being improved and make a valuable contribution to pupils' learning in this subject.

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

71. Wolverton school has made good progress since it was last inspected five and a half years ago. To continue these improvements the governors, headteacher and staff should:
- (1) Improve standards in writing by:-
- setting individual targets for each pupil.
  - giving pupils regular opportunities to complete pieces of work and to correct errors so that the teachers can see that their constructive comments are understood.

*See paragraphs*  
4,22,29,87,90,98

- (2) Develop a system for setting individual targets for pupils, especially in the main subjects, so that they have a clear idea what they need to do in order to improve.

*See paragraphs*  
4,22,28,29,87,90,116

- (3) Put in place a whole school system for tracking and recording pupils' attainment and progress in the non-core subjects.

*See paragraphs* 22,30,49,54,102,114,117,120,125,128,132,135,139,150,154,157,162

- (4) Develop the role of the subject leaders by allowing them time to monitor standards, teaching and learning in their subjects.

*See paragraphs*  
64,74,99,102,111,114,117,120,125,128,132,135,140,147,150,154,162

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	14	2	0	0	0
Percentage	3	43	47	7	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	94
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		2002	7	5	12
<b>National Curriculum Test/Task Results</b>		<b>English</b>		<b>Mathematics</b>	<b>Science</b>

Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>		<b>Mathematics</b>	<b>Science</b>
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)	
	National	85 (85)	89 (89)	89 (89)	

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

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

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year		2002	6	5	11

<b>National Curriculum Test/Task Results</b>		<b>English</b>		<b>Mathematics</b>	<b>Science</b>
Percentage of pupils at NC level 4 or above	School	82 (100)	100 (83)	100 (100)	
	National	75 (75)	73 (71)	86 (87)	

<b>Teachers' Assessments</b>		<b>English</b>		<b>Mathematics</b>	<b>Science</b>
Percentage of pupils at NC level 4 or above	School	91 (100)	100 (100)	100 (100)	
	National	73 (72)	74 (74)	82 (82)	

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

Individual totals for boys and girls are not included in either table because there are fewer than ten boys or girls in each year group.

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

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	88	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	23:1
Average class size	23

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

Total number of education support staff	4
Total aggregate hours worked per week	84

### **Financial information**

Financial year	2002/2003
	£
Total income	290148
Total expenditure	259945
Expenditure per pupil	2857
Balance brought forward from previous year	58223
Balance carried forward to next year	88426

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	1.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	94
Number of questionnaires returned	55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	4	0	0
My child is making good progress in school.	51	42	2	0	5
Behaviour in the school is good.	60	36	0	0	4
My child gets the right amount of work to do at home.	38	51	2	2	7
The teaching is good.	55	35	0	0	11
I am kept well informed about how my child is getting on.	42	36	15	4	4
I would feel comfortable about approaching the school with questions or a problem.	58	24	16	2	0
The school expects my child to work hard and achieve his or her best.	58	36	0	0	5
The school works closely with parents.	47	29	13	9	2
The school is well led and managed.	58	29	13	0	0
The school is helping my child become mature and responsible.	53	35	7	4	2
The school provides an interesting range of activities outside lessons.	36	38	11	13	2

Percentages may not total 100 because of averaging out.

**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**

72. This aspect of the school's work was a significant weakness at the time of the last inspection. Good progress has been made in tackling this issue, and the quality of education provided in the reception class is very good. As a result, the children get a very good start to their school life in the reception class and this is because of the very high quality teaching from the two class teachers and the learning support assistant.
73. Strengths
- ❑ The good improvement in the provision for reception children since the last inspection.
  - ❑ The children have a very good start to their school life and make very good progress across all areas of learning.
  - ❑ The overall quality of the teaching is very good. All members of staff work well together as a team and have very good working relationships with the parents and children.
74. Points for development
- ❑ The subject leader does not have enough opportunities to monitor the curriculum provision, standards, teaching and learning.
  - ❑ The procedures for assessing how much the children know, understand and can do need overhauling.
  - ❑ Parents have only limited involvement in their child's learning.
75. The children start school at the beginning of the year in which they are five. There are 13 children in the reception class and this year their standards were broadly average when they joined the reception class. However, this does vary year-on-year. The children quickly settle into the routines of the school. They make very good progress because the quality of the education they receive is consistently good and the teaching of early literacy and mathematical skills is sometimes very good or excellent. As a result, all the children in the class are likely to reach all their early learning goals by the end of this school year. Furthermore, a substantial number of the children are already working towards Level 1 of the National Curriculum in most subjects.
76. All staff are strongly committed to improving the curriculum for these young children and they work very well together. The assessment of the children's personal, social and emotional development and their academic achievements is good. However, the staff recognise that there is room for improvement in their assessment procedures, and they have taken on board the new national profile for assessment. This needs to be further enhanced by sharing individual targets with parents in order that they can support their children's learning at home. Although there are no pupils with special educational needs or English as an additional language in the group, procedures are in place should the need arise and children would be quickly identified and given support.

