

INSPECTION REPORT

BRADFIELD DUNGWORTH PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107072

Headteacher: Mr S Barton

Lead inspector: Mr S Bywater

Dates of inspection: 22nd - 25th March 2004

Inspection number: 255577

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: | Community |
| Age range of pupils: | 4 to 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 113 |
| School address: | Dungworth Green Dungworth Sheffield |
| Postcode: | S6 6HE |
| Telephone number: | 0114 2851338 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Dr J Seymour |
| Date of previous inspection: | November 1998 |

CHARACTERISTICS OF THE SCHOOL

Bradfield Dungworth Primary School is a smaller than average school with 113 pupils aged four to 11 years. It serves a large rural community, which borders and includes the Peak District around five miles to the west of Sheffield. The school draws pupils from the surrounding area although a few travel from outside the catchment. No pupils are known to be entitled to free school meals. The great majority of pupils are of white British heritage and all pupils speak English as their first language. Twelve pupils are on the special educational needs register, which is broadly in line with the national average, most are in Years 5 and 6. Their needs vary; most have moderate learning difficulties but others have more specific needs. One pupil has a statement of special educational need. Most children have attended playgroups or private nurseries before starting school. Standards on entry to the reception class are above average overall. The school is organised into four classes. Reception and Year 1 pupils are in one class, Year 2 pupils are in the second class, a mixed Year 3 and Year 4 class is the third and a mixed Year 5 and 6 comprise the fourth class. The school received a school achievement award in 2003 in recognition for raising standards.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------|----------------|--|
| 18463 | Steve Bywater | Lead inspector | Mathematics |
| | | | Information and communication technology |
| | | | Art and design |
| | | | Design and technology |
| | | | Music |
| | | | Physical education |
| | | | Foundation Stage |
| | | | English as an additional language |
| 31718 | Denise Shields | Lay inspector | |
| 20326 | Peter Clark | Team inspector | English |
| | | | Science |
| | | | Geography |
| | | | History |
| | | | Religious education |
| | | | Special educational needs |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Teaching is effective and pupils achieve well. By the age of 11, standards are above average in English, mathematics and science. The children have very good attitudes to school and they behave very well. Relationships are very good. The leadership and management of the school are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well because most of the teaching is good.
- Higher attaining pupils in Year 2 make slow progress in writing and mathematics and higher attainers in Years 3 and Year 4 do not achieve well enough in science, geography and history.
- Good quality leadership and management is supporting school improvement.
- The targets in individual education plans for pupils with special educational needs are not precise enough.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- Pupil's personal development is good and their very good attitudes and very good behaviour support their learning. Relationships are very good.
- Attendance is very high.
- The links with parents and the community are very good.

The school has improved well since the last inspection and in 2003, received a school achievement award in recognition of the raising standards. Governors now have a better knowledge of the school and monitor its progress effectively. Governors and teaching staff play an important role in school improvement planning and this plan is briefer and clearer. Provision for science and information and communication technology is very much improved, as is the overall quality of teaching. Curriculum planning is now monitored more effectively by subject leaders and the headteacher. Although improvements are clear in assessment procedures and the planning of work for different abilities, more needs to be done to challenge higher attainers.

STANDARDS ACHIEVED

Over time, pupils achieve well. Current inspection evidence confirms that children begin school with above average levels of attainment although the range of ability is wide. Children achieve well in reception as do pupils in the Year 5 and 6 class because of good teaching. They achieve satisfactorily in other classes. By the beginning of Year 1, the proportion of pupils attaining the expected levels is above expectation. By Year 2, standards in English, mathematics and science are average; evidence shows this year group was average on entry to school. Higher attaining pupils in Year 2 do not achieve as highly as they should in English and mathematics. By Year 6, standards in English, mathematics and science are above expectations, which represents good achievement because they were below average when they were in Year 2. Considering the composition of the present Year 6, with its high proportion of pupils requiring additional support for their learning difficulties, the school has set challenging targets that reflect well on its ambitions to continue to drive standards upwards.

| Results in National Curriculum tests at the end of Year 6, compared with: | All schools | | | Similar schools |
|---|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| English | A | B | C | A |
| mathematics | A | A | B | A |
| science | A* | A | A | A* |

Key: A* - very high (top 5% of schools); 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.

The table shows that in the 2003 national tests for eleven year olds, pupils' performance in English was in line with the national average, performance in mathematics was above the national average and in science it was well above the national average. In comparison with similar schools, standards were well above average in English and mathematics and very high (top 5 per cent of all schools) in science.

Pupils' personal development is very good overall, their spiritual, moral, social and cultural development is good. Pupils have a very good attitude towards school and their behaviour and relationships are also very good. A number of school initiatives positively promote pupils' sense of responsibility but the school correctly recognises it could do more to promote this. The attendance rate is very high.

QUALITY OF EDUCATION

The quality of education is good. The curriculum is good with a good range of activities to enrich it. The quality of teaching is good. Teachers have very good relationships with pupils and manage them very well. Pupils are keen to learn and are clear about what is expected of them. The teaching of literacy and numeracy skills is generally good but higher attainers are not challenged enough in Year 2. There is a good range of assessment strategies but teachers do not always use them to set suitably demanding work. Pupils with special educational needs are taught and supported effectively but targets on some of the individual education plans are not precise enough.

The school provides a good range of opportunities to develop learning within a well-balanced curriculum. There is a good range of activities within school time, after school and at lunchtime. The school provides a high level of care for the emotional and physical needs of its pupils. Information to parents is very good and parents are directly involved in supporting pupils at school. There are very positive links with the community and the relationships with other schools are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is good. The leadership of other key staff is satisfactory. The overall management of the school is good. There is a good system of monitoring the quality of teaching and planning but subject co-ordinators do not have a clear understanding of standards in all classes. The work of the governing body is good. The governors are fully committed to supporting the school and act as critical friends in challenging it in its decisions.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents agree that the school provides very well for their children. Parents are most pleased with the very positive ethos, which underpins all the work of the school. Pupils speak very highly about the school and enjoy the family atmosphere where everyone knows everyone else. They appreciate the very good relationships and speak enthusiastically about their teachers. They feel very strongly about not having a school hall.

IMPROVEMENTS NEEDED

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

- Improve the progress of higher attaining pupils in Year 2 in writing and mathematics and higher attainers in Years 3 and Year 4 in science, history and geography.
- Make better use of assessment to set suitably challenging work for pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children join school with above average levels of attainment. Overall pupils achieve well. Standards of work seen in English, mathematics and science are above average by the age of 11.

Main strengths and weaknesses

- Standards are above average in most subjects by the end of Year 6.
- Most pupils achieve well and those in Years 5 and 6 do particularly well.
- Children get off to a good start in the reception class.
- Higher attaining pupils in Year 2 do not do well enough in writing and mathematics and higher attainers in Years 3 and Year 4 do not do well enough in science. Higher attaining pupils also do not do well enough in geography and history.
- In subjects other than English, teachers plan too few opportunities for pupils to develop their writing skills.
- Pupils use their information and communication technology (ICT) well to support learning in other subjects.

Commentary

1 Most children join the reception class with above average levels of attainment, although a wide range of ability from well above to below average is represented. Good teaching helps children achieve well in all areas of learning. As a result, most children are likely to achieve the goals identified for their age by the end of the reception year, and those who are able to exceed them do so. Overall, achievement is satisfactory in the infants and good in the juniors mainly because pupils in Years 5 and 6 do very well as a result of high quality teaching.

2 Year 2 pupils achieve standards in English, which are average for seven-year-olds. By Year 6, standards are above average. Throughout the school most pupils achieve well in English because there is good quality teaching. Standards of speaking, listening and reading are above average throughout the school. The school makes reading a high priority and by Year 6 almost every pupil reads with accuracy, fluency and expression. Most infant pupils reach average standards in writing and achieve satisfactorily by Year 2 but more able pupils need to be challenged more. In other subjects throughout the school, teachers plan too few opportunities for pupils to develop their writing skills; there is not the same expectation of neatness or that words will be spelt correctly and punctuation will be as accurate as in English. This is a weakness.

