

# INSPECTION REPORT

## **ALL SAINTS' CE PRIMARY SCHOOL**

Rangemore, Burton-on-Trent

LEA area: Staffordshire

Unique reference number: 124270

Headteacher: Mr R Baker

Lead inspector: Mrs P Cox

Dates of inspection: 1<sup>st</sup> – 3<sup>rd</sup> December 2003

Inspection number: 255322

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll;	114
School address:	Tatenhill Lane Rangemore Burton-on-Trent
Postcode:	DE13 9RW
Telephone number:	01283 712385
Fax number:	01283 712385
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Philip Coleman
Date of previous inspection:	5 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

The school is a small one, situated in Rangemore, a village to the west of Burton-on-Trent. There are 114 pupils in roll, 55 per cent of whom are boys. This is most evident in Years 4 and 6, although there are twice as many girls as boys in the reception class. Almost all pupils are of white British ethnic heritage and all have English as their first language. Nine pupils have been identified as having special educational needs, three of whom have a statement of special educational needs. The majority of these pupils have specific learning difficulties. This proportion is well below the national average. Four per cent of pupils are entitled to free school meals, a proportion below the national average. Attainment of the children on entry to the school is higher than is usual for their age.

The school received a Schools' Achievement Award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19178	Mrs Pat Cox	Lead inspector	English Information and communication technology Geography History Religious education Special education needs English as an additional language
8971	Mrs Judith Hesslewood	Lay inspector	
10611	Mr Martin James	Team inspector	Mathematics Science Art and design Design and technology Physical education The Foundation Stage curriculum Personal, social and health education

The inspection contractor was:

*Criterion School Inspections*

*Juniper House  
23 Abbots View  
Abbotswood  
Cinderford  
Gloucestershire  
GL14 3EG*

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**All Saints' provides its pupils with a sound education.** The children make a good start in the reception class and this is maintained through Key Stages 1 and 2<sup>1</sup>, so that standards are usually well above average when they leave. Teaching is sound overall and good in the reception class. The pupils behave well and have good attitudes to school. The headteacher provides good leadership and management and the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching is good in the reception class and, therefore, the children make a good start.
- Achievement is good overall in English, mathematics and science.
- The pupils do not do well enough in information and communication technology and design and technology throughout the school and in religious education and history at Key Stage 2.
- The headteacher provides good leadership and management.
- Teachers do not use assessment effectively to plan their work, although this is done well in the reception class.
- The subject co-ordinators do not take a sufficient lead in driving up standards in their subjects.
- Although the governors carry out their duties conscientiously and give sound support to the school, governance is unsatisfactory, overall, because the school does not comply with the government's directive regarding infant class sizes.
- The teaching time does not meet the recommendations at Key Stage 2.

Improvement has been rapid over the past year, since the appointment of the new headteacher. However, the school's improvement since the previous inspection, when it provided well for its pupils, has been inadequate. The issues identified at that time have not been addressed well enough, and, although these are now being tackled with urgency, assessment is still not used effectively, monitoring and evaluation are not developed, and standards in information and communication technology are still too low. Teaching is not as strong as it was and, consequently, the pupils do not make such good progress through the school.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A*	A	C
Mathematics	A	A*	A	C
Science	A*	A	A	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.

**Achievement overall is satisfactory.** The children do well in the reception class and by the time they enter Year 1, almost all will have reached the level expected for their age and many will already be working well into the curriculum for Year 1. Pupils build soundly on this good start in English, mathematics and science, throughout the school, and, in these subjects, their achievement is good. Standards are well above average by the end of Year 2, and similar to the average at the end of Year 6, where there is, currently, a high proportion of pupils with special educational needs. As is common in small schools, there has been considerable variation in the national test results at the end of both Year 2 and Year 6, over time, but in most years these have been well above the national average and

<sup>1</sup> Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

above average when compared with similar schools. In 2002, the test results in English and mathematics at the end of Year 6 were in the top five per cent nationally. Standards are similar to those in other schools in most other subjects and the pupils' achievement is sound. However, they do not do well enough in information and communication technology and design and technology, throughout the school, or in history and religious education at Key Stage 2. At the end of Key Stage 1, standards are higher than in other schools in history, geography and religious education.

**The school provides well for the pupils' personal development**, particularly for their moral and social development. Consequently, they behave well and have good attitudes to school, particularly the younger pupils. Relationships with adults and between pupils are very good. Attendance is well above the national average.

## **QUALITY OF EDUCATION**

**The school provides its pupils with a sound quality of education. Teaching is sound, overall, with some strengths.** It is good in the reception class, where the staff have a good understanding of the needs of young children. As a result, the children are totally involved in their activities and often make rapid strides in their learning. Teaching is sound, and often good at Key Stage 1, particularly when the year-groups are taught separately. On these occasions, the pupils do their best and build well on their basic skills. Teaching is satisfactory at Key Stage 2, and the pupils usually apply themselves to their work with concentration. Assessment is used well to plan work for the reception children, but this is not the case for the rest of the school. Consequently, the pupils, particularly the more able, do not always receive work that is suited to their age and ability.

The curriculum is satisfactory overall, although the weekly teaching time for the older pupils is significantly shorter than that recommended. The school takes good care of its pupils. There are sound links with parents and the school deals well with their concerns. The staff cope well with the cramped accommodation. There is a vibrant parent-teacher association, which raises significant funds for the school.

## **LEADERSHIP AND MANAGEMENT**

**The recently-appointed headteacher leads and manages the school well.** He has high expectations of what the school can achieve and a good understanding of the areas where improvement is necessary. A number of important initiatives have been implemented to address those issues and these are beginning to have an impact on the school. Almost all of the improvements needed have been identified and are being addressed. The subject co-ordinators are developing their roles, but most are not yet taking full responsibility for raising standards in their areas. Governors work soundly to support the school and plan for its improvement. However, because the school does not meet the government directive for ensuring that there are no more than 30 pupils in infant classes at any time, governance must be judged to be unsatisfactory overall.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils have a positive view of the school, and many parents bring their children to All Saints' in preference to schools nearer to home. Some parents were concerned that the school does not communicate well enough with them, but the systems for this are satisfactory overall.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Raise standards in information and communication technology and design and technology throughout the school and history and religious education for the older pupils.
- Improve the use of assessment for planning to meet the needs of pupils of different ages and abilities.
- Develop the role of curriculum co-ordinators in taking responsibility for the development of their subjects.
- Ensure that the school meets the recommended teaching time for the older pupils;

and, to meet statutory requirements:

- ensure that no more than 30 pupils are being taught in a Key Stage 1 class.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Overall, the pupils achieve soundly. They do well in the reception class and the school builds securely on this good start.

#### **Main strengths and weaknesses**

- The children achieve well in the reception class.
- Achievement is good overall in English, mathematics and science.
- The pupils do not do well enough in information and communication technology and design and technology throughout the school or in history and religious education in Years 3 to 6.

#### **Commentary**

1. The results of the national tests have been somewhat erratic, as is usually the case for small schools, depending on such factors as the proportion of pupils with special educational needs in the year groups. In 2000, the results at the end of Year 2 were below the national average, and well below the results of similar schools, in reading and mathematics. Standards were above the national average in writing and comparable with those in similar schools. Since then, results have been well above the national average in all three subjects and mostly better than the results in similar schools, particularly in reading. The teachers' assessments in science in 2002 showed that standards were similar to the national average but below the average of similar schools. The assessments in 2003 were well above both the national average and that of similar schools. Overall, the trend of improvement in the test results has been above the national trend.
2. The test results at the end of Year 6 have been well above the national average in English, mathematics and science for some years, and in 2001 and 2002 some of the test results were among the top five per cent nationally. The results have also compared favourably with those in similar schools. In 2003 the test results were well above the national average in all subjects and above the results of similar schools in mathematics. In English and science they were comparable with the results of similar schools. The trend of improvement was similar to the national trend. The school's targets for the number of pupils forecast to reach the expected level in English were exceeded slightly, but the very challenging target for attaining the higher level was missed by a significant margin. The pupils' attainment was closer to the targets for mathematics, although the proportion reaching the higher level was above the target.
3. The children enter the school with attainment that is higher than is usual for their age. They do well in the reception class and by the time they enter Year 1, their attainment is well above that common for their age. Almost all are reaching the level expected for them and many are working at the standard expected for Year 1.
4. The pupils build securely on the good foundations laid in this class, in English, mathematics and science. The standards of the pupils presently at the end of Key Stage 1 are well above average in all three subjects because the teaching they receive is sound and often good. Standards are comparable with those in other schools in almost all other subjects, and they are higher than that in history, geography and religious education, and the pupils' achievement is sound. These standards are similar to those at the time of the previous inspection. It was not possible to make a judgement about attainment in physical education because no lessons were seen.
5. At Key Stage 2 the pupils continue to achieve soundly and their attainment in most subjects is similar to others of their age. The pupils in Years 3 to 5 are working at a higher level in English, mathematics and science than those in other schools. Standards at the end of Key Stage 2 are similar to the national average, because there is a high proportion of pupils with special educational needs in that year group. This represents sound achievement compared to their

test results at the end of Year 2 in 2000. However, they do better in reading than they do in writing. Their attainment is lower than it should be in religious education and history. In addition, the pupils do not do well enough in information and communication technology and design and technology throughout the school, and their attainment is lower than that expected for their age. Information and communication technology, design and technology and religious education are not given enough attention, and a significant amount of time often elapses between the times that history is taught, during which the pupils forget much that they were taught. The teaching of information and communication technology is hampered by a lack of resources and this issue has not been addressed since the previous inspection. However, the school has identified the shortcomings in most of these subjects and is already addressing them.

6. There is little difference between the attainment of boys and girls and they achieve equally. There has been no pattern of difference in the test results over the years. The pupils with special educational needs achieve similarly to others in their classes because they receive an appropriate level of support. Those with a statement of special educational needs achieve soundly because they receive appropriate support. The very few pupils from minority ethnic groups do as well as others in their class. The more able pupils achieve as well as other pupils and reach the standards of which they are capable in some subjects, particularly in mathematics. However, because they are given the same work as the rest of the class in many subjects, they often do not do as well as they could, especially in Years 3 and 4.

**Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
Reading	17.9 (18.5)	15.9 (15.8)
Writing	16.5 (15.5)	14.8 (14.4)
Mathematics	18.5 (17.8)	16.4 (16.5)

*There were 11 pupils in the year group. Figures in brackets are for the previous year.*

**Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	28.6 (30.2)	27.0 (27.0)
Mathematics	28.6 (30.2)	27.0 (26.7)
Science	30.6 (31.2)	28.8 (28.3)

*There were 15 pupils in the year group. Figures in brackets are for the previous year.*

**Pupils’ attitudes, values and other personal qualities**

Provision for pupils’ personal development, including their spiritual, moral, social and cultural development is good overall. Pupils show good attitudes to learning and behave well. Pupils’ attendance and punctuality are very good. .

**Main strengths and weaknesses**

- The pupils’ attendance and punctuality are very good.
- The pupils’ attitudes to learning and behaviour, particularly younger pupils are good.
- Relationships with adults and between pupils are very good.
- Provision for moral and social development is very good.
- There is a good breadth of provision for spiritual development at Key Stage 1.
- Pupils are not adequately prepared for life in a multi-cultural society.

## Commentary

7. The pupils are attentive, keen to answer questions and settle quickly to their work. The oldest pupils work collaboratively with good examples seen during mathematics lessons and guided reading sessions. The youngest children listen and learn well and work diligently usually because of the good pace, high expectations of behaviour, interesting and challenging activities that are provided in their lessons. Although attitudes and behaviour are good, however, they are not as positive as they were at the time of the previous inspection.
8. Pupils have very good relationships with adults and with each other, showing respect to all, as a result of the very good procedures the school has in place to support their personal development. The pupils have a strong sense of natural justice and can distinguish right from wrong. They say that bullying and 'name calling' has reduced since the arrival of the new headteacher. However, they indicate that the behaviour of others, often in the toilets during lunchtime, can still be problematic. While serving lunches, and when given the opportunity in the playground, the older pupils display responsible, caring and mature attitudes towards the younger pupils. Parents also felt that this good interaction was a positive feature of the school. Pupils are confident and express themselves well. They are willing to take on responsibilities, and do so well when given them, but have very little opportunity to do so within the school organisation.
9. Assemblies, personal, social and health education lessons, role-play sessions and the discussions about books, during guided reading for the oldest pupils, contribute well to pupils' personal development. The organisation of school dinners, involving pupil servers and mixed-age groups is a good setting for promoting pupils' social skills, which the school works very hard to develop. The imaginative use of books, such as 'Draw me a Star' and 'A Bag of Worries', interwove an atmosphere of awe and wonderment effectively into lessons with pupils in Years 1 and 2.
10. In discussion, the pupils in Year 2 demonstrated a sound knowledge of festivals, such as Diwali and Eid, but, overall, pupils do not currently have a firm enough understanding of life in a multi-ethnic society. However, the school has already recognised this and has plans for a multicultural focus week shared with other local small schools.

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.0
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

11. Attendance is well above the national average, as it was at the time of the previous inspection. Parents are discouraged from taking holidays during term time. Early contact is made with parents if their children are absent without explanation. Pupils are punctual and happy to come to school. There have been no pupils excluded from the school.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides its pupils with a sound quality of education overall with some good features. The curriculum and teaching are good for children in the reception class. They are sound in the rest of the school.

### **Teaching and learning**

Teaching is sound, with some strengths. Teaching in the reception class is good. In the rest of the school it is sound, enabling the pupils to build on their skills and knowledge consistently.

## Main strengths and weaknesses

- The teaching is good, and assessment is used well, in the reception class.
- Teaching is often good at Key Stage 1, particularly when Years 1 and 2 are taught separately.
- Teachers at Key Stages 1 and 2 do not use their assessments well enough to plan further lessons and therefore they do not always provide sufficiently challenging work for the more able pupils.
- Some lessons are too long and the pace slows.
- Pupils' independence is not developed well enough.

## Commentary

12. The good quality of teaching and learning for children in the reception class has been maintained since the previous inspection. The teacher has a secure understanding of the social, emotional and educational needs of the children, and she plans a very appropriate range of activities. She has high expectations of their work, and this contributes to the good progress they make. The teacher has a pleasant, helpful and encouraging manner with the children, and gives them much praise for their work. A suitable range of strategies is used in teaching the children, and very effective use is made of the classroom space available.
13. Teaching is at least sound and has many good features at Key Stage 1, as was the case at the time of the previous inspection. The teachers plan their work in detail and often use interesting techniques to interest and involve the pupils. The teaching is satisfactory at Key Stage 2, although it is better for the older pupils than for the younger pupils and not as strong as it was at the time of the previous inspection. The teaching of mathematics and English is satisfactory throughout the school. In these subjects the teachers usually take care in ensuring that the planning of work matches the pupils' attainment, although this is not often the case in other subjects. Consequently, the more able pupils do not always receive the challenge they need in order to achieve their potential. Literacy and numeracy are taught satisfactorily throughout the curriculum, but there is an over-use of worksheets in some subjects that restricts the pupils' opportunities to develop their skills and ability to record independently. In other instances, much of the work in the pupils' books is very similar, suggesting that too little of it is the pupils' own independent work.
14. The teachers ensure that the pupils behave well in lessons, although there are occasions when this is not managed in a positive way. In Years 1 and 2 the teachers put considerable enthusiasm and energy into their lessons, constantly encouraging and supporting the pupils, who respond well and work hard. The relationships in classrooms are usually close, so that the lessons proceed smoothly and sometimes at a brisk pace. As a result, the pupils often concentrate well on their work and are keen to do their best. The purposes of the lesson are shared consistently with pupils and time is given at the end of sessions to discuss whether these have been achieved. Consequently, the pupils are able to see what they are to learn and broadly how well they have done. The resources are organised and prepared soundly, so that the pupils' interest is maintained.
15. The best teaching in the school demonstrates good subject knowledge and an imaginative range of methods to ensure that pupils work hard and increase their understanding of the topic. The pupils gain a sense of urgency about their work and expectations are high. The teachers sometimes use drama to capture the pupils' total attention and to enthuse them, as in a successful religious education lesson with Years 1 and 2. All pupils are included in all that the school has to offer, although the more able pupils do not always have the opportunity to do as well as they can. Homework makes a sound contribution to pupils' learning because it is often planned to support the work in the classroom.
16. In some lessons, while the teaching is otherwise satisfactory, the teacher directs the activities too much, so that the pupils do not have sufficient opportunity to develop or apply their skills of investigation or independent learning. Some lessons are over-lengthy so that the pupils' attention is not sustained, and on a few occasions they spend too long sitting on the floor. In other lessons, the pace sometimes slows and the pupils lose concentration. There are times when the teacher's own time is not organised well enough, so that groups and individuals do not always get the attention they need. Throughout the school, the pupils are capable of working

well on their own and with others, but do not always receive sufficient opportunities to do so, particularly at Key Stage 2. Many lessons at this key stage, especially for the younger pupils, are dull and do not inspire them.

17. Support staff work well with the groups and individuals they assist. In the reception class and at Key Stage 1, teachers use their time and expertise effectively during whole-class teaching sessions, to support the teaching. However, this is not common at Key Stage 2 and the support staff are often under-occupied for long periods at the beginning and end of lessons. Teachers plan lessons soundly to provide appropriate tasks for pupils with special educational needs. This ensures that work is broadly matched to the needs of these pupils, as well as those with statements of special educational need. The pupils' individual education plans are specific in many instances, and often include targets for English and mathematics. Although the teachers' planning rarely refers specifically to the individual education plans, they and the learning assistants provide sound support for individuals and groups because they plan with these pupils in mind.

## Assessment

18. Assessment procedures are good in the reception class. Procedures for recording how well children are doing are thorough, and the teacher and the teaching assistant complement each other very well in ensuring that the children are provided with tasks that are suitable to their needs. The school has a sound range of assessment procedures for Key Stages 1 and 2, on which to base teaching, but, although the data has improved since the previous inspection, it is still not used well enough. Tests are analysed to identify those with special educational needs or who need further support with their work, and to group the pupils for work in English and mathematics. The teachers assess the pupils' work, each half term, to provide information on their attainment in order to measure progress. However, they do not assess the pupils' progress in lessons well enough in order to ensure that they can plan their further teaching to build on what has been learned. They have begun to set targets for the pupils in English and mathematics to show them what is needed for progress to be made, but these targets are not specific enough and are rarely referred to in lessons or in the teachers' marking. The pupils are not sufficiently involved in assessing their own work.
19. Marking is not sufficiently effective and therefore does not make enough contribution to assessment. In only a few classes, particularly at Key Stage 1, does marking contain comments that will help pupils to see how well they have achieved the aims of the lesson or how they may improve their work. It does not make sufficient impact on the pupils' work, for example in improving their punctuation. Some marking is over-lavish with praise for work that is not of good quality.

### *Summary of teaching observed during the inspection in 19 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	10	8	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons;*

## The curriculum

The curriculum is satisfactory overall.

### Main strengths and weaknesses

- The curriculum provided for children in the Foundation Stage is good.
- The time currently allocated for teaching pupils in Years 3 to 6 is below the expected level. This is having an adverse effect on standards in a number of subjects.
- There are a number of shortcomings in relation to the accommodation.
- The current provision for information and communication technology, although it meets statutory requirements, is limited.

## Commentary

20. The curriculum for children in the reception class is good. Detailed plans are in place, which successfully incorporate all the areas of learning that should be taught to children before they enter Year 1. Lesson planning is most comprehensive, and children have access to a wide range of interesting activities and learning experiences, both in the classroom and in the outdoor area. A stimulating and varied curriculum has been maintained.
21. Overall, the sound quality of the curriculum has been maintained since the previous inspection. At present, however, the time allocated for the teaching of pupils at Key Stage 2 is significantly below that expected. This means that, whilst an appropriate amount of time is given to the teaching of subjects such as English, mathematics and science, less time is allocated to other subjects. In particular, design and technology and religious education have suffered, and this has contributed to the lower standards now being seen in those subjects. Limited provision is also made for information and communication technology, both as a result of lack of time, but also because the shortcomings were not addressed after the previous inspection. The school is aware of the shortfall in time and **consideration is being given to correcting the position.** In the case of information and communication technology, a new suite is about to be installed.
22. Staff and pupils have to contend with a building that has a number of shortcomings. There is no purpose-built library where pupils can select books and work quietly on research activities, and the hall is very small. There is no separate medical room, and no small rooms where groups of pupils could be taught if required. Although the reception classroom is a good size, other classrooms are cramped and make practical activities difficult. There is very limited staffroom accommodation, and in the new year, staff will have to share their room with the new computers, as the room is also to be home to the information and communication technology suite. However, much to their credit, staff and pupils share this accommodation with good grace, producing not only an agreeable, welcoming environment, but also consistently high standards in the core subjects of English, mathematics and science. Teachers and teaching assistants complement each other well in supporting their pupils and adding to the appearance of the building. Classrooms are bright, with colourful displays of pupils' work, and the outside environment is pleasant.
23. The school provides a range of extra-curricular activities that is similar to other schools of this size, including football, netball and rounders. It welcomes many visitors, including the clergy, the police, the local estate manager, and an artist, as well as drama and music groups. A range of educational visits is arranged to places such as Byrkley Park and the Forestry Centre, and there are residential trips for older pupils to visit Chasewater. These activities make a sound contribution to pupils' personal and social development, as well as to their learning in various subjects.

## Care, guidance and support

The school provides well for the health, safety, care and welfare of pupils. Support, advice and guidance for pupils, based on the monitoring of achievements and personal development are sound. The school does not yet involve of pupils sufficiently, through seeking, valuing and acting on their views.

## Main strengths and weaknesses

- The school provides well for the care and welfare of all pupils.
- Pupils have good and trusting relationships with staff.
- There is no formal mechanism for seeking pupils' views.
- Information gathered through monitoring pupils' progress and personal development is not systematically used to help them improve.
- Healthy eating is promoted well.

## Commentary

24. All Saints' continues to provide a caring, secure environment for all its pupils. Pupils feel they have a supportive adult to talk to about any worries they may have. Bullying and harassment are discussed openly and dealt with effectively. Child protection procedures follow the recommendations of the area child protection committee. The headteacher has undertaken recent training as the named person responsible for child protection in the school. The newly qualified teacher has not received any formal training in child protection issues as part of her induction, but she is fully aware of the correct procedures to follow. Good attention is paid to ensuring pupils' health and safety in school and on trips. However, roles, policies and procedures are not yet fully formalised. The newly installed fire alarm system has not yet been fully tested. Pupils' medical needs are well known and catered for appropriately. Healthy eating habits are promoted well: fruit is the only snack allowed, and pupils have access to drinking water throughout the day.
25. There is no formal mechanism, such as a school council, for involving pupils and taking their views into account in the running of the school. However, there are well-advanced plan to remedy the situation. The older pupils have clear views about many aspects of school life. They have concerns about safety because of the increased traffic using the road outside the school and want to discuss these further. They raise issues regarding the state and usage of the toilets. Others have volunteered to assist with younger pupils in the playground and would like to organise a rota and involve more of their friends. **These responsible attitudes and views have not been taken sufficiently into account and built upon.** The system of house points and merit certificates acknowledges pupils' academic and personal achievements well. Older pupils recognise and appreciate some of the structured help they are given to help them improve, such as the punctuation targets and use of reading logs.

## Partnership with parents, other schools and the community

The school has sound links with parents. There is suitable liaison between All Saints' and the secondary schools to which pupils move. There are satisfactory links between the school and community.

## Main strengths and weaknesses

- Staff are very approachable and deal with concerns speedily.
- Insufficient information is provided about the curriculum.
- There is a vibrant parent-teacher association, which involves the school and community in its events effectively.

## Commentary

26. The school is open to parents' views and they feel concerns and problems are listened to and speedy action taken. Staff are often available to talk to parents when they collect their children. However, many pupils travel home on the school bus or are collected by after school clubs and the school recognises that there is a need to improve communications with all parents. Good information is provided through the prospectus and weekly newsletters relating to welfare and administrative issues. **However, the parents do not have enough access to information about the planned curriculum, nor enough guidance on how might help their children at home.** Changes to the organisation of the termly parents' meetings are planned.
27. The parent-teacher association continues to be very active and raises substantial funds through school and community events. More formal consultation with parents is developing through this organisation. The school used the association effectively when consulting on changes to the venue used by the school for swimming lessons. Links with the local group of small schools, particularly through sport, are developing well, as are those with the Rangemore Estate, which is used as an environmental resource. The school has close links with its neighbouring church, uses it regularly for services and events, and a member of the church leads an assembly each week.



## LEADERSHIP AND MANAGEMENT

The school is led and managed well.

### Main strengths and weaknesses

- The headteacher provides enthusiastic and energetic leadership, with a clear vision for the school.
- Monitoring and evaluation are used well to identify areas where improvement is needed and to take action to raise standards.
- Subject co-ordinators do not take the lead sufficiently in driving standards up, although they are developing their role.
- While governors provide sound challenge and support to the school, governance overall is unsatisfactory because the government's directive regarding infant class sizes is not met.

### Commentary

28. The school is led and managed well. This is a similar picture to that of the previous inspection. However, it was evident that the school had not made sufficient progress since the previous inspection and that provision was starting to deteriorate. The new headteacher has arrested the decline and his positive and energetic leadership has been effective in providing a clear educational direction for the school, with an appropriate emphasis on improving teaching and raising standards. Several new initiatives have been put in place and are beginning to have a positive impact on the way the school works, particularly in developing teamwork. There continues to be a caring atmosphere, based on consideration for the whole individual, in which pupils feel valued and develop their confidence and self-respect well. Relationships throughout the school are very good and this ensures that it runs smoothly.
29. The most important developments are the focus on assessment and a widening approach to teaching styles. The analysis of test results is used well to identify areas that need improvement and this is a sound development from the previous inspection, when this aspect was identified as an issue. The recently introduced teaching and learning policy is beginning to have an impact on the methods the teachers are using in their classrooms. Development planning is undertaken soundly, staff and governors make a suitable contribution and appropriate priorities for school improvement are identified accurately. The headteacher has monitored the quality of teaching and raised points for development based on a good evaluation of the provision. Consequently, there is a secure understanding of the strengths and weaknesses of the school and appropriate support has been put in place where it is needed. However, the shortage of teaching time at Key Stage 2 has not been addressed. The systems for monitoring and improving the teachers' performance are used suitably to ensure that teachers have appropriate objectives and are given opportunities to build on their professional skills.
30. The leadership of the Foundation Stage is good. The staff are efficient and have a good understanding of the needs of the youngest children of the school. They ensure that there is good curriculum provision, and keep clear records of the children's development. The co-ordinator for special educational needs provides sound leadership and management of this important area of the school's work. Individual education plans are focused clearly on the pupils' difficulties and there are specific targets for improvement. This ensures that pupils receive the support they need. Reviews are carried out regularly and the pupils' progress is monitored carefully.
31. Subject co-ordinators have a large number of subjects to manage. They have developed their roles recently, and write action plans to plan for their areas for the future. However, they do not yet take the lead sufficiently in bringing about improvements in their subjects, as was the case at the time of the previous inspection. Some of them are relatively new to their roles and have yet to become fully conversant with the standards and planning. The headteacher analyses the results of national tests so that weaknesses can be identified and adjustments made to the curriculum. Some co-ordinators have carried out monitoring and evaluation of standards and teaching, but there is considerable variation in the way in which they inform themselves about their subjects and plan for improvement. For example, the leadership and management of the key subject of English are unsatisfactory, while those of mathematics and science are



developing appropriately. Consequently, there are major differences in the speed at which improvements are being planned and implemented.

32. Governors work with a satisfactory understanding of the strengths of the school and are developing well their knowledge of areas where improvement is needed. They are involved appropriately in shaping its future direction and provide challenge to the leadership and management in order to ensure that appropriate decisions are being made. Committees work effectively and some governors are regular visitors to the school, holding discussions with key staff and keeping themselves up-to-date in the work being done in their linked subjects. However, governance overall must be judged as unsatisfactory because the governors do not ensure that all statutory requirements are met. Although they consulted widely, the advice they were given has not supported them sufficiently to comply with the government directive that infant class sizes must not be larger than 30. The headteacher teaches the pupils in Year 1 in the morning, while the class teacher takes those in Year 2. However, the class teacher, who is newly-qualified, teaches all 37 pupils in both year groups in the afternoon. In addition, but of minor significance, a few statutory policies have not been reviewed recently, although they are implemented appropriately in practice. The parents do not receive the full information required in the governors' annual report, nor in the school's prospectus.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	253,440
Total expenditure	263,110
Expenditure per pupil	2,505.81

Balances (£)	
Balance from previous year	12,340
Balance carried forward to the next	17,210

**Commentary**

33. Financial resources continue to be used effectively. The school applies the principles of best value soundly. The school compares pupils' performance with that of similar schools, and also looks at the patterns of progress. Well-advised by the headteacher, the governing body uses the budget wisely, with a strong focus on supporting priorities identified for improvements. The balance brought forward has been used appropriately and the school is setting up a computer suite to address the weaknesses in information and communication technology.
34. The sound strategic allocation of the budget in the school development plan is backed up by careful procedures for routine management of finances. With good support from administrative staff, the headteacher checks expenditure very carefully to ensure it is in line with what has been planned. Funds given to the school for specific purposes are used appropriately. The funding allocated to the school is similar to that given to most other small primary schools. When account is taken of all aspects of the school's work, including pupils' achievement; the quality of teaching; good attitudes to work that are generated among pupils and the strong leadership and management, it gives satisfactory value for money.

# **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

## **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The overall provision for children in the Foundation Stage is **good**. The quality of teaching and the curriculum are good and these allow the children to achieve well.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Children's achievement is good.
- Children have very good attitudes to their work, and they behave very well.
- The children play well with each other, and they readily take turns.

#### **Commentary**

35. The children have settled very well into school life. They have learnt how to behave in school and be part of a social group. They are most eager to explore new learning, and concentrate well on the work being undertaken. The quality of teaching is good. The children are prepared well to work with others, to take turns and share fairly. They move confidently around the classroom and the school, and they ask for assistance where necessary. The teacher knows the children well, and she and the classroom assistant respond very appropriately to their individual needs. The children are continually encouraged to be involved in a range of activities, and they are provided with suitable independence in undertaking these tasks. The children are on course to be well above the levels expected by the time they leave the reception class.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

#### **Main strengths and weaknesses**

- The children are making good progress with their writing skills.
- Children show good appreciation of books, and enjoy reading.

#### **Commentary**

36. The good teaching ensures that all children pay close attention, and listen with interest and concentration to stories, poems and clear instructions. Most children provide detailed, spoken comments when asked. They show a keen interest in books, and handle them with care. The majority of the class understand letter sounds, and they are beginning to recognise a range of words, which they read readily. They write their names with good control, and many are starting to write short phrases and sentences, especially about their 'news'. The teacher provides an interesting range of books to read to the children, as well as most suitable opportunities to develop their speaking skills, both in front of the class and in the 'Optician's' role-play area. They are also encouraged to develop their writing skills through the provision of suitable activities, with particular attention being paid to careful letter formation. The children are on course to be well above the expected levels by the end of the reception year, and they are achieving well.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children's basic knowledge of number is good.
- They are increasingly confident in using mathematical language.

### **Commentary**

37. Children successfully count to ten, with many counting further. The majority clearly understand the concept, and most count out a number of objects with confidence. In using water and sand, most understand such words as 'empty' and 'full', and in comparing size they use 'big', 'small' and 'gigantic' well. Children extend their mathematical vocabulary to name a variety of two-dimensional shapes well. The teaching is good and work is planned and matched carefully to the needs of the children. Many opportunities are provided for the children to count, often within practical activities, such as counting numbers of animals or items of fruit. A good provision of resources, such as water, sand and number games and number lines, helps children develop their mathematical language and understanding. The children are on course to reach a level much higher than that expected for their age and they make good progress.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- The children's knowledge of the human body is good.
- Their skills in undertaking simple cookery activities are good.

### **Commentary**

38. Children are on course to significantly exceed the expected level by the end of the year, and their achievement is good. The quality of teaching is good and the classroom assistant provides most effective help to the children in many of the activities. The children know the main external features of the human body, such as hand, foot and elbow, and many identify parts of the eye. Most children are aware of the various human senses, and can explain the difference, for example, between tasting and smelling. Children have been provided with opportunities to work with food, and they have successfully participated in making items such as cakes and gingerbread men. All children have used the computer, and independently they have used the mouse to produce, and then print, a picture of themselves. Children are provided with a very wide range of experiences, such as looking at pictures and photographs, tackling simple experiments, being taken on trips around the school, using the computer and undertaking practical activities, such as working with food.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children's skills in using and handling large and small items of classroom equipment are good.
- Their abilities with a range of larger outdoor play equipment are also good.

## Commentary

39. Children are on course to reach well above the expected levels by the end of the reception year, and they are achieving well. Children's dexterity in handling large and small items in the classroom is developing well. For example, they use construction kits and jigsaws, and thread small objects onto a string. Children's manipulative skills are good. Malleable materials, such as play dough, are used successfully, for instance, when they make items such as small animals, and letters and numbers. They use construction toys with confidence, producing a range of houses and vehicles. Most are also happy when further developing their skills through using the various wheeled vehicles in the outside area, and taking part in gymnastics lessons in the hall. The quality of teaching is good and both the teacher and the teaching assistant join in with the children, and demonstrate well how to carry out different activities and develop various skills. A wide and varied array of activities is provided, and children are encouraged to 'keep busy' throughout the day. The adults emphasise well the need for the children to carry out all activities safely.

## CREATIVE DEVELOPMENT

Provision for creative development is **good**.

### Main strengths and weaknesses

- The children's produce good quality pictures and collages.
- Their ability to use their imagination, both in producing pictures, and in taking part in activities in the home corner, is good.

## Commentary

40. The children are on course to exceed the appropriate levels by the end of the year and they make good progress. Children use a variety of paints and crayons confidently, and they produce pictures both from direct observation as well as from their imagination. They have produced, for example, well-designed pictures of themselves and animals, such as penguins and shown some confidence in making three-dimensional items, and they have, for instance, produced models of houses, and collages using wool, felt and feathers. Children readily take part in role-play activities. Currently the home corner an 'Optician's' and the children play the parts of optician, receptionist and customer with equal enthusiasm. The quality of teaching is good and, through careful planning, the teacher ensures that all the children have opportunities to take part in all activities. Adults also encourage the children to develop their independence by arranging sessions when they are allowed to move from one activity to another when they are ready. They also make sure, however, that the children experience all the activities, and that help is always available when it is needed.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **sound**.

### Main strengths and weaknesses

- Standards are well above the national average at the end of Year 2.
- The pupils build securely on the good start they make during their reception year.
- The time for English is not always used effectively enough.
- The library is not used sufficiently and the pupils do not develop their skills well enough.

## Commentary

41. By the end of Year 2, pupils attain standards that are well above average and, by the end of Year 6, standards are similar to the national average, because there is a high proportion of

pupils with special educational needs in that year group. The pupils enter the school with above-average skills in English and they achieve well, overall, maintaining the good start they make in the reception class.

42. Standards at the end of Year 2 have improved since the last inspection, as has the children's level of attainment on entry to the school. The pupils speak very fluently, with a rich vocabulary and interesting ways of putting forward their views. They speak at length, with good structure and expression. They usually listen attentively, although they do not always listen well enough to the views of others in order to respond appropriately. The pupils read very well. The teachers present the pupils with quite challenging texts and help them to understand the meaning. As a result, the pupils enjoy reading. They read fluently, expressively, and use a variety of methods to help them decode unfamiliar words. The teachers encourage pupils to read at home and in this they are well supported by their parents. The staff keep detailed and careful records of their reading. The pupils discuss their favourite books and authors in depth and have well-developed views about their preferences. They find information for themselves from books, but neither they nor the pupils in the juniors have the necessary experience or skills to use the school library as well as they could. The library is in a corridor, as the space in the school is very restricted, and this does not make a welcoming area for pupils or a comfortable space for a whole class to use the books. Class libraries are interesting and varied.
43. The teachers are secure in their knowledge and understanding of the subject: teaching is sound and often good. The teaching is enthusiastic and interesting methods are often used, capturing and holding the pupils' attention and motivating them to do their best. In Year 2, pupils write for a purpose across a wide range of writing opportunities. They write very well, creatively and descriptively, write instructional texts and poetry and develop story-writing skills. Spelling is taught systematically and handwriting is practised well. The pupils use these skills consistently in their writing, often writing at length, in interesting ways, with accurate spelling and punctuation and using their wide vocabulary with enthusiasm. Their work is neat and carefully-presented. It is marked well, helping them to see how well they have done and what they could do to improve.
44. Standards at the end of Year 6 are similar to the national average, although they are broadly well above average in Years 3 to 5. Most of the oldest pupils speak well, in interesting and informative ways, with a good general knowledge and considered views, but some are reluctant to speak in class and make little contribution to discussions. The pupils are usually attentive, and the most able respond well with thoughtful and considered responses. There are, sometimes, insufficient opportunities given for the pupils to ask questions themselves.
45. Almost all pupils read accurately and fluently and show considerable enjoyment in their reading. Boys as well as girls demonstrate pleasure in reading fiction and non-fiction equally. However, while the pupils have a reasonable understanding of what they have read, some find it difficult to explore beneath the surface of the text to discover motivation, character and causation. The school has identified this issue and has reorganised the teaching of reading in an attempt to address it, but the initiative is not altogether successful. While some groups, that have purposeful activities, are making sound progress, the use of time for the rest of the class is less effective.
46. Standards in writing at the end of Year 6, while similar to the national average, are not as strong as they are in reading. Many write expressively, with a good use of language and structure but there are shortcomings in their spelling and punctuation that depresses the standard. Many do not join their writing consistently or form their letters well and the work is often untidy. The teachers plan the pupils' work carefully and manage their classes well. The work is varied and enables the pupils to develop and practise their writing skills, note-taking and non-chronological accounts. However, there are too few opportunities for the pupils to write for themselves, at length, imaginatively or from personal experience.
47. The school has developed a useful range of assessment data to support the teachers in planning their work and this is used soundly for grouping the pupils. However, the teachers do not use their own day-to-day assessments well enough to plan their future lessons. The work is often set at the same level, regardless of age or ability in the mixed-age classes, particularly for the pupils in Years 3 and 4. Consequently, the degree of challenge is sometimes too low for

the most able and oldest pupils and on these occasions their pace of learning slows. Pupils with special educational needs are supported soundly by effective, enthusiastic assistants. In the group sessions, the sound questioning skills of the staff ensure that pupils understand the text they are reading. Opportunities are sometimes missed to make better use of these assistants during the first part of the lesson, when the pupils with special educational needs would benefit from additional support during the whole-class session.

48. Some marking is helpful to pupils, particularly the older ones, in improving their work, but this is not always the case. While the pupils have targets for improving their work, these tend to be very general and are rarely referred to in lessons or in the teachers' marking. Some lessons are too long and so the pupils sit too long on the carpet and lose concentration, as a result they do not learn as well as they might. This also happens when the pace of the lesson drops.
49. The leadership and management of English are unsatisfactory. The co-ordinator has had some opportunities to monitor teaching and pupils' work but this has not had a sufficient impact on the way in which teaching is organised or the planning for improvement of the subject. She does not have a clear enough understanding of standards, the progress being made, or of the areas that need to be developed, although the senior management of the school and the class teachers have a clearer awareness.

### **Language and literacy across the curriculum**

50. Language and literacy are developed soundly overall. Teachers take many opportunities to use reading and writing in the other subjects, enabling the pupils to utilise their reading to undertake research and to extend their knowledge. The pupils improve and practise their writing in many subjects, although there is an overuse of worksheets in some subjects that limits their ability to express themselves and to make choices. While the teachers give their pupils many opportunities to speak at some length and to answer questions, this is not built into the curriculum sufficiently to develop speaking and listening skills consistently. Some teachers use drama well on other subjects, such as history and religious education, this is not planned well enough into schemes of work to be the rich and varied tool for teaching that it could be.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are well above average at Year 2.
- Teachers are making inadequate use of assessment to provide pupils with work that is suited to their differing needs.
- Some older pupils are less confident in tackling problem-solving activities.
- Pupils show good attitudes towards the subject.

### **Commentary**

51. Standards have improved significantly, since the time of the previous inspection, in Years 1 and 2. By the end of Year 2, where standards are much higher than average, the pupils are most confident in handling numbers, and they have a clear understanding of addition and subtraction. They also know, and use, the multiplication facts relating to 2, 5 and 10. They successfully identify halves and quarters, and most can name a range of two and three-dimensional shapes and identify lines of symmetry. They measure using standard units very competently.
52. At the end of Year 6, current standards are broadly average, but this group of pupils has a high percentage with special educational needs. Based on their prior attainment, pupils' achievement is sound. Most pupils confidently undertake work in all four aspects of number. Most are confident in recalling individual times-tables facts, and in carrying out appropriate multiplication and division exercises. Most pupils have a sound understanding of fractions, and they readily find equivalent fractions. The more able confidently reduce a fraction to its lowest terms. Some

other pupils have difficulties in tackling problems because of limitations in their understanding of mathematical language. Overall, standards this year are similar to the national average.

53. The quality of teaching and learning is satisfactory overall. Lessons are planned carefully, based on the pattern of the National Numeracy Strategy. In particular, teachers make careful allowance for the pupils to tackle mathematical problems, being aware that this is an area of weakness for some. Satisfactory assessment procedures are in place, but teachers do not always use the information gained to provide work that suits pupils' different needs. Pupils are often presented with the same activities. This does not challenge the more able, whilst at the same time sometimes being too difficult for the less able. Teachers do, however, support their pupils well with their work, and this enables them to make satisfactory progress. Most teachers make better use of mental activities, at the beginning of lessons, and they are also aware of the need to continue to provide pupils with opportunities to develop their understanding through tackling practical work.
54. Pupils throughout the school clearly enjoy the work, the mental activities in particular. Most settle to their written tasks with interest and enthusiasm, they work well with other pupils, when required, and they make suitable efforts to accomplish their tasks. They are well behaved, and this enables them to concentrate well and make suitable progress. Most pupils take care with the appearance of their books, and, indeed, some take a pride in their appearance. Teachers usually provide comments of encouragement and advice in their marking.
55. The co-ordinator supports her colleagues well, and her leadership is satisfactory. She regularly monitors the work being produced, and a close eye has been kept on the standards being achieved, and the overall provision. The co-ordinator is fully aware of pupils' current performance, and she is also putting in place strategies to help tackle the weaknesses in problem solving in Year 6. She is aware that, currently, teachers do not make good enough use of assessment to ensure that they provide pupils with appropriate work.

### **Mathematics across the curriculum**

56. The basic skills of numeracy are taught well in mathematics lessons. These skills are further developed in other subjects, such as science and geography, although not as well as they could be in design and technology. This is an improvement since the time of the last inspection.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are well above average at the end of Year 2.
- Teachers are making inadequate use of assessment to provide pupils with work that is suited to their varying needs.
- Pupils show good attitudes towards the subject.

### **Commentary**

57. Standards at the end of Year 2 have improved significantly since the time of the previous inspection. At the end of Year 6, standards are around average, but this represents a group of pupils within which a high proportion have special educational needs. Based on their prior attainment, the pupils' achievement is satisfactory. In Year 2, pupils successfully undertake experiments on aspects of their work and show an understanding of the subject well above that expected. For example, pupils successfully name the main features of the human body and a flowering plant, and they are able to identify the items needed to sustain life. They recognise and name common materials, and describe their various uses well. The pupils understand that pushes and pulls are examples of forces, and most explain the effects of different surfaces on the speed of objects.

58. In Year 6, where standards this year are broadly average, the pupils carry out a range of experiments, using suitable equipment, making observations and recording their findings. However, few are yet confident enough to select their own resources and organise their own experiment. Pupils readily explain many of the life-processes of humans, as well as discussing, for example, the importance and function of the heart. They understand the idea of forces, but some do not consistently identify the direction of different forces.
59. The quality of teaching and learning is satisfactory. Lessons are well-planned, with teachers throughout the school now making sound use of practical activities. This is an improvement since the time of the school's previous inspection. The teachers are also particularly careful to use, and emphasise, the correct scientific terminology, which has a beneficial effect on the pupils' overall learning. Planning, however, rarely makes appropriate allowance for the provision of work for the needs of different pupils. Pupils are usually presented with the same activities, with the result that, on occasions, some find the work too difficult, while others find it undemanding. The teachers have sound subject knowledge, and provide clear instructions and helpful demonstrations of the work that is to be undertaken. They support all pupils in turn and this helps them to make satisfactory progress.
60. Most pupils show great interest in the subject, displaying good attitudes and enjoying the practical work in particular. Most work hard, concentrate well and are keen to find answers to the problems set. The pupils' behaviour is good overall; they work well with other pupils in carrying out activities, they are aware of safety procedures and they usually produce their work neatly and carefully. The teachers mark pupils' work regularly, but, although they sometimes add useful comments of support and advice to help the pupils develop their work further, this does not happen in every class. Additionally, the use of worksheets does not necessarily encourage and help pupils develop their skills in presenting their work logically and systematically, or contribute sufficiently to the development of their literacy and numeracy skills.
61. The co-ordinator supports her colleagues well, and her leadership is satisfactory. In particular she has successfully helped colleagues address the previous issue of lower standards being achieved at Year 2. She regularly monitors the work being produced, and is fully aware of pupils' current performance and has identified the need for teachers to ensure that they provide pupils with work that suits their differing needs.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

It is not possible to judge provision in information and communication technology because no lessons were observed and little work was available for scrutiny. However, it is evident that standards are too low at both key stages and the subject does not receive sufficient attention.

### **Main strengths and weaknesses**

- Standards are below those expected.
- The pupils throughout the school are making too little progress because they do not have enough access to the resources.

### **Commentary**

62. Standards are lower than they should be throughout the school because the pupils have not had sufficient experience of the subject. Standards are no higher than they were at the time of the previous inspection and achievement is unsatisfactory. By the end of Year 2, the pupils have acquired some skills, for example copying out their own work using a simple word-processing program and print the results. They have, however, had limited opportunities to use the technology to save their work, find things out, or to use such features as art programs.
63. By the end of Year 6, the pupils occasionally use the Internet and CD-ROMs for research into subjects such as science, history and geography. They use the computers to compose their written work, changing font, size and colour. However, they do not yet have sufficient experience of using the technology for processing their own data, using control programs to give commands or for modelling. Many have developed their skills independently, through using their computers at home. Because the pupils at both key stages have access to only two or



three computers in their classrooms, they have too little experience of using them in a structured way. Although the teachers are attempting to plan their work from the national model scheme of work, they do not cover all the areas fully and not all classes have an information and communication technology lesson marked on their timetable. During the inspection, little use of the computers was observed and they were often not turned on.

64. The co-ordinator has taken on the role relatively recently and is developing this soundly. The school is aware of the shortcomings of the subject and has rightly given a high priority to addressing these. A new computer suite will be installed early next term and a wider range of programs will be available.

### **Information and communication technology across the curriculum**

65. Information and communication technology is not yet used effectively across the whole curriculum. The technology is used sometimes but not widely or frequently enough.

## **HUMANITIES**

### **History**

It is not possible to make a definitive judgement about provision in history, as no lessons were observed and although some work done by pupils in Year 2 was studied, there was none available for Year 6. However, it is evident that, while standards are higher than usual at the end of Key Stage 1, they are below those expected at the end of Key Stage 2.

### **Main strengths and weaknesses**

- Standards at the end of Key Stage 1 are above those seen in most schools and the pupils achieve soundly.
- At the end of Key Stage 2, standards are lower than they should be and the pupils do not achieve well enough.
- Too much time elapses between the times when history is taught.

### **Commentary**

66. The pupils enter Year 1 with a well-developed knowledge and understanding of history and they maintain this advantage through Key Stage 1, achieving soundly. They reach standards that are higher than are usual for their age by the end of Year 2 and higher than the standards at the time of the previous inspection. The pupils have a well-developed knowledge of the history of toys and understand some of the factors that have made toys today different from those in the past. They have a very good knowledge for their age about the Crimean War, the role of Florence Nightingale, and the nations involved in the conflict. They talk thoughtfully about the work of Mary Seacole and the barriers and prejudice that she and other black people faced at that time. The more able pupils identify a wide range of sources of historical evidence and have a clear understanding of change over time.
67. The pupils in Year 6 had not been taught history for almost two terms, when they studied Victorian Britain. Their standards are lower than expected for their age and below those at the time of the previous inspection, because their knowledge of the period is very patchy. They are able to compare the lives of the rich and poor, have a sound knowledge of some of the inventions of the period and have some awareness of changes on the local area during the period. However, the pupils' knowledge of the key events, trends and historical figures of the time is underdeveloped and they have little awareness of the major issues of Victorian Britain. They know less about the Crimean War than the pupils in Year 2. Leadership and management of history are unsatisfactory. The co-ordinator has not identified the shortcomings at Key Stage 2 and there are no urgent plans to address the issue.

## Geography

As only one lesson was observed, with the pupils in Years 3 and 4, no definitive judgement on provision can be made. However, it is evident that standards at the end of Key Stage 1 are higher than is usual and they are similar to those in other schools at the end of Key Stage 2. The pupils achieve soundly.

### Main strengths and weaknesses

- Standards at the end of Key Stage 1 are above those in other schools.
- There is too much of a gap between the times at which geography is taught at Key Stage 2.

### Commentary

68. The pupils enter Year 1 with a good knowledge and understanding of the world. They achieve soundly at Key Stage 1 and by the end of Year 2 their attainment is higher than is usual for their age, an improvement since the time of the previous inspection. The pupils have a good knowledge of maps, of where their own village is and why it is not marked on the globe. They know the main features of their local town and identify the larger cities that are close by. They easily identify the countries of the United Kingdom and some of the capital cities. The pupils are articulate in expressing their opinion about the positive and negative aspects of their environment. Their knowledge of different uses of land is in advance of what is expected for their age.
69. Standards at the end of Key Stage 2 are similar to those in other schools and the pupils achieve soundly. Standards have been maintained since the previous inspection. The pupils have a secure understanding of the water cycle and the features of rivers. They have sound mapping skills, using four-figure co-ordinates, and are competent in using keys to identify climatic areas, land use and physical features of the world. The pupils identify many major rivers, cities and countries but there are gaps in their knowledge. While the school follows an appropriate curriculum, too much time elapses between the times during which geography is taught.
70. Teaching was satisfactory in the lesson observed. The pupils' homework was used as an interesting starting point. The teacher presented the pupils with challenging work and the lesson moved on briskly. Questions were used soundly to develop the pupils' understanding and pupils were very keen to answer and to be involved. It is evident that the pupils' knowledge and skills are developed soundly throughout the school, but assessment is not used well enough to plan future work and all pupils tend to be given the same work, irrespective of age or ability. Marking is unsatisfactory; it does not help the pupils to see how well they have done or what they need to do to improve. There is an over-use of worksheets so that the subject does not always make sufficient contribution to the development of the pupils' ability to express themselves.

## Religious education

Provision in religious education is **unsatisfactory**. Although the pupils achieve satisfactorily at Key Stage 1, they do not at Key Stage 2.

### Main strengths and weaknesses

- By the end of Year 6, the pupils' attainment is below that expected.
- The subject has not been given sufficient attention until recently.

### Commentary

71. The pupils at the end of Year 2 have a sound knowledge of many of the stories that Jesus told and the incidents in his life. They know the basic details of the Nativity, the events of Easter and the Last Supper and that these can be found in the New Testament. The pupils are competent in describing some of the features of Judaism and Islam, and are fascinated by the story of

Rama and Sita. Most appreciate that gifts may not be tangible ones, but that qualities may be more valuable.

72. Standards at the end of Year 6 are not developed to a high enough level. The pupils have a secure knowledge of many aspects of Christianity, such as its symbols and the structure of the Bible. They know some of the parables and the purpose of them and can identify a number of Jesus' miracles. The pupils have some awareness of the stories of the Old Testament. However, their knowledge of the other major world religions is patchy and confused. They have little recall of the key features of Judaism and their knowledge of Hinduism and Islam is limited. The pupils have not visited any other places of worship than their local church.
73. The teaching was good in the majority of lessons observed and the pupils' skills and knowledge were built on well. Role-play was used well in two lessons, which involved and excited the pupils, who maintained their concentration throughout the lesson. The teaching was challenging and questions were used well to promote thought and deeper understanding. It is evident that the teaching methods are effective at Key Stage 1. However, the subject does not receive sufficient sustained attention at Key Stage 2, particularly for the older pupils, so that they are not able to make the progress of which they are capable. Not enough consideration is given to the range of age and attainment in the classes, so that all pupils often receive the same work.
74. The co-ordinator has only taken on the role this term, but is developing this well. She is knowledgeable and enthusiastic, has identified the shortcomings and has appropriate plans to address them. The resources are being improved and the co-ordinator has already made contact with outside agencies and individuals who can provide support and bring interest to the curriculum.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No judgement could be made about provision in these subjects, because no lessons were seen in **art and design or design and technology**, whilst just one lesson was seen in each of **physical education and music**. In these lessons the teaching was good, and the attitudes and behaviour of pupils were also good. They enjoy participating in these subjects. Where no lessons were seen, the school was able to provide samples of work that pupils had produced previously.

### Main strengths and weaknesses

- Standards in observational drawing are higher than seen in other schools.
  - Pupils do not do well enough in design and technology.
75. In **art and design**, pupils have had suitable opportunities to produce a range of paintings, sketches and three-dimensional work. Overall, the standard of work is broadly similar to that in most other schools and to the standards seen previously. However, in undertaking observational work, pupils show higher than expected skills. Many of these observations involve aspects of the local church. For example, pupils in Years 1 and 2 made clay tiles representing architectural detail of stonework, those in Years 3 and 4 produced drawings of various parts of the building, whilst those in Years 5 and 6 drew pictures of items in the churchyard. This work shows closely and carefully observed detail, and shows that pupils are achieving well.
  76. In **design and technology**, the younger pupils have produced puppets, those in Years 3 and 4 have made a shaduf, and various forms of packaging, whilst the oldest pupils are making wheeled toys, using a cam mechanism. However, the standard of the work is largely below that expected, and is not as high as at the time of the previous inspection. Limited time has been allocated to the subject, and pupils have not spent enough of this time learning the essential skills or evaluating of their work, to significantly raise the standard of the finished items. The co-ordinator fully appreciates the limitations in pupils' current skills, and suitable plans have been drawn up to address the issue.
  77. In **music** during a lesson seen in Years 1 and 2, the pupils demonstrated competent composing skills, together with skill in providing written notation for others to follow. Pupils used a range of untuned percussion instruments with enthusiasm. The singing heard in the school shows that

pupils have an average control of such things as rhythm, pitch and dynamics, as well as the ability to sing their words clearly. The standards, which are similar to those in other schools, have been maintained since the previous inspection.

78. In **physical education**, in a lesson seen in Years 5 and 6, the pupils showed satisfactory control and co-ordination in carrying out various gymnastic movements. They worked successfully with a partner to produce a sequence of movements involving jumps, turns and balances, with suitable stillness also being introduced. Staff and pupils do well to produce work of this standard, bearing in mind the very limited hall space available. Pupils in Years 3 to 6 attend swimming lessons, and by the end of Year 6 the vast majority can swim 25 metres, with many swimming significantly further. No judgement could be made about standards at the end of Year 2. Pupils in Year 6 reach the standards expected for their age.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

No definitive judgement could be made about provision in **personal, social and health education** because only one lesson was seen during the inspection. In the lesson observed, in Years 1 and 2, the teaching was good, and pupils were provided with plenty of opportunity to talk about their 'worries'. The pupils were very well behaved, took the issue most seriously and were keen to offer their contributions. Little further evidence was available of previous work in the school. However, a study of teachers' planning shows that appropriate coverage is made for the subject during the year, with pupils learning about sex education, drugs awareness and the importance of healthy eating, at the appropriate time. Other issues, such as the importance of dealing with issues such as bullying, and the need to work with others in a team, are also emphasised.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*