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

77. The children's attainment in personal, social and emotional development is above that expected of children of this age. This is because the teachers have worked together to ensure that they have placed and appropriate emphasis on developing the children's skills in this area. Through the well-planned curriculum and daily routines, the staff demonstrate a strong commitment to developing children's ability to accept responsibility. As a result, the children have developed an awareness of, and sensitivity to, the needs and feelings of others and have learnt to establish positive relationships with adults outside their family. A significant feature is the children's ability to listen well to each other and value each other's contributions. They share equipment well and wait patiently, for example when engaged in structured role-play activities such as, a turn with programming the 'moon' roamer, or getting into the 'moon' rocket with their 'wellie boots' and a picnic. Their behaviour is very good and they show respect for those about them. The sharing time at the end of sessions as well as 'fruit time' reinforces socially acceptable behaviour. The routines established in the reception class provide a structure within which the children begin to learn about the world, to co-operate and play well together and find some personal independence. When work is finished both boys and girls tidy away before going on to the next task. There are no significant differences in the responses of boys and girls due to the good support provided by the staff. There are very good opportunities for children to plan their own work within the structured activities provided to extend their learning. The children are confident when coming to school. They enjoy their learning and work well either as a part of a group or independently. The staff show a very caring and sensitive approach to the children and maintain good relationships with their parents.

## **Communication, language and literacy**

78. A significant majority of the children start in the reception class with good levels of spoken English. A major part of the work of the staff focuses on supporting and extending the children's spoken English vocabulary and listening skills as they work alongside the children during group activities or on an individual basis as the children are working. Teaching is very good overall and the children make very good progress. A significant strength is the use of the imaginative role-play activities to stimulate talk. Reading time, science and mental mathematical sessions as well as the closing sessions at the end of the work time when the staff ask challenging, probing, yet sensitive questions ensure that the children respond using a lot of the newly acquired subject specific language. In these instances most children speak clearly and confidently to each other and to adults. Moreover, this very good dialogue between the adult and children is fostering and encouraging them to provide extended responses. Standards are now above average, and some pupils are working towards Level 1 of the National Curriculum, as they are in other aspects.
79. During the course of the literacy sessions and through a wide range of play experiences, most children are making good progress in the development of their reading and literacy skills, and are exceeding their targets by the time they enter Year 1. Children read very confidently in front of their peers. For example, when reading the diary entry to the rest of the class about Wooley Bears overnight stay at his house last night. All pupils enjoy books and reading. Most have already begun to read some words or sentences and can recall the story competently. They know the author of a book and that a story has a beginning, middle and end. They can identify the main characters and recalls what happens, for example, to the grasshopper. The inspirational teaching by the adult ensured that the story was a source of pleasure and that both boys and girls had a growing understanding of the written word. In the guided

reading session for example, they read with expression, talk excitedly about the text and pictures, and all could identify an alliteration. At one point a loud burst of 'help, help' came from the whole group as they read the text out aloud. As they reached the last page, one little voice piped up and said 'I know that was going to happen' clapping his hands at the same time.

80. On entry to school, the children's writing skills are broadly in line with that of children nationally. Over the course of time they have made good progress. Early attempts at writing are good and many children quickly grasped that various marks, words and letters convey meaning. The staff have placed a very good emphasis on and attention to handwriting and the formation of letters. The children write simple words using upper and lower case letters formed correctly, leaving the appropriate spaces between words. All children can write their names and can copy accurately. They make good use of initial sounds in attempting to write unfamiliar words. The staff encourage the children to share their work with each other at the end of the sessions. The planned provision and the very good role models provided by the staff for the development of language and literacy skills meets the needs of all the children. The introductions to new activities during the course of the literacy sessions, for example, are clear and precise: learning points are highlighted very well, enabling all children to share in the teachers' explanation and extend their knowledge.

### **Mathematical development**

81. The children's achievements were in line with those expected on entry to school. However, a substantial number of the pupils are now exceeding the expected levels and are working well within the early stages of the National Curriculum. They have made very good progress because the teaching is very good. Oral sessions are well paced and involve all the children in counting numbers up to 20 and beyond. Learning is fun and much of this work is done through excellent use of spontaneous song, number rhymes and games, such as, *Count down to 'blast off' 10-zero*. Many mathematical activities are well linked to other areas of the curriculum and mathematical concepts are developed well through the use of sand, water play and outdoor activities through the use of non-standard measures. In group activities they have understood the term 'add on' and 'greater than' competently. As a result this has helped them to begin to understand the terms 'one less than, two less than' and use the mathematical language appropriately. This is because the staff use the mathematical vocabulary imaginatively and relate it to everyday things that children encounter. This makes the learning fun and yet challenging the children's ability to solve the problems. For example, the 'moon rocks' they made the day before helped them to subtract, for example, 9-7, 7-6. When asked how he got his answer the response was 'I counted backwards in my head'. Sessions are brisk and rigorous and most children tackle mathematical tasks confidently, competently and with sustained concentration. The mathematics curriculum is well planned and organised to ensure that it meets the needs of all the children, and there is a good balance between directed and self-chosen activities. All the children's work is valued highly and is discussed and assessed very well to ensure that it leads to higher standards. However, the children's targets need to be shared more regularly with parents.

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

82. The children's achievements in this area of learning are above the levels expected for children of similar ages. Teaching is very good and the children make very good progress. There are good activities to develop ICT skills and to promote learning. Children understand the function of the keyboard and the 'mouse', and know how to use them to access programs. They can change size of letters, and a significant proportion of the children knows something about the computer fonts and how to print their work. Children use the Roamer effectively, to direct its course to 'the moon'. They were good at following instructions and they confidently watched the Roamer go through the set course of action to the 'Sticky Planet'. No scientific investigations were seen, but evidence from work on display shows that the children have looked at the life cycle of the butterfly. They could talk confidently about the life cycle of a butterfly, relating this to the story of *The Hungry Caterpillar*. The children have a good awareness of the school environment, their families and significant features in the locality, which they have placed on a map. They can use small and large construction equipment purposefully, and they talk confidently about what they have constructed such as the space rocket.

### **Physical development**

83. The children's physical skills are being appropriately developed and their achievements exceed those expected for their age. Teaching is good. Good progress is made in their control of both large and fine movements, and they handle a range of tools and equipment with increasing skill. Malleable materials are used safely and with good control. Planning for the outdoor play activities ensures that the children have good opportunities to be creative and imaginative, helping them to progress well. The staff use the available space and resources well to increase children's levels of enquiry, exploration and discovery. Most children enjoy setting themselves challenges and show pleasure in their achievements, for example, when making a space buggy outside. In this case the children thoughtfully and logically explored ways of ensuring the large blocks were well balanced. The children show a high level of concentration and decision-making during these activities.

### **Creative development**

84. The children's creative development exceeds the expected standards for their age and their progress overall is very good. This is because the staff are able to use the very small classroom space effectively and imaginatively to allow the children to have the opportunity to experience a range of creative activities. Teaching is very good, and the planned learning experiences are developing children's early skills very well. Most children like to draw and have the opportunity for free painting. They use tools and materials confidently and safely. For instance, the children had found on the web site pictures of the moon's surface. They had printed these off the computer and were using them as a stimuli for making their three-dimensional models. This created a high level of interest and enthusiasm as children used words such as 'crater and boulders' spontaneously. The children use malleable materials very successfully, and these include clay adding paint and sparking bits and pieces when making their moon stones. There are excellent opportunities for structured role-play, and this is a significant strength in supporting spoken English and establishing firm relationships amongst the children. The children readily initiate the play or respond to situations created by the staff. In musical activities the children are developing a good awareness of rhythmic pattern and they use their body movements to feel and show their understanding of fast and slow pieces of music confidently. A good emphasis is placed on singing and this occurs frequently throughout the day in a wide range of situations for example, when responding to the register, supporting literacy or when playing mathematical games.

## ENGLISH

85. Good progress has been made since the last inspection when standards in English for both the seven and eleven-year-olds were above average. Standards have improved, and in the national tests in 2002 the eleven-year-olds attained well above average standards in speaking, listening and reading, and above average standards in writing. Inspection findings are broadly in line with these results. Standards are above average when compared to similar schools. It must be noted that Wolverton is a small school with few pupils in each year group. One pupil more or less can make a significant difference to overall percentages, as can the number of pupils with special educational needs.
86. In 2002, the standards attained in reading and writing by the seven-year-olds were average, and this is a significant drop from previous years, for the reasons outlined above. This year, 2003, inspection findings show that reading standards are well above average, and writing standards are above average. This is due to good teaching.
87. Currently the school does not set any individual targets with the pupils. However, they do need to have individual targets so they have a clear idea about what needs to be done in order to improve, and this is an area for development across the school.
88. The achievements of both boys and girls have varied somewhat over the past three years, but overall the inspection findings show that there are no significant differences in their performance. From year-to-year, the school's population is subject to marked fluctuations in the numbers of boys and girls within the cohorts. The inspection findings show no evidence of gender bias within the teaching; both boys and girls work productively in the majority of lessons because the teachers ensure a good pace and quiet rigour to the sessions.
89. Main strengths
- ❑ The pupils achieve high standards and make very good progress in speaking and listening and reading.
  - ❑ The overall quality of teaching is good.
90. Points for development
- ❑ Pupils do not have individual targets or goals to be achieved, and this limits their performance.
  - ❑ There are no regular opportunities for pupils to complete pieces of work and to correct errors so that the teachers can see that their constructive comments are understood.
  - ❑ The quality and range of books in the library is too narrow and pupils do not have any responsibilities for taking care of the library. This limits their personal development.
91. Throughout the school the pupils' attainments in speaking and listening are well above the level expected, and this is because the teaching is well focused and lessons move forward at a brisk pace. Pupils with special educational needs contribute equally well with their classmates to the debate or discussion. This is because all the pupils have positive attitudes towards learning, and they show a sustained interest and an enthusiasm across all subjects. In a Year 6 debate for example, pupils of all capabilities were able to confidently discuss the arguments for, and against, the use of heart transplant surgery. They expressed these views in a perceptive, clear, concise, and logical argument, although the lower attaining pupils had a limited vocabulary. Higher and average attaining pupils are articulate speakers. They listen well and respect the views of both their peers and adults. Younger pupils start school with an average vocabulary. This is further developed by the teachers giving the pupils good opportunities to think about phrasing questions to promote paired discussions such as, 'Why did Jamie have his jim-jams

on during the day?'. The younger pupils are very confident at volunteering information about the chosen text in the introductory sessions of the literacy hour, and they respond enthusiastically to the good questions. In other subjects, pupils do not hesitate to ask questions, or seek clarification of the instruction for their tasks. In all lessons seen, the pupils' responses were highly valued by staff and great care is taken to ensure that both boys and girls contribute equally to the discussions.

