

# INSPECTION REPORT

## **CAMBO FIRST SCHOOL**

Cambo, Northumberland

LEA area: Northumberland

Unique reference number: 122232

Headteacher: Mrs H Holliday

Lead inspector: Mr D Hardman

Dates of inspection: 13/10/03 – 14/10/03

Inspection number: 255698

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First
School category:	Community
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
Number on roll:	37
School address:	Cambo Morpeth Northumberland
Postcode:	NE61 4BE
Telephone number:	01670 774210
Fax number:	01670 774210
Appropriate authority:	Northumberland
Name of chair of governors:	Mrs P Walker
Date of previous inspection:	April, 1998

## **CHARACTERISTICS OF THE SCHOOL**

Cambo First School is much smaller when compared to the average sized school nationally, with 37 pupils on roll including 9 children in the reception class. The school is involved with the National Initiative for small schools, has the Basic Skills Quality Mark and the Investors in People Award. There is a broad social mix in the school and the full range of ability is represented. Children's attainment when they start school shows that many are below the levels expected for their age. There are no pupils who speak English as an additional language. There is a very small number of pupils eligible for free school meals, which is below the national average. The number of pupils with special educational needs is well above the national average and the number of pupils with statements of their special educational needs is above the national average. Most pupils with special educational needs have either speech and communication difficulties or moderate learning difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17794	Mr D Hardman	Lead inspector	Mathematics
			Science
			Information and communication technology
			Art and design
			Design and technology
			Music
			Physical education
			Special educational needs
			English as an additional language
9652	Mr C Herbert	Lay inspector	
30346	Mrs P Lowrie	Team inspector	English
			Religious education
			Geography
			History
			The Foundation Stage

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>8</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>12</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>14</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>25</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school where good quality teaching ensures all pupils reach their potential.** The school provides good value for money. Pupils achieve well because of good teaching and those with special educational needs make good progress. In Years 2 and 4, pupils' attainment is in line with the levels expected for their age in English, mathematics and science. This is a significant achievement as year groups are very small and pupils with special educational needs have an impact on pupils' overall standards. Leadership and management by the headteacher and key staff are very good. Staff value all pupils equally as individuals, whatever their needs, and work hard to make sure they get the best from their time in school.

The school's main strengths and weaknesses are:

- Teaching is good and pupils make good progress. Children make a very good start to their education in the reception class because of very good teaching.
- The headteacher is a very effective leader and has established a very supportive atmosphere in the school. As a result, pupils have very good attitudes and relationships and they behave well.
- In information and communication technology (ICT), pupils' attainment is in line with what is expected for their age, however, they are not given enough opportunities to practise their skills in other subjects.
- Provision for pupils' spiritual, moral, social and cultural development is very good and this makes a very positive contribution to the enrichment of the curriculum for pupils.
- Teachers regularly assess pupils' work and set targets in English, mathematics and science but there are insufficient opportunities for pupils to use their writing skills in other subjects and so improve further.

The school has made good progress in addressing the key issues identified in the last inspection. Governors are fully involved in the work of the school and they play an important part in the development of the school improvement plan. They are regular visitors in their monitoring role and critically examine the progress being made to fulfil the school's aims. For example, all statutory requirements are now met in the annual report to parents, the school prospectus and the policy for special educational needs. The planning of lessons now shows clearly what pupils in each age group are expected to learn and the activities required to meet the aims.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	B	E	A	B
writing	D	E*	C	E
mathematics	D	E	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low*

*Similar schools are those with similar percentages of pupils eligible for free school meals*

**Pupils' achievement throughout the school is good, especially in English, mathematics and science.** The table above shows the national curriculum test results in 2003 to be greatly improved on the previous year. However, there are very small year groups in classes and a significant number of pupils have special educational needs in the school, as a result, standards vary quite considerably in subjects and from year to year. In Years 2 and 4, pupils' attainment is in line with the levels expected for their age in all subjects inspected. There was insufficient evidence to make secure judgements in the humanities or in the creative, aesthetic, practical and physical subjects.

Children's attainment is at the expected level in personal, social, emotional and mathematical development and in communication, language and literacy. In knowledge and understanding of the world, physical and creative development there is insufficient evidence to make firm overall judgements on provision.

**Pupils' personal development, including their spiritual, moral, social and cultural development is very good.** Pupils' attitudes and relationships are very good and their attendance is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good,** as a result pupils' **learning is good** and their skills improve as they move through the school. The teaching for children in the reception class is very good which is a major factor in their improving attainment and learning. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. The assessment of pupils' attainment and progress is good and the results of these assessments are used well to guide pupils' future learning. Very good use is made of opportunities to enrich the broad curriculum through educational visits and using the local community to enhance learning. The provision for care, guidance and support is very good. The partnership with parents and the community are very good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The leadership provided by the headteacher is a major factor in the quality of teamwork and positive family atmosphere in the school. Governors make a very good contribution to the management and governance of the school and they are regular visitors to monitor the work of the school in their role as "critical friends". The school uses funds designated for particular purposes very well and the governors and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all recent initiatives. For example, the outdoor provision is very good and greatly enhances curriculum opportunities for pupils to develop their skills.

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

The school has developed very strong links with its parents and information to parents is very good. Parents are very satisfied with the work of the school and the opportunities they have to talk to staff. All agree that their child likes school. Parents hold the school in very high esteem. Pupils speak highly about their school and they are keen to attend. Pupils explain how they enjoy their work in school and comment very favourably on their visits to a variety of historical and cultural sites, including the regular visits made to the local National Trust property.

## **IMPROVEMENTS NEEDED**

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

- provide more opportunities for pupils to use computers in other subjects and so raise their standards in ICT further;
- extend the range of activities available to provide more opportunities for pupils to practise their writing skills in religious education.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievements in Years 2 and 4 are good and they achieve standards that are in line with the levels expected for their age in English, mathematics and science. Children's achievements in the reception class are good. Standards have been maintained since the last inspection report.

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

- Children in the reception class are given equal opportunities to do as well as they can and their achievements benefit from the wide range of activities they are given.
- Pupils' achievements in the present Year 2 and 4 are good in English, mathematics and science, their attainment is in line with the levels expected for their age. This is a commendable achievement by the school because there is a significant proportion of pupils with special educational needs.
- The school is very small and all staff know pupils very well, teachers ensure that all pupils are sufficiently challenged to enable them, whatever their ability, to make good progress.
- Pupils with special educational needs achieve well and build effectively on their previous experiences.

1 In the reception class there is a good team consisting of the teacher and a teaching assistant and they work very well together to ensure that all children have good opportunities to develop their skills and achieve well. For example, planning is linked to the different areas of learning and assessments are made against the steps children take towards achieving the targets set for them. All children benefit from learning alongside older pupils, particularly in building confidence because of the very good relationships in the class. Learning is often very good and children achieve well because the teaching is very good. Staff are clear about the curriculum for this age group and what they need to do to improve. The team work very well to support children by interesting them and engaging with them in a wide range of activities. For example, during imaginative play in the "baby clinic" one child explained how she was dressing the teddy bear after "she had been in bed because she was poorly".

2 Pupils' attainment in Years 2 and 4 is in line with the level expected for their age in reading, writing, speaking and listening, mathematics and science. This is because teaching is good and the National Literacy and Numeracy Strategies are well implemented. This represents good achievement for these groups of pupils from when they first entered the school. Although year groups are often very small, the school makes good use of the analysis of pupils' performance in National Curriculum tests and optional tests and this has resulted in the setting of realistic targets to focus on improving the weaker areas of pupils' knowledge and skills.

3 There is a significant number of pupils arriving in school at different times during the year. This makes the standards being achieved commendable. The headteacher and staff have managed these changes well. As a result, the school is well set to continue to maintain pupils' achievements, particularly in English and mathematics and meet its realistic targets. There are very small numbers in each year group and during the inspection no significant variation was noted in the attainment of boys and girls in any subject. The effective analysis of assessment information means the school has useful evidence of the good progress made by pupils during their time in school. Teachers use pupils' literacy and numeracy skills in some other subjects well, for example, in recording experiments or making graphs in science and in written descriptions of past events in history.

4 Pupils with special educational needs make good gains in their skills, knowledge and understanding, so that by the time they are in Year 4, they achieve well in relation to their age and ability in English and mathematics. When working in pairs or small groups, or when receiving individual tuition, they benefit from working with well trained learning support staff and this has a



positive effect on their learning and the standards they achieve. The school makes good use of assessment information to identify pupils' needs at an early stage in their learning and for target setting in their individual education plans. Teachers use information from their own observations of pupils' attainment when working out suitable groupings in the classroom which ensures pupils reach their maximum potential.

5 There are sufficient numbers of computers in each classroom, as a result, pupils practise and enhance their ICT skills. Although pupils' attainment in ICT is at the level expected in Years 2 and 4, there are insufficient opportunities for pupils to use computers to support their work in other subjects and so enhance their skills. Pupils are keen to use the computers and their skills are gradually improving especially in word processing, using the Internet for research and in supporting some work in English, mathematics and science. The headteacher is aware of the need to provide more opportunities in lessons for pupils to practise their skills and there are plans in place to bring about the improvements required.

### **Pupils' attitudes, values and other personal qualities**

Pupils have very good attitudes, they are very punctual and behave well in school. Attendance is good. Pupils' personal qualities, including their spiritual, social, moral and cultural development are very good.

### **Main strengths and weaknesses**

- Pupils are very keen to come to school and the family atmosphere in the school is one in which pupils flourish.
- Behaviour is good, pupils work hard and do their best.
- Relationships are very good, adults provide very good examples for pupils to follow.

### **Commentary**

6 Pupils are very keen to come to school. They feel secure and are confident. They help each other and are polite and courteous to adults. Playtimes and mealtimes are safe, pleasant and relaxed. Pupils are interested in their work and most are enthusiastic, work hard and take pride in presenting their work well. Many older pupils become involved in extra-curricular activities and thoroughly enjoy visits to places of interest, including regular visits to the local National Trust property which makes a significant contribution to many areas of the curriculum. Children in the Foundation Stage have good provision for personal, social and emotional development and as a result, they achieve well and are well on the way to the goals children are expected to reach by the end of reception. The small school family atmosphere makes a very valuable contribution to their attainment in this area.

7 The school encourages spiritual, moral, social and cultural development very well. The school has clearly stated values and codes of behaviour that are understood by pupils. "Sharing" is a constant theme. Pupils know right from wrong, such as how to behave in class, during assemblies and around school and they respect the needs and ideas of others. Visits to and with other schools enhance the opportunities for personal development. Display shows how well the school values each pupil, for example, their photographs are above all their individual pegs in the cloakroom. Spiritual development is encouraged mainly through direct teaching and as a result, pupils value themselves, their ideas and contributions and feel good about themselves, respect themselves and others of differing ages and abilities. They use the time well for reflection after prayers. Pupils think deeply and express their feelings creatively in prayers and poetry.

8 Pupils' cultural development is well promoted. Pupils come to understand their own cultural heritage and traditions and have good opportunities to see, discuss and learn from other cultures. For example, there is a good link with a school in the Gambia and the headteacher in assembly showed pupils the kind of things a colleague was likely to take on a forthcoming visit. Pupils were

very interested and made good suggestions as to the kind of animals likely to be found in that country. These experiences enhance their learning and understanding of other cultures.

## Attendance

Pupils' attendance is good, last year it was excellent. They are punctual and lessons start on time

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

Authorised absence		Unauthorised absence	
School data	5.3	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.*

## Exclusions

There have been no exclusions from the school.

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
37	0	0

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. There is good provision for pupils in English, mathematics and science as well as for their personal development. This leads to good learning opportunities and pupils achieve well in these three core subjects. Provision has improved since the previous inspection.

## Teaching and learning

The quality of teaching is good. This has a positive impact on the quality of pupils' learning which is also good. Teachers know their pupils well and provide a wide range of activities to meet their needs and broaden their horizons. Teachers use their own assessment systems well and the results of national and optional tests are used to set targets for pupils. The quality of teaching has improved since the last inspection report.

## Main strengths and weaknesses

- The headteacher has a heavy teaching load but has provided very good leadership both by example and by observing colleagues and leading discussions on points of improvements.
- Teachers have high expectations of pupils and expect them to work hard and achieve their best. However, there are limited opportunities for pupils to use their ICT skills in other subjects and so develop their knowledge and understanding of the use of computers further.
- Teachers have good knowledge of pupils' achievements and plan lessons based on prior attainment. Teaching for children in the Foundation Stage is very good and lessons are interesting and engage children, as a result they enjoy coming to school and try hard in their work.
- The management of behaviour is very good and all pupils, whatever their ability, are given equal opportunities to succeed. Pupils with special educational needs make good progress because they are fully included in lessons.

## Commentary

9 During the inspection, teaching was satisfactory or better in all lessons. The good quality of teaching is supported by observations undertaken by the headteacher. The observation of colleagues teaching and the discussions on successful practice help to ensure that all pupils are learning effectively. The National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are at least in line with the expected levels for their age in English, mathematics and science. Teachers have high expectations of pupils and expect them to work hard and achieve their best. As a result, pupils respond well to the challenges and, in discussions, comment favourably on their enjoyment of lessons and on how well they think they are improving.

### **Summary of teaching observed during the inspection in 11 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	7	1	0	0	0

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

10 Teachers regularly use a range of assessments, including statutory and optional National Curriculum tests. The information available from these tests is used well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting targets to improve pupils' attainment. The assessment of pupils' progress is a system used effectively by staff. Pupils gain sufficient information on how well they are achieving and there are clear targets on what they must do next to improve. However, teachers rarely show in their planning how ICT will be used in other subjects and this restricts the opportunities for pupils to improve their skills in the subject.

11 The quality of teaching for children in the Foundation Stage is very good. The teacher is confident in the planning which takes good account of children's individual needs and includes valuable daily opportunities for imaginative play. A teaching assistant supports the teacher well. This enables children to make important gains in their learning and prepares them well for future development. Assessment is used very effectively to identify children's needs and for tracking their progress from the time they enter school. There is a good balance between direct teaching and opportunities for structured play activities. The teacher and teaching assistant know the children very well and are sensitive to their needs. Staff have high expectations and manage behaviour firmly, calmly and kindly. All adults are good examples for children to follow because they treat everyone with care, courtesy and respect. They make sure that all children have access to all activities and children know that they are being treated equally and fairly. For example, children's speaking and listening skills develop well because of the very good emphasis placed by all staff on extending and developing correct vocabulary as part of every activity.

12 The teaching of basic skills in English and mathematics is good and teachers make lessons interesting which has a positive impact on pupils' learning. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of lessons is good and pupils have very good relationships with teachers and adults in the classroom, which help to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are high and pupils are expected to do their best. This was seen in a Year 4 mathematics lesson when pupils improved their knowledge and skills of the properties of shapes. They listened attentively to others' answers. The brisk pace of the lesson and the mature attitude of pupils led to good learning and pupils' improving skills in the creation of large shapes by joining smaller ones together. Teachers use the literacy strategy effectively and plan lessons that are challenging and interesting.

13 Teachers know and manage their pupils well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. The school has an established system to encourage pupils to read and learn spellings at home and it has a positive effect on their learning. The setting of regular homework is consistent

across the school and parents support their children well in the activities given. The school has a good policy for the recent initiative on “inclusion”. Teachers follow it well and ensure that all pupils, whatever their abilities, are included in all activities, which makes a positive contribution to their learning. The quality of teaching of pupils who have special educational needs is good. Teachers and learning support staff know the pupils very well and have very good relationships with them. Learning support staff liaise effectively with teaching staff and this enables the support in lessons to be well targeted to what pupils need to do next. The school has good assessment procedures for pupils with special educational needs and staff use this information well to plan activities that are well matched to what pupils know and can do.

## **The curriculum**

Provision is good. The curriculum meets all pupils’ needs well. Very good use is made of opportunities to enrich the curriculum with educational visits and using the local community to enhance learning. Resources and the accommodation are satisfactory and used well by staff to ensure all pupils get the best from their time in school.

## **Main strengths and weaknesses**

- The small school supportive atmosphere ensures that pupils make the most of opportunities in mixed age classes.
- Pupils with special educational needs are well supported.
- Good links are made between subjects to make learning more meaningful.

## **Commentary**

14 Pupils in the two mixed age classes receive a good education because teachers ensure that the work is well matched to their individual needs. As a result, all pupils make a good effort and do as well as they can. Teachers’ planning ensures that, where appropriate, links are made to other learning, for example, in history and religious education through the “Now and Then” project. Pupils with special educational needs have well planned work matched to their own individual education plans. The school makes sure that all pupils, whatever their abilities, receive a suitable curriculum that meets statutory requirements. There are good opportunities after school for pupils to be involved in cookery, music, and sporting activities

15 The use of visits to places of interest, for example, local Roman sites, local churches, museums, and walks in the locality, to develop enquiry and geographical skills, make learning practical and purposeful. Visitors invited into school to talk and work with pupils create a further very good dimension to their learning.

16 Pupils attain and achieve well in English and mathematics because there is a consistent planned approach across the school. Pupils’ speaking and listening skills in particular are well applied across the curriculum. This can be seen in lessons when children speak clearly, answering questions and sharing ideas with each other. Most pupils present their work well using a variety of writing forms, for example, making lists, recording experiments, and in their imaginative writing.

17 There are clear, well thought out policies for each subject. In a small school the leadership and management load is inevitably large but it is managed very well. The school has a planned review cycle involving governors to ensure that policies and guidelines for teachers are updated regularly. Good resources to support teaching and learning are being added as funding is available, to reflect the needs of the school population. The accommodation is satisfactory and used well by staff to ensure all pupils get the best from their time in school. The outdoor equipment is very good and pupils use it very well to enhance their physical skills in lively and imaginative ways.

## **Care, guidance and support**

Provision is very good. The school provides a very high level of care for the emotional and physical needs of its pupils. There is very good support, advice and guidance and pupils are very well involved in the life of the school. For example, their views are taken into account very well in planned future developments. There has been an improvement in this aspect of school life since the last inspection.

### **Strengths and an area for development**

- The very high level of care is underpinned by the very good relationships that exist in the school community.
- Very good supervision in the playground.
- The governing body takes its responsibility for health, safety and child protection seriously, but needs to adopt a sharper focus and approach to documentation for this aspect of school life.

### **Commentary**

18 This is a very caring school, which has the welfare of pupils at the heart of its daily work, all staff look after pupils very well. Pupils also care for each other. For example, after a minor playground incident, which resulted in tears, one pupil was seen helping another into school with his arm around her.

19 The staff promote a strong family atmosphere that is evident throughout the day. All adults who work in the school provide a very good level of support to all pupils. This is particularly obvious at lunch time when the staff eat with the children and they sit in small “family” groups. Older pupils help younger children with their plates and with clearing away. Pupils are polite and well mannered. Parents agree that their children are happy in school. New pupils settle quickly into classes, and the new reception children benefit from the very close links with the pre-school group who use the school hall.

20 The governing body takes its responsibility for health, safety and child protection seriously and the school maintains appropriate records for first aid, fire drills, accident recording and emergency contact. The procedures for child protection are very effective. Very good efforts have been made with the outside play area which ensure that all the equipment meets safety requirements. The school looks after pupils very well at dinnertime and in the playground. However, the governing body does not ensure that a sharp and rigorous focus is applied to the documentation for health and safety. For example, the regular inspections that they carry out, including ones for risk assessment, are not always formally recorded.

21 There is a very good level of provision for the support, advice and guidance of all pupils, including those with special educational needs. This is based on the very good knowledge that staff have of pupils and the trusting relationships that exist between children and adults within the school community. Pupils know that the school will listen to their concerns. They describe the school council as the best thing and teachers as very friendly; a group agreed that “we can always talk to them if we have a problem”.

### **Partnership with parents, other schools and the community.**

The school has developed very strong links with its parents and the community. There are very good links with other schools. There has been an improvement in this aspect of school life since the last inspection.

### **Main strengths and weaknesses**

- The school encourages the involvement of parents to support their children’s learning and parents have very positive views about the school.
- Information to parents, including reports on progress, is very good.

- The very good links with the community help to extend pupils' learning and experience.
- The parent teacher association is very effective.

## **Commentary**

22 The school promotes itself very well to parents and those who responded to the questionnaire, attended the meeting or were spoken to in school had very positive views about all aspects of school life. Parents hold the school in very high esteem. Parents are very supportive of the events and activities run by the hard working parent teacher association. These events raise almost £3000 each year for additional resources and school trips.

23 The quality of information provided for parents is now very good. There has been an improvement in this aspect of school life since the last inspection. All the parents who responded to the questionnaire thought that they were well informed about the progress of their children. Both parents and teachers make very good use of the time immediately before school to discuss any areas of concern or celebration. The school keeps parents up to date with school matters and events through the regular newsletters. These provide useful information to back up the prospectus, which is written in a very friendly style and paints a very good picture of the school's aims and procedures. Parents are very happy that the headteacher is approachable and that they can talk to staff informally at the start and end of the day. In addition, the school provides regular opportunities for parents to discuss pupils' progress and very good written reports are provided at the end of each year. This all helps to promote a very good partnership with parents which supports pupils' life in school.

24 Community links and particularly links with the village are very strong. The school is proud of its village heritage and the village is proud of its school. Pupils enjoy trips to a variety of historical and cultural sites and make particularly effective use of the local National Trust property. Very good links exist with pre-school providers, the toddlers group, other schools within the cluster and the local Middle School. The high quality of these links ensures that pupils make a seamless transition to the next stage of their education.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. Leadership by the headteacher and key staff is very good. The involvement in, and governance of the school, by the headteacher and Governing Body is very good. The management of the school by the headteacher and Governing Body is very good. The school has improved these aspects of its work since the last inspection.

### **Main strengths and weaknesses**

- The headteacher, staff and governors give a clear educational direction for the school.
- There are observations of teaching and learning by the headteacher, key staff, governors and representatives from other small schools in the group. The discussions following these observations are used very well to highlight good practice and provide the basis for areas for future development.
- The school has fully implemented the initiative on performance management and the good professional development of all staff has been linked to the present school improvement plan.
- The limited number of staff at the school is not a barrier to improvement because they work so well together.

## **Commentary**

25 All staff have a dynamic approach and their enthusiasm fosters a very positive family atmosphere in the school, where all staff and pupils are valued and their efforts are very well supported. This approach and enthusiasm have contributed to the high percentage of good teaching in the school, the success of the school's policy for promoting good behaviour and the effectiveness of arrangements for pupils with special educational needs. The school's leadership has responded very effectively to the last inspection and all issues identified for improvement have been successfully addressed. Professional development is closely linked both to the needs of individual



teachers and to the needs of the school. For example, staff have attended courses to develop ICT skills and this has helped them to improve pupils' confidence in the subject. Staff attend courses and visit other schools in the cluster group to pass on information to their colleagues in discussions or by sharing documentation showing examples of good practice.

26 The overall management of the school is very good. Closer checks by the headteacher and key staff have led to better teaching since the previous inspection. Through the quality of their teamwork the staff have devised clear and rigorous procedures for monitoring planning, observing each other at work and analysing the results of standardised and National Curriculum tests. This has worked well and pupils' achievements are good in many aspects of school life.

27 Although there is only a small number of pupils taking National Curriculum tests, the school has used the analysis of pupils' results to guide their planning of the curriculum. For example, the information is used by staff to target particular areas of the curriculum in English and mathematics and is successfully raising pupils' attainment. The headteacher has a very dedicated staff who work very effectively together. The school improvement plan is detailed and effective and clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is helping the school to continue to improve and develop. For example, the use of ICT and pupils' writing skills in other subjects are two areas that are a priority this year. Educational and financial planning are clearly cross referenced and the headteacher and governors work very closely together. As a result, the governors are very well informed and are not afraid to challenge decisions about spending and the curriculum. They ensure that the school competes for best value.

28 Governors hold regular meetings to enable them to support the headteacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy, special educational needs and all subjects of the National Curriculum who visit the school regularly and effectively ensure that they know and understand how well pupils are learning. The chair of the governors works very closely with the headteacher and they meet regularly to discuss the school and its work. As a result, the governors have a clear picture of the work of the school and are particularly pleased with the achievements and learning of all pupils. The very good partnership with the community through the Parents Association has provided extra funds for the school. In addition, there has been a valued outside play area created to ensure that pupils' physical development is fully provided for. The school uses funds designated for particular purposes well. Although there is a large balance carried forward, this was planned as the number of pupils in school is predicted to fall slightly and the governors anticipated a shortfall in the present budget if no action was taken. There are good procedures to ensure the budget is well spent and the most recent audit showed that all systems were in place and well managed.

## Financial information

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

Income and expenditure (£)	
Total income	£135,091
Total expenditure	£113,546
Expenditure per pupil	£2,838

Balances (£)	
Balance from previous year	£8,368
Balance carried forward to the next	£21,545

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

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

Provision for the 9 children of reception age is **good**. This is an improvement since the previous inspection.

There is no nursery provision and the children of reception age are taught in the same class as eleven Year 1 pupils. Many children have had pre-school experience gained by attending the part-time sessions held in the school hall. This enables the children to be very familiar with the school setting before they move to the reception class.

There are very good relationships and very good teaching. As a result, the work seen over a short time in school shows that children's attainment is at the expected level in personal, social, emotional and mathematical development and in communication, language and literacy. All children are viewed as individuals and their individual learning needs are identified and provided for, they all have equal opportunity to learn as well as they can.

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

- Teaching and learning in the key areas of mathematical development, communication, language and literacy, and personal, social, and emotional development are very good.
- Teaching shows a clear understanding of the learning needs of four year olds.
- There are very good relationships between children and staff. All staff are very good examples for children to follow.
- Children have access to good outdoor provision for physical development.
- Classroom routines are understood by all children who feel safe, secure and confident as they undertake their various tasks.
- Accommodation is limited within the classroom teaching area.

#### **Commentary**

29 The headteacher, who is also the class teacher, provides a well planned and suitable curriculum matched to the needs of four year old children. There is a clear sense of direction for the development of the Foundation Stage and this is shared with support staff. Planning for children is very well linked to the planning for the pre-school group. There are detailed termly plans identifying learning intentions, teaching activities, resources needed, and assessment opportunities for each of the areas of learning. Children with special educational needs are identified through assessments, and meeting their individual needs is taken into account in the teacher's planning. Children benefit from learning alongside the Year 1 pupils, which increases their confidence and helps them to settle quickly into school routines. Learning is good and children achieve well because the teaching is very good. The staff team work very well together to support children's learning by providing them with interesting and engaging activities, which they are allowed to explore and reflect upon. The children benefit from a range of first-hand experiences which are successfully linked to previous learning and which challenge children to think for themselves.

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

Provision for personal, social and emotional development is **very good**

#### **Commentary**

30 Children are well on their way to achieving the goals they are expected to reach by the end of the reception year. This reflects the skilful teaching where children are constantly encouraged to feel confident about what they can do. Children in both year groups play and work together well.

They are considerate towards each other and show respect. They compliment each other and the teacher, making comments such as, "You're a very good drawer!" Children are enthusiastic about their learning, they listen well, take turns and share equipment sensibly. An example of this was when they organised themselves as they played with the puppet theatre, deciding who would operate the puppets and who would be the audience. Adults provide good role models for children, always treating each other with courtesy and respect. The reception children behave very well in a range of situations. They have very good relationships with adults and other pupils in their class. All children benefit from the family atmosphere which makes a very valuable contribution to attainment in this area of learning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **good**

### **Commentary**

31 The majority of children are on course to meet the expectations in this area of learning. Children enjoy listening to stories and readily share books with each other and with adults. The teacher uses effective questioning and a "tell the person next to you" strategy, to enable children to talk and share their ideas. The reception children are appropriately involved in the literacy sessions, with well planned follow up activities to match their learning needs. There are good opportunities to practise speaking, listening, reading and writing in a range of situations and for different purposes. Books are well displayed and easily accessible. Children listen carefully to both the teacher and each other. They ask questions and offer their ideas confidently. This was seen when children addressed questions to a child and his mum who were going to visit Egypt, asking what animals they would see, and what the weather would be like. Children recognise familiar words, retell and sequence stories and talk confidently about the different characters. Most pupils identify the initial sound in words they use frequently, and recognise familiar key words. The majority of children control a pencil well to form recognisable letters to write their own name. Suitable computer programs are effectively used to support children's learning in literacy. Learning is well supported in this area by good intervention from both the teacher and classroom assistant.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**

### **Commentary**

32 Children are involved in mathematical activities and the numeracy sessions well. They are well on the way to meet expectations in this area of learning. There are well planned follow up activities to match their learning needs, which ensure that they work purposefully. Children use and understand simple mathematical language confidently. This was evident in a physical education lesson when children followed directional instructions and repeated movements at the teacher's request. They name simple 2 dimensional shapes such as squares, triangles and circles. Children are developing their knowledge of shapes well. For example, in one lesson the teacher worked with the children to find out about 3 dimensional shapes. Pupils recognised that there was a circle at each end of the cylinder and a triangle at each end of the triangular prism. The teacher makes good use of the correct technical and mathematical language and the classroom assistant is well briefed to support children's learning. Most pupils count and order numbers to 10 reliably. Children generally make good attempts to write and form numbers to 5 correctly and some children recognise and write numbers beyond this. The teacher and classroom assistant challenge children well, encouraging them to use their growing understanding of how to be problem solvers and thinkers.

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

33 In **knowledge and understating of the world**, there is insufficient evidence to make firm overall judgements on provision or standards, but work on display indicates that standards are as

expected. Children find out about their immediate environment and good use is made of the excellent outdoor areas surrounding the school. They build on their previous knowledge and when looking at a classroom display of photographs they could talk about how they have grown since they were babies. They enjoy looking at the pumpkin and horse chestnut seeds in the autumn display. Most children ask relevant “what” and “why” questions to find out more. They enjoy role play in the “clinic” and discuss how to look after their “babies”. Teacher’s planning showed that children would have the opportunity to make porridge later in the week following the story of Goldilocks. The teacher discussed this with the children explaining how the bears’ porridge would have been made. Most children use the computer confidently and there are opportunities for them to use the computers independently. They are well supported in their learning and many control the mouse effectively and recognise most letters on the keyboard.

## **PHYSICAL DEVELOPMENT**

34 In **physical development**, there is insufficient evidence to make an overall judgement of provision or standards. However, in the limited amount seen it was clear that the good use made of the well resourced outdoor environment enables children to make good progress in developing their physical skills. Children show good control of tools such as pencils and scissors and use them safely. They used Play Doh to make shapes, rolling, cutting and pressing patterns into the material. They join the whole class in the hall for physical education lessons and enjoy moving around the room skipping, running and jumping, and stopping on the teacher’s command. They work with the Year 1 pupils to carry equipment safely and sensibly. They show an awareness of space and of the needs of others in the space around them when stretching their bodies into different shapes. Children particularly enjoyed the “Beans” game, interpreting the type of bean in a movement, for example, running for “runner beans” and shivering for “chilli beans”. The teacher makes good use of language to encourage children in their physical responses

## **CREATIVE DEVELOPMENT**

35 In **creative development**, there is insufficient evidence to make overall judgements on provision and standards, but the work on display indicates that standards are as expected. Children have opportunities to experiment with different types of paint, crayons, and felt pens. They mix paints to produce the desired colour or shade. A variety of construction kits, bricks and blocks are available and children have the opportunity to design and make models together and on their own. Opportunities for music are shown in teachers’ planning and a range of untuned percussion instruments is available in the small music area in the classroom. There are opportunities for imaginative play such as role play, small world, dressing up and drama using a puppet theatre. The reception children have good access to all these activities.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**

#### Main strengths and weaknesses

- Pupils' attainment in reading is good and many pupils attain above the levels expected for their age. Standards have been maintained since the previous inspection.
- The quality of teaching and learning is good and pupils achieve well and make steady progress.
- Pupils' speaking and listening skills are good.
- Pupils are not always given enough opportunities to practise their writing skills in other subjects.

#### Commentary

36 Effective teaching promotes good learning, and pupils' attainment in the present Year 2 is above that expected for their age in reading, writing, speaking and listening. In Year 4 pupils' attainment in English is in line with the level expected for their age. The very small groups in each year allow teachers to assess individual learning needs closely so that all pupils in all year groups achieve well and make steady progress. Teachers have clear expectations and plan work effectively ensuring that it meets individual pupils' needs. Pupils with special educational needs are well taught and supported and make good progress. Higher attaining pupils are identified and suitably challenged. Samples of pupils' work and work seen during lessons indicate that most pupils already have a secure knowledge of the basic skills of grammar and how to structure and organise their work. They have a good grasp of letter sounds and this knowledge helps them to tackle words that are unfamiliar to them. There are no differences between boys and girls of similar abilities in their contributions to discussions, their willingness to answer questions or in the quality of their written work. The attention given to improving pupils' comprehension skills is helping them to be more reflective about their reading and written work. Pupils express their ideas clearly, in well structured sentences. Lower attaining pupils successfully communicate meaning through simple words and phrases.

37 Teachers' expectations of pupils' efforts and behaviour are high. Pupils respond positively showing a keen interest and involvement in lessons. Praise and encouragement are used effectively. As a result, their confidence develops and most pupils have a very positive attitude towards this subject. Good questioning by the teachers effectively develops pupils' speaking skills. Teachers use the correct technical language, always explaining clearly so that all pupils understand. As a result, pupils make good progress in developing their vocabulary and in their skills of self expression as they progress through the school. For example, pupils listen attentively to their teachers and to other pupils.

38 There are effective strategies in place to support the teaching of reading. A good range of resources are available and used well. Most pupils use their knowledge of letter sounds and phonic blends such as 'sh', 'oo' or 'th', to build the whole word and they make use of picture clues well. Higher attaining pupils successfully use contextual clues to make sense of the whole sentence and to help them read unfamiliar words. Pupils enjoy reading and listening to stories. This was evident when Year 1 pupils excitedly explained which was their favourite part of the Goldilocks story, and then found the relevant text in the big book so that they could read it together. In the lessons seen, pupils demonstrated their confidence when giving their opinions and making appropriate suggestions. For instance, pupils in Year 3 offered a good selection of adjectives and phrases for a poem they were writing together. All pupils have access to the small library in the hall to borrow fiction books and to find information. A good range of computer programs is available to support the teaching of reading and spelling. Older pupils use the Internet to do further research in other subjects, however, there are missed opportunities for pupils to use computers to support their

independent writing. Pupils are well supported at home and they all have reading diaries which have comments from both teachers and parents. They also have good opportunities to read to each other each week when they meet up with their reading partner from the other class.

39 Handwriting skills develop satisfactorily. Most pupils take pride in presenting their work across all subjects. They are taught to form letters correctly, however, older pupils have yet to join their handwriting consistently. Throughout the school, pupils write for a good range of purposes, including poetry. Most pupils express their ideas clearly, in well structured sentences. Year 2 pupils make their own storybooks with both written text and illustrations. They generally use full stops and capital letters correctly and show a growing understanding of story structure and language. Older pupils write stories in other subject areas. For example, pupils in Year 4 write about "The Roman Soldier" as part of their history lessons. They use speech, question and exclamation marks accurately. Pupils show an awareness of basic spelling rules, however, many spelling attempts are phonetic but show a knowledge of the sounds of letters and groups of letters. Older pupils have their learning targets for writing pasted into the front of their exercise books which helps them to focus on what they need to learn.

40 Teachers know their pupils well. Good use is made of regular assessments so that pupils build effectively on their previous learning. Strengths and areas for development are identified through testing and work sampling and pupils have folders containing examples of work which have been assessed and given an attainment level by the teacher. These show the pupils' steady progress over time. English is well led and managed and the good subject knowledge of the co-ordinator ensures that teachers make challenging demands of pupils of all abilities.

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

41 Teachers are good examples for pupils in their own use of language. They use effective questioning to encourage pupils to express their thoughts and opinions and to develop their speaking skills. Technical language is always carefully explained so that all pupils understand. As a result, pupils make good progress in acquiring vocabulary and in their powers of self expression as they go through the school. Literacy skills are used well across the curriculum, for example, in the project and written work pupils have produced in history and geography lessons. However, there are not always enough opportunities for pupils to practise and extend their writing skills in religious education.

## **MATHEMATICS**

The provision for mathematics is **good**

### **Main strengths and weaknesses**

- The quality of teaching and learning is good, as a result pupils of all abilities achieve well because suitable work is planned to meet their different needs. This is an improvement since the last inspection.
- Pupils have very good attitudes to mathematics.
- There is good use of mathematics across the curriculum. However, computers are not always used regularly enough to enhance the subject and to support pupils' ICT skills.
- The school has maintained pupils' standards in mathematics found in the last inspection report.

### **Commentary**

42 The quality of teaching and learning is good. A great strength throughout the school is the systematic teaching of the basic skills. Lessons are well structured and usually begin with a review of the previous lesson so that pupils build on what they already know. New learning targets are shared with pupils so that they are aware of what they are supposed to know and do by the end of the lesson. Teachers are knowledgeable and enthusiastic and this motivates pupils to achieve well

and to focus on the tasks set. Teachers' planning shows that work set is very well matched to the needs of pupils and they use teaching assistants effectively so pupils benefit from working in small groups.

43 Pupils' attainment in Years 2 and 4 in mathematics is in line with the levels expected for their age. This is a commendable achievement as each year group is very small and significant numbers of pupils have special educational needs. These achievements are the result of good teaching throughout the school and the effective leadership and management in the subject. Although the number of pupils taking the National Curriculum tests is small, there has been analysis of test results to find out which areas of mathematics need improving. Lower attaining pupils, including those with special educational needs, receive good support from the class teachers and classroom assistants.

44 Pupils in Year 1 build on the positive start they have in the Foundation Stage through a range of practically based mathematical activities. They learn to count, add and subtract with increasing accuracy. There is very good emphasis on the teaching of basic number skills for example, in Year 1 the homework diary is used to set tasks to reinforce these skills with practical activities in the pupils own home and this helps to improve their arithmetic skills. In Year 2, pupils identify and name a range of two and three dimensional shapes and know the number of sides and corners of each shape. Pupils use and understand basic fractions when showing the time on clocks as  $\frac{1}{4}$  to or  $\frac{1}{2}$  past the hour. In Year 4, pupils work with numbers up to 100 and record their calculations accurately. They create graphs from information they have gathered and interpret the data correctly. Pupils tackle problems which involve fractions and use the knowledge well when measuring in  $\frac{1}{2}$  and  $\frac{1}{4}$  metres.

45 Leadership and management of the subject are good. Discussions with teachers show that they work closely together and frequently discuss pupils' progress in the subject. The headteacher has completed observations in lessons and the information gained has been used to guide future school developments. Guidance for teachers follows the numeracy strategy closely. Assessment is good and individual targets are set for pupils. As a result, they know how well they are achieving and what they must do next to improve further.

### **Mathematics across the curriculum**

46 Mathematics is used well in a variety of ways across the curriculum, for example, pupils measure and record temperatures in science, draw plans in geography and collect data in a variety of subjects. However, the use of computers to support pupils' mathematical skills is inconsistent. It rarely appears in teachers' planning of work in mathematics and that means that opportunities are missed to extend pupils' knowledge, skills and understanding.

## **SCIENCE**

The provision in science is **good**

No lessons were seen in science during the two day inspection. However, inspectors looked at pupils' work and at work completed last year. As a result, there is insufficient evidence to make firm judgements on teaching and learning but pupils' attainment is in line with the levels expected in Years 2 and 4 and their work shows their achievement is good.

### **Main strengths and weaknesses**

- There is very good use of the local National Trust property and its staff.
- Pupils' previous work shows that teachers ensure that the full National Curriculum is completed on a two year cycle.
- The school has maintained pupils' standards in science found in the last inspection report.

### **Commentary**

47 Pupils' attainment in science in Years 2 and 4 is in line with the levels expected for their ages. Pupils, including those with special educational needs, make satisfactory progress in their knowledge, skills and understanding of scientific processes, because the full curriculum is followed and good use is made of the local National Trust property during six visits each year. For example, on a recent visit pupils studied the woodland habitat and closely examined leaves from different trees. Their work was made into a very good wall display in the hall, which showed their collections of twigs, leaves and photographs of their investigations into a small area of the forest floor. In previous visits, pupils completed work on a pond habitat and the identification of the creatures living there enhanced their scientific knowledge. Discussions with teachers show they have secure knowledge of the subject content and have clear targets for lessons that are shared with pupils.

48 A further strength of the work in science complements learning in the key skills of literacy and numeracy. The emphasis on using key vocabulary in pupils' recording of their work is consistent throughout the school and extends pupils' language skills. For example, the display of pupils' work in Years 2, 3, and 4 shows they know the needs of plants and animals as they draw food chains and that food, water and light are important in all living things. The investigative approach to science provides opportunities for accurate measurement, the recording of data in graphs and tables and the interpretation of this data. For example, pupils in Year 4 explained how they recorded the melting of ice over time using different materials to test their insulating properties. They used their mathematical skills well to draw a graph of their results. Pupils sometimes use their skills in ICT to support their work in science. For example, they use a branching data base for animals in a woodland habitat and by asking relevant questions, such as, "does it fly?" they work across the screen to reach the correct creature.

49 The results of teacher assessments show that pupils make steady progress in the development of their scientific skills and there is no significant variation noted in the attainment of boys and girls. Leadership and management of the subject are good. Discussions with the two teachers show that they work closely together and frequently discuss pupils' progress in the subject. However, the co-ordinator is aware that teachers make insufficient use of ICT to support and enhance pupils' learning in science lessons and rarely show in their planning how the use of computers can enhance the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision for ICT is **satisfactory**

### **Main strengths and weaknesses**

- Teaching and learning are good and pupils' attainment has been maintained since the last inspection.
- Pupils in Year 4 use computers confidently to find information on the Internet and to support their work in English. However, ICT is not used consistently in other subjects to further pupils' skills and extend their knowledge of the use of computers.
- There is a good improvement plan to develop the use of computers to support pupils' work in other subjects.

### **Commentary**

50 Pupils' attainment in Years 2 and 4 in ICT is in line with the levels expected for their age. Their achievements are satisfactory. Pupils, including those with special educational needs, make satisfactory progress in their knowledge and skills, when they work on computers. Teaching and learning are good and many pupils use computers confidently. For example, pupils in Year 4 improved their knowledge of the Romans when carrying out research on the Internet. They made their articles interesting and eye catching by using different sizes and colours of words in their descriptions. Pupils explained how they saved their work and how to print the finished product. In a good lesson for pupils in Years 3 and 4, the teacher gave a very good explanation of how to incorporate a picture from another program into their posters for the Harvest Festival to be held



soon. Older pupils are confident using ICT and explained how to enlarge the imported picture and to move it around the screen to improve the visual effect of the poster.

51 In Year 2, pupils use a basic word processing package. They use computers to support their work in English when completing unfinished sentences on the screen using words with “ou” in them. This type of work enhances their language skills and improves their use of the keyboard. In a very good lesson for pupils in Year 1, computers were used well to create a village on the screen. Pupils used their “click and drag” techniques to position houses, a church and garage, trees and benches. The teacher challenges pupils very well by reminding them to think about what they are trying to achieve and where they want to place the buildings.

52 The leadership and management of the subject are good because there is clear guidance for the subject that teachers are following and a well developed improvement plan. This plan shows the detailed improvement intended and highlights the increased use of ICT in other subjects as an area to be improved. It also identifies the extra resources required and further training for staff in their use. For the number of pupils in the school there are sufficient computers to allow pupils enough time using ICT to develop their skills to the full.

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

53 The school is making sound progress developing the use of ICT across the curriculum. For example, Year 4 pupils support their work in mathematics by entering instruction to a robot on the screen so that it draws regular shapes. Pupils in Year 1 use counting games to improve their addition and subtraction and use an art and design program to create very attractive patterns. In English pupils in Years 3 and 4 are designing their own Harvest Festival poster and type in the information required to let people know when and where it is happening. However, the time given to ICT varies across the school because computers are not used sufficiently often to support pupils’ work in all other subjects.

### **HUMANITIES**

54 In humanities, work was sampled in **geography and history** with no lessons seen in either subject. It is therefore not possible to make secure judgements about provision in these subjects.

55 In both subjects, teachers’ planning indicates that the full curriculum is covered over time. Careful planning over a two year cycle avoids repetition and ensures breadth in a small school with mixed age classes. Both subjects are enhanced by visits to places of interest and the locality is used well to develop skills of enquiry and historical evidence. Pupils had enjoyed learning about the Romans and an actor played a “Roman” when they visited school to talk to pupils and tell them about life as a Roman soldier. There was an extensive display of pupils’ work showing models of a Roman fort, houses and Roman lamps. Good links with other subjects such as art and design, design and technology, ICT and English were evident. The school has a link with a school in the Gambia and there are informative displays which help to support the teaching of geography. All pupils are interested in the travels of “Cambo Bear” and regularly look at the hall display which shows a map and photographs of the places he has visited. Photographic evidence was available showing pupils’ previous work with rocks and minerals and a study of the locality. The youngest pupils know that history is about the past “when we were babies” and that geography is about places.

### **Religious Education**

56 No lessons were seen in religious education and therefore it is not possible to make an overall judgement on provision. From discussions with teachers and pupils, scrutiny of planning standards are in line with those expected for their age. Standards have been maintained since the previous inspection. The subject is taught in line with the locally Agreed Syllabus for First Schools.

57 There is detailed planning for the teaching of Religious Education which indicates that all relevant areas are covered during the two year cycle. Learning targets are clearly identified and

pupils learn about Jesus, Christian lifestyles and Christian communities. In addition, they talk sensibly about other major world faiths, in particular, Judaism. The teaching of religious education is well supported by educational visits and visitors. For example, pupils talk knowledgeably about their visits to local churches to find out about places of worship. They record these visits and the information they have collected in their project books. Local clergymen are invited into school to talk and work with pupils. There are good links made with other subjects, particularly with the “Now and Then” project, which has an historical focus. During the inspection, pupils were considering “Harvest Festivals” and discussions with older pupils showed they were thinking about others when they talked about how their own contributions could help.

58 The leadership and management of the subject are good because there is clear guidance for the subject that teachers are following and key skills are covered well. In addition, the co-ordinator checks the planning of the subject and how pupils’ skills develop during the year. The school has sufficient resources to allow pupils enough time to develop their skills during the year. However, there are too few opportunities for pupils to use their writing skills in the subject or to use computers to further enhance their studies.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

59 No lessons were seen in **design and technology** or **music** and only one lesson in **physical education**. As a result, there is insufficient evidence to make firm judgements on provision or standards in these subjects. Two lessons were seen in art and design. Inspectors looked at the brief amount of work covered so early in the school year and talked to pupils about their work.

The provision for art and design is **good**

### **Main strengths and weaknesses**

- Teaching and learning are good.
- There are good links to other subjects.
- Pupils’ attitudes to the subject are good and they respond well by trying their best.

### **Commentary**

60 In Years 2 and 4 pupils’ attainment is in line with the levels expected for their age. Standards have been maintained since the last inspection. Their achievements are good and the variety of experiences they are given enhance their learning. In art and design, Year 1 pupils explained how they manipulate “Play Doh” into various interesting shapes and experiment with patterns using various wooden tools. In a good group activity, the teacher led discussions about the style of two different artists, Van Gogh and Renoir. Pupils selected one of the pictures on display and tried to recreate it in the style of the artist using crayons, felt tipped pens or pastels. This type of work has a very positive impact on pupils’ cultural development as they find out more about famous artists and their influence in the world of art and design. The teacher organised the lesson very well and the range of activities extended pupils’ skills effectively. For example, pupils took turns to use computers to create their own pictures on the screen. As well as improving their knowledge of pattern, they also enhanced their ICT skills. In a Year 4 lesson, the teacher made good reference to pupils’ work in history as they made a picture by using coloured paper cut into squares to form their own mosaic pictures.

61 The leadership and management of the subject are good because there is clear guidance for the subject that teachers follow and key skills are covered well. The school has sufficient resources to allow pupils enough time to develop their skills during the year.

### **Design and technology**

62 Although no lessons were seen there was some evidence of pupils' good work on display in one classroom. Pupils had used appropriate tools to work with balsa wood making the walls of a Roman fort and used paper and card effectively to make houses and barracks inside the walls. This work makes a good contribution to pupils' skills in history as they find out more about living in Roman times. Resources are sufficient but the use of ICT to support learning through planning or control is limited.

## Music

63 Only two short music practices were observed. Pupils in Years 2, 3 and 4 learn to play the recorder. Using two notes, pupils played a tune and the teacher carefully explained how to add a third note and showed pupils the fingering needed on the recorder. In this session, pupils made good progress in the handling of the instrument and in learning the position of notes on the staff. They all tried very hard and showed obvious enjoyment and pride when they played the tune successfully. The second short session involved pupils using percussion instruments to accompany a chant linked to their work on Roman soldiers. Groups of four pupils had an instrument each and co-operated very well to produce effective accompaniments by varying the volume and speed of their playing. Listening to a variety of music is also planned for the assemblies, for example, pupils listened attentively to music from Africa and explained that it “made them feel like dancing”. Teachers’ planning of music shows it makes a strong contribution to pupils’ spiritual and cultural development. This positive picture has been maintained since the last inspection.

## Physical education

64 In the one physical education lesson observed, pupils in Year 1 and the reception class responded well as the teacher ensured everyone was properly warmed up in the introductory activity when they moved around the hall jogging, walking and skipping. Pupils showed good awareness of space and linked gymnastic actions together as they moved into different shapes and held a balance. Pupils in Year 1 have good control of their movements and link hopping, skipping and balancing into a sequence that they demonstrate to younger children in the class.

65 In these three subjects, the role of the co-ordinator is satisfactory. With only two staff sharing the load of eleven subjects of the National Curriculum recent priorities have gone to the core subjects and limited time is available to observe teaching and learning. However, teachers’ planning and pupils’ work are regularly discussed to ensure that the full curriculum is taught.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for PSHE is **good**

### Main strengths and weaknesses

- The relationships between pupils and adults, and pupils with each other, are very good.
- There is a very good family atmosphere, pupils take responsibility for themselves and others.
- Pupils are confident and self assured.
- A healthy lifestyle is well promoted and pupils are very well involved in school life as young citizens.

### Commentary

66 PSHE is an integral part of the curriculum and teachers make use of every opportunity to promote the positive values of the school. Much work is covered through discussion when teachers and pupils talk about specific events. In lessons and assemblies the themes help pupils to develop confidence to express themselves on issues that affect them, such as how to make others happy or how others may feel. There are very good opportunities for pupils to think about other cultures, and to be sensitive to the feelings, beliefs and values of others. Pupils are given time to reflect and consider issues during collective worship. An example of this was in an assembly when the headteacher talked about a colleague who was going to visit the school in Gambia that Cambo school has links with, during the half term break. The headteacher played African music as the children entered the hall. She asked the children to tell her how the music made them feel. Children replied, “like dancing” and offered their ideas as to what kind of instruments might be making the sounds. She told the children that her colleague would be taking books for the children in the Gambia. The pupils gasped with surprise and then considered what she would need to take with her and what the weather would be like. A prayer was said for her safe journey and for the children in the

Gambia and for all the special people in the world. They also prayed for two children from the school who were going to visit Egypt.

67 During lessons and break times older pupils take responsibility, for instance they look after younger ones, the library and putting away chairs after lunch. At lunchtimes, pupils socialise well and chat happily to each other. They are polite and well mannered and behave in a civilized manner at all times. Pupils are encouraged to have responsible attitudes towards drugs. There are good routines for hygiene which pupils understand. They know that exercise helps the body. Pupils learn to play an active role as citizens by participating in the School Council and also by supporting charities and local community events. The school promotes a healthy life style through physical education lessons, extra curricular activities and by offering healthy meals at midday.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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