3 In mathematics in Year 2, most pupils achieve satisfactorily but higher attainers are not being challenged sufficiently and are underachieving. These pupils do not make enough progress. At present, standards are average in Year 2 but too few pupils are achieving the higher levels that they are capable of. Pupils achieve well between Years 3 and 6, chiefly due to the very good teaching in the Year 5 and 6 classes. By Year 6, pupils are currently achieving above average standards and around a half of the Year 6 group are achieving above the normally expected level for 11 year olds. Target setting is firmly established but some teachers are uncertain about the levels at which their pupils are working so this lessens the value of the target setting process. A very positive feature of mathematics is an after school voluntary lesson for pupils in Year 6. Almost every pupil attends and they benefit significantly from the additional work and problem-solving challenges provided. Teachers find opportunities for pupils to extend and apply their mathematical knowledge and skills in other areas of the curriculum, such as in science and design and technology.

4 In science, pupils achieve well because of the good emphasis placed on investigative science. Currently, Year 2 attainment is broadly average and achievement is satisfactory. Although many pupils are attaining the expected level, few attain above this level. Progress of higher attainers

in Years 3 and 4 is not as rapid as it should be because the levels of challenge are sometimes too low. In Year 6, pupils are attaining above average standards at present. Standards in ICT are in line with those normally expected for pupils at the end of Year 2 and above expectations in Year 6. Year 6 pupils are confident in word processing and use spreadsheets competently. Pupils achieve well and their skills are enhanced when teachers encourage pupils to apply their ICT skills in other subjects. Pupils apply these skills often enough and sufficiently well and many pupils attain high standards.

5 The present Year 6 has a higher proportion of pupils with learning difficulties than last year and this explains why standards are not as high. Despite this, the school sets challenging targets. Pupils with special educational needs achieve well because teachers set work at levels which meet their needs and ensure they receive good support.

6 Standards achieved by pupils in the 2003 National Curriculum tests for seven-year-olds in reading and writing were well above the national average. In mathematics, standards were very high and in the top five per cent of all schools. When compared to schools with a similar number of free school meals, standards were well above average in reading, writing and mathematics. The improvements in standards since 1999 are above the national trend although evidence shows that the standards on entry to the school are also improving.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 17.7 (16.2) | 15.7 (15.8) |
| writing | 17.3 (15.0) | 14.6 (14.4) |
| mathematics | 18.9 (17.1) | 16.3 (16.5) |

There were 14 pupils in the year group. Figures in brackets are for the previous year

7 Owing to small numbers in each year group, the following results should be treated with some caution because standards can fluctuate significantly in a small year group when each pupil represents a larger proportion of the marks. Results achieved by Year 6 pupils in the 2003 National Curriculum tests for 11 year olds were average in English, above average in mathematics and well above average in science. When compared with those of other schools with similar pupils, the results were well above average in English and mathematics and very high in science. This suggests that these pupils achieved very well last year and the school received a school achievement award in recognition of the improvement. The overall trend in the school's average points for English, mathematics and science since 1999 was broadly in line with the national trend.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.0 (27.7) | 26.8 (27.0) |
| Mathematics | 27.7 (28.8) | 26.8 (26.7) |
| Science | 30.3 (30.0) | 28.6 (28.3) |

There were 18 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

- Pupils' behaviour, attitudes, values and personal qualities are very good. Provision for pupils' spiritual, moral, social and cultural development is good. Attendance is very high when compared with the national average.

Main strengths and weaknesses

- Behaviour in lessons is very good.
- No oppressive behaviour, bullying, sexism or racism was observed during the inspection.
- Pupils get on very well with each other and with adults in the school.
- Teachers have very good relationships with pupils.
- Pupils speak enthusiastically about school and enjoy participating in lessons.
- Pupils have a very good understanding of the impact of their actions on others and a similar respect for the feelings, values and beliefs of others.
- Pupils react well to the opportunities for them to take responsibility in school but the school could do more to promote pupils' sense of responsibility and initiative.
- Pupils have a good knowledge about their own and other cultural traditions but they do not have sufficient understanding about living in a multicultural society.

Commentary

8 The school's provision for pupils' personal, spiritual, moral, social and cultural development has improved since the last inspection.

9 In the reception class, children arrive happily each day and are eager to take part in the activities. Their confidence develops well and they quickly learn the routines of the class and demonstrate growing levels of independence. In Years 1 to 6, most pupils' behaviour is very good in lessons and around school and they are mature in their approach to school. Almost every parent who replied to the parents' questionnaire prior to the inspection was happy about the behaviour of pupils. There have been no exclusions for many years and there was no evidence of bullying or oppressive behaviour.

10 Pupils are enthusiastic learners and told inspectors of their pleasure and enthusiasm for the school. Pupils, including those with special educational needs, have developed very good work habits. They settle down to work quickly, concentrate well and work sensibly. Pupils with special educational needs are integrated well into lessons. They receive positive feedback from teachers and support staff, which encourages them to work very well.

11 Pupils are very courteous and well mannered towards their teachers and to visitors. Relationships in school amongst pupils and between adults and pupils are very good. Pupils get on really well together.

12 Provision for pupils' spiritual development is satisfactory. Teachers successfully create an environment where pupils' contributions are valued. Within the daily act of collective worship pupils are given opportunities to listen quietly to music at the start and have moments for prayer, stillness and reflection.

13 The school promotes pupils' moral development very well. This is an improvement since the last inspection. All adults in school provide pupils with a clear sense of direction about moral issues. All staff work hard and successfully to reinforce good standards of behaviour, and to develop mutual respect and understanding. The school's system of rewards and sanctions are clearly understood, consistently applied and are liked by pupils who follow them. This also helps to promote a moral stance based on right and wrong, good self-discipline and care for each other and their school. Teachers make good use of assemblies and discussion time to establish collective moral and social values. The positive approaches to the moral development of pupils result in very good behaviour and very good attitudes to learning.

14 Provision for pupils' social development is good. Pupils have good opportunities to exercise responsibility and they are encouraged to think about others. For example, older pupils enjoy taking responsibility for the younger ones on numerous occasions and in shared reading sessions. Staff act as positive role models for pupils through their very good example. Opportunities for pupils to take initiative in class are plentiful and they often carry out tasks such as the distribution of books or

other resources. However, although pupils' views are taken into account, there are no formal opportunities such as a School Council where they can discuss items of importance. Pupils are aware of the needs of those less fortunate than themselves and make generous donations to a variety of charities such as the local hospice and Children with Leukaemia. A very touching feature of pupils' initiative was when a number of Year 6 boys agreed to have their hair shaved to raise funds for a friend who has been ill. Not only did they raise well over £1000, but their genuine care and concern was a joy to behold. All these activities have a positive impact on pupils' personal development.

15 Provision for pupils' cultural development is good. Pupils explore their own cultural heritage through studying their own village and by learning about the Sheffield Flood, which claimed over 200 lives. Pupils also have an extensive knowledge of other cultures. In religious education, pupils write sensitively about their feelings and study festivals and customs of the world's major faiths. Pupils' awareness of ancient and local cultures is developed through the school's history and geography work. Pupils enhance their learning and consolidate their understanding by visiting relevant places of interest. In art and design, pupils work in the style of famous artists such as Van Gogh, Mondrian and Paul Klee. There are also opportunities for pupils to experience the artwork of other cultures. This is seen to good effect in Year 2 where pupils have produced Adinkra symbols on fabric and in Years 5 and 6 where pupils have produced Indian style work. There is little at present to develop an understanding of Britain as a multicultural society, but the school has already made contact with the local education authority to create links with a school with a large proportion of ethnic minority pupils to share their experiences.

Attendance

Pupils are very keen to attend school and levels of attendance are very high (within the top five per cent of schools nationally).

Attendance in the latest complete reporting year 96.6%

| Authorised absence | |
|--------------------|-----|
| School data | 3.3 |
| National data | 5.4 |

| Unauthorised absence | |
|----------------------|-----|
| School data | 0.1 |
| National data | 0.4 |

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

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| Any other ethnic group |

| No of pupils on roll |
|----------------------|
| 97 |
| 1 |

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The school provides a good curriculum for pupils. Assessment is satisfactory but is not being used well enough by two of the teachers to set challenging work for higher attainers.

Teaching and learning

The overall quality of teaching and learning is good. Assessment is satisfactory.

Main strengths and weaknesses

- Teachers use praise and encouragement effectively to motivate pupils.
- Good teaching and interlinking of subjects result in good learning.
- Teachers use adult support effectively so that all pupils in class benefit.
- Pupils with special educational needs are taught well.
- Assessment is not always used well enough by two of the teachers to set challenging work for higher attaining pupils in mathematics, science, geography and history.
- Pupils' targets in some of their individual learning plans are not precise enough.
- Good standards in writing and spelling need to be transferred across all subjects.

Commentary

Summary of teaching observed during the inspection in 26 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 2 | 13 | 11 | 0 | 0 | 0 |

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

16 The quality of teaching is good overall with the best teaching seen in Year 5 and 6. The nursery nurse teaches well in reception. Teaching in other classes is satisfactory overall with a few good lessons. Teachers have sensitive and caring relationships with their pupils and work hard to raise pupils' self-esteem and pride in their achievements. They use praise and encouragement regularly to enthuse and motivate pupils and pupils feel valued by the teacher. A good feature in many lessons is the whole-class teaching. Much of the teaching includes good exposition and explanations and good questioning which promotes thinking. In most lessons, teachers tell the pupils what they are expected to learn, so that pupils know exactly what they have to do. Classrooms are well organised and there are high quality displays in a number of classes and around school, which reflect the diverse and rich curriculum. Teachers work hard to create an environment which excites, informs, educates and motivates.

17 Teaching in the reception class is good. The classroom is well organised and has stimulating resources and displays. The nursery nurse, who is responsible for most of the teaching, and classroom assistant have very good relationships with the children and manage them well. They make timely interventions to speak with children and work hard to create and hold children's interest. They use a range of stimulating resources, for example well chosen stories and puppets which they know will appeal to, and enthuse, children. The provision for the development of children's language and literacy skills, particularly their speaking and listening is good. Staff place a strong emphasis on this area of learning. The staff are skilled in their questioning of children to take their learning forward and provide good opportunities for children to develop their use of language in role-play areas.

18 Teachers have a good understanding of the subjects they teach and find interesting ways to link subjects together. Pupils learn effectively in different ways. They listen to teachers' carefully planned explanations, engage in practical work and discuss their findings with adults and other pupils. They record their work in writing, illustrations, tables, graphs and charts to good effect. Pupils in all classes and especially children in the reception class are given good opportunities to produce their own work rather than being over-directed by the teacher. Computers are used very well and regularly enough to enhance the work in all subjects.

19 Teaching of English is good. Teachers have implemented the National Literacy Strategy well and teach literacy skills satisfactorily. In literacy lessons, teachers use suitable texts and other resources to interest and involve pupils. For example, in a Years 5 and 6 literacy lesson, the teacher effectively used the story of Goldilocks to ask 'how wrong was she?' This interesting approach clearly held the pupils' attention and they responded with good discussions and writing to express their views. Teachers use the final sessions of the lessons effectively to reinforce the main purpose of the lesson and evaluate pupils' progress. Weaknesses in the teaching of English and literacy are centred around teachers not extending writing skills across the curriculum. The teaching of

mathematics varies from very good to satisfactory; overall it is good. Appropriate emphasis is placed on mental arithmetic and this is having a positive impact on achievement. Teachers use resources such as 'whiteboards' and 'number fans' effectively so that pupils can show their answers and teachers can tell at a glance which pupils are secure in their understanding. Teachers encourage pupils to explain how they arrive at their answers and to use mathematical vocabulary accurately. The weakness in mathematics teaching is the lack of challenge given to higher attaining pupils in Year 2. Similarly in the Year 3 and 4 classes, higher attainers are not always challenged sufficiently in science.

20 Pupils with special educational needs benefit from good support from teachers and support staff. However, this support is not underpinned by precise learning targets for pupils on well-organised individual education plans.

21 Class control is very good and teachers do not have to spend too much time correcting pupils' behaviour. This allows them to concentrate on teaching and giving additional support to pupils where necessary. Most pupils respond well to the good quality of teaching and they have very positive attitudes. They are enthusiastic learners. Pupils listen very carefully and are eager to answer questions. Higher-attaining pupils help those who have some difficulty.

22 The school meets the expected requirements in the assessment of children in the reception class. Individual profiles are completed in detail for all areas of learning.

23 The teachers also have the information about pupils' performance and achievement in English and mathematics from statutory and optional end of year tests but most teachers do not use these results enough to intervene and help pupils to achieve even more. Pupils have 'general' targets for improvement in English and mathematics but because they are not individual enough, many pupils are unsure of what they need to do to improve their work. In most other subjects, teachers check how well pupils have done at the end of units of work but the results are not used always used consistently to set suitably challenging work.

24 Good marking identifies what pupils need to do to improve in a number of classes, but the quality of marking is not consistent throughout the school.

The curriculum

The curriculum is good and enriched by a good range of worthwhile experiences. Overall accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum is planned well and ensures coverage and progression in all subjects.
- Links with the community and the provision for after school clubs are used well to enrich the curriculum and makes an important contribution to the standards the school achieves.
- Recent building work has enhanced overall provision; however, the school still lacks a hall.

Commentary

25 Good improvement has been made to the curriculum since the previous inspection. The school provides a good, relevant, balanced curriculum to which all pupils have equal access. A comprehensive timetable has been introduced for the development, monitoring and reviewing of all areas of the curriculum from reception upwards. This results in a well focused and suitable curriculum subject action plans that continue to guide the school's good improvement.

26 Staff create a good learning environment for children in the reception class. Adults work very well together to create a secure and stimulating environment. There is a good range of learning activities and children's first experiences in school are exciting, happy and constructive. The curriculum is based on national guidance where children have a mixture of adult directed and

supported work. In some activities, children are given free choice to explore all the learning areas and to take responsibility for their own learning. Adults move around all groups, skilfully asking pertinent questions and helping children to consolidate and develop their learning. Children come together as a whole class or group at regular times during the day when the teacher leads more focused activities.

27 A good innovation that is showing high impact is the development of pupils' writing skills. Some very good writing has been produced, for example, in Year 6. The school is currently developing strategies to extend writing skills across the curriculum but this is at an early stage of development and the impact cannot yet be measured. The school's strategy for teaching numeracy is good and this has a positive impact on raising standards, especially where mathematics is linked to problems encountered in everyday situations. Developing pupils' numeracy skills through other subjects remains an area for continued development. The use of ICT can be seen in pupils' work in most subjects. For example, there is good use of ICT in ongoing work during lessons to support pupils' personal research and this is a success story compared with the last inspection. The application of knowledge and skills to problem solving, investigation and research in science is promoted with success. However, opportunities for higher attaining pupils to undertake and record their own investigations in Year 2 are insufficient.

28 The school provides a good range of opportunities for pupils to have experiences outside the normal taught lessons. There is a good range of trips and visitors into school to support and enhance a whole range of subjects. For example French is being taught to Years 5 and 6 by a member of staff from the receiving secondary school whereby strengthening ties. Pupils have opportunity to undertake a residential visit to Whitby. A project studied by pupils in Years 3 and 4 also successfully underpins links with the community and local history. There is a good range of extra-curricular clubs with a wide variety of sports for boys and girls. All pupils benefit considerably from these.

29 New building extensions, built since the last inspection, provide purpose-built classrooms. All classrooms are now under one roof. However, the school still lacks a hall which limits pupils' opportunity for physical education and for whole school meetings. The school presently uses the local village hall and much time is lost in walking there and back again. During a writing project recently in Year 5 and 6 pupils' views were recorded and these clearly describe the present arrangement.

30 Assemblies at the moment are held in the Year 2 classroom causing a disturbance to class 2 pupils as they lose precious lesson time as they have to clear up the tables and chairs after the event. Everyone who watches an assembly is cramped for there is a lack of space and this restrains the spiritual feeling of a peaceful assembly.

31 There is a good range of resources including a good range of ICT software to support ongoing skills. Monies for a new library have been planned from the school budget.

32 Provision for pupils with special educational needs is good, and this helps them achieve as well as their classmates. Pupils with severe learning difficulties are supported very well in class and during sessions where they receive one to one tuition. Those pupils who have identified learning difficulties are given every opportunity to take part in all the school's extra-curricular activities including trips and visits. Specific literacy and numeracy needs of pupils are soundly attended to. However, the school is aware of the need to refine still further pupils' targets in their individual learning plans to reflect smaller, clear, concise, measurable steps so that success can be effectively monitored.

Care, guidance and support

The school looks after its pupils well and the care they receive enhances their academic achievement and personal development. They have good access to support and guidance. Procedures to ensure their welfare and health are good. The school also makes satisfactory arrangements to involve pupils in its work and development.

Main strengths and weaknesses

- All members of staff know pupils well as individuals and monitor their achievements and personal development effectively.
- Pupils who have emotional, behavioural or social problems receive good support.
- There are good arrangements for the induction of new pupils.

Commentary

33 Care and guidance are effective because they are based very securely on positive relationships between pupils and adults in the school. In the reception class, staff are sensitive to children's needs and organise challenging tasks appropriate to their abilities. The praise and encouragement given by adults and the high expectations they have for children result in high levels of success and achievement. The nursery nurse has a secure knowledge of the Foundation Stage curriculum and of individual children's needs. This forms the basis of effective planning which addresses all of the areas of learning.

34 Most pupils trust and respect members of staff, have confidence in their ability to deal effectively with problems and are very willing to turn to them for advice. Teachers and teaching assistants are caring, supportive and prepared to listen. They know pupils well as individuals and put their knowledge to good use when monitoring academic achievements and personal development. The headteacher leads by example in respect of the provision of care. As observed during the inspection, he is regularly out and about around the school, getting to know pupils and helping to sort out problems. Non-teaching staff also make a good contribution to the school's arrangements for support and guidance. For example, pupils with severe learning difficulties are very well supported by the very calm, caring relationships that exist. Lunchtime supervisors see that pupils are safe and secure, organise playground activities and deal with minor incidents such as fallings out between friends.

35 The school's well planned programme for personal, social and health education makes an important contribution to pupils' well being by successfully developing their social skills and raising their self esteem. Routines are very well established in the school and the very youngest settle and join in whole school activities such as assembly and dinnertime very sensibly because older pupils care for them and make them feel relaxed and comfortable.

36 Currently pupils' views are sought on a limited number of issues, including the new adventure playing area. There is scope to seek the views of a wide range of pupils of all ages so that they can have more say in how their school is run and organised.

37 Governors, under the guidance of the headteacher, ensure that the health and safety policy is monitored and reviewed regularly. Inevitably much attention has been needed and given while new building works have been in place. Proper risk assessments are undertaken by staff for many activities including the walk from school to the village hall for physical activities. Those with specific responsibilities, for child protection for example, are trained and secure in their role.

Partnership with parents, other schools and the community

The school has very good partnerships with parents and the community and good links with other schools.

Main strengths and weaknesses

- The partnership between the school and parents is very effective and parents support their children's learning very well.
- Parents ensure that their children attend school regularly and on time.

- Links with the local community are very well forged and enrich the quality of education provided.
- Effective links with other schools help pupils transfer at key times.
- Pupils' annual reports do not always include clear information on whether they are making the expected amount of progress or how they can improve the standard of their work.

Commentary

38 The partnership between the village and school, which is situated in the heart of the community, is close and mutually supportive. The school successfully builds up positive relationships with parents in the reception class. An effective induction policy, with meetings and visits for parents and children, ensures a smooth transition from home to school. Parents are very interested in their children's education, they try to avoid term time holidays and do their best to ensure that their children have regular and prompt attendance. Parents provide good support for homework and most ensure it is completed on time. Links with parents of pupils with special educational needs are especially close and their attendance at review meetings is very good. Activities organised by the school's friends association are very well supported and parents willingly provide practical help with extra-curricular activities.

39 The quality of information provided for parents is good. Pupils' annual reports meet statutory requirements. They do not always include targets for improvement and do not consistently give a clear idea as to whether the progress made by pupils is good, satisfactory or could do better. The school actively seeks parents' views. Great importance is placed upon ideas expressed and most parents are very pleased with the way the school responds to their views. Children are given good levels of care and guidance during their induction into school. Even before they are formally on roll they get good opportunities to meet members of staff and to become accustomed to school routines. Because they are well prepared, they settle well, grow in confidence and make good progress.

40 Links with the local community are very close. A range of visitors help in school and links with the local church are satisfactory. Other links with the community, for example, the police and health service, are used effectively for the benefit of pupils. Good links with elderly residents in the village are very effective in involving the school in community life and pupils benefit from the friendship of older residents. There are good links with other schools in the area which benefit both staff and pupils by providing additional learning opportunities, for example, in French and mathematics.

Leadership and management

The quality of leadership and management is good. The headteacher leads the school well. He is supported well by other staff with management responsibilities and their leadership is satisfactory overall. Governance of the school is good. The school gives good value for money.

Main strengths and weaknesses

- The headteacher is a good leader and manager.
- Governors are good at their jobs and give suitable support and challenge.
- There is a well-conceived school improvement plan, detailing strategies for improving teaching, learning and standards.
- Staff professional development is given high priority and there are clear ties to the effective performance management structure.
- Subject co-ordinators do not have a thorough understanding of standards in their subjects throughout the school.
- Finances are very well administered and the school makes good use of additional grants to improve provision.

Commentary

41 Leadership and management are good. The role of the governing body has been significantly improved since the last inspection, especially in their development planning and evaluation role. The school benefits from the principled and caring leadership of the headteacher who is deeply committed to the school, its pupils and the community. He has a clear sense of educational purpose and direction of the school's work. This has a very beneficial impact on the good standards achieved and on pupils' very good behaviour and positive attitudes towards work. A strong work ethic has been established at an early stage, reflected in the good standards of teaching and learning, especially in the upper juniors, and has a significant impact on the above average standards achieved in English, mathematics and science. The strong family atmosphere within this small village school reflects its unique nature where each individual is valued, underpinned by the values of mutual respect and trust that exist throughout the school. The headteacher has firm ideas about the sort of school he wants. School staff work extremely hard together as a team to ensure that priorities are brought to fruition.

42 The headteacher leads the curriculum effectively and for this reason the overall curriculum is cohesive. The headteacher is realistic and knows where the curriculum needs greatest improvement – for example, the transfer of the good writing skills in English to all subjects and the need to more rigorously challenge higher attaining pupils in Year 2.