92. The school has effectively and consistently applied approaches for improving literacy. The careful planning ensures that the teaching of literacy skills build steadily and successfully on the pupils' prior learning and these skills are successfully applied across all other subjects.
93. The pupils' standards in reading are well above average. This is due, in part, to the emphasis placed on the enjoyment of reading by both parents and staff. A good amount of time is devoted to reading both individually and in the guided group reading sessions. As a result, all pupils, including those with special educational needs make very good progress. The younger pupils take home books regularly as do older pupils. By the age of seven, most children are reading accurately and fluently because they have been taught a good range of reading skills. They have been taught to read with expression and emphasis, and talk intelligently about the pictures and the characters in the books. This often provides a useful preparation for the higher and average attaining pupils to write their own dialogue. Lower attainers need help with this.
94. The school's reading material for the older pupils demonstrates their thoughtfulness in the need to buy many books to meet the interests of both boys and girls. These include adventure stories, humorous, poetry, sports, and classical text. For example, most pupils' interest is in Harry Potter, but they also are very fond of the writing of authors such as Jacqueline Wilson. The pupils read fluently, they have a thirst for books and are self-motivated. In the guided reading sessions the use of both fiction and non-fiction text ensures that the higher and average attaining pupils have good opportunities to develop the skills of inference and deduction. This enables them to explain the various situations and the central characters of a story in for example, a Shakespeare play. Lower attainers are not so adept at this, but they try hard. The pupils have also acquired good skills in skimming and scanning text. For example, when asked to find out four important facts about a penguin they used their library skills confidently and swiftly to find a book providing the information required. This also extended their ability to discuss their feelings about how nature takes care of its own when they found out that the penguin chick is the prey of the albatross and the penguins the prey of the leopard seal.
95. The library adds additional strength to the teaching of reading. This is because the teachers encourage the pupils to make good use of the library. They research and retrieve information from the computer for projects in areas such as, history, geography and science, as well as religious education. However, to continue fostering this enthusiasm for books there is a need to update the library books, particularly non-fiction texts. In discussion, with a group of Year 6 pupils, they clearly showed their preference for books to the computer because ' you can access the information much quicker and you don't have to sift through hundreds of web pages before you find what you want'. There is also a need to make the area a more attractive environment conducive to its intended purpose.
96. Writing standards are above average by the end of Years 2 and 6. In the lessons seen, the teachers' subject knowledge and expertise in the teaching of writing for different purposes were good or very good. In Years 1 and 2, the pupils are encouraged to experiment with their writing and spelling skills. Spelling has improved as a result of the direct work on phonics skills in the literacy sessions and the pupils applied these skills very well when trying to write unfamiliar words. They are given good opportunities to write for a range of purposes, including letters, lists, labelling in their science work, instructions, and settings for stories. Pupils of all capabilities enjoy the use of books as a stimuli for fantasy writing. For example, based on the

story of *The Magician and the Mice*, they are extending their vocabulary as well as their ability to write instructions and a list of ingredients competently and with vivid imagination.

97. In Years 3 to 6, the teachers' use good examples of persuasive writing through letters, or by putting an argument forward for debate. This helps pupils to improve the standard of their work effectively. In Years 3 and 4, for example, a letter to a famous footballer captivated their interest in wanting to know more about the different purposes of letter writing. This letter was thoroughly discussed with due emphasis placed on format, punctuation, logical sequence, and a focus on captivating the interest of the reader. Higher attaining pupils confidently tackled the task successfully. Average and lower attaining pupils needed help with some aspects of their letter writing, but by the end of the session they all produced work that was an acceptable standard. In all cases the teachers' plan clearly and cater for the needs of all pupils, including those with special educational needs, and those who have English as an additional language, so that their individual targets are met well. The learning objectives of the lessons are shared with the pupils, and new learning is explained clearly and precisely. Teachers are adept at using questions to challenge pupils' understanding. As a result, the new work on homonyms for example, allowed the pupils to come back fast and furious with their answers, including examples of text messaging.
98. Time has been made for additional teaching of extended writing and this has enhanced the pupils' imaginative and factual writing experiences, particularly at the upper end of the school. Grammar and punctuation are well applied by most pupils in, for example, history, geography, and science projects. However, handwriting could be improved in Years 1 and 2 by providing better quality pencils and ensuring that a greater focus is placed on the consistency of letter shape and size. The marking of work across the whole school is more methodical and has improved since the last inspection. Constructive comments are made. However, the teachers do not give the pupils regular opportunities to act upon these comments made so that they can correct errors, amend, complete or extend the work as requested before starting on a new piece.
99. The subject is well managed. However, the role of the subject leader needs to be strengthened in order that she can monitor standards, teaching and learning across the whole school. Without this information it is more difficult to plan the next steps in the subject's development.

## **MATHEMATICS**

100. Good progress has been made since the last inspection and standards are now well above average at the end of Year 6. Standards at the end of Year 2 are above average. This is borne out by the national test results and inspection findings. Pupils are making very good progress overall.
101. Main strengths
- Teaching is very good overall.
  - Pupils enjoy their lessons and work hard.
  - The school gives good support to lower attaining pupils and the minority with special educational needs, and English as an additional language. They make good progress as a result.
102. Points for development
- Marking does not always indicate how pupils can improve their work.
  - Pupils do not have individual targets or goals to be achieved and this limits their performance.

