

# INSPECTION REPORT

## **COTTINGHAM CHURCH OF ENGLAND SCHOOL**

Cottingham

LEA area: Northamptonshire

Unique reference number: 121965

Headteacher: Mr L Whitney

Lead inspector: Mr L Lewin

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> May 2004

Inspection number: 255894

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	125
School address:	Berryfield Road Cottingham Market Harborough Leicestershire
Postcode:	LE16 8XB
Telephone number:	01536 771391
Fax number:	01536 772226
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Justina Medwell
Date of previous inspection:	May 1998

## CHARACTERISTICS OF THE SCHOOL

Cottingham Primary School serves the village of Cottingham, in the north east of Northamptonshire, near the Leicestershire border. A small percentage of pupils come from outside the immediate vicinity. It is smaller than most other primary schools, with 125 pupils from the ages of four to eleven. The children enter the school showing broadly average attainment. Due to changes in the local population, the roll has fallen over the last two years from a peak of 150 in 2000. The number of pupils joining or leaving the school, other than at the usual times of admission or leaving, is about the same as in most other schools nationally. Pupils are taught in five classes by six full-time teachers. Classes are mixed age groups except for the Year 6 class. Nearly all of the pupils come from white UK heritage backgrounds, with two pupils coming from other heritage backgrounds. No pupils are known to be eligible for free school meals. The proportion of pupils who are identified as having special educational needs at 12.7 per cent is below the national average, but at nearly four per cent, the proportion of pupils with statements of special educational need is above average. In 2002, the school received an award from the Department for Education and Skills to mark the good achievements of its pupils in the national test results. Staffing difficulties remain a barrier to school improvement.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22330	Mr L Lewin	<i>Lead inspector</i>	Science Information and communication technology Geography History Special educational needs
1329	Mr K Oliver	<i>Lay inspector</i>	
18709	Mrs N Bee	<i>Team inspector</i>	Foundation Stage English Art and design Design and technology Music Physical education Religious education

The inspection contractor was:

VT Education  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW11 3AD

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet *Complaining about Ofsted Inspections*, which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>3</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>5</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>10</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>12</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>22</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Sound leadership and management, good leadership by the headteacher and good teaching help all groups of pupils to achieve well and attain very good standards in English, mathematics and science. However, the school has rightly identified that it is not achieving as well as it could in some subjects and areas of provision. Although staff changes have slowed down the rate at which the school could improve over recent years, maintenance of very good results means that the school provides good value for money.

#### The school's main strengths and weaknesses are:

- The headteacher provides good leadership.
- English, mathematics and science are taught well in Years 3 to 6 and very well in Years 1 and 2.
- Provision in the Foundation Stage is good.
- Religious education standards are below the expected levels.
- The school provides lots of extra activities to enrich its curriculum.
- In most subjects, procedures for checking pupils' progress are underdeveloped.
- The roles of the subject co-ordinators are underdeveloped.
- Good provision is made to care for the pupils and ensure their health and safety.
- Links with parents and the community are good.
- The school's information and communication technology (ICT) facilities are inadequate.

Since its last inspection in 1998, the school has suffered much continuous difficulty over staffing. This has limited the rate of school improvement. The current headteacher, appointed two years ago, has done well to ensure standards have been maintained at a good level in English and to enable further improvement in standards in mathematics, science and ICT. He has also done much to accelerate progress by providing strong foundations to help the school improve its curriculum planning and assessment. Pupils' research skills have now improved. However, standards in religious education have fallen significantly since the last inspection. Co-ordinators' roles have been reviewed, but still remain in need of further development. Taking into account a good rate of improvement over the last two years, overall improvement since the last inspection has been satisfactory.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; A\* - top five per cent of schools nationally.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Overall, all groups of pupils, including those with special educational needs, achieve well across the school.** Children begin the Foundation Stage showing average attainment. They achieve well and most of them are on course to at least reach the expected levels by the end of the Foundation Stage and a significant number will exceed them. Results for Year 2 in 2003 were well above average in reading and writing and above average in mathematics. This matches with inspection findings that show most Year 2 pupils achieve well and are on course to reach above the expected levels. The table above shows that Year 6 pupils attained well above average results in English, very high results in mathematics and above average in science in last year's tests. These

impressive results mark a significant achievement by the headteacher in maintaining standards through a difficult period of staff changes at the school. The results are mirrored by the performance of most of this year's Year 6 pupils who achieve well and are on course to attain above the expected levels in these subjects, with a few pupils once again on course to achieve very well. The trend of improvement in the school's results is above average for Year 2 and in line with the national trend for Year 6. Across the school, pupils reach the expected levels in ICT but standards are below average in religious education. In all other subjects, insufficient evidence was collected to make judgements about pupils' attainment.