43 The governing body, ably led by the chair, gives good support to the school. The governors work well with the headteacher and an appropriate range of committees is in place. The committees carry out their responsibilities efficiently and most meetings are well attended. Individual governors use their expertise well for the benefit of the school and pupils. Some governors visit school during session time and give positive encouragement to staff about their work. Governors' involvement, both at the planning and strategic stage, reflects a good improvement since the previous inspection. However, their role in checking the work of the school is not sufficiently rigorous and their involvement in identifying strengths and weaknesses in present provision requires further development. The principles of best value are applied very well in regard to placing contracts and purchasing goods. Very good use is made of data when considering curriculum development and comparing costs with schools of a similar size.

44 The school improvement plan is clear and concise linking agreed strategic intent. The school's arrangements for monitoring and evaluating its own performance are good. Clear systems are in place for English and mathematics. Where data is analysed, pupils' progress is systematically tracked. However, subject co-ordinators are not sufficiently involved in the regular systematic monitoring of pupils' work, including standards achieved by pupils of differing abilities.

45 Finance is managed effectively. The funds available to the school, including monies for special educational needs and additional government grants are used well to the benefit of all pupils. The surplus in the budget is a sign of good housekeeping, as the school needed this to furnish the new building, purchase ICT equipment and to refurbish the school library. Financial planning by the school secretary and bursar is carried out effectively and efficiently.

Financial information

Financial information for the year April 2002 to March 2004

| Income and expenditure (£) | |
|----------------------------|--------|
| Total income | 311662 |
| Total expenditure | 340275 |
| Expenditure per pupil | 3065 |

| Balances (£) | |
|-------------------------------------|-------|
| Balance from previous year | 86120 |
| Balance carried forward to the next | 57507 |

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

46 Provision for children in the Foundation Stage is good. The judgements closely mirror those made in the last inspection. Children are mostly taught by the nursery nurse who is supported by a classroom assistant. They provide a wide range of interesting activities. Children with special educational needs are well catered for; they are identified early and receive good support. Children who are more able are also identified at an early stage and given work that effectively challenges them. Staff provide the children with very good role models. Effective assessment of the children when they begin the class and on-going monitoring ensures that work is set at the correct level to meet individual children's needs. The accommodation is satisfactory and good quality displays help to motivate the children to learn. Reception children have access to a suitable outdoor area. Relationships with parents are very good and this has encouraged parents to help their children. The leadership and management of the Foundation Stage are satisfactory.

47 It is not possible to judge provision in **physical development** because too few lessons were seen. By the end of the reception class most children will have reached the expected standards in physical development. Children enjoy their physical activities and they achieve satisfactorily. Children participate in structured and purposeful activities both indoors and outdoors. They begin to develop an awareness of space and how to move about safely, with due regard for others. However, the village hall, which is used for physical activities is small and restrictive. Although the outside is used, inclement weather during the inspection week meant no lessons of this type were seen. Children are given ample opportunity to develop hand-eye co-ordination as they use scissors, glue sticks and paint brushes when making decorations. They are offered a wide variety of construction toys to use on the carpeted areas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because of good teaching and high expectations set by all staff.
- Staff and children share warm and caring relationships.

Commentary

48 All children in the reception class achieve very well in this area of learning because they receive patient and caring teaching. Once in school, the children quickly get to know regular routines. Children understand the need to change activities and learn how to make independent choices. All staff praise good behaviour and explain calmly why certain behaviours, such as shouting out or not sharing, are unacceptable. As a result, children show good levels of self-discipline and confidence. Relationships are very positive and this plays an important part in the children's learning. Children enter school confidently each morning and are keen to get involved in the range of activities. They enjoy their work and respond positively to all the new experiences.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff take every opportunity to develop the children's language skills and teaching is good.

Commentary

49 Most children enter school with above average standards of speaking and listening. By the end of reception, most are on course to achieve the Early Learning Goals and a good number have developed a wide vocabulary. They make good progress because of the good teaching by all members of the teaching team.

50 Throughout their time in the reception year, children develop confidence in speaking because the staff engages in almost continual conversation with them. Children learn to initiate conversations in well-planned activities, for example, with water and sand trays, and in the 'supermarket' role-play area. The children listen well to class stories such as 'Not Now Bernard' and 'Don't Forget the Bacon'. Many are unfamiliar with these but most children quickly identify the characters and retell the story in the correct sequence. Higher attaining children are already recognising rhymes and blends of letters and are advanced in their development of early reading skills. For example, they use sounds to spell out the words. Children are encouraged to write and record their many experiences and there is a good balance of formal and informal opportunities to do so.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning.
- The development of mathematical vocabulary is very good.

Commentary

51 By the time most children are ready to join Year 1, they will have achieved well and attained the expected Early Learning Goals in mathematics. In school, they experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning. They are introduced to numbers, names and shapes and most are able to take one away or add one when working with numbers up to 20. Children enjoy describing shapes by their properties, for example. "It's got three sides so it must be a triangle". Children apply their knowledge of ordering and sequence to design quite complex patterns for display. There are a number of good links to creative development as pupils apply their understanding of pattern and symmetry to create butterfly patterns. Staff successfully encourage children to develop and use mathematical vocabulary through play situations, and positional language such as 'over' and 'under', and words such as 'heavier' and 'lighter' to compare a number of quantities. These are emphasised well by all staff in as many situations as possible.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children experience a wide range of activities, which are very well interlinked.

Commentary

52 By the end of the reception year, as a result of good teaching, most children achieve well and will reach the expected levels and many will have exceeded them. Staff plan a very good range of interesting activities which helps children learn about the world around them and helps develop an appropriate vocabulary. For example, children have used their senses to observe, taste and smell various fruits. Their faces and writing told the story, for example, as one child recorded "I do not like lemons, they are sour!" They have a good understanding of the life cycle of a butterfly and this is

linked well to the story of *The Very Hungry Caterpillar*. Children's historical understanding develops well as they learn how homes and household appliances have changed over the years. Geographical understanding improves as pupils walk around the village and identify features and changes. In developing children's understanding of religious education, teachers tell bible stories and discuss the importance of celebrations to Christians and other world religions. Many of these activities are very effectively interlinked so that children develop skills, understanding and knowledge as 'a big picture' rather than isolated experiences. All children have good access to computers and have a wide range of competence in using the mouse, keyboard and a variety of programs which support their learning.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The range of activities and resources provided is good.

Commentary

53 By the end of reception, children's attainment in creative development meets the expected level for children of this age and because of the good provision and teaching, many children will exceed them. Children's achievement is good as they have access to good quality activities daily, such as painting, making collages, and using a variety of fabrics, papers and artists' materials. Children's creative skills are developed further by the provision of a wide range of activities in the role-play area using good quality resources, which they use imaginatively with useful adult input.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English are average in Year 2 and above average in Year 6.
- Above average speaking, listening and reading skills are positively impacting on pupils' achievement.
- Pupils achieve well because teaching is good and as a result they make good progress.
- Spelling skills are not taught consistently throughout the school.
- Individual target setting for lower attaining pupils shows a need for smaller measurable steps to enable success to be measured accurately.
- Higher attaining pupils in Year 2 require greater challenge.
- The standards of writing achieved in English lessons are not consistently applied in other subjects.

Commentary

54 Standards in English are average in Year 2 and above average Year 6. The results of national tests dipped in 2003 more than in mathematics and science. When compared with the prior attainment of similar pupils in Year 2, pupils in Year 6 achieved well. The school has rigorously reviewed and updated pupils' reading material and broadened opportunities to support their writing skills. The next step is to target higher attaining pupils in Year 2 to ensure writing quality and precision is consistently challenging.

55 Achievement is good. Most pupils achieve well, especially in Years 3 and 4, 5 and 6, because planning is carefully matched to differing capabilities and needs. In Years 5 and 6 pupils are challenged well by the teachers' high expectations. Good use is made of assessment information resulting in the setting of purposeful targets which enable pupils to make good progress. The achievement of pupils with special educational needs is good because of the very well organised support in literacy lessons that enables pupils to catch up on things they did not learn well in the past. However, the school is aware of the need to monitor more closely the inclusion of these pupils in lessons so that they receive a balanced diet of in-class support and withdrawal into smaller support groups.

56 Pupils' speaking and listening skills are above average throughout the school. The use of key questions is evident in all play and pursued consistently in most lessons. The very good relationships and very positive attitudes that exist successfully promote pupils' confidence in allowing time to think and answer. Pupils put forward well-measured arguments with clarity. The school is aware of the need to improve the assessment of pupils' speaking and listening skills more regularly as they move upward through the school.

57 Standards in reading are above average. A large proportion of Year 2 higher attainers read with fluency, accuracy and understanding. They are confident in giving opinions about the book they are reading. Lower attaining pupils also read with enthusiasm and accuracy, making good use of basic phonic skills, although their reading lacks expression.

58 In Years 5 and 6, pupils use inference and deduction with increasing skill and very clearly express their personal preferences for certain authors and genres. All pupils expressed a great enjoyment for reading and reading diaries, clearly indicated that most pupils are well supported in their reading at home. A great strength is the effective reading diary system that provides good guidance for pupils and parents. Parents, pupils, teachers and support staff contribute very well to the maintenance of these diaries. The shared reading opportunities that take place between Years 6 and Years 1 and 2 encourage pupils to read widely with enjoyment, confidence and esteem.

59 Standards in writing are broadly average in Year 2 and above average in Year 6. The higher standards being achieved show a good improvement to the finding of the previous inspection. Pupils in Year 2 write for a range of audiences and purposes. Most use basic punctuation. However, opportunities for higher attaining pupils to regularly write extended pieces of work that are both lively and descriptive are limited. The regular planned use of ICT to support ongoing work in English is good, especially the use of word-processed text.

60 In Years 5 and 6 pupils are challenged and encouraged by skilful teaching to use powerful descriptive language. For example, the retelling of a fairytale: 'Goldilocks has long, beautiful, curly hair. Her Mum died when she was only two so she can't remember what she looks like. Her Dad has remarried and her new mum has adopted Goldilocks. Now Anita (Goldilocks' new mum) gets all the attention and never bothers about her. So on a cold, breezy day in winter Goldilocks sets off with her walking coat'. The range of writing is further extended to include explanatory and instructional texts, for example, when writing about methods during a science experiment.

61 Teaching is good across the school and most pupils learn well because of this. Teachers use a range of interesting and appropriate vocabulary to promote pupils' interest in new words well. As observed in Year 3 and 4, teachers encourage pupils to find and select new and adventurous words and use them accurately to make their writing more interesting and relevant. However, in some lessons there is an overuse of worksheets and this limits the extent to which pupils can develop their own ideas. Most teachers have high expectations and know their pupils very well and this is reflected very clearly in the very good, and sometimes excellent, levels of behaviour observed and the very positive attitudes towards work. Planning is good, catering well for three levels of ability within the class. The school is aware of the need to develop planning to ensure that lower attaining pupils' work includes small measurable steps to enable achievement to be more successfully measured and celebrated than at present.

62 Good assessment procedures include the analysing of national data to indicate the subject's strengths and areas for development. Pupils in Years 3, 4, 5 and 6 are aware of their own targets for improvement.

63 The management of English is good. The recently appointed subject co-ordinator has a good overview of the subject in terms of teaching quality. However, a more rigorous approach to the scrutiny of pupils' work and standards being achieved is the next step. The well focused subject action plan continues to reflect the school's desire to raise standards in writing, clearly a success story in Years 5 and 6.

Language and literacy across the curriculum

64 Language and literacy across the curriculum are satisfactory. Pupils' spoken English is good and extended in all subjects by the good questioning by teachers. The school has identified plans for improving writing across the curriculum but it is too early to judge the impact of these initiatives. To a large extent, planning very clearly identifies opportunities for writing in Years 5 and 6 where pupils have completed some good work about gases in science. At present there are too few planned opportunities for pupils to use their writing skills in a consistent manner in all subjects. Scrutiny of pupils' work indicates that known words are spelt incorrectly. This is a weakness. The quality of handwriting reflected in pupils' English books is often inaccurate when seen in pupils' written work across other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils in Years 5 and 6 achieve very well as a result of very good teaching.

- There are strengths in the teaching and learning of mental arithmetic.
- Pupils do not achieve well enough in Year 2 and higher attainers in this class are not doing as well as they could because they are not challenged enough.
- Most pupils make good progress in the rest of the classes and they achieve well.
- Pupils are not sure how to improve their work because they have no targets for improvement.
- There is a weakness in the monitoring of standards achieved.

Commentary

65 By the end of Year 2, standards are average for seven year olds. Although the majority of pupils are on target to achieve the standards expected for their age, the evidence from lessons and pupils' work shows that very few pupils are likely to achieve the higher levels. Weaknesses mainly concern the failure of the Year 2 class teacher to plan work at appropriate levels for the different abilities of pupils in the class. Because all pupils are often given very similar work irrespective of their abilities, higher attaining pupils' learning is unsatisfactory at times. Very often the higher attainers produce a substantial amount of accurately completed work whilst lower attainers produce very little of the same work. Unnecessarily repetition of work that they are already confident with causes the progress of higher attainers in Year 2 to slow.

66 Teaching is generally good in the other classes. Throughout the school, pupils experience a good range of work in all the expected aspects of mathematics. Most lessons are effectively planned with work at the correct level for pupils' ages and abilities. All teachers explain lesson objectives clearly so pupils understand what they are going to learn. Teachers have good knowledge of the subject and develop pupils' mathematical vocabulary well. In Year 6 in particular, lessons are very good. Mental starters are brisk and challenging and keep pupils interested. Pupils listen very carefully in introductory sessions and respond well to the teachers' effective use of the interactive whiteboard and computer programs. There is often a good link with everyday experiences, which makes the learning relevant. Higher attainers are challenged particularly well and have the opportunity to extend their learning in an after school maths lesson which almost all attend.

67 Teachers identify pupils with special educational needs in mathematics. They are provided with individual education plans in this subject but sometimes the targets set for improvement are not clearly expressed to help pupils improve their work.

68 Pupils in the Year 3 and 4 and Year 5 and 6 classes achieve well and build progressively on their work. They develop a good knowledge of number, show a good recall of facts, and improve their speed with multiplication tables. They use mental strategies together with their knowledge of number to solve problems with the minimum of recording. Pupils understand a range of strategies and begin to use correct mathematical language. In Year 3 and 4, pupils have used a variety of written methods for addition and subtraction and use methods such as 'adding on' and estimation to find their answers. They confidently partition numbers. In Year 5 and 6, the pupils demonstrated in the mental and oral starter to the lesson that they had a good knowledge of decimals and percentages and the link between fractions. By Year 6, pupils achieve standards, which are above the national average.

69 Improvements since the last inspection have been satisfactory. The subject is led and managed satisfactorily and good overall achievement and improving standards are evidence of this. Teaching and planning of pupils' work have been monitored well by the headteacher and by the subject co-ordinator. However, pupils' work is not being scrutinised rigorously enough and as a result monitoring is not totally effective because weaknesses in the Year 2 work have not been identified.

Mathematics across the curriculum

70 The use of mathematics across the curriculum is good. Teachers develop numeracy skills in other subjects. For example, pupils throughout the school use various measures in design and technology and science lessons, and they record information in spreadsheets and charts.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in science are above average in Year 6.
- Good teaching, especially in Year 5 and 6, enables pupils to make good progress.
- The monitoring of teaching and standards is not rigorous enough.
- Good guidance has been provided for planning investigational work.
- Teachers do not use assessment procedures well enough to ensure planned work challenges higher attaining pupils.
- Lower attainers often cannot complete their work.
- Presentation is a weakness.

Commentary

71 Overall pupils achieve well, and this is an improvement since the last inspection. There are very encouraging signs that standards are on an upward trend and the school is well placed to achieve similar success in 2004 to that seen in 2003 where standards were well above the national average. Considering the composition of the present Year 6, with its high proportion of pupils requiring additional support for their learning difficulties, the school has set challenging targets that reflect well on its ambitions to continue to drive standards upwards in science. Scrutiny of pupils' work and lesson observations reflect standards above the national average in Year 6. However, there is an 'unevenness' in pupils' achievement. Standards achieved in Year 2 are broadly average. There is a sameness about the tasks set in Year 2 and Years 3 and 4 which results in higher attaining pupils in Years 3 and 4 failing to be given sufficient challenging opportunity to plan and record investigations in their own way. This work is insufficient in depth and scientific understanding.

72 The school has rightly placed greater emphasis on the need to develop pupils' skills in using and applying science through a range of topics. Scrutiny of pupils' work clearly illustrates this positive approach in most classes throughout the school. This is due to a range of well planned and managed practical activities for pupils to undertake and record their own scientific investigations, predictions and conclusions that in most cases reflect an understanding in scientific terms of what has been observed and why. However, there is still a greater need for the school to place more focus on final conclusions as a few pupils often fail to reflect a deep scientific understanding of why a certain event happens.

73 Overall the quality of teaching is good and pupils achieve well. The strongest teaching is observed in Years 5 and 6. Overall, teaching and consequently pupils' achievement is satisfactory in the infant classes and good in the junior classes. Teachers consolidate pupils' learning well and work is both interesting and enjoyable. As observed in Years 5 and 6, teachers use a range of questioning techniques very confidently to challenge higher attaining pupils. Teaching is good when lesson objectives are clear and concise and are shared with pupils at the start of new learning. Revisiting the displayed lesson objectives at the end of the lesson consolidates new learning, especially technical vocabulary well. The scrutiny of pupils' work reflects a wide coverage of the subject. In Years 3 and 4, too much written work is copied by all ability levels from the teacher's instructions before the commencement of investigations. This slows learning for pupils of all ability levels, especially lower attaining pupils who often fail to complete the work set. The quality of pupils' scientific illustrations is neat and accurate. However, writing and correct labelling of diagrams is often careless, failing to reflect the good levels of attainment recorded in pupils' English work. There are good opportunities for pupils to practise and consolidate their numeracy skills within science lessons, such as the recording of cooling water temperatures at specific intervals. The regular planned use of ICT to support recording skills and investigations is satisfactory.

74 Subject management and leadership are sound; it was described in the last inspection as poor. The school has made a positive start at analysing pupils' scores achieved in national statutory

tests, taking stock of the strengths and areas for further targeted improvement. The next step is to more rigorously monitor standards achieved by different ability groups in respective classes.

75 The school is aware of the need to build positively on the good start seen in English by setting targets in science and sharing these with all pupils and parents. Science has a bright prospect for the future and there is strong team determination to strive for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- There are good examples of ICT being used to support learning in some other subjects.
- The good equipment is used efficiently and pupils enjoy using computers.
- Assessment procedures are underused in planning work and setting targets for pupils' attainment.

Commentary

76 Overall standards in ICT are in line with national expectations in Year 2 and above expectations in Year 6. Many pupils achieve high standards and pupils achieve well throughout the school. Pupils of all ability levels, including those with special educational needs, make similar progress to their classmates. This represents good improvement since the last inspection.

77 By Year 2, pupils use ICT to present their work and competently save, enter and retrieve information. They use the floor robot to plan and command things to happen. By Year 6, pupils have experienced the full range of statutory activities and are confident at the appropriate levels in all of them. Higher attainers use ICT to organise, improve and present information with above average skill.

78 Direct teaching was seen in only one class and the quality of teaching cannot therefore be judged. The lesson seen was good with a clear purpose and the teacher used good methods to reach the objectives. Most teachers' knowledge of how to use ICT to enhance teaching and learning is sound overall and, in some cases, good. All teachers have completed training to help them to use and teach the technology effectively and this has had a positive impact.

79 The school has decided not to have a computer suite but instead has sufficient computers in each classroom to help teachers to teach the subject to a whole year group. The good range of computers is used regularly and efficiently and the broad range of experiences fulfils the National Curriculum requirements for the subject. When using ICT, pupils work well together, discuss their ideas and take turns to carry out different tasks. As a result, they make good progress. They thoroughly enjoy using computers.

80 The subject is soundly led and managed. The subject co-ordinator monitors planning well and teaches or supports teachers in other classes. The area to develop is assessment. The school has recently introduced an assessment grid but it currently only provides information about what has been covered rather than the necessary guidance for teachers to identify what pupils need to do next to improve their standards.

Information and communication technology across the curriculum

81 Pupils have used the technology well to support learning in most other subjects. For example, pupils use computer programs competently to produce artwork throughout the school. In every subject, pupils effectively find web sites of use in researching topics. Others have accurately created bar graphs and line graphs to display information they have collected in mathematics and science. Pupils have also created spreadsheets to support their work in a number of subjects.

Discussions with Year 6 pupils and an examination of their work reveal that that they have covered the required skills, knowledge and understanding.

HUMANITIES

82 None of these subjects was the focus for the inspection and only in religious education was there sufficient evidence to make an overall judgement.

83 In **geography** and **history**, pupils' above average reading skills linked with their above average writing skills in Years 5 and 6 positively enhances pupils' achievements in these subjects. Scrutiny of pupils' work clearly indicates that standards in geography and history are broadly average at the end of Year 2. There are ample resources of good quality, but higher attaining pupils in Year 2 are sometimes given insufficient opportunities to undertake writing at length or in depth. This in particular caps the achievement of the higher attaining pupils.

84 Pupils have a good and interesting range of work and the quality of teaching is good in both subjects. Some very good features are evident in its focus on the ideas of chronology in past events and the similarities and differences across time and between different places in the world. In Year 1, pupils learn about famous people. Not only do they realise that Florence Nightingale was a famous white nurse, they also learn that Mary Seacole was a famous black nurse. This helps to promote pupils' cultural development and understanding. In a Year 3 and 4 lesson, good use was made of resources assisting pupils to create a postcard illustration showing a region in France. This lesson developed skills and understanding as well as pupils' confident use of an ICT software package to cut and paste suitable illustrations. Further English skills were consolidated, as pupils were required to scan and skim passages for the correct information. However, scrutiny of pupils' work clearly illustrates that standards achieved in English, for example, writing style, content and spellings are not always transferred into work presented in pupils' workbooks. This continues to be an area for improvement. Years 5 and 6 successfully illustrated the Tudor family tree and pupils' work was again supported by ICT research. Contrasting lifestyles between Dungworth and Chembakolli involved pupils researching geographical facts related to physical and climate differences. Useful English exercises required pupils to 'note take' before entering information into a colourful, eye-catching booklet.

85 Assessment is currently satisfactory. As yet, subject co-ordinators have had limited opportunities to monitor the quality of teaching, learning and standards across the school in a defined systematic manner. There is a clear improvement plan for both subjects and because the general quality of school leadership is assured, prospects for the future are good.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- A wide range of sensitive and pertinent issues is included in the curriculum.
- The similarities plus differences between world religions are given due emphasis.
- The school finds it difficult to arrange visits to the places of worship of other religions.
- A weakness in writing in religious education books is the pupils' skills, particularly spelling.

Commentary

86 Standards in religious education are average in Year 2 and Year 6. All pupils achieve soundly as a result of satisfactory teaching. This is a similar position to that found in the last inspection.

87 The school enables pupils to learn effectively about Christianity and a range of other world faiths and to develop good insights. The school approaches are successfully enabling pupils to learn about religion and also draw from it. For example, pupils have looked at stories from sacred books

and they know about the Creation from both Christian and Hindu perspectives. Such opportunities enable them to think about and appreciate different beliefs. Satisfactory links have been established with the local Christian church.

88 Relationships, emotion and respect for others feature strongly in the programme and most pupils respond very thoughtfully to sensitive issues that are raised. Year 2 pupils listened with rapt attention during the retelling of the story of Rama and Sita before embarking on some less challenging activities related to drawing palaces and scenery. Year 3 and 4 pupils developed a greater understanding of the Easter story as drama activities successfully enacted the hostile feeling of crowds during Jesus' trial. Pupils were open and thoughtful with many demonstrating insight and maturity in recognising how unhappy events can lead to greater compassion towards others.

89 Religious education makes a good contribution to pupils' spiritual, moral social and cultural development. Good use is made of assemblies to extend pupils' learning, as was seen in an assembly based on using one's talents. Assembly themes often take a moral and social aspect. Writing in religious education in some classes was lucid with well organised thoughts written in a fluent style, let down only by a weakness in the secretarial skills of grammar and punctuation, particularly spelling. Limited use is made of ICT in religious education. These are areas for improvement.

90 Satisfactory teaching, leadership and management ensure an inclusive approach to religious education. However, the lack of regular monitoring of standards of pupils' work means there is only partial oversight of the quality and standards in different year groups. Planned opportunities for assessment are satisfactory.

91 The geographical position of the school makes it difficult for pupils to visit the places of worship of other religions. The school is aware of the need to organise visitors of other faiths for pupils to gain first hand knowledge and understanding of other faiths and cultures. This is an area for development and remains a relative weakness in provision. Improvement since the previous inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92 Only one lesson was seen in art and design and physical education and two lessons in music. As a result it is not possible to make a judgement about overall provision. In addition to observing lessons, inspectors spoke to co-ordinators about their work, spoke to pupils and looked at pupils' work.

93 In **art and design**, there are many good displays of varied and interesting work around the school. It is clear that the standards seen at the time of the last inspection have at least been maintained and probably exceeded. Some attractive work was evident in a display of Indian art in the Year 5 and 6 class, where pupils had used computer and traditional art materials to produce some super patterns. Throughout the school pupils are given the opportunity to work in the style of various artists. For example, pupils in Year 2 work in the style of Paul Klee, Mondrian and Van Gogh. In the one lesson seen, pupils in Year 3 and 4 used Papier Mache to cover a wire structure and create a model in the style of Henry Moore. Their work showed a good understanding of the way that Moore used the positions of people laying under a blanket to create his designs. Good interlinking of subjects occurred as pupils based their ideas on photographs taken with a digital camera.

94 In **music**, pupils were only observed in Year 1 and Year 5 and 6 class lessons, although singing was heard in a lunchtime club and at morning assembly. Pupils enjoy singing and perform adequately but with little awareness of breathing, diction and dynamics. In Year 1, pupils showed satisfactory composition and performance skills as they devised sounds to describe characters, such as a dragon or a wizard from a fairy story. Pupils use a good range of instruments and play them with due awareness of 'loudness' and 'softness'. In Years 5 and 6, good teaching enabled pupils to further develop their knowledge of rhythm, beat and chants. Lessons are enhanced by choir groups and there is instrumental teaching of violin and keyboard. Concerts and performance

also contribute to pupils' overall musical experience. The school ensures that pupils build on their knowledge, skills and understanding in a progressive way. The music of other times and cultures help to enhance multi-cultural understanding. Provision in music has been maintained since the last inspection.

95 In **physical education**, the school struggles to provide effective provision because it has no school hall and no field. The village hall is barely adequate to provide for gymnastics because it is small and has a low roof. This restricts pupils' development. The school continues to do all it can to provide good opportunities to practise and refine skills and provides a suitable after-school programme of games practice. The staff are committed to equality and inclusion and all pupils in the school take part in lessons. Pupils who have special educational needs are supported particularly well, and are enabled to achieve as well as their peers.

96 In all these subjects the leadership of co-ordinators is sound. They are enthusiastic about their area of responsibility, and some are knowledgeable. They have a clear overview of whole-school strengths and areas for development. There is systematic monitoring and evaluation of planning and teaching, although co-ordinators' understanding of standards being achieved across the school is not secure.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Good achievement by pupils.
- A good balance of the strands within the curriculum for technology.
- A good focus on teaching the skills within an innovative curriculum.
- Good subject leadership.
- The use of assessment is currently a weak aspect of the subject.

Commentary

97 Good subject leadership has furthered the school's intention to widen the curriculum, and to encourage active learning by pupils. The subject co-ordinator has very good subject knowledge and has adapted the curriculum so that design and technology fits snugly into the whole-school topic plan. The interlinking of subjects is very good. Pupils achieve well throughout the school and standards are in line with expectations overall but there are many examples of good work. This is an improvement since the last inspection.

98 In Year 1, pupils link their science work on plants to the making of soup. They also make a moving picture of Jack and the Beanstalk with a pivot design. In Year 2, pupils design and make 'Grannies Nightie'. This is linked to their literacy work about Little Red Riding Hood and involves pupils making choices about the design, colour, and fixing arrangements. Pupils could describe exactly how they had proceeded from their design proposal. They took into account the essential criteria, made templates, selected suitable materials, modified their work and took great care to achieve a satisfying finish.

99 It is clear from the work seen and discussions with Year 6 pupils that pupils are provided with a good range of interesting activities through which they learn a range of skills and techniques in design and technology. Pupils with special educational needs particularly thrive in this atmosphere of concentration and co-operation. By Year 6, pupils have a solid understanding of the elements of the design and making progress and know that evaluating the finished product is a guide to future improvement. This was seen during the inspection when pupils evaluated the tastes of breads from around the world, and also in previous work in designing a stage. In the course of this exciting learning they used their numeracy skills well to measure items, and their literacy to record their impressions of how successful they were.

100 The planning for the technology activities is good. Teaching seen was good overall and typified by high expectations and the emphasis given to the full design process. Lively displays around the school show that pupils have experienced good quality resources.

101 The subject co-ordinator conducts a valuable and realistic annual review of the subject. This enables staff to ensure that improvements are made to keep pace with the school improvement plan. The assessment system confirms the standards at the end of Year 6 are securely in line with the level expected for their age but does not help teachers to identify who is achieving particularly well or in need of support.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The broad and relevant curriculum supports pupils' personal development very well.
- There are too few opportunities for pupils to take responsibility.

Commentary

102 The broad curriculum, for example, in science and religious education, covers issues such as health and diet, personal hygiene and relationships. A positive element of the curricular area is the school's planned approach to sex and drugs education, which enables pupils to receive information in a sensitive and mature way. Other issues covered enable pupils to consider matters of recycling, pollution and other environmental issues. The school has supported a number of initiatives including Fair Trade. This provides information which enables pupils to develop knowledge, skills and understanding about informed citizenship, social justice and fairness for all. Pupils in Year 2 have considered the plight of animals in Ghana and written forceful arguments about 'not cutting down trees which destroy their homes, stores of food and affects their breeding'.

103 The school clearly recognises the need for road safety and to avoid bullying and vandalism. The local police have been involved in passing on advice to pupils. Pupils show care and concern for others and know that their actions have consequences. Within school pupils know they have a safe place to talk about their feelings and the things that are important to them. They show respect for, and interest in, the religious beliefs of others. There is currently little to develop pupils' understanding that they live in a multicultural society. This is being dealt with at present. Pupils do have a growing understanding of other cultures and this is widespread through subjects including art and design, design and technology, geography and religious education.

104 All pupils have been involved in creating their school and class rules, so they all fully understand right from wrong. They develop inter-personal, intellectual and social skills and often show kindness, thoughtfulness and tolerance to others. However, although the school listens to pupils there are no formal occasions such as School Council meetings where pupils can make decisions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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