- The role of the subject leader in monitoring standards, teaching and learning is not developed well enough.
103. By the end of Year 2 average and higher attaining pupils have a good understanding of place value in number up to 100 and can mentally recall addition and subtraction facts to 10 and, for many pupils, up to 20. They can identify and use simple fractions. Mental recall of tables of five and ten are good. They recognise and name two-dimensional shapes. They work out whole number problems involving multiplication and division. They create symmetrical patterns identifying the axis of symmetry. They have a good mathematical vocabulary which they use in the correct context. They know how to construct tally charts and pictograms and are able to interpret the information from these and create questions using the information. Problems involving weighing and measuring are enjoyed.
  104. By the end of Year 6, most pupils are competent with multiplication and division. They have a good understanding of place value and use these skills to solve word problems, selecting the correct operation. They know the angle sum of a triangle and draw angles accurately, being familiar with the names of different angles. They are able to convert vulgar fractions into decimals and percentages and they have a good understanding of reflective symmetry. Pupils are confident when calculating areas and perimeters and are well able to construct and interpret simple line graphs.
  105. Pupils readily understand negative numbers and they employ a wide range of strategies for working out mental sums and solving problems. Their knowledge and understanding of the number element of mathematics is particularly well developed. Pupils record information and results in an integral and organised way. Work of most pupils is well presented. Lower attaining pupils are less secure about angles and lines of symmetry but problem solving skills are secure.
  106. Teaching is very good and this is an improvement since the last inspection. Pupils make very good progress in lessons. In a Year 1 / 2 lesson, the Year 2 pupils completed a number grid working with two symbols. The task set was challenging but higher attainers completed more than one grid with enthusiasm. In a Year 3 / 4 lesson independent learning was well promoted as pupils engaged in a range of practical tasks based on area and measuring. Pupils know how to measure and calculate the area of simple shapes using counting methods. Higher attainers used the formula to calculate the area of a rectangle. Pupils made good use of the computer in this lesson, enhancing their ICT skills well.
  107. In a Year 5 / 6 lesson pupils converted fractions to decimals confidently and gave clear explanations to the class. Higher attainers worked quickly and accurately to work out a secret code by finding percentages. Average attaining pupils matched the percentage to the correct fraction and decimal. One pupil with special educational needs worked steadily using Year 3 level work on the computer to solve simple fractions for example, taking  $\frac{1}{3}$  from 12 bananas.
  108. All lessons start with a brisk oral session, which motivates pupils well so that no time is wasted. Lessons were well resourced, and this contributed to the success of the lesson. Pupils enjoy the lessons because learning is practical and fun. They demonstrate very positive attitudes and behave very well. Pupils work hard with good concentration and sustained effort, which contributes to rapid learning and very good standards.

109. Teaching has many strengths and few aspects for development. Teachers are confident and have very good subject knowledge, and basic mathematical skills are taught very well. They expect, and get, high standards of work and much work is completed during the lessons. All teachers promote the use of mathematical language well. Learning objectives are clear and most teachers share these with pupils at the lesson outset so that all pupils are clear about what is expected. Teachers build well on previous learning, consolidating previous skills. Clear explanations and careful questioning ensure pupils understand. Classroom assistants are well deployed ensuring that pupils with special educational needs also achieve well in lessons. The NNS has been very successfully implemented and this also contributes to the successful learning.
110. Although there are satisfactory strategies in place for assessing pupils' progress, the use of target setting for groups or individual pupils has not been developed enough. Pupils do not have their own short term individual targets written down, and this can hold back their progress and means they are not as well informed about their own learning as they could be. Marking of pupils' work is inconsistent. Although work is marked positively it does not identify what pupils need to do to improve.
111. The subject is well managed and led effectively by the enthusiastic subject leader. The use of computers to support learning has been greatly strengthened. This is now good. The monitoring aspect of the subject leader's role is an area for further development, particularly the monitoring of standards, teaching and learning across the school.

## **SCIENCE**

112. Good progress has been made since the last inspection. Standards have improved and they are now above average for the seven-year-olds, and well above average for the eleven-year-olds. Planning is good, and is much better than it was, as is the quality of teaching.
113. Main strengths
- ❑ The strong focus on science investigations means that pupils have a very secure understanding of a 'fair test'.
  - ❑ There are many strengths to the teaching, especially in Years 3 to 6.
  - ❑ All parts of the subject are tackled very well – this was a weakness last time, it is now a strength.
  - ❑ ICT is used very well to support pupils' learning, especially in Years 3 to 6.
114. Points for development
- ❑ The role of the subject leader is under-developed. There have been limited opportunities for her to monitor national test results, standards, teaching and learning.
  - ❑ The system for assessing and tracking what pupils know, understand and can do, lacks cohesion between the different phases. This needs to be tackled so that the senior managers have accurate information to guide their future planning.
115. Teachers are good at making their lessons challenging and exciting, and this draws the pupils' interest very successfully. For example, Year 1 and 2 pupils went for a 'listening' walk before listening to a range of different sounds in the classroom. In this lesson the teacher's good subject knowledge was used effectively when a higher attaining pupil commented about 'our inner ear' as part of a discussion about listening to sounds and using their ears. The teacher's clear explanation helped all the pupils, including the

lower attainers and those with special educational needs, to extend their understanding successfully. Throughout the lesson pupils were active and enthusiastic, joining in keenly and responding to their teacher's questions. Teaching was good and the pupils made good progress in their understanding about how sound travels.

116. Pupils in Years 3 to 6 really enjoy their science activities, which are planned very well. However, pupils do not have individual targets that would help them to improve even more. Pupils are well used to organising their equipment and planning their investigations, and this was evident in both classes. Year 3 and 4 pupils were investigating the porosity of different rocks. The teacher's very good questions, '(child's name), what does it tell us about the rock if the water doesn't run off easily?'. 'What about this rock, the water runs off easily, how can we make a fair test?', extended pupils' understanding as well as challenging them to achieve that little bit more in their investigation. Similarly, in Year 5 and 6, very good planning, that was based on pupils' prior attainment, challenged and extended pupils' analytical skills as they took part in a technical enquiry about different trees in the school grounds. In this lesson the pupils made very good use of ICT, by using the digital camera and the computer to record their findings and analyse the outcomes of their investigation. All the pupils, in both classes, worked independently, employing their own observational methods and drawing on their previous knowledge to arrive at their conclusions. Teaching and learning were very good all round, and this includes pupils with special educational needs and those with English as an additional language.
117. What is missing are planned opportunities for the subject leader to monitor standards, teaching and learning effectively. Systems for tracking pupils' progress and attainment lack cohesion. This needs to be tackled across the entire school, so that senior staff and governors have accurate, up-to-date information about the school's performance in science.

## ART AND DESIGN AND DESIGN AND TECHNOLOGY

118. Good progress has been made in tackling the issues in the last report, which mostly focussed on a lack of breadth in the art curriculum and lack of planning for design technology. No lessons were seen in art and design and two lessons were seen in design technology. Judgements are based on scrutiny of teachers' plans and pupils' work, discussions with them, and the two lessons observed.
119. Main strengths
- Standards are above average in design technology, they are average in art and design.
  - All elements of each subject are covered effectively in the two-year rolling programme for the subjects, and this is a significant improvement since the last inspection.
  - Pupils' skills and techniques are developed well, especially in Years 3 to 6.
  - The subjects are enjoyed and pupils are keen and eager to talk about their work.
120. Points for development
- There is no whole school system for tracking pupils' attainment and progress in either subject.
  - The subject leaders are not fully involved in monitoring standards, teaching and learning in their subjects, and this is a weakness.
121. In art and design, pupils in Year 1 and 2 know what happens when they mix colours to achieve their desired tones. Work on display indicates how carefully they have tried to achieve the correct tones in their paintings of the beach. Good attention to detail, as in the position of figures, shows that the higher attaining pupils are starting to acquire an understanding of perspective.
122. Older pupils use their sketch-books well, with an increasing awareness of perspective and form. The work of lower attaining pupils is immature, but they enjoy their work and they try hard. Work on display is good. Pupils are competent in using a range of media to produce two and three-dimensional work. ICT is used successfully to support pupils' work on pattern, and famous artists. Tasks are pitched at the right levels, but there are no systems for tracking pupils' attainment and progress, and this is a weakness. There is little evidence of non-european art and this limits the pupils' understanding and their knowledge.
123. Standards, teaching and learning are all above average in design technology. Pupils' skills are taught and developed well, and pupils' previous learning is used successfully as a basis for acquiring new skills and techniques. In a good example, in Year 3 / 4, pupils used hand tools to make their designs of a moving monster. The lesson was well planned, clearly identifying assessment criteria that were shared with the pupils, enabling them to have a better understanding of what they were going to learn. As part of their own planning, the pupils incorporated their previous learning well by incorporating levers and pneumatic systems into their designs. Their high level of independence was evident in the way they decided which resources they needed, collected them together and planned their work. The good balance between planning, doing and evaluating indicates that the teacher has a secure grasp of the subject and that it is well taught.
124. A similar situation exists in Years 1 and 2, with the teacher being very secure about the subject. In this lesson the pupils were building a chassis with wheels and axles. The

teacher's clear explanations, well supported by her good knowledge and understanding of the subject, enabled the pupils to get off to a good start and so no time was wasted. In this lesson the teacher gave good support, challenging and extending the pupils by asking questions that made them think more deeply about their task. This enabled them to produce a quality product. The discussion at the end of the lesson was also managed well. Pupils explained to their classmates what worked and what didn't, identifying where they had problems and what they did to rectify them. All of which indicates that the subject has a positive profile at Wolverton.

125. The subject leaders are aware what needs to be done to move the subjects forward, mainly to extend the role of the subject leader to include a monitoring role, and to put effective systems in place for tracking pupils attainment and progress.

## **GEOGRAPHY AND HISTORY**

126. Only one history lesson was seen and no lessons were seen in geography. Standards are average for both the seven and the eleven-year-olds in both these subjects, as they were at the last inspection. These judgements are based on a scrutiny of pupils' work and discussions with them.

127. Main strengths

- Both subjects are tackled well, and pupils have a secure understanding of them. Their research and mapping skills are developed well and they make good progress.
- Good use is made of fieldwork in geography, as well as local historical studies comparing the village of Norton Lindsey in 1841 with the present day.

128. Points for development

- There are no effective whole school systems for tracking pupils' attainment and progress in history or geography.
- The role of the subject leaders is under-developed, and they have a limited management role.

129. Throughout the school pupils develop and use their research skills effectively, for example in Year 2 the pupils have researched seaside holidays now with those long ago. As part of this work they compared different methods of holiday transportation – charabanc, steam train, car, coach, plane – constructing simple charts to show possible modes of transport to Blackpool, Australia and France. This linked well with work on geography as routes were charted and recorded on maps and globes. Pupils enjoyed this work, and were keen to talk about it, demonstrating good levels of understanding.

130. These research and map skills are extended in Years 3 to 6. Pupils readily use the computer, as well as books, accounts, maps and charts, to research their period and area of study. Year 6 pupils readily understand the timeline of key points from 1948 to the present day, using a key to denote social and technological change alongside national and international events. They are aware that many of these events had a great impact on our lives, and why, e.g. the first man on the moon, colour TV, strike action and the winter of discontent, and the cloning of a sheep. By conducting a questionnaire for their grandparents, the pupils found out about, and recorded, how these changes affected peoples' lifestyles. Teaching is good, tasks are pitched at the right levels, and

pupils have enough time to undertake their research using a variety of sources successfully.

131. Links with geography are made when pupils chart the voyages of the great explorers, such as Sir Francis Drake. Good teaching draws out the social conditions on board ship, as well as the technology used by early explorers to circumnavigate the globe, all of which aids pupils' understanding of the period. Work on the weather in different parts of the world enables pupils to be aware of how different weather patterns affect lifestyle, land usage and development across the globe. Year 6 pupils, studying different methods of irrigation, are able to demonstrate the advantages and disadvantages of different models, explaining how these affect the life and the activities of the areas' inhabitants. All of which shows that the subject has a secure place in the curriculum, and that teaching and learning are satisfactory over time.
132. As in the other subjects the subject leader does not have any planned time to monitor standards, teaching and learning, and this is a weakness. There are no effective systems for tracking pupils' progress and attainment across the whole school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

133. Good progress has been made since the last inspection. Standards have improved for the eleven-year-olds and are now above average, they are well above average for the higher attaining pupils. Standards are average for the seven-year-olds, as they were at the last inspection. pupils with special educational needs and those who speak English as an additional language progress at the same rate as their classmates.
134. Main strengths
  - ❑ The new subject leader has had a significant impact on the development of ICT.
  - ❑ The ICT curriculum is securely in place.
  - ❑ ICT supports pupils' learning in all the other subjects very successfully.
  - ❑ Pupils in Years 3 to 6 are confident and competent users of ICT.
135. Points for development
  - ❑ The subject leader does not monitor planning (this is done by the headteacher), teaching or learning. This limits the information that is available to her when planning future developments. The subject leader's management role is not developed well enough.
  - ❑ There are no systems for tracking and recording pupils' attainments and progress. Without these it is difficult to judge how well (or otherwise) pupils are progressing.
136. Staff are adept at building ICT into their curriculum plans, and this enhances pupils' learning well. There were many good examples, as in a Year 6 literacy session where the pupils were rewriting a paragraph from a different viewpoint. Pupils with special educational needs were using a specific ICT program that helped them to identify different headings, as starting points for their work. This was effective, and they made good progress during the lesson, producing interesting pieces of written work. Boys and girls are equally capable at using ICT and there are no differences in the standard of their work.
137. Year 4 pupils were able to find areas of different rectangles, securing their ICT skills as well as reinforcing their mathematical understanding. ICT is used to its full advantage in

science where pupils across the school devise different charts and graphs to record the findings of their investigations. In one very good lesson, with Year 3 and 4 pupils, they were investigating the porosity of rock samples. Results were recorded systematically on the computer, in various ways, with the pupils drawing their own conclusions about how the properties of the different rock samples extend or inhibit their use.

138. Pupils of all capabilities successfully use the digital camera and the overhead projector with enthusiasm and concentration. Photographs are used to check out performance, as when pupils were jumping and throwing in an athletics session, or when they use photographs to judge their work in art and design or in DT. This helps them to study their work in depth, guiding them to make adjustments that improve the quality and standard of their work.
139. Teaching is very good in Years 3 to 6, and pupils make very good progress. The common factor is the teachers' skilled planning of the most effective ways to use ICT to extend pupils' learning across the board. Teaching is satisfactory in Years 1 and 2, pupils are not as competent at using ICT and their skills are not honed sufficiently. As yet, there is no formally planned programme to develop pupils' ICT skills throughout the school, neither are there any systems for assessing and recording pupils' progress and attainments. These are significant omissions that need to be tackled so that teachers' information about their pupils is up-to-date and accurate. This will enable all pupils to progress at the rate of the best.
140. The subject leader has been in post for a few months. In that short time she has moved the subject forward significantly, especially in Years 5 and 6. Time needs to be made available so that her management role can be extended fully across all parts of the school, and any weaknesses in the subject can be tackled with the same expertise and enthusiasm.

## **MUSIC**

### 141. Main strengths

- The school's strength in music is its provision for individual tuition and the wealth of musical experiences that the pupils bring into school from their private tuition in and out of school hours. Many pupils achieve high standards in external examinations.

### 142. Point for development

- Pupils have too few opportunities for musical appreciation that covers all forms of music from around the world.

143. Since the last inspection the strength of the individual musical abilities of the pupils has been maintained. It is not possible to comment on standards in relation to classroom music because no music lessons were seen during the inspection days. The evidence is based on individual tuition, singing in assemblies, a video clip of younger pupil's ocarina and recorder playing, a scrutiny of teacher's planning and assessment procedures and pupil discussions.

144. The teachers' planning documents indicate that over the course of two years the pupils experience music making through a range of singing and composing. This includes the

use of ICT, appraising and listening. They also have an opportunity to participate and perform in front of audiences on a regular basis.

145. During the inspection three Year 6 pupils, played the descant recorders and the piano to accompany the hymns in assembly. They did this confidently and competently. Their playing demonstrated that they have a basic foundation in musical skills, notation, knowledge of musical terminology and the mastery of the instrument. It was plainly evident that they have been well taught. However, the quality of singing in assemblies was only just satisfactory. It lacked spontaneity and enthusiasm. Very few pupils joined in the hymns. Those who sang kept fairly well the rhythmic pattern and had some idea of the melody contour, but the pitch accuracy generally on the higher notes was insecure. There was no music played for the pupils as they entered the hall for assemblies or on exit. This was a missed opportunity to foster and share, as a whole school, the musical appreciation element of the National Curriculum.
146. It was plainly evident that the children enjoy their individual lessons and like to celebrate their achievements. In particular, one pupil was extremely confident when playing a syncopated rhythm on the violin and showed a high level of understanding of the basic rudiments of music. Pupils are taught very well by the visiting specialist music staff.
147. Music has a high priority in the school. The individual tuition is organised very well. However, the subject leader does not monitor the music provision in the classrooms. The arrangements for assessment in music are at an early stage of development, and this limits the information that is available when planning future developments.

## **PHYSICAL EDUCATION**

148. Good progress has been made since the last inspection when standards and progress were unsatisfactory. The lack of appropriate provision for PE was a key issue.
149. Main strengths
  - Standards are now average and there is a broad and balanced curriculum in place.
  - Teaching is good and pupils are making good progress in Years 3 to 6.
150. Points for development
  - Pupils in Years 1 and 2 are not used to evaluating the quality of their own, or each others' movements in PE. This makes it difficult for them to achieve well, however, they make satisfactory progress.
  - There are no systems for tracking pupils' progress and attainment, and the subject leader's role is under-developed.
151. Throughout the school pupils really enjoy their PE lessons. They try hard and they are keen to do well and this helps them to succeed. This includes pupils with special educational needs and those pupils who have English as an additional language. In the strongest lessons, in Years 5 and 6, pupils' skills are developed well. Tasks are pitched at the right levels and planning is effective because it is based on pupils' previous achievements. Lessons are planned so that the pupils have enough time to practise their skills and improve their performance, and everyone is included.
152. In one lesson, in Years 5 and 6, pupils were well used to working independently. They speedily organised themselves into groups to practise a range of athletic activities such as jumping, throwing and running. All pupils were very aware of being 'fair', and this

enabled them to take accurate measurements of their time, giving them a benchmark for improvement. The teacher moved around all groups, developing and improving pupils' skills and techniques so that they all made good progress in the lesson. However, progress could have speeded up even more if the pupils had more time to evaluate the quality of their own and each others' activities.

153. Younger pupils, in Years 1 and 2, were developing their skills soundly in a games lesson. In this lesson the pupils were not sure what they had to do in order to improve their skills using bats and balls, and this held them back.
154. The subject leader has made a positive start to managing the subject. The policy and scheme of work guide teachers' plans successfully. The subject leader has not been able to monitor standards, teaching and learning and there are no systems for tracking and recording pupils' progress and standards. These are weaknesses.

## RELIGIOUS EDUCATION

155. Standards in religious education are average for seven and eleven year olds. The school follows the locally agreed syllabus for religious education. The curriculum is planned in a satisfactory manner and pupils are taught effectively. Most pupils, including those with special educational needs and the small minority for whom English is an additional language, make satisfactory progress overall. Standards have been maintained since the previous inspection.

156. Main strengths

- Pupils learn about other world faiths as well as Christianity.
- Visits made to the local church and to places of worship for other faiths extend pupils' knowledge and understanding including the building, religious symbols, traditions and artefacts.
- Pupils are encouraged to reflect on religious issues and to express their feelings and opinions.

157. Points for development

- Standards, teaching and learning are not monitored effectively in the classroom.
- There are missed opportunities in assembly to develop pupils' awareness of RE. Visitors, such as the local minister, are not involved in assemblies.

158. As pupils move through the school they make satisfactory progress in their understanding and knowledge of religious beliefs. They are given opportunities to learn about and compare the traditions of some of the major faiths of the world whilst focusing on Christianity. Older pupils are encouraged to form thoughtful views on religious issues.

159. Pupils in Years 1 and 2 study the main festivals in the Christian faith and other major world faiths. They explore Harvest for example writing Harvest prayers, Easter and Christmas, Hannuka and Diwali. They visit the local church and a mosque. They have a sound knowledge of stories from the Bible and those from other faiths such as Islam. They know about some of the special ceremonies in the Christian and Muslim faiths and can identify symbols and artefacts, the Christian Church and other faiths.

160. In Years 3 to 6 pupils build steadily on this knowledge and experience. As well as Christianity they learn about distinctive features of Hinduism, Sikhism and Buddhism for

example. Visits to the church, a Hindu temple and Buddhist home reinforce this learning well. They make comparisons and explore differences. For example they consider the advantages and disadvantages of arranged marriages. They build on their knowledge of religious stories such as *The Injured Swan* from the Buddhist faith, and the Jewish version of *The Creation*. They express their opinions about the different faiths. For example one pupil wrote 'We think Buddhism is a great religion, but it would be very hard work to be Buddhist monk'. Pupils are encouraged to think for themselves. Their responses to questions show that they have reflected on previous learning.

161. Pupils are strong believers in the virtues of caring and sharing, and there is good provision for spiritual and moral development in these lessons. They understand ideas about standing up for one's faith in their explanation of Sikhism. There are good links with literacy for example, pupils write an eye-witness account as a person in the crowd in the Punjab at the Baisakhi festival. Pupils have the opportunity to observe and handle a variety of religious artefacts and through these practical experiences, use of books and discussion they build an understanding of the idea of faith, families and their special customs. They begin to express the idea of respect for their own and other's beliefs.
162. Teaching in the limited number of lessons seen, was at least satisfactory and sometimes good. Discussions are well structured and informative and enable pupils to express their views and opinions. Resources to support teaching and learning are satisfactory and are used effectively to assist pupils to make progress in their learning. The subject is soundly managed but there are weaknesses in monitoring and assessment in the subject.
163. There are missed opportunities to strengthen learning in RE through more effective use of assemblies. The lack of support for assemblies, for example through visitors such as the local minister to take assembly, is disappointing.