

# INSPECTION REPORT

**CHACOMBE C of E VOLUNTARY AIDED  
PRIMARY SCHOOL**

Banbury

LEA area: Northamptonshire

Unique reference number: 122018

Headteacher: Mrs K Flower

Reporting inspector: Mike Phillips  
7704

Dates of inspection: 16 – 18 September 2002

Inspection number: 249915

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 category: Voluntary Aided

Age range of pupils: 4 -11

Gender of pupils: Mixed

School address: Thorpe Road  
Chacombe  
Banbury  
Northamptonshire

Postcode: OX17 2JA

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Muncey

Date of previous inspection: 22 May 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7704	Mike Phillips	Registered inspector	English History Geography Special educational needs English as an additional language Educational inclusion	What sort of school is it? School's results and pupils' achievements How well are pupils taught? How good are the curricular and other opportunities offered to pupils? How well is the school led and managed? What should the school do to improve further?
9457	Gillian Bindoff	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30439	Malcolm Heyes	Team inspector	Mathematics Information and communication technology Art and design Design and technology Music Physical education	

12394	Carole May	Team inspector	Science Areas of learning for children in the Foundation Stage	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Chacombe Primary School is a voluntary aided Church of England school in Northamptonshire, four miles north east of Banbury. There are 97 pupils on roll aged between of four and 11, which is smaller than most schools. From Year 1, pupils are taught in mixed-age classes. There are six teachers, three of them part-time. Apart from the headteacher, all are new to the school since the last inspection: two have been at the school for just over a year and another two for three weeks. Pupils' attainment on entry to the school is average. Variations in National Curriculum test results are partly due to the small number of pupils in Years 2 and 6. The number of pupils entitled to free school meals is well below the national average. The number of pupils from ethnic minority backgrounds is broadly in line with the national average and the number of pupils who learn in English as an additional language is slightly larger than most schools. A third of pupils have special educational needs, which is above the national average and an increase since the last inspection. Most of these pupils have moderate learning difficulties. Almost 80 percent of pupils in Year 6 are on the school's special educational needs register.

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

This improving school has some excellent features and provides good value for money. However, further improvements are needed to ensure pupils' achievements continue to improve and standards keep rising. Standards in English and mathematics match those expected nationally by Year 6 and in science standards are above the national average. By Year 6 many pupils achieve well and standards are rising. These improvements are due to the good leadership of the headteacher whose commitment to high standards is shared by all who work at the school and to the highly effective governing body. Pupils are eager to learn because teaching is good and teachers and their well deployed, knowledgeable learning support assistants have high expectations. The information parents receive about what their children will learn and how they are getting on is excellent and contributes to the good partnership parents enjoy with the school. The quality and range of activities outside lessons is outstanding. Pupils with special educational needs make very good progress because of the highly effective support they receive. All teachers have management responsibilities and understand their roles well, but most of them have yet to develop skills to evaluate the effectiveness of teaching and learning. Financial management is good.

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

- The headteacher ensures a very clear direction for the school so that all who work here are committed to high standards.
- Good teaching and learning contribute to most pupils' eagerness to learn and their good achievements.
- Provision for pupils with special educational needs is highly effective and so their progress is very good.
- Information parents receive about what their children will learn and how they are getting on is outstanding.
- The range and quality of educational outings and activities available outside lessons are excellent.

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

- There are too few strategies to improve the delegation of leadership and management responsibilities and to improve the role of subject co-ordinators.
- The Foundation Stage provision for the outdoor curriculum needs improving.
- The behaviour of a few pupils in Year 6 needs to improve.
- Governors' use of risk assessment is not extensive enough to cover all aspects of school provision.
- Although the school's accommodation is unsatisfactory, the school could make better use of some of it.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since the last inspection in May 2000. Teaching then was satisfactory, though one lesson in ten was unsatisfactory. It is now good throughout the school, sometimes very good and seldom unsatisfactory. Classrooms are well organised, teachers' subject knowledge has improved and expectations are much higher. Good improvements in the use of assessment to plan lessons leads to pupils in mixed-age classes receiving challenging work that matches their learning needs. These good improvements contribute to rising standards and almost all pupils achieving well. Since May 2000, subject co-ordinators have contributed more effectively to school improvements. However, there still is some way to go to improve their skills in evaluating the effectiveness of the curriculum, teaching and learning to ensure that standards continue to rise.

## 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			
	All schools			similar schools
	1999	2000	2001	2001
English	A	B	D	E
Mathematics	C	D	C	D
Science	B	D	C	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

At the time of inspection the results of the 2002 National Curriculum test results had not been approved for publication. They show good improvements since 2001. By Year 2, test results for reading and writing continue to be well above the national average. Mathematics results improved significantly, with almost one in three pupils exceeding standards expected nationally. The 2002 Year 6 national test results improved by 10 percent compared to 2001, with 95 percent of pupils reaching or exceeding nationally expected standards. A third of them reached standards above national expectations. The results for mathematics and science were very similar. The school exceeded the challenging 2002 numeracy and literacy attainment targets agreed by governors and the local education authority. Equally realistically challenging targets are set for 2003 and 2004. Inspection evidence shows that most pupils achieve well, including those from ethnic minority backgrounds and others who learn in English as an additional language. Standards on entry to the Foundation Stage are average and by Year 6 most pupils achieve well. Almost all pupils with special educational needs make very good progress. Despite these good achievements, standards at the time of inspection by Year 6 in English and mathematics are not as high, but in line with national averages, because 80 percent of Year 6 pupils have special educational needs. Whilst most of these pupils make very good progress, for about one in four their behaviour prevents them from achieving as well as other pupils in their class. However, other Year 6 pupils reach standards above the national average in English, mathematics and science. In other subjects, standards match those expected nationally.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their lessons and are eager to learn.
Behaviour, in and out of classrooms	Good. Almost all pupils behave very well in class and around the school. The behaviour of a few Year 6 pupils needs to improve.
Personal development and relationships	Good. Pupils are enthusiastic learners. They play well together and are sensitive to the needs of others. They respect their teachers with whom they enjoy good relationships.
Attendance	Good. It is above the national average.

## TEACHING AND LEARNING

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

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

Teaching and learning are good. In 32 lessons seen, six were satisfactory, 19 were good and six were very good and one was unsatisfactory. Most pupils learn and achieve well in mixed-age classes because well-planned lessons are securely based upon teachers' good subject knowledge, high expectations and their effective use of assessment and the deployment of knowledgeable learning support assistants. Literacy and numeracy skills are taught well in English and mathematics lessons, but the good reinforcement of these skills in some lessons has yet to spread throughout the school. Improvement is needed at times in the use of assessment in the Foundation Stage to ensure children's learning needs are consistently met. In some classes, marking does not provide sufficient advice on how pupils can improve and planning does not provide enough time for pupils to improve as independent learners. Special educational needs pupils learn very well because of the high quality support they receive.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school meets statutory requirements well, although more work is needed to ensure the curriculum reflects society's different cultures and faiths.
Provision for pupils with special educational needs	Very good. Provision is evaluated to ensure it remains highly effective.
Provision for pupils with English as an additional language	Satisfactory. Although most pupils learn as well as most others of their age at this school, plans to evaluate the effectiveness of provision for them have yet to be put in place.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' spiritual development is very good. Provision for their cultural development is satisfactory but there is room for improvement.

How well the school cares for its pupils	Good, with effective procedures to manage pupils' behaviour and personal development and satisfactory evaluation of pupils' academic progress.
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The school works well in partnership with parents to help their children learn.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership ensures all who work here share a commitment to high standards. Well-informed subject co-ordinators are not yet fully effective in contributing to school improvements.
How well the governors fulfil their responsibilities	Governors have a good understanding of the school's strengths and areas for improvement, fulfil most responsibilities well and are highly effective at helping the school improve. Improvement is needed in their use of risk assessment.
The school's evaluation of its performance	Good. There are good procedures to evaluate school effectiveness.
The strategic use of resources	Very effective planning and use of resources underpins the very good use of the principles of best value.

Accommodation is unsatisfactory to ensure that the school continues to meet the demands of the curriculum. Staffing levels and the range and use of resources match the demands of the curriculum and pupils' learning needs.

## 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 this school where teaching is good, they work hard and make good progress.</li> <li>• This approachable school helps their children mature.</li> </ul>	<ul style="list-style-type: none"> <li>• They want more information about how their children are getting on.</li> <li>• Some parents say that their children do not get the right amount of homework and others say that there are too few interesting activities outside lessons.</li> </ul>

Inspectors agree with parents' positive views. They found the information parents receive about how their children are getting on, and the range and quality of activities outside lessons are outstanding. Inspectors found that pupils consistently receive satisfactory homework.

## **PART B: COMMENTARY**

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

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

##### **The most recent National Curriculum test results**

1. Year 6 National Curriculum test results show variations in standards over the last four years in English, mathematics and science, with the declining trend up to 2001 being reversed in 2002. The trend in English had been one of steep decline between 1999 and 2001, not fully explained by the small number of Year 6 pupils, where the under performance of a few can significantly affect test results. The less pronounced declining trend in science has gone from being above the national average in 1999 to being in line in 2001 but well below that of similar schools. In 1999, mathematics results were in line with the national average; they fell in 2000 and then rose in 2001 to match the national average, but they were below that of similar schools across the country.
2. The Year 2 2001 National Curriculum test results show reading and writing standards to be well above the national average and those for similar schools nationally. However, the mathematics test results were below the national average and well below those of similar schools across the country. In reading and writing, improvements in standards begun in 2000 have continued, reversing the downward trend between 1997 and 1999. In mathematics, the trend has been erratic. Standards fell sharply between 1997 and 1999, to rise as sharply in 2000, only to fall again in 2001. Standards rose again 2002.
3. At the time of inspection, the school had recently received the 2002 National Curriculum test results, but they had not been approved for publication. These results show significant improvements since 2001. The Year 2 national test results in reading and writing were similar to those for 2001, with some improvement in standards in both subjects. There was a very good improvement in the mathematics results. All pupils reached or exceeded standards expected nationally, with one in five reaching the higher level three. The Year 6 2002 national test results showed good improvements. The most important improvement was in the proportion of pupils exceeding standards expected for their age in English, mathematics and science: 35 percent of pupils reached the higher level five in all three subjects. The mathematics results showed a 10 percent improvement in the proportion of pupils attaining the higher level, with 95 percent of them reaching and exceeding standards expected nationally. In science, all pupils reached or exceeded nationally expected standards, with a 16 percent increase in pupils reaching the higher level five compared to the 2001 results. The most impressive improvement was the 22 percent of pupils reaching level five in English.

##### **Pupils' achievements**

4. Analysis of pupils' work shows the achievements of most Year 6 pupils is satisfactory, with a few having achieved well since they were in Year 1. Inspection evidence confirms the results of national tests over the last four years, that there is no difference in achievement or attainment between boys and girls. Most pupils enter the school in the Foundation Stage Reception class with standards similar to those expected nationally for their age. The present Year 6 class has eighty percent of pupils with special educational needs. The thirty percent of pupils in the Year 5 and 6 class with behavioural difficulties is a high proportion. It is mainly these pupils

whose standards were below those expected when they entered Year 1, and whose achievements over time have not been as good as most other pupils in the school, although they are satisfactory. However, by Year 6, pupils not on the school's special educational needs register achieve well and most Year 6 pupils with special educational needs make very good progress. Throughout the rest of the school, pupils with special educational needs also make very good progress because of the highly effective support they receive.

5. Most pupils who learn in English as an additional language are as competent in their use of English as other pupils in the school of their age. They all make good progress and achieve well.

### **Standards in English, mathematics and science**

6. The school successfully put in place strategies to improve standards and pupils' achievements, especially in mathematics and in writing. As a result, by Year 2 standards in mathematics have improved greatly. Year 2 pupils count up to 100 well with good knowledge and understanding of tens and units. High attaining pupils are good at solving problems using addition and numbers over 100, explaining what they do well as they go along. Low attaining pupils are not as good at recognising number patterns or solving problems as other pupils. In English by Year 2, pupils read story and factual books with good understanding. They explain what they read well and provide good reasons why they prefer different types of stories. They progress well in using a wide vocabulary to make their well-punctuated work come alive. They listen and respond thoughtfully, expressing ideas and opinions in ways that engage the attention of others. Throughout the school, pupils take a pride in their well organised written work that shows good improvements in handwriting and spelling. High quality teaching and effective deployment of learning support assistants from Year 1 rapidly improves pupils' reading so that by Year 6 reading standards are above national expectations. Year 6 pupils read fluently with good understanding of plot and character and how language creates mood and feelings, all of which has a good impact on their spiritual development. Good learning continues from Year 2 in speaking and listening, contributing to high standards and effective group work with a good impact on pupils' social development. The very good improvement in writing throughout the school over the last two years results in Year 6 average and high attaining pupils using a wide range of vocabulary imaginatively to develop and sustain ideas, with good application of grammatical rules. Pupils with different levels of attainment have good technical understanding of what makes different texts effective, which high attaining pupils explain well using specialist vocabulary. However, improvement is needed by Year 6 in study and research skills.
7. In mathematics, Year 6 pupils calculate satisfactorily using division, multiplication, addition and subtraction to solve problems mentally and on paper. They use three digit numbers satisfactorily to do this, with high attaining pupils using four digit numbers well. Pupils with different levels of attainment use 4-figure co-ordinates, and understand well rotational symmetry on regular 2-dimensional shapes. By Year 6, pupils achieve well in science and have good understanding of electrical circuits, how sound and light travel, how the human body works and what living things need to grow and be healthy. They understand well how heat and cold change different substances, such as water and various metals. However, whilst by Year 6 pupils understand satisfactorily what a fair test is, they lack experience in designing and conducting their own experiments and in analysing results to reach conclusions.

Throughout the school, at times in mathematics, pupils' thinking is over-directed by the teacher when they are involved in problem solving and investigations. Consequently, some pupils underachieve by Year 6 as independent learners.

8. Literacy and numeracy skills are satisfactorily reinforced throughout the school in other lessons. The good practice in Years 3 and 4 of improving punctuation and spelling when writing about the Ancient Egyptians, and of gathering information from the Internet about weather conditions around the world to make graphs and improve numeracy skills, has yet to spread consistently throughout the school.

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

9. The last inspection reported that pupils' attitudes were good. They have improved and are now very good. Pupils are very enthusiastic learners. Parents are pleased that their children are happy at school and that they work hard. Children make a very good start to school in the Reception class. They too are very enthusiastic learners, and love mixing paints to make different colours. One child mixed blue and black and exclaimed, "Look! This makes dark blue, doesn't it? Like night time". The children respond very well to their teacher's clear expectations about behaviour. They share toys and take turns well and make good progress to be independent.
10. Pupils take pride in their achievements. They are proud of displays of their work around the school. They evaluate outcomes of design and technology projects to improve learning. Pupils in all classes are interested in their learning and sustain efforts well through challenging work. Pupils in Years 1 and 2 were very excited when they became 'archaeologists' researching life in Victorian times, and pupils in Years 3 and 4 were amazed to learn about beliefs when studying ancient Egypt, which had a good impact on their cultural development. Pupils work well together, helping each other and sharing ideas. Pupils in Years 5 and 6 enjoyed collaborating to solve mathematical problems.
11. Pupils enjoy the many excellent activities the school provides outside lessons that so many of them regularly attend. For such a small school, the range of activities is highly impressive and they cater for the diverse interests of pupils. The numerous opportunities throughout the year for parents, teachers and pupils to enjoy learning together contribute hugely to the school's good learning atmosphere, pupils' eagerness to learn and the school being such an important part of the local community and church. Inspectors disagree with those few parents who said that there are too few interesting activities provided for their children outside lessons. The school publishes monthly numerous forthcoming school events. They include opportunities for pupils and their parents to learn about responsible pet ownership and to participate in a 'Quiz and Curry' night. Pupils attend cricket training organised by Northamptonshire County Cricket Club. Parents and teachers eagerly coach the highly successful football team and there is an annual netball tournament. Pupils compete with other schools in cross-country running. There is an annual sports day. Reception children and parents visit a butterfly farm. There is an annual Book Fair. Events are organised to involve pupils in support of charities, such as Barnados. Throughout the year, pupils extend their learning through activities organised by outside agencies, such as the Fire Service, the RSPCA and the Red Cross. Well-briefed parents support well-organised educational outings and these activities improve pupils' learning. In Years 3 and 4, pupils have a study day at Warwick Castle and Year 1 and 2 pupils improve their learning in history by visiting a toy museum. The choir entertains elderly members of the community, parents and pupils participate in a November Christingle service and carol singing at Christmas.

There is a drama group that attends festivals. French is taught after school. Pupils especially like residential visits where they share exciting experiences. Year 6 and some Year 5 pupils spent a week at Beaumanor Hall. Year 4 pupils visit Grendon annually to work with other pupils in the local cluster of schools. Year 2 pupils stayed overnight at Hook Norton and explored a bat tunnel. Pupils responded to this with wonder and one pupil wrote that there were 'damp eerie quiet sounds, as quiet as a mouse'. These experiences have good effects on learning and their spiritual development.

12. Almost all pupils behave well in lessons and around the school. There is a very friendly and good learning atmosphere at this school, where pupils look after each other and are kind and supportive. The relaxed way in which pupils prepare for assemblies by sitting in mixed-age groups with their 'reading partners' is characteristic of the good relationships pupils have with each other. Relationships between the pupils, their teachers and learning support assistants are also good. There is a small number of pupils, however, mainly in Year 6, whose behaviour is sometimes not good enough. They disrupt lessons and this adversely affects their own learning and that of other pupils in the class. Pupils and parents are confident that any bullying or oppressive behaviour is dealt with promptly and effectively. No pupils have been excluded in recent years.
13. Parents think that the school helps their children to become mature and inspectors confirm this view. Pupils are keen to represent their class on the school council and to discuss ways to improve aspects of school life, all with good impact on their social development and understanding of what being a good citizen means. They take their responsibilities seriously and like to act as office receptionists at lunch times. They are very disappointed if the telephone does not ring when they are on duty. Pupils show respect for each other and for their diverse family backgrounds. They were interested to hear about schools in The Gambia in an assembly and reflected thoughtfully on lives lived that, in comparison to their own, are so difficult. However, in some lessons planning provides too few times for pupils to use their initiative and take responsibility for their learning. At times, throughout the school, mathematical and scientific investigations are over-directed by the teacher, planning provides too few opportunities for scientific experiments and the library is under-used to improve, by Year 6, pupils' study and research skills.
14. Pupils' attendance is good and is above the national average.

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

15. A high proportion of teaching is good. Sometimes it is very good and rarely unsatisfactory. Out of 32 lessons, six were very good, 19 good, six satisfactory and one was unsatisfactory. This is a good improvement since the last inspection, when, whilst teaching was satisfactory, one in ten lessons was unsatisfactory. This high quality teaching contributes greatly to good improvements to pupils' achievements since the last inspection. Significant improvements since that last inspection are the knowledge pupils have about their learning and what they need to do to improve.
16. Almost all pupils respond positively and cheerfully to teachers' high expectations. They expect pupils to achieve well as soon as they begin lessons by sharing learning objectives in ways that make it clear to pupils what they have to learn. Teachers' good subject knowledge is used well to plan challenging work.
17. The good use of assessment contributes to the setting of these high expectations and the provision of challenging work that matches pupils' learning needs so that they achieve well. This was seen to very good effect in a history lesson in Years 1

and 2, where pupils were engrossed in tasks as archaeologists, using artefacts to find out about Victorian times. Assessment was also used well in history and geography lessons in Years 3 and 4. When used very well it leads to inspirational teaching, as seen in Years 1 and 2 to teach punctuation that began with the whole class writing and improving a story with the teacher. In this lesson, a learning support assistant, dressed in role as 'granny', enthralled the pupils as she discussed their story planning with them, improving their knowledge of adjectives and verbs as well as their speaking and listening skills.

18. Throughout the school, whole class teaching in numeracy and literacy lessons uses probing questions skilfully to find out what pupils of different ages and attainment know, sometimes using older pupils to reinforce their learning as they explain to younger ones. In most lessons, brisk teaching sweeps pupils along in their learning. A Year 4 pupil said, whilst searching for a strong adjective to complete his sentence, 'I like working hard because you learn a lot and it makes me feel good.' Where numeracy and literacy skills are well reinforced, for example in Year 3 and 4 history lessons, pupils learn very well, but this practice is not consistently as good as this throughout the rest of the school.
19. Learning support assistants are knowledgeable and used well in lessons. They are highly effective when supporting learning in small groups, for instance when working on computers. Their energetic, and sometimes enthusiastic support, improves pupils' learning. All this good practice and the effective use of satisfactory resources have good effects on learning and pupils' social development.
20. Good planning contributes significantly to effective provision for pupils' social, spiritual and moral development that makes learning meaningful. Teachers and learning support assistants provide good examples for children of people working and learning well together as a team. Pupils learn to respect the needs of others as well as views and beliefs different from their own, for example when discussing the characters in a text in Year 6. There is good teaching about how music and language create mood and feelings. In Year 6, pupils cried out with surprise when read a highly descriptive text. All this effective provision has a good impact on their spiritual development and improves their learning.
21. Homework provision is satisfactory. Pupils and their parents know when homework will be given and the type of work to be set. At their meeting, a few parents thought that homework did not prepare their children well enough for their next lessons. Inspectors found homework satisfactorily prepared pupils for the next stage in their learning. However, sometimes homework does not challenge high attaining pupils sufficiently.
22. Behaviour is often effectively managed through the skilful use of praise, with opportunities well taken by teachers and assistants to discuss the impact of misbehaviour.
23. Satisfactory teaching has many of the good and better features described. However, improvements are needed in planning to teach pupils to be more effective independent learners, and to consolidate and reinforce good learning achieved during whole class teaching through research, investigations and experiments. Sometimes in science and mathematics lessons throughout the school, teachers over direct pupils' thinking when they learn through investigations and experiments. In mathematics, sometimes an over reliance on published materials too often prevents pupils improving and reinforcing learning through problem solving. Where teaching was unsatisfactory, strategies to improve the behaviour of a few Year 6

pupils were ineffective and pupils who were keen to learn were unable to sustain their concentration. Teachers do not make sufficient use of the library. It is not well organised or used enough to ensure that, by Year 6, pupils acquire research and study skills that prepare them well for the next stage of their education.

24. A strength of the school is the very good progress made by pupils with special educational needs. Teachers, the special educational needs co-ordinator and the very knowledgeable and enthusiastic specialist learning support assistant have in depth knowledge of learning targets in pupils' individual education plans that enables planning to focus sharply on learning needs. These measurable learning targets constantly inform planning to great effect. These pupils are included very well in all the learning the school offers because provision for them reflects that for other pupils.
25. From Year 1, pupils have learning targets they understand well that are written in their books and to which they refer when learning. Most pupils know how to improve and express delight when they meet their targets. A particularly good feature of provision that motivates pupils is the opportunity to negotiate additional learning targets that pupils believe are important to them. Parents say that they and their children welcome such opportunities.
26. Provision for pupils who learn in English as an additional language is satisfactory. Although organised in ways similar to that for pupils with special educational needs, these pupils' learning needs are not as well evaluated. They too have learning targets written in their books that parents know about.

### **Areas to improve**

27. Although the school has many teaching and learning strengths, there are still areas to improve to ensure pupils' achievements and standards continue to improve.
  - The behaviour management of pupils who do not respond well to praise and encouragement needs improving, as seen for a few pupils in Year 6. Whilst their behaviour is improving, and their progress is satisfactory, they do not always complete enough work.
  - Whilst geography teaches pupils about life in other countries, for example in Jamaica, more needs to be done to improve pupils' understanding of society's diverse cultures and faiths different from their own in other lessons. Books in class and in the library do not reflect cultural diversity well enough.
  - Planning provides too few opportunities over time for pupils to consolidate and improve learning through research, investigations and experiments, and teaching sometimes over-direct pupils' thinking. The library is under-used as a place to improve pupils' research skills.
  - Best practice that reinforces pupils' numeracy and literacy skills in other subjects has yet to spread throughout the school, although it is satisfactorily achieved. Good practice was seen in Years 3 and 4, when pupils wrote about Ancient Egyptians to improve punctuation, spelling and handwriting and when calculating how long ago historical events occurred.
  - The good practice of marking work, which assesses achievements against pupils' individual learning targets and provides advice on how to improve, is not followed by all teachers to ensure standards and achievements continue to improve.



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

28. The school meets its statutory responsibility to provide the full range of National Curriculum subjects and for religious education and to hold a daily act of worship. National recommendations for the Foundation Stage curriculum are not all fully met. Effective curriculum planning elsewhere ensures very good provision for pupils' spiritual development, and good provision for their social and moral development, all of which contributes greatly to the school's good learning atmosphere. Curriculum planning for pupils' cultural development is satisfactory.
29. All subjects have curriculum policies with schemes of work that provide good planning guidance. The good practice of staff frequently reviewing them, and of governors systematically evaluating policies and schemes, ensures the curriculum meets the diverse learning needs of most pupils well.
30. Good planning provides for pupils' spiritual development very well. For example, good literacy teaching leads to pupils wondering at the ways poets use language to touch emotions, and opportunities are provided in so many other lessons for pupils to appreciate the efforts of others and to be encouraging. The satisfactory programme of study for pupils' personal, social and health education also contributes to pupils respecting views and beliefs different from their own.
31. There is good curriculum planning and other provision for pupils' social development. From the day they start school they are taught to respect property, living things and other people. They are taught to take responsibility for their own learning, to co-operate when playing and learning together and to resolve conflicts amicably. In addition, the school council, that involves every class in helping teachers make the school an even better place to learn in, contributes significantly to most pupils' good understanding by Year 6 of what being a good citizen means. All this good planning and provision results in pupils learning well together and enjoying good relationships. There is a lack of space, however, for the Years 5 and 6 to learn in groups through scientific experiments and mathematical investigations in the classroom. Whilst more imaginative planning may help, it is unlikely to overcome all the physical constraints of space.
32. Planning for pupils' moral development is good. In lessons teachers refer to class rules and provide times each term for pupils to review them. Throughout the school, Golden Rules governing pupils' behaviour, positive attitudes and Christian values are prominently displayed. Teachers, their assistants and other adults who work in the school, including parents, provide good examples of fairness, integrity, keeping promises and respect for others. In physical education lessons, pupils are taught the importance of fair play. Teachers and their assistants take time to talk through the consequences of pupils' actions. Pupils know they will be treated fairly and justly. As a result, pupils know the difference between right and wrong.
33. Provision for pupils' cultural development is satisfactory, with some good practice yet to spread throughout the school. For example, pupils are taught well in geography in Years 3 and 4 about life in Jamaica. In Years 1 and 2, there is very good literacy teaching using texts from different cultures. However, planning does not identify well enough times when pupils are to learn about other cultures.

34. The reinforcement in other lessons of numeracy and literacy skills is satisfactory. There is good practice in Year 3 and 4 geography lessons to reinforce numeracy skills when pupils gather information about weather around the world to construct graphs. In Year 6, pupils are required to pay close attention to handwriting and spelling when recording findings as the result of scientific experiments. However, these good practices are not consistently well planned for in other lessons throughout the school in order to ensure pupils' achievements and standards continue to improve by Year 6.
35. Planning to reinforce and consolidate ICT (information and communication technology) skills in other lessons is also satisfactory, with some good practice. The computer is often well used in class to improve pupils' computer as well as literacy and numeracy skills, frequently under the knowledgeable guidance of a learning support assistant. However, when pupils use computers outside the classroom, often in the ICT suite, planning is sometimes weak in preparing pupils to learn away from the classroom and to reinforce learning when they return. The enthusiastic learning support assistant who supports learning in the ICT suite assesses pupils' progress meticulously, but this information is not always used as well as it ought to be when planning lessons.
36. A further area for improvement is in planning to improve pupils' independent learning skills so that pupils' good learning during whole class teaching is consolidated and improved through investigations, experiments and research in mathematics, science and other subjects. The library is not well organised to improve pupils' research and study skills by Year 6, in preparation for their secondary school.
37. Provision for pupils with special educational needs is very good and a strength of the school. Inspectors agree with parents who unanimously supported the parent who said, 'Special needs at this school is really, really, really good.' Pupils make very good progress and over the last year about 20 percent of them improved enough to come off the special needs register. This is because provision is regularly evaluated and teachers put improvements in place quickly. In addition, measurable learning targets match individual needs very well. They very effectively inform planning and pupils are involved in assessing their own progress so that their sense of achievement contributes to improvements in learning. Provision is very well managed with paperwork cut to the essential minimum. The very effective deployment of a knowledgeable and enthusiastic learning support assistant has a highly significant effect on pupils' improvements. Parents receive some excellent information about their children's learning that leads to highly successful parental partnerships.
38. The school makes good use of its community to enrich, support and improve pupils' learning. Parents are actively involved in the life of the school and there are close links with the local church. Pupils' wide learning experiences include an excellent range of out of school and residential visits and many visitors come to the school to share their expertise with the pupils. Pupils learned about the wider world community when a visitor came to tell them about her work in The Gambia providing equipment and resources for school children there. The pupils will be closely involved in this project by raising funds for more equipment, which will give them insights into the needs of children in another part of the world that could have a good impact on their cultural development.
39. Pupils benefit well from shared activities with other local schools that include football, netball and cross-country running. These events are part of the excellent range of

out of lessons activities that help pupils improve their social skills and learning, through gains in self-confidence, self-esteem and understanding of fair play. Good links with the partner secondary school also help pupils to transfer smoothly between Years 6 and 7.

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

40. Since the last inspection, the school continues to provide good care and support for pupils. The good relationships between the adults and the pupils in the school provide a good environment for learning. The thorough knowledge the school has about the pupils ensures that almost all pupils' individual learning needs are met well, with very good provision and care for pupils with special educational needs. Pupils have personal targets to meet each half term, with good opportunities to think about how well they achieve them. The very good use of pupils' records of achievement successfully tracks their personal development. Inspectors support the positive views of parents expressed at their meeting about the quality of learning support their children receive.
41. Some improvements are needed in the provision for pupils' health and safety. Governors need to extend, and take responsibility for, the school's very good assessment of risks for out of school activities so that it includes all activities and provision in the school. Provision and guidance for the treatment of accidents is barely satisfactory. There is no place for sick or injured pupils to receive attention and so the facilities for the treatment of pupils are poor. Although staff are trained well in basic first aid, there is no fully trained first aider in the school.
42. Arrangements for child protection are in line with local requirements and are satisfactory. Although the headteacher, as the responsible person, has had recent training, further training is needed for other members of staff to ensure that they are aware of the signs and symptoms of abuse and know how to respond to any disclosures children may make to them. Good provision is made for pupils' health education. They have good opportunities to learn how to keep themselves safe.
43. The school's strategies for promoting good behaviour are successful for almost all pupils but further action is needed to ensure that every pupil behaves well. A small number of pupils, especially in Year 6, are disrupting their own and other pupils' learning and this needs to be dealt with more effectively. While the Golden Rules and Golden Time are respected and valued by most pupils, they do not motivate all pupils to behave well.
44. Arrangements for recording attendance are satisfactory, although not always consistently followed. Improvements are needed to ensure that reasons for absence are fully recorded and that letters from parents are always received. Whilst many parents at their meeting knew procedures to follow when their children could not attend school, a few were uncertain. The school analyses patterns of attendance and lateness satisfactorily, and has plans to improve this practice through strategies linked to the school's Race Relations policy so that these patterns are also analysed by ethnicity and by any other groups of children at the school.
45. The school has made good progress since the last inspection to improve the use of assessment when planning. Assessment procedures and systems are now used satisfactorily when planning.

46. The school is good at continuously measuring pupils' progress against their individual numeracy and literacy targets. Pupils understand these targets well and what they have to do to succeed because teachers involve them in discussions when setting them. Teachers also provide opportunities for pupils in Years 3 to 6 to set additional targets for themselves that may be academic, social or behavioural that parents appreciate. Whilst all this good practice contributes to most pupils' good understanding of their own learning, particularly in numeracy and literacy, marking of their work too often does not provide sufficient advice on how they can improve.
47. The school analyses the results of Year 2 and Year 6 National Curriculum test results well, along with other tests pupils do, when planning the curriculum and deciding upon teaching strategies. As a result, numeracy and writing standards are improving and standards by Year 6 in science are rising. Governors use assessment information very well to set, in agreement with the local education authority, realistically challenging literacy and numeracy targets to be met by Year 6 pupils over the next two years.
48. The monitoring and evaluation of pupils' academic and personal development is satisfactory, with some good features that have yet to spread throughout the school. Whilst learning support strategies for most pupils are highly effective, they are not as effective for more able and talented pupils. For these pupils, and those from minority ethnic backgrounds and those who learn in English as an additional language, the school has yet to put in place procedures to evaluate the effectiveness of teaching strategies and additional provision. Improvements are needed in assessment procedures in the Reception class so that children's progress is constantly measured and information gathered is used to inform planning. The school is improving the assessment of pupils' achievements and attainment in information and communication technology and in science. The school has plans to put in place an effective system to assess pupils' learning in other subjects.

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

49. The partnership between home and school is very good. The school provides some excellent information for parents to help their children learn. Since the last inspection, the school has improved further its good links with parents. Parents feel valued by this school, which they say respects their views and responds positively to their suggestions.
50. Inspectors support parents' positive views of the school. Parents say that their children are happy at school and develop mature attitudes. They are very happy with the arrangements for their children to settle into the Reception class. They think that teaching is good and that their children work hard and make good progress. Some parents have concerns about homework and about the range of activities the school provides outside lessons. Some parents also feel that they do not receive enough information about how their child is getting on. Inspectors do not support these concerns. Arrangements for homework satisfactorily contribute to pupils' learning. The range of activities outside lessons is excellent, especially the opportunities for residential visits, parents, teachers and pupils to learn together and for pupils to learn French. The range is much greater than that found in many similar schools. The information the school provides in end of year reports is outstanding. They are very clearly written and provide a wealth of information about what children know, understand and can do and includes what they need to do to improve further. Good

formal and informal opportunities are provided for parents to discuss their child's progress with class teachers, and parents have information each half term about what their children will learn.

51. Parents make a significant contribution to the life of the school and support and extend pupils' learning. They are very committed to helping the school improve and are kept up-to-date with what is happening in the school by weekly newsletters. Many parents help as volunteers, most notably by running a wide variety of after school activities, which enrich and extend pupils' learning experiences.

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

52. The headteacher's good leadership ensures a very clear educational direction for the school, supported very well by the governing body. Whilst school management has numerous strengths, too many tasks reside with this teaching headteacher.

53. The good features of leadership are:

- a commitment by all who work here to high standards;
- the school's partnership with governors, who agree challenging and realistic attainment targets by Year 6;
- the very effective strategies to evaluate and improve teaching and learning to drive up standards;
- the high expectations of teachers and learning support assistants who work well as a team to improve pupils' achievements;
- the provision of good support and advice for staff to improve, including opportunities for professional development.

Inspectors disagree with those few parents who said at their meeting that the school sets too high expectations for their children.

### **Areas to improve**

54. Whilst the delegation of management and leadership responsibilities is satisfactory, too few leadership and management responsibilities are delegated to other colleagues. All staff have management responsibilities that they know well. This represents good progress since the last inspection. However, they are not yet fully effective. There are too few strategies in place to delegate some of the headteacher's leadership and management responsibilities so that, as teachers improve their skills to evaluate school improvements, they lead on taking effective action. The headteacher manages five subjects and assessment.

### **The governing body**

55. The governing body works very effectively in partnership with the school to help it improve because they:
- are ably led by an experienced chairperson;
  - are well-organised into committees to review the school improvement plan and their work reflects school priorities well;
  - have good knowledge of the school's strengths and areas for improvement;
  - hold the headteacher to account for the quality of her leadership and the education provided for the school;

- use their skills and knowledge very well to shape the future of the school;
- undertake meticulous evaluations of their own and the school's effectiveness;
- continuously evaluate policies with plans to put in place the required Racial Relations policy by the end of term;
- induct new governors well;
- hold responsibilities for aspects of school provision, for example for special educational needs, literacy and numeracy;
- ensure specific grants are correctly and well spent, for example on ICT and special educational needs;
- manage school budgets very well and have improved the financial health of the school.

### **What governors need to improve**

56. Whilst governors fulfil most responsibilities well, they need to:

- improve strategies in the behaviour policy to prevent persistent misbehaviour of a few pupils;
- extend their use of risk assessment to cover all aspects of school provision.

### **Financial management**

57. The day-to-day financial management of the school is good because:

- the office manager and assistant use computers well to monitor spending and to provide for the headteacher and governors up-to-date financial information when required;
- staff use the good financial procedures well when spending money allocated to them, with secure checks in place overseen by governors and the headteacher;
- the school has put in place all the minor recommendations of the complimentary auditor's report.

### **Strengths and areas to improve in staffing and the curriculum**

58. The school has an adequate number of staff whose skills and experience match the demands of the curriculum and the learning needs of pupils satisfactorily. The large number of knowledgeable learning support assistants is very well deployed.

59. Whilst learning resources throughout the school are satisfactory and used well to help pupils learn, and the curriculum satisfactorily meets the diverse learning needs of pupils, some improvements are needed. They are in:

- 1) the Foundation Stage curriculum, especially for the outdoor curriculum;
- 2) library provision to:
  - increase the number of books that interest and challenge pupils;
  - improve the proportion of books that reflect society's cultural diversity and the range of up-to-date factual books;
  - improve pupils' research and study skills by Year 6 to prepare them for the next stage in their education.

### **Accommodation**

60. Accommodation is unsatisfactory because:

- cramped classroom space in Years 5 and 6 sometimes makes learning difficult, for example during scientific experiments and mathematical investigations;
- the poorly ventilated staffroom is an unsuitable place for the ICT suite;
- Reception children share sometimes their art space with other pupils.

### **Capacity to improve**

61. The school has a good capacity to improve further because:

- it enjoys a challenging and trusting partnership with governors, parents and the community;
- it constantly evaluates improvements;
- all decisions are very effectively based on principles of best value;
- it provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The headteacher, governors and teachers need to;
- 1) ensure the school continues to be well led by putting in place strategies for staff with subject and other responsibilities to improve their skills to evaluate school improvements and to take effective action;  
(Paragraphs 48, 54, 95, 100, 111, 125)
  - 2) continue to drive up standards and ensure pupils achieve well by:
    - improving the Foundation Stage curriculum, particularly for the outdoor curriculum;  
(Paragraphs 48, 59, 60, 66, 70, 75, 77, 78, 79)
    - improving pupils' independent learning skills;  
(Paragraphs 6, 7, 23, 27, 31, 36, 59, 68, 87, 94, 98, 99)
    - ensuring that existing good practice in marking pupils' work is spread throughout the school;  
(Paragraphs 27, 46, 84, 94, 99, 110)
    - improving teachers' behaviour management skills;  
(Paragraphs 12, 23, 28, 43, 56, 60, 93, 99)
    - improving the use of the library to help pupils learn;  
(Paragraphs 13, 23, 36, 59, 87)
  - 3) improve learning in Years 5 and 6 as well as in art and ICT by:
    - extending accommodation when funds are available;  
(Paragraphs 31, 41, 60, 66, 77, 78, 106, 119)
    - improving planning;  
(Paragraphs 31, 35, 60, 66, 78, 105, 119)
  - 4) extend risk assessment to cover all aspects of school provision.  
(Paragraphs 41, 56)

### Minor areas for improvement

Governors, the headteacher and staff need to ensure that:

- more able and talented pupils receive work that consistently challenges them;
- at least one member of staff has up-to-date training in first aid.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

32

Number of discussions with staff, governors, other adults and pupils

17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	19	6	1	0	0
Percentage	0	19	59	19	3	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 two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	97
Number of full-time pupils known to be eligible for free school meals	-	2

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	33

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.9

#### Unauthorised absence

	%
School data	0.7

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	4	3
	Girls	9	9	9
	Total	12	13	12
Percentage of pupils At NC level 2 or above	School	86 (94)	93 (94)	86 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	4	5
	Girls	9	9	9
	Total	12	13	14
Percentage of pupils At NC level 2 or above	School	86 (94)	93 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	12	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	4
	Girls	12	10	12
	Total	14	12	16
Percentage of pupils At NC level 4 or above	School	88 (80)	75 (67)	100 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	5
	Girls	12	10	12
	Total	15	13	17
Percentage of pupils At NC level 4 or above	School	88 (80)	76 (73)	100 (93)
	National	72 (70)	74 (72)	82 (79)

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

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	89	0	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

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

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

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	21.1
Average class size	24.25

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

Total number of education support staff	9
Total aggregate hours worked per week	96.75

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

### ***Financial information***

Financial year	2001-2002
	£
Total income	248,711
Total expenditure	212,983
Expenditure per pupil	2,088
Balance brought forward from previous year	22,620
Balance carried forward to next year	35,728

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	4.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	102
Number of questionnaires returned	41

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	46	7	0	0
My child is making good progress in school.	46	46	5	0	2
Behaviour in the school is good.	24	61	10	0	5
My child gets the right amount of work to do at home.	29	41	22	5	2
The teaching is good.	49	44	2	0	5
I am kept well informed about how my child is getting on.	44	34	22	0	0
I would feel comfortable about approaching the school with questions or a problem.	49	41	10	0	0
The school expects my child to work hard and achieve his or her best.	56	39	5	0	0
The school works closely with parents.	46	32	17	0	5
The school is well led and managed.	51	27	10	2	10
The school is helping my child become mature and responsible.	49	41	2	0	7
The school provides an interesting range of activities outside lessons.	41	29	20	5	5

### Other issues raised by parents

Parents at their meeting expressed concerns about homework, the amount of information they receive about how their children are getting on, and a few thought that the standards the school sets for their children are too high. Inspectors investigated these concerns and found that pupils received satisfactory homework each week that consolidates learning and prepares them for their next lessons. Inspectors found that the information parents receive about what their children will learn and how they are getting on is outstanding, including that in annual reports. Inspectors found the range and quality of activities outside lessons are outstanding. Inspectors found that the school sets appropriately challenging work for many pupils, although that for more able and talented pupils lacks demand at times.

## **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**

#### **Introduction**

63. The school can admit 17 children to the Reception class in the September after their fourth birthday. Currently, 12 children attended mornings only during this month of September as part of the school's good procedures to induct children into the life of the school. Parents know how to help their children to settle into school and to learn, through good information provided and at meetings held for them.
64. Parents are delighted with their children's eagerness to attend school. They welcome opportunities that are provided for them to work in partnership with the school to help their children learn. The teacher, who is new to the school, has established very good relationships with the children. This has built very effectively upon good work achieved during visits made to the children's pre-school settings and contributes to the very good start to their learning.
65. **Attainment on entry and by Year 1**
- Over the last four years, most children's attainment on entry to the Foundation Stage Reception class matched that expected nationally.
  - For the last three years, most standards by the time children entered Year 1 were in line with those expected nationally. Last year, children with special educational needs made very good progress. Standards for most pupils were above those expected in speaking and listening, but writing skills were below national expectations.
66. **There has been a satisfactory improvement to the curriculum since the last inspection with still more to do.**
- Learning resources need to increase, especially for outdoor provision and the play space outside is too small.
  - There are weaknesses in timetabling and the organisation of the art space that could have detrimental effects on children's creative development.
  - Assessment procedures do not enable information to be gathered in ways that constantly inform planning.

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

67. Good teaching in this area of learning contributes greatly to children's good progress, their willingness to learn and their co-operative attitudes. They begin to understand well the importance of taking turns and sharing, and they play co-operatively. A very good example of this was observed in the role play area, where children took turns to be patient, doctor, nurse and receptionist. They understood that only four people could use this area at any one time. When the 'surgery' was full, they found another activity until there was a space for them to continue. They quickly learn to use good routines to inform the teacher when they have arrived at school. All this good learning is due to effective systems used well to ensure they



take some responsibility for their learning. It is seen also in the way they tidy away equipment quickly and efficiently, and when they take turns to set the table at snack time. Most children's self-assurance is seen in the way they ask the teacher and classroom assistant to clarify things they don't understand.

68. Children sustain concentration for long periods of time when learning from activities that interest them, as seen when choosing what to play with for the first 20 minutes of each day. Most children remain at the same activity for the whole of this period, working either on their own or with friends. This calm, relaxed start sets the tone for the rest of the morning. The teacher clearly and pleasantly establishes very high expectations for behaviour and sensitively and firmly ensures they are met. This is evident at snack time, which is a pleasant occasion, when good table manners are insisted upon. Good teaching encourages children to listen to each other so that they learn the early stages of social conversation well. Whilst most teaching in this area of learning is good, sometimes the children have too few opportunities to choose and the teacher interrupts their conversation at times. This is particularly evident in the session after snack time in the art room or outside, when the teacher over-directs children to tasks and asks them all to change activities too soon.

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

69. Children enter the Reception class with average levels of attainment for their age. About a quarter of them are very articulate, but an equal proportion find it more difficult to make themselves understood. Good teaching ensures progress is good in speaking and listening, so that by the age of six standards are above those expected for their age. Teaching poses challenging questions and children are required to explain themselves clearly in sentences and to listen thoughtfully to one another. Good teaching and learning was seen when the class discussed a story read, relating events to times in their own lives. Two children gave complex answers and explanations. One said, 'I haven't got a sister, but I'm my brother's sister.'
70. Progress in reading is satisfactory and by the age of six standards match national expectations. Children read simple books with good understanding, recognising familiar words. A love of reading is fostered through the use of high quality stories and picture books used in the daily literacy lessons and by encouraging children to take books home to share with their parents. However, some classroom books show signs of wear and they are not displayed well enough to tempt children to pick them up. As a result, not all children show sufficient love of books to spend time in the reading corner. This corner lacks a listening centre and books with matching tapes to improve children's listening skills and for them to match sounds heard with the words on the page.
71. Children's attainment in writing is below that expected for their age on entry to school. Although their ability to control a pencil is poor, most children make recognisable attempts to write their name. Standards of drawings by some boys are below those expected for their age. Children last year made satisfactory progress in writing but they did not reach the level expected by the age of six because the teaching of early writing skills was weak. During literacy lessons, the new teacher now ensures that children hold their pencils correctly and use pencil grips to improve their control, with good strategies to teach them that writing starts at the left and moves across to the right. Good opportunities are provided for children to improve skills learnt, through the provision of paper, pencils and crayons that are placed on tables each morning for children to use in their free play. There is also a notebook in

which children enter 'appointments' in the 'surgery' role-play area. There is no 'mark making area' for children to experiment with implements, such as scissors, hole punches, staplers, felt tips as well as pencils and crayons, and different kinds of paper and card. This lack of provision limits opportunities for children to develop skills needed to write fluently.

### **Mathematical development**

72. Children enter school with average ability in mathematics and make satisfactory progress. By Year 1, children reach standards expected for their age. They learn mathematics through daily lessons and they reinforce learning in their play. In good, well-planned mathematics lessons, interesting activities teach children to recognise and use numbers to ten, helped by the effective deployment of the teaching assistant and use of space. Tasks closely match the children's age and attainment levels and skilful questions assess understanding. As a result, the children enjoy learning and progress well. One little boy's face was a picture of delight after he received help to match four dots with the number four.
73. The classroom has satisfactory amounts of mathematical games and puzzles for children to use in free play and in formal teaching. The teacher reinforces children's learning through a good variety of number rhymes and action games that children enjoy. The teacher taught number sequences well through the game of hopscotch.

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

74. Provision is satisfactory for this area of learning. Children make satisfactory progress and attain the standards expected by the age of six. Analysis of past work shows that there are plenty of activities provided for children to learn from first hand experience. For example, they are encouraged to study caterpillars carefully to learn about the life cycle of a butterfly. They learn to use the correct vocabulary, such as 'cocoon' and to use simple reference books to support their learning. The present Reception class children have already filled pots, planted seeds and watered them. Challenging questions teach children what plants need to live and grow. They also learn about families and relationships, about different kinds of houses and homes. Through well-managed discussions, they learn about the weather and different seasons, and what happens in nature at different times of the year, all with good gains in learning. During role-play, children also learn about the work that adults do. For example, when role-playing doctors and patients, learning was good as they enthusiastically bandaged each other's limbs using language such as 'injection', 'temperature', 'medicine' and 'prescription'.
75. Year 1 pupils enjoyed their daily opportunities to use the computer when in this class. This popular type of learning continues and the current Reception class children already use the mouse skilfully to control the cursor. There is a good variety of computer programmes that match the age and attainment of the children. Another popular activity is building with small and large construction toys. The classroom assistant very effectively extended children's mathematical language as they 'played' with wooden building blocks. All the time she was using terms such as 'higher', 'lower', 'taller', 'shorter' and 'wider', whilst checking children's knowledge and understanding. The children also experiment with sand and water to learn about their properties and simple measurements of capacity. At present, however, there are insufficient opportunities for children to make models from 'found' materials and to experiment with paint and glue in the art area.

## Physical development

76. By the time children are six they meet the standards expected for their age. Already the Reception class children move around the classroom and outdoor areas sensibly. In a physical education lesson, the children listened to and followed the teacher's instructions well and beamed with pride when the teacher praised them for their efforts. This helped the children to appreciate each other's efforts and be sensitive to the needs of others, all with good impacts on their spiritual and social development. The teacher made clear her high expectations of behaviour and helped to reinforce very well the children's understanding of right and wrong, all of which improves their moral development. Two children found dressing themselves very difficult and the teacher appropriately allowed these children extra time and also used the lesson to develop aspects of children's social development by encouraging them to help each other.
77. The dedicated space outside the classroom is not large enough for the outdoor curriculum. It could be easily enlarged to include a small grassed area that would increase learning opportunities. At the moment, only half the children can safely use this space and so it unsatisfactorily provides opportunities for pupils to learn through their use of wheeled toys and other activities.

## Creative development

78. By Year 1, the children reach standards expected nationally. Currently, there are too few planned times for the children to learn through the full range of learning activities as recommended in the National Curriculum for the Foundation Stage. This is partly due to the school's lack of space that means the art room is shared with other age groups, and partly due to the limited range of resources provided. This is unsatisfactory and can prevent children learning. For example, when painting, a child was experimenting with mixing colours, but when she mixed red and yellow she made brown because there was no water available for her to wash the brushes after making green with yellow and blue. Also, only large brushes were available, so the features on the face she was painting all blurred into one.
79. Apart from the areas for improvement identified, an important further area for improvement to ensure children learn and achieve well, is for the school to provide greater support and advice for the Reception class teacher who is new to the school.

## ENGLISH

80. The Year 6 2001 national test results show that the proportion of pupils reaching and exceeding national expectations was:
- *below* the national average and
  - *well below* that of similar schools nationally.
81. At the time of inspection, the Year 6 national test results had been given to the school, but had not been approved for publication. These show a *very good improvement compared to the previous year's results*, reversing the downward trend over the last three years. For example, the 1999 Year 6 results were well above the national average. The 2002 test results show that the proportion of pupils reaching and exceeding national expectations was:

- seven percent higher than in 2001 and that
  - the proportion of pupils reaching the higher level had increased by 13 percent.
  - There was no significant difference between the performance of boys and girls or between pupils from ethnic minority backgrounds, and this had been the case for the last four years and was so at the time of inspection.
82. Standards by Year 6 match those expected nationally at the time of inspection. Since the last inspection, pupils' achievements have improved and for many they are now good, and very good for pupils with special educational needs. Standards by Year 2 are above the national average, with reading a strength, and some very good progress in writing.
83. The present Year 6 pupils are unlikely to match the 2002 national test results when they take these tests in 2003 because about eighty percent of them have special educational needs. The attainment of pupils *not* on the school's special educational needs register is above that expected nationally. These pupils have achieved well compared with their literacy standards when they entered the school. Their greatest progress is in reading. Most Year 6 pupils with special educational needs make very good progress, but for a third of them with behavioural difficulties, their progress is satisfactory. Standards for the current Year 2 show even further improvement on standards as seen in the results of the 2001 Year 2 national tests. Pupils spell well and their lively writing uses a rich vocabulary. Their handwriting is joined, very well formed and they are very good at organising their work. They read fluently with very good understanding and they use strategies taught very well to sound out parts of unfamiliar words to make sense of them.
84. Teaching has improved well since the last inspection. It is now never less than good and sometimes very good. This high quality teaching contributes significantly to almost all pupils' very good attitudes, their eagerness to learn and their good achievements. The school correctly identified writing as a weakness and took effective steps to raise standards. Well-planned literacy lessons from Year 1 are swiftly improving pupils' spelling and handwriting throughout the school, as well as their range of vocabulary which average and high attaining pupils use imaginatively with increasing confidence to bring their ideas alive. Writing skills are reinforced well in some lessons, such as in Years 3 and 4 history and geography lessons. Grammatical rules are taught well, with some very good teaching in Years 1 and 2, so that as pupils grow older they analyse their own work for improvements. 'I really like writing now', a Year 4 girl said, 'because I know how to make it interesting. I don't always need the teacher to tell me what to do.' By Year 6, pupils plan and review their work to improve it, extend and develop ideas well, write good descriptions with well chosen vocabulary, are good at writing letters and about historical events. When reviewing books read, they express opinions clearly. Almost all pupils take great pride in their work, including their handwriting, and for average and high attaining pupils, standards in most aspects of their work are high. Whilst pupils' work is frequently marked using encouraging comments, pupils do not consistently receive clear advice on what they need to do to improve.
85. Well-managed class discussions teach pupils from Year 1 to listen and speak well so that by Years 2 and 6 most pupils make good progress and standards are above those expected nationally. The reason for pupils' good achievements lies in consistently good whole class teaching that not only ensures pupils know what they have to learn and what they need to do to succeed, but involves them in discussing ideas and learning strategies. From the start of lessons, high expectations are set

and most pupils' behaviour is well managed through good use of praise. This good, and sometimes very good practice, makes sure pupils listen to each other and respond thoughtfully. Teachers insist pupils use specialist vocabulary accurately in sentences. For example, when analysing text in Year 6 they refer to 'strong adjectives', verbs, adverbs and phrases, and talk about tenses. In Years 3 and 4, they explained how language used in a poem about a hurricane creates feelings of fear with good references to learning in science and geography, and Year 2 pupils explain how alliteration makes text interesting. Speaking and listening skills are reinforced well in personal, social and health education lessons. Good and better teaching of speaking and listening skills in literacy and other lessons enable pupils to appreciate the efforts and achievements of others, contributing to increased understanding as they grow older of feelings and emotions and their likely impact. This represents very good provision for pupils' spiritual development, with well-managed group work improving their social skills so that learning is both interesting and meaningful.

86. By Year 2 and Year 6, reading standards for most pupils are above national expectations and pupils achieve well. Very good foundations for reading are laid from the time pupils are in the Reception class through the systematic teaching of skills, including strategies to sound out parts of unfamiliar words so that pupils make sense of them. Consequently, pupils become proficient readers quickly and by Year 2 many enjoy reading books on their own. They soon learn to explain what they have read and to express opinions about events and characters. Teachers use probing questions that match the different learning needs of pupils to improve reading skills. Well-prepared small group work extends pupils' literacy and social skills, greatly helped by knowledgeable learning support assistants. Pupils frequently take books home to read and teachers and parents comment on learning through a reading record book. Parents are highly appreciative of this. By Year 6, pupils enjoy reading story and factual books, explain clearly how language creates mood, how authors create characters and they refer to text thoughtfully to express opinions.
87. Whilst standards of reading are high, there are significant areas of learning in need of improvement. There are too few books in the school library and the range is not wide enough to interest or challenge pupils with different levels of attainment. Some factual books are out of date. The library is not used often enough to improve pupils' research and study skills by Year 6 so that the oldest pupils are well prepared for the next stage in their education. The school and classroom libraries unsatisfactorily contribute to pupils' cultural development because they contain too few books that reflect the multicultural and multi-faith nature of society.
88. The headteacher leads and manages this subject well. Very good strategies are in place to further improve pupils' achievements and standards. Pupils' progress and attainment are assessed well and information informs planning and pupils' individual learning targets, which most pupils know well. Well-deployed learning support assistants effectively assess pupils' learning and share information with class teachers. There is a satisfactory range of learning resources, and they are used well. An important area for improvement to ensure standards continue to rise is to make sure that the best practice in marking spreads throughout the school so that pupils consistently receive challenging advice on how to improve.

## MATHEMATICS

89. There have been good improvements since the last inspection. Teaching and standards have improved along with use of assessment to plan lessons. Pupils' attainment matches national averages in Years 2 and 6. This is part of an improving trend over the past two years. Pupils make good progress in lessons and achieve satisfactorily by Year 6. Over the last three years there were no differences in national test results between boys and girls and this was so at the time of the inspection.
90. The 2002 Year 6 national test results show good improvements in the percentage of pupils exceeding levels expected nationally, with 35 percent of pupils now reaching the higher level five. The current Year 6 have about eighty percent pupils on the special educational needs register. Whilst most of these pupils make good progress, for a few with behaviour difficulties their progress is satisfactory, and so the overall test results for 2003 are unlikely to reach standards similar to those in 2002. However, pupils not on the special educational needs register exceed standards expected for their age at this time of the year.
91. Year 2 pupils count up to 100 well with good knowledge and understanding of tens and units. High attaining pupils are good at solving problems using addition and numbers over 100, explaining what they do well as they go along. Low attaining pupils are not as good at recognising number patterns or solving problems as other pupils, although they reach the same satisfactory standards as others in identifying shapes and understanding their properties. In a Years 1 and 2, pupils achieve well when partitioning 'tens' and 'units', because challenging work matches their learning needs whilst improving their understanding of mathematical language. High attaining pupils correctly place in order different numbers in to 'tens' and 'units', but low attaining pupils need help to do this successfully.
92. Most Year 6 pupils calculate satisfactorily using division, multiplication, addition and subtraction. They use these skills well when solving problems mentally and on paper, using three digit numbers, with higher attainers using four digits. This was demonstrated in a Year 5 and 6 lesson, when pupils were taught which operation to use when solving a problem. Year 6 pupils use 4-figure co-ordinates and understand rotational symmetry on regular 2-dimensional shapes. Most pupils quickly learn new procedures, such as doubling and halving, with good progress in Years 3 and 4 when pupils used doubling and halving to solve money problems. High attaining pupils in these years soon learnt how to use this strategy when the class teacher worked through an example with them.
93. Most teaching is good and it is never unsatisfactory. High expectations are set when sharing lessons' learning objectives at the start of lessons that build upon previous learning and are conducted at a demanding pace. The brisk and challenging teaching of mental mathematics motivates pupils so that they learn well, as seen in Years 1 and 2, where the teacher used resources well to help pupils calculate by doubling numbers. Good planning, subject knowledge and probing questions ensure most pupils are fully involved in challenging work that matches their learning needs. This was seen in a Year 5 and 6 lesson, when pupils were asked searching questions when watching another do calculations. All these good features improve almost all pupils' achievements, along with good class management and

relationships between adults and pupils. However, to raise standards further in Year 6, teaching needs to use more effective strategies to improve the behaviour of a few pupils so that all of them learn well, and to ensure more able and talented pupils are consistently challenged.

94. Although basic skills are taught well, an over-directive teaching style and sometimes an over reliance on published materials, too often prevents pupils improving and reinforcing learning through problem solving and investigations. It is at these times that more able and talented pupils could be more effectively challenged. The best practice in marking pupils' work, where advice is provided to move their learning on, has yet to spread throughout the school. There are weaknesses in links between learning in the ICT suite and in class to ensure learning is reinforced and built upon.
95. Satisfactory subject management makes effective use of a good policy and scheme of work to advise and support colleagues. Good analysis of national tests, and other tests the school sets, as well as the good use of advice from the local education authority, have led to improvements. Improvements are needed, however, in the co-ordinator's skills to evaluate teaching, learning and the curriculum in order to lead on school improvements. Adequate resources are used well to help pupils learn.

## **SCIENCE**

96. Standards in science are higher than seen at the time of last inspection. The Year 6 2002 national test results show a marked improvement over those for 2001. The latest test results were well above the national average. All pupils reached the nationally expected level 4 and above, with 66 percent reaching the higher level 5. This represents a very good improvement and is due in part to the school's good use of new national guidance and to teachers' good subject knowledge.
97. The Year 2 group of pupils who took the 2002 national tests contained fewer high attaining pupils than the previous year and so, whilst standards were above that of similar schools and higher than those expected nationally, they were a little lower than the 2001 national test results. Inspection evidence shows standards in Year 2 continue to be above those expected nationally. Pupils with different attainment levels accurately label parts of plants neatly. They understand the conditions plants need to grow and what other living things, such as animals and humans, need to grow and be healthy. They know what happens when different substances are heated, cooled or frozen, such as water, jelly and chocolate. They have good understanding of the forces that make things move and slow down. Literacy skills are reinforced well when recording experiments they conduct, with good reinforcement of numeracy skills to record and analyse finding using different types of graphs. They use scientific language well to explain their learning.
98. By Year 6, most pupils reach standards expected nationally by this time of the year, with high attaining pupils on course to exceed standards expected nationally by the time they leave school. Teachers show good subject knowledge and high expectations from Year 2, so that pupils increase their understanding satisfactorily of what a fair test is. Most pupils by Year 6 have a good understanding of electrical circuits, what people need to do to live healthily, and in Years 3 and 4, pupils make good progress understanding the importance of a healthy diet. Achievements are good for most pupils up to Year 5, and they are satisfactory for most by Year 6, with some pupils achieving well. They know satisfactorily how sound and light travel and how heat and cold change different substances, such as water and various metals.

Average and low attaining pupils are weak at conducting fair tests to reinforce their otherwise satisfactory knowledge, particularly to record and analyse results in order to reach conclusions.

99. Most teaching is good and it is never unsatisfactory. Most pupils achieve well and make good progress because teachers use their good subject knowledge to plan challenging work that matches the learning needs of most pupils. Satisfactory resources are used well to help pupils learn. Where the teaching is less effective, for example when teaching pupils in Years 5 and 6, teachers lack behaviour management skills to improve the behaviour of a few Year 6 pupils. Learning during scientific experiments for pupils in Years 5 and 6 is difficult because of the cramped conditions in the classroom. Nevertheless, in these and other lessons throughout the school, teachers over direct pupils' thinking at times, particularly when they are required to improve and reinforce their learning through problem solving and investigations. Consequently, pupils do not acquire the high level of independent learning and research skills so many of them are capable of and some pupils, particularly high attaining, more able and talented pupils do not receive work of sufficient challenge during these times. Whilst the marking of pupils' work encourages pupils to do well, it does not consistently provide advice on how to improve.
100. The co-ordinator had been in post for a few weeks at the time of inspection and was receiving effective support from the teacher previously in charge. Subject management is satisfactory with good subject knowledge and plans securely in place to improve resources and subject policy. Assessment procedures are not fully in place to ensure they consistently inform planning. Improvements are needed in skills to evaluate the effectiveness of the curriculum and the impact of teaching on learning in order to maintain high standards and improve them where necessary.

## **ART AND DESIGN AND DESIGN AND TECHNOLOGY**

101. Standards match national expectations by Year 2 and Year 6 in art and design and in design and technology. Pupils make satisfactory progress over time, with good progress at the time of inspection. The school has made satisfactory improvement in both subjects since the last inspection.
102. By Year 2, pupils know how to design a piece of work before making it and evaluate how successful they have been. This was seen in work produced by Year 2 pupils when they made puppets with a moving part. By Year 2, pupils progress well using different materials and tools and a variety of methods for fixing and sticking models together. This was seen in completed glove puppets that comprised different fabrics and other types of material. They explain how they sewed and glued eyes and created facial expressions well, solving problems to do so. They work with a wide range of media, including 3-dimensional work in their art and design lessons. In a Year 1 and 2 art and design lesson, pupils improved their skills well through careful observations of drawings. High attaining pupils accurately drew a Victorian 'washing tub' with good emphasis on tone and texture, which low attaining pupils achieved satisfactorily with less attention to detail. Teachers make good use of work of famous artists to improve pupils' knowledge and skill so that, for example, pupils complete paintings in the style of Picasso. They also made a 3-dimensional model of a 'Spooky House' using different materials.
103. Good progress continues in both subjects from Year 2, so that by Year 4 in art and design, most pupils produce good wallpaper patterns using 'full drop' or 'half drop' movements, using templates they designed and made. High attaining pupils used



these templates confidently to produce high standards of work, whilst low attaining pupils needed guidance to understand techniques required. By Year 6, most pupils produce satisfactory observational drawings of Hindu Gods, using pencil and crayon, with close attention to the shape of the subject. In design and technology, these pupils' achievements are satisfactory in designing and making skills by using a good range of tools and materials. Year 6 pupils made waterproof shelters, which they evaluated well to then produce instructions for construction, that satisfactorily reinforced their literacy skills.

104. Most teaching is good and so many pupils make good progress. Teachers' have secure subject knowledge that they use well when asking challenging questions. Both subjects make good contributions to pupils' spiritual, social and cultural development. Behaviour is managed well and leads to good relationships between pupils and teachers that contribute to pupils well developed social skills. Learning about great artists, such as Van Gogh, Monet and Picasso, extends their aesthetic appreciation. Use of work by famous artists and sensitive appreciation of the work of other pupils have very good effects on pupils' spiritual development and makes learning meaningful. Pupils' attitudes are good in both subjects. They are keen to learn new techniques, work together and share their success with others, all of which is good for their social development. This was seen in a Year 3 and 4 art and design lesson, when pupils appreciated and commented on what pupils had achieved when designing and making wallpaper patterns. Displays of pupils' work create a stimulating environment. In the hall there is a display of Islamic 'prayer mats' in pastel and crayon made by Year 3 and 4 pupils that improved their understanding of cultures and faiths different from their own.
105. Teachers also improve literacy skills through the use of specialised vocabulary, but opportunities are not always well taken to reinforce numeracy skills. Although ICT is used to support learning, for example, through the use of the 'Painter' program, it is not used consistently well throughout the school to improve learning. Good connections are made between these subjects to reinforce scientific knowledge when planning, for example, in a Year 5 and 6 food technology lesson.
106. The headteacher has managed this subject for the last few weeks, in preparation for a new co-ordinator. Currently, teaching, learning and the curriculum are evaluated well to inform plans to improve subject policies, planning guidance, and to put in place an assessment system to inform planning, all with the intention of ensuring standards and achievements rise. There are good plans in place to improve teaching and learning through links with a local secondary school that has a specialist art status. Adequate resources are used well to help pupils learn. However, the lack of space and the sharing with Foundation Stage children by older pupils limits the options the school has to plan for continuous improvement.

## **GEOGRAPHY**

107. By Year 6, standards match those expected nationally and so are the same as those at the time of the last inspection, and Year 6 pupils achieve satisfactorily. However, pupils' achievements have improved well throughout the rest of the school, with standards by Year 2 being above those expected nationally.
108. By Year 6, pupils use specialist vocabulary satisfactorily to explain their learning. They have an adequate understanding of how rivers are formed, and how weather affects the lives and occupations of people throughout the world. High attaining Year

6 pupils' knowledge of the geography of the United Kingdom is good, as is that of their own locality and others encountered on educational outings. They use their good knowledge of geographical features to compare and contrast their neighbourhood with others. For other pupils, including those with special educational needs, these skills are satisfactory. From Year 3 to Year 5, pupils' progress is good in comparing geographical features and the weather in other countries, for example Jamaica, with those found in their locality. In a literacy lesson in Years 3 and 4, the use of a Jamaican poem about a hurricane not only reinforced their understanding about, and feelings for, the lives of other people from other cultures, but of how hurricanes are formed with references to learning in science. This type of effective practice has good impacts on their cultural and spiritual development that brings learning alive. Pupils in Year 6, with average and high attainment, use their good understanding of different types of maps to locate and learn about geographical features. Other pupils have satisfactory knowledge and skills in this aspect of their learning.

109. By Year 2, standards are above those expected nationally and pupils with different learning needs achieve well. High, average and some low attaining pupils explain directions knowing left and right, while high attaining pupils know points of the compass. Most pupils understand different weather conditions satisfactorily, and they draw and use simple maps to identify geographical features. They understand and explain satisfactorily different features in their locality, with an understanding of the importance of looking after the environment, which promotes their good social development.
110. Teaching is good, though there is room for further improvement. Teachers have good subject knowledge and plan well together, making good use of a satisfactory range of resources to help pupils learn. Pupils are interested and produce much well-organised work. When planning identifies times to reinforce numeracy and literacy skills, pupils progress well in improving these skills and subject knowledge, but this good practice is not evident throughout the school. A good feature of planning is in the provision of challenging work that matches the diverse learning needs of pupils in mixed-age classes. Pupils make good progress because expectations are high. The very effective marking of pupils' work in Years 3 and 4 has yet to spread throughout the school so that pupils consistently receive advice about how to improve.
111. The subject is satisfactorily managed and led, with improvements needed in skills to evaluate the effectiveness of teaching, learning and the curriculum to lead on school improvement. Whilst there is some good teaching of lives lived in other countries, planning is not consistently good at identifying ways to ensure pupils increase their understanding of cultures different from their own. Assessment of pupils' learning is not yet good enough to ensure it informs planning so that pupils' good achievements are maintained and even improved.

## **HISTORY**

112. By Year 6, standards match those expected nationally and are the same as at the time of the last inspection. However, standards and most pupils' achievements have improved well since the last inspection, with standards by Year 2 now above those expected nationally.

113. High attaining Year 6 pupils use historical language well to explain their learning, and for others this is satisfactory. Most pupils use books, pictures and the Internet under supervision to find out about past events and to compare the lives of people in the past with those lived today. Knowledge about the main past events and characters that shaped today's United Kingdom are satisfactorily understood, with high and average attaining pupils having good knowledge of Ancient Egyptians, Roman times and lives lived in the Middle Ages and during the Victorian age. Most pupils compare and contrast lives lived in the past with those of today, with high attaining pupils doing this well.
114. Teaching is good and it is very good in Years 1 and 2. Very good teaching by Year 2 ensures pupils use artefacts very effectively to reach conclusions about the past. Work for these pupils is challenging and matches their different learning needs so that they make good progress in their understanding of time and about lives in Victorian times. Throughout the school, teachers use their good subject knowledge to plan, with times identified to discuss learning with references to feelings and moral issues. Probing questions and very good use of artefacts, especially in Years 1 and 2, and well organised group work provides insights for pupils into the past lives of people, with good impacts on their social, spiritual and moral development that makes learning meaningful for them. The good achievements in Years 1 and 2 are maintained in Years 3 and 4, through highly effective marking that advises pupils how to improve. This was seen when pupils with different learning needs make good progress finding out about lives lived in Ancient Egypt, including religious beliefs, by studying wall paintings in tombs.
115. A feature of this subject's good leadership and management is the use of skills to evaluate school improvements and to take effective action. Whilst pupils' learning needs are currently met well, there is no secure assessment system in place to ensure this continues. Improvements are also needed to make sure the best practice of reinforcing numeracy and literacy skills spreads throughout the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. Standards by the end of Year 2 and Year 6 match national expectations. Pupils make good progress in lessons and achieve satisfactorily over time. There is good improvement since the last inspection in the quality and amount of software available to help pupils learn, with a good increase in the number of computers over the last year. Standards seen during the last inspection have been maintained. The school has good systems in place to safeguard pupils' use of the Internet and adults supervise them when using it.
117. Teaching is good. Pupils' good progress is due to teachers' good subject knowledge and the effective deployment of knowledgeable learning support assistants, and the enthusiastic specialist assistant in the ICT suite. In the suite, pupils' progress is measured well, but information is not always effectively shared with teachers to help them plan. Nevertheless, good teaching and deployment of learning support assistants contribute to the pupils' eagerness to learn and pride in their achievements. Well-prepared lessons draw upon teachers' good subject knowledge well to provide challenging learning objectives that underpin high expectations. Good resources are used well. All these good features were evident in a Year 1 and 2 lesson, when the class learnt how to 'double click' on a circle icon to change shapes on the screen. By Year 2, pupils confidently use the keyboard and mouse to access learning programs. This was seen in the good use by Year 2 pupils of the

'Painter' program to create patterns that use different colours from a palette on the screen. Low attaining, and pupils with special educational needs, make good progress in the use of programs because of the high quality support they receive.

118. From Year 2, good teaching results in pupils continuing to achieve satisfactorily, with progress good in lessons and work seen during the inspection. In a Year 3 and 4 lesson, pupils progressed well learning to 'cut and paste' text. Pupils with different levels of attainment open and close files and save information, type on screen, underline text, and punctuate text well, all with good effects on their literacy skills. In geography lessons in Years 3 and 4, pupils numeracy skills are reinforced well as they gather statistical information from the Internet about weather around the world to place in graphs and analyse. Good progress is made in pupils' understanding of ICT in every day living, for example in offices and in shops. This was evident in a Year 5 and 6 lesson, when pupils used spreadsheets to create individual cell columns and move information around in order to calculate the cost of a party, with good reinforcement of their numeracy skills.
119. Although there is much good practice, the following areas are in need of improvement to ensure recent good progress continues and standards rise:
- the good practice of planning to consolidate learning undertaken in the ICT suite when pupils return to the classroom is not consistently achieved;
  - the use of ICT to improve learning in art and music is not yet in place;
  - the use of part of the staffroom for the computer suite is unsuitable because it is cramped and poorly ventilated. Whilst good use is made of this facility, it is difficult for teachers and the learning support assistant to manage pupils' learning well all the time.
120. The headteacher uses her good evaluation skills satisfactorily to lead on improvements, with assessment ensuring pupils' good progress, with plans in place for further improvements.

## **MUSIC**

121. By Years 2 and Year 6, teachers' satisfactory subject knowledge, planning and teaching contribute to standards matching those expected nationally. The co-ordinator evaluates teachers' planning each half term and assists colleagues when they teach their individual classes. Resources are satisfactory. Each class has its own box of musical instruments, which reflect different cultures in the world. Verbal assessments are currently being made of pupils' achievements, and the co-ordinator is hoping to introduce a more formal assessment system to add to this practice by the end of this school year. Specialist teachers visit the school on a weekly basis to teach individual pupils on woodwind, brass and string instruments.
122. In an assembly led by the vicar using his guitar, the pupils sang well, both softly and then with more volume at appropriate times. Pupils hear music from different cultures that satisfactorily improves their cultural development. In lessons they sing, play and compose their own music with satisfactory progress in knowledge and use of musical notation and terms. For instance, pupils in Years 5 and 6 know that lively percussion instruments are associated with South America and they identify instruments in the story of 'Peter and the Wolf'. Pupils recognise that a tune and lyrics can be associated with a particular culture, or have a social meaning, as seen in a Year 5 and 6 lesson, when pupils wrote lyrics for a soccer song. Pupils

participate in concerts at the local comprehensive school tutored by the Guildhall School of Music. Opportunities to take part in termly concerts, singing and performing with a musical instrument with the choir, all contribute to the satisfactory musical provision.

## **PHYSICAL EDUCATION**

122. By Years 2 and 6, standards match those expected nationally and during the inspection progress in lessons was good. By Year 6, pupils have a good understanding of the effects of exercise on their bodies and they improve skills well to perform with increasing confidence. In Years 1 and 2, pupils use different parts of their bodies and apparatus to create good sequences of movement, as seen when Year 2 pupils created high and low shapes. From Year 2, pupils satisfactorily improve skills of passing and receiving a ball using either feet or their hands, with high attaining pupils having good skills. This was seen from Year 3 in games of soccer, netball and basketball, where some pupils' good knowledge of tactics is used well.
123. Teaching is good. Well-planned lessons are taught enthusiastically using satisfactory resources and the good grassed area well to help pupils learn. Teachers' good subject knowledge and high expectations are now improving pupils' skills and knowledge well all the time. Teachers are good at sharing learning objectives, and lessons are conducted safely with times provided for pupils to warm up and cool down their bodies. The challenging lessons interest pupils so that they participate enthusiastically and co-operate well. A strong common feature of teaching is the good advice and support pupils receive, as seen in a Year 1 and 2 gymnastics lesson. There is good provision for pupils' moral, social and spiritual development through team games during and after school that develop a sense of competitiveness and fair play, and in lessons pupils are taught to appreciate, and be sensitive to, the efforts and needs of others. Teaching also improves pupils' speaking and listening skills, for example, in a Year 1 and 2 gymnastics lesson when pupils evaluated their work.
125. Subject leadership is satisfactory. The policy is under review and teachers receive good planning guidance. Although the co-ordinator evaluates planning, teaching is not evaluated. There is no assessment system to ensure pupils' good progress and achievements are maintained and that standards improve where necessary.