**Provision for developing pupils' spiritual, moral, social and cultural development is satisfactory. The pupils' attitudes, behaviour and personal development are good.**

Attendance is very good.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory overall. Teaching and learning are good.** Curricular provision is satisfactory overall, but good in the Foundation Stage. Pupils are well cared for and supported, while monitoring of their personal development is satisfactory. Teachers use the good rapport they have established with pupils to encourage them to learn in a confident and enthusiastic way. Lessons are generally well prepared so that tasks are precisely matched to the needs of all individuals and groups of pupils, including those with special educational needs. Teaching in religious education is unsatisfactory and does not enable pupils to make sufficient progress in their learning. Teaching assistants work well in supporting teachers and pupils. Systems for checking pupils' progress are underdeveloped in all subjects except English and mathematics.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are satisfactory overall.** Governors carry out their roles well and ensure all statutory requirements are met. The headteacher leads the school well. He has set in place good systems to enable school improvement to move ahead rapidly and established a clear vision for the school's future direction. Roles of subject co-ordinators are yet to be fully developed, for example, by giving the co-ordinators chances to monitor the quality of lessons across the school. The headteacher is well supported by his senior management team and, in particular, his deputy headteacher.

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

The vast majority of parents have a high regard for the work of the school. A few parents raised concerns about the year groups being split between different classes. Inspectors found that the school now makes good provision to cater for this. A few parents also showed concern over the behaviour of older pupils. Inspectors noted that in the main, pupils' behaviour is good, although very occasionally, the restless behaviour of a few of the oldest pupils slowed the progress of learning. The questionnaires completed by pupils and discussions with them show that they like their school very much.

## **IMPROVEMENTS NEEDED**

**The most important areas for improvement are:**

- Raise standards in religious education.
- Introduce procedures for checking the attainment and progress of pupils as they move through the school.
- Fully develop the roles of subject co-ordinators.

- Provide facilities in ICT to enable teachers to more easily teach whole-class lessons.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

All groups of pupils generally **achieve well** and reach **high standards** in English, mathematics and science. Standards have been broadly maintained since the last inspection, although they have slipped back in religious education and are now below the expected levels.

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

- Children attain above average standards by the end of the Foundation Stage.
- The school usually does very well in national tests each year.
- The school has limited resources to enable standards to improve further in ICT.
- Pupils with special educational needs achieve well and make good progress.

#### **Commentary**

##### Inspection evidence:

1. Children entering the school show broadly average attainment. Good teaching enables most children in the Foundation Stage to achieve well so that they are on course to reach at least the expected levels in most areas of learning. A significant number of children will exceed these levels. Very good teaching in the Year 1/2 class and good teaching for the pupils in Years 3 to 6 enables pupils to achieve well and reach above average standards in English, mathematics and science, with a significant number of pupils set to achieve very well. Overall, this means that the school's impressive year-on-year results in the national tests will be continued in this year's testing, with pupils reaching high standards. Across the school, most pupils learn to read fluently and with good comprehension for their ages. They speak confidently during class discussions and most listen attentively. Pupils read the texts they are given enthusiastically, and confidently use the skills they are taught. In all classes, pupils produce well written accounts and, by the end of Year 6, most have developed a confident, joined and fluent style of handwriting. Drafting and re-drafting skills are developed well and clearly show the high standards achieved. Most pupils show good understanding of how to handle numbers and have rapid mental calculation skills. In science, they carry out a wide range of interesting and in-depth work that gives them a full understanding of the concepts involved.
2. Pupils generally acquire appropriate skills in using computers and their achievement is satisfactory. However, limited scope for whole-class teaching and limited opportunity for pupils to access the computers mean that pupils do not progress and achieve as well as they could in this subject.
3. The scrutiny of pupils' books indicates that they acquire only a superficial knowledge and understanding of many areas of religious education. In particular, discussions with pupils showed that they only had a vague recollection of the work and concepts taught, and occasional misunderstandings were noted.
4. In all other subjects, insufficient evidence was collected during this inspection to enable judgements about pupils' attainment to be made.

##### The school's national test results:

5. Results for Year 2 in 2003 were well above average in reading and writing, and above average in mathematics. This matches with inspection findings, which show that most Year 2 pupils achieve



well and are on course to attain high standards. The table below shows that Year 6 pupils attained well above average results in English, very high results in mathematics and above average in science in last year's tests. These strong results mark a significant achievement by the headteacher in maintaining standards through a difficult period of staff changes at the school. The results are mirrored by the performance of most of this year's Year 6 pupils, who achieve well and are on course to attain high standards again in this year's national tests. There has been a good trend of improvement over the last few years in Year 2 results, and a trend of improvement in Year 6 that matches the national trend. The school sets itself challenging targets for the test results and usually reaches or comes close to reaching them.

6. A comparison of the current Year 6 pupils' attainment in the 2003 tests with their attainment when tested in Year 2, shows that they have made good progress as a result of good teaching. The school has only recently put in place assessment-tracking systems for English and mathematics, but data recorded so far confirms this good achievement and progress.

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

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
reading	18.0 (16.3)	15.7 (15.8)
writing	16.1 (14.2)	14.6 (14.4)
mathematics	17.3 (16.6)	16.3 (16.5)

*There were 27 pupils in the year group. Figures in brackets are for the previous year.*

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

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
English	28.4 (30.6)	26.8 (27.0)
mathematics	30.3 (29.4)	26.8 (26.7)
science	29.5 (29.7)	28.6 (28.3)

*There were 26 pupils in the year group. Figures in brackets are for the previous year.*

7. Pupils with special educational needs make good progress and achieve well. Good individual and group support from teachers and teaching assistants helps them to cover the same range of work as their classmates. The support they receive means they have the confidence to join in all discussions and class activities and cover a good amount of work relative to their abilities in each lesson.

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

Pupils' attendance and punctuality are **very good**. Their attitudes and behaviour are **good**. This represents a similar picture to that of the last inspection. Overall, pupils' spiritual, moral, social and cultural development is **satisfactory**, though not as good as previously reported.

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

- Pupils like their school.
- Behaviour is good and pupils enjoy school life.
- Attendance and punctuality are very good.
- Not enough attention is paid to pupils' cultural development.
- There are not enough opportunities for older pupils to take on responsibilities in ways that contribute to the running of the school.

#### **Commentary**

8. Pupils enjoy coming to school. At the beginning of the day, they are pleased to see each other. They work hard and get on well with all the adults who work with them. Playtimes are happy times with pupils engaged in a wide variety of energetic and quieter games. Pupils are enthusiastic about

the very good range of clubs and visits that the school provides. Large groups stay late, for example, for ICT club, country dancing and football.

9. The overall standard of behaviour in and around the school is good. Pupils understand and accept what is expected of them and, as a result, the majority of lessons progress smoothly as pupils and teachers concentrate on learning and teaching. Problems do, however, occasionally arise in older pupils' lessons, particularly in Year 6, when pupils become restless if they are not sufficiently involved in the work provided. Pupils confirm that there is little bullying. Occasional incidents are dealt with fairly, but, according to older pupils, not always as quickly as they should be.

10. Pupils' spiritual, moral and social development is satisfactorily promoted through work in lessons and assemblies. Good provision is made to ensure pupils gain a full awareness of right and wrong, and moral values are effectively explored through staff discussions with pupils. Provision for developing pupils' cultural development is unsatisfactory. This is because there are not enough planned opportunities and resources for pupils to appreciate cultural traditions other than their own.

11. Pupils thrive on responsibility. Younger ones eagerly fetch and carry the class registers, and all individuals help their teachers to prepare and tidy up classrooms. Older pupils fill water bottles and help at assemblies, but there are only limited opportunities for them to contribute to school life. As a result, they feel the school does not make best use of their willingness to help.

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

Authorised absence	
School data	3.9
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

12. The school has very good arrangements for ensuring that pupils come to school and arrive on time every day.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**The quality of education is satisfactory overall.** Good teaching, pastoral care and guidance and links with the parents and the community, along with satisfactory overall curriculum provision, ensure that the overall climate for learning in the school is good.

**Teaching and learning**

As at the time of the last inspection, the quality of teaching and learning is **good**, although slightly more very good teaching was noted in this inspection compared to the last. Assessment procedures are not as good as previously reported. They are sound for English and mathematics but underdeveloped in other subjects.

**Main strengths and weaknesses**

- Interesting and exciting activities are provided for children in the Foundation Stage.
- Teachers develop a good rapport with their pupils.
- There is much very good teaching in the Year 1/2 class.
- Lessons are usually planned and prepared well.
- Teachers plan effectively to ensure that year groups split between classes cover the same work.
- Good provision is made for teaching pupils with special educational needs.
- Teaching assistants provide good support for teachers and pupils.
- Teaching in religious education is unsatisfactory.

- Teachers have difficulty in teaching whole-class sessions in ICT due the constraints of the current range and use of resources.

## Commentary

### Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	10	5	1	0	0

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

13. Teaching in the Foundation Stage is good. The teacher is well supported by the learning support assistant. They both have a clear idea of how these young children learn. Learning is good because the adults plan interesting and exciting activities for the children. As a result, the children generally work hard and concentrate well. They show positive attitudes to learning. They have many opportunities to work in small groups and develop the skills needed to work independently. Profiles on all children clearly show the rate of progress they are making in all areas.

14. Across the school, teachers establish good relationships with pupils. This helps all groups of pupils to feel confident and that their contributions and efforts are valued. This in turn means individuals try hard and usually work with enthusiasm.

15. A scrutiny of past work by pupils in Years 1 and 2 indicates that they have been well taught. The new teacher for this class provided a high proportion of very good lessons during the inspection. Lessons in this class now run at a rapid pace and the teacher is especially skilled at varying her approach and asking thought-provoking questions. This keeps all groups and individuals alert, so that their learning progresses at a very good rate. She is also particularly good at planning work that matches pupils' ability levels precisely, with worksheets or activities specifically geared to meet their needs. This was noted in mathematics and science lessons seen where, although pupils worked on the same basic activity, refinements were interwoven for each group to ensure that all groups and individuals were fully extended by the activities.

16. Year 1 pupils are split by age between two classes. The youngest Year 1 pupils work for some of their time alongside Foundation Stage pupils, for some of their lessons as a group in the adjoining area between the two classrooms and for some of their time with the rest of Year 1 in the Year 1/2 class. Very close liaison between the two teachers ensures that all Year 1 pupils cover the same areas of work. They reap the benefits of work being geared specifically to match their needs through the small group teaching made possible in this very flexible situation.

17. Pupils in Years 3 to 6 are taught well and generally progress at a good pace with their learning. As in the rest of the school, work is usually planned and prepared well to ensure that all groups and individuals have tasks to do that challenge them at precisely the right level. Learning objectives are set clearly, and good directions ensure that all pupils know exactly what to do. A good range of strategies is used to ensure that all are involved and thinking hard. For example, in a Year 3/4 literacy lesson, relevant points were listed on the whiteboard, and good questioning in discussion and the promotion of interaction through 'partner talk' techniques helped pupils achieve well in planning ideas for their written accounts. Very occasionally in lessons in Years 3 to 6, pupils show restless behaviour when tasks do not involve them sufficiently. Also at these times, teachers do not always make their expectations of what is acceptable behaviour clear to the pupils.

18. Effective liaison between staff and careful joint planning ensure that Year 4 pupils working in different classes cover a full range of work.

19. Teaching in religious education is unsatisfactory in Years 3 to 6. Although no lessons were seen in this subject for Years 1 and 2, discussions with pupils and a scrutiny of past work indicate that they have not been taught in sufficient depth. Across the school, too little emphasis is placed upon ensuring that pupils gain a full understanding of the concepts and themes taught.

20. Pupils with special educational needs are well catered for by the teachers across the school. Careful consideration is taken of the targets set within the individual education plans of these pupils so that the work set for them helps them overcome their difficulties. Teaching assistants provide strong support for pupils by prompting and guiding them. They are skilled in knowing when to support and when to allow pupils to build their skills in an independent way. In mixing these approaches carefully, they help individuals to grow in self-confidence and make good progress.

21. Teaching assistants are fully briefed by teachers and work closely with them as part of the team. They provide good support for individuals and groups of pupils. They have good relationships with the pupils and this helps them to encourage individuals to do their best.

22. The headteacher has ensured that sound procedures have been put in place to assess and record the progress of pupils in English and mathematics. When sufficient records have been made over a few years, this will allow the school to track pupils' progress as they move through the school more accurately than at present. The school is now aware of the need to implement similar systems in all other subjects.

## Curriculum

As at the time of the last inspection, the school provides a **satisfactory** curriculum, which contains a good range of interesting and exciting learning opportunities outside lessons. It enables the children in the Foundation Stage class to receive a good start to their school life. Pupils with special educational needs are well catered for. The school's accommodation, resources for learning and staffing support the curriculum satisfactorily.

## Main strengths and weaknesses

- The youngest children in the school are given a good start.
- The provision for religious education is unsatisfactory.
- Pupils with special educational needs are well supported.
- ICT resources are too limited to allow in-depth teaching and use.
- Visits out and visitors invited into school enhance the curriculum well.
- Pupils have good opportunities to take part in activities outside the school day.
- Pupils do not study topics in enough depth in history and geography in Year 6.

## Commentary

23. The curriculum is satisfactory. The headteacher is very aware of the issues that can arise from mixed aged classes and has recently worked hard to develop a four-year rolling programme. A few parents were concerned about the mixed aged classes, but inspection evidence clearly indicates that this is not a problem. The curriculum embraces all subjects of the National Curriculum and religious education. Curriculum planning is satisfactory. Teachers use the national guidance appropriately to plan for literacy and numeracy lessons. In other subjects, planning documents are either under review or in the process of being re-designed. In religious education, pupils in some year groups have had too few opportunities to develop the necessary skills and knowledge. As a result, achievement is not as good as it should be in some year groups. In addition, in Year 6, the balance of the curriculum has been affected slightly because of the high focus on English, mathematics and science. As a result, pupils have had limited experiences in history and geography as well as religious education.

24. The provision for the children in the Foundation Stage is good. There is high emphasis on the promotion of personal and social skills in all activities. Resources are satisfactory and are used well to support all areas of learning. Activities are thoroughly planned according to the national guidance. The outside area consists of a covered area and a small playground area. It is secure and used effectively to promote learning in all areas.

25. Provision for pupils with special educational needs is good. Teaching assistants provide strong support for these pupils and ensure that they have full opportunities to cover the same range of work as their classmates. The individual educational plans provided for these pupils contain clear, precisely focused targets that are regularly reviewed. Generally teachers make good provision within their lesson planning to cater for the needs of the pupils with special educational needs. The school has begun to identify talented and gifted pupils, and recognises the need to consider how to improve provision for these individuals in the future.

26. One of the strengths of the curriculum is the good range of extra-curricular activities. The school has maintained this strength since the previous inspection. Pupils have many opportunities to take part in these activities, which take place throughout the school year and are well attended. These extra activities reinforce and build on what has been taught in lessons. They include a large variety of sporting events, the countryside club and activities that very effectively support ICT, geography, music and art and design.

27. Visitors invited into school support and reinforce learning well in many curriculum areas, such as English, history, physical education and personal, social and health education (PSHE). For example, pupils have recently seen a production of 'The Pied Piper' during a visit from a travelling theatre. Carefully planned visits such as these promote speaking and listening well. In addition, well-planned visits out of school are offered to all pupils. These stimulate learning in several subjects, for instance in history, when pupils visit places such as the Imperial War Museum at Duxford and Rockingham Castle. Other subjects that benefit from visits out are religious education and physical education. Visits to the local community, and often further afield, develop pupils' personal and social skills well. In addition, older pupils have the opportunity to take part in a residential visit, which allows them to learn how to live alongside each other for a few days.

28. The accommodation, resources for learning and staffing are satisfactory. The school site is managed well. Resources are satisfactory, but in many curriculum areas the school rightly identifies the need to develop these further. Although the school generally has a satisfactory number of computers, the deployment of these machines around the school and the lack of an ICT suite make it very difficult for the teachers to conduct whole-class lessons in this subject. This means it often takes too much time for individuals to take their turn on the facilities. There has been a high turnover of staff in the last few years. However, the present hard working staff are suitably qualified to meet the demands of the curriculum and develop it further.

### **Care, guidance and support**

The school has **good** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is satisfactory overall. There are satisfactory arrangements for involving pupils through seeking, valuing and acting on their views. This represents a broadly similar picture to that reflected by the last inspection report.

### **Main strengths and weaknesses**

- There are good child protection and health and safety procedures.
- The school pays careful attention to pupils' pastoral needs.
- There is no consistent approach to monitoring and guiding pupils' progress in some subjects.
- Good induction systems that mean pupils settle quickly into school life.
- The school seeks and values pupils' views, but older pupils do not feel that their ideas are valued sufficiently.
- The nuisance of dogs fouling the public sports field that pupils use is a health and safety risk.

### **Commentary**

29. The headteacher is in charge of the very good child protection arrangements that include proper links with the relevant local agencies and training for all staff. The school is working towards

the healthy school award. Health and safety arrangements are good except for the problem of dogs fouling the sports field that is frequently used by pupils. The school is well aware of this problem, but has no control over usage because it is a public area, jointly owned by the county council and the parish council. There are regular safety and security inspections of the whole site. A good risk assessment system, which covers trips and in-school activities, is in place. First aid arrangements are good. Pupils are well supervised at break times, the beginning and end of the school day and during trips.

30. Teachers and support staff know their pupils well and hence are aware of both their learning and personal development needs. However, apart from in English and mathematics, there are no clear, consistently used systems to monitor pupils' progress and development to inform subsequent support and guidance for individuals on what they need to do in order to improve. Pupils with special educational needs are well looked after.

31. The school's system for bringing Foundation Stage children into school is good. There are home visits, meetings and pre-school visits. Teachers are sympathetic to the needs of individual pupils who, as a result, settle quickly. Parents confirm that their children are happy to be in school.

32. The school values pupils' ideas and the contribution which they can make to school life and a survey of their views was recently carried out. In spite of this, some older pupils spoken to said that they feel their ideas and ability to contribute to school life are undervalued.

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

As at the time of the last inspection, the school's links with parents and the local community are **good**. Links with other schools and colleges are **satisfactory**.

### **Main strengths and weaknesses**

- Parents are kept very well informed about their children's progress.
- Parents are actively involved in school life and support their children's learning.
- Pupils benefit from the number and range of the school's links with the local community.

### **Commentary**

33. Parents believe that the school provides their children with a very good education. The school provides them with a wealth of information about school life and what their children are doing. There are regular newsletters and briefing notes about the curriculum. There is almost 100 per cent support for the termly formal meetings between parents and teachers. End of year reports and information about targets are very good. They contain detailed, personalised information about pupils' learning and personal development.

34. Parents make a good contribution to school life and their children's education. They encourage their children to work hard and do their homework. The school has an 'open door' policy and parents are always welcome. Every morning, the parents and teachers of younger pupils interact as they share the tasks of settling them down for the day. A small number of volunteers regularly come into school to help in lessons. Others help look after pupils on one-off events, such as the recent trip by pupils in Years 3, 4 and 5 to Boughton House. Parents also support assemblies and always fill the school premises for major events and festivals.

35. Good links with the local community include charitable work, such as collections for a children's hospice, cancer support groups and a mountain rescue centre. Strong links are established with the local village pre-school organisation. Pupils play competitive games with other schools and take part in local festivals. The school is an integral part of village life and the school hall is used for major social events. There are close links with the church, and the school is exploring ways in which its facilities can be used to support and extend the church's work in the village.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory**. The governors fulfil their roles well and ensure that all statutory requirements are met in full. This represents a broadly similar picture to that reflected by the last inspection.

### Main strengths and weaknesses

- The headteacher leads the staff well.
- The headteacher is effectively supported by the deputy headteacher.
- The roles of the co-ordinators are underdeveloped.
- Governors are fully involved in the work of the school.

### Commentary

36. During the two years he has been in post, the headteacher has made significant changes that have accelerated the rate of improvement. The school had been through a period of severe staff turbulence due to the changes in personal circumstances of many individuals. In particular, the headteacher has done well to stabilise the current staff team and provide an atmosphere in which they work enthusiastically together and show strong commitment to helping the school move forward. He has introduced new systems for planning the curriculum to ensure that pupils learn in a progressive and continuous way as they move through the school. He has made a good start with establishing procedures for checking pupils' progress in English and mathematics. He has set up systems to enable the school to closely monitor the quality of work across the school, for example, by ensuring that samples of pupils' work from all classes are regularly monitored and evaluated. Also he has established a particularly good system through which teachers submit fortnightly detailed evaluations of their own teaching. He responds by providing detailed annotations to these evaluations. This provides a very positive feedback system that shows teachers that their work is valued and also serves to give the headteacher a very full understanding of how work in their classrooms is progressing. The headteacher has also put in place a detailed and realistic school improvement plan, which provides a very clear vision of the intended future education direction of the school.

37. Despite the good initiatives instigated over the last two years, staffing difficulties remain a barrier to school improvement. Indeed, staff shortages and sickness have forced the headteacher to take up full-time class teaching over much of the time he has been in post. This has disabled his programme of monitoring and evaluating lessons on a regular basis. He has, however, inventively 'plugged the gap' by making good use of local education authority advisory staff as well as an independent consultant to help monitor lessons and work across the school. The school recognises the need to establish its own systems for regularly monitoring lessons in the future.

38. The headteacher is fully and effectively supported by the deputy headteacher, who has played a key part in helping to formulate strategic planning for the school's future development. The Foundation Stage teacher, the deputy and headteacher form the senior management team, and they have worked very closely together in helping the school develop through its recent difficult phase.

39. The headteacher has established clear lines of management and clear roles for the subject co-ordinators, who work enthusiastically to help develop the subjects for which they are responsible. However, their roles are fairly recently established and there is still much to do to ensure they are working in a fully effective manner. In particular, the school rightly sees the need to involve them in monitoring lessons and the quality of work across the school.

40. Governors visit the school on a regular basis. Through these visits and from detailed briefings from the headteacher, and occasionally from briefings by some of the staff, they have a clear view of the school's strengths and weaknesses and are fully informed about and involved in the overall management of the school.

41. The headteacher and governors manage the finances efficiently and ensure that full use is made of the entire budget available for the school to spend. Although the 2003 budget carry forward figure is high, this is because the school has wisely budgeted for heavy expenditure on staffing expected in the current academic year.

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

<b>Income and expenditure (£)</b>	
Total income	312,566
Total expenditure	308,726
Expenditure per pupil	2,470

<b>Balances (£)</b>	
Balance from previous year	39,478
Balance carried forward to the next	43,318



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

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

42. Provision for children in the Foundation Stage is good and this is an improvement since the previous inspection. There is a secure outdoor area, which is used well to support learning in many areas. Resources are satisfactory. Induction procedures are good and, as a result, the children settle in happily and enjoy coming to school. Information collected when the current children started school shows the majority working at average levels. They achieve well so that most are on course to at least reach the expected levels by the end of the Foundation Stage. A significant number are currently working at the higher levels. Assessment is good, as is the support for children with special educational needs. The profiles kept on all children clearly show their rate of progress. A few Year 1 pupils are taught alongside the Foundation Stage children for part of the school day. They receive an appropriate curriculum for their ages and their individual needs are met well.

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

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

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

- Teaching is good.
- The children develop positive attitudes to learning and achieve well.
- Behaviour is good.
- Adults support learning well as they interact sensitively when children work in small groups or alone.

#### **Commentary**

43. Good teaching enables most children to at least reach the expected levels by the end of their time in the Foundation Stage, with many on course to exceed these levels. Most children are confident, so that they will ask for help if they need it. They get on well with the adults. The teacher and the learning support assistant promote all aspects of this area effectively. As a result, children develop good attitudes to learning and behave well. Achievement is good. Most children take turns and concentrate well as they interact positively with each other and with the adults. Good opportunities allow them to work well together in pairs and small groups and begin to develop the skills necessary to work independently. Personal independence is well developed. For example, the children know that they are expected to help tidy up at the end of sessions. In addition, good systems are in place for them to tick or write their names when they sit down at the snack table and select their daily drink, biscuit or piece of fruit. However, adults do not always keep a clear check on this and a few children were seen eating oranges and biscuits as they used the computers. Photographic evidence shows that the children have satisfactory opportunities to develop an understanding of celebrations within different religions. Celebrations, such as Harvest and Diwali, are focused on well at appropriate times of the year.

## COMMUNICATION, LITERACY AND LANGUAGE

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

### Main strengths and weaknesses

- Teaching is good.
- The children respond positively to lessons and achieve well.
- Opportunities are sometimes missed to promote the correct way to write letters and for higher attaining children to develop simple dictionary skills.

### Commentary

44. Most children are on course to attain the expected levels by the end of their time in the Foundation Stage, with a significant number likely to exceed these levels. Teaching is good. Adults have high expectations for children listening carefully at all times, and this results in most children listening well and responding accurately during class discussions. The children have many opportunities to develop speaking skills and most respond confidently when spoken to. Children of all abilities look at storybooks with obvious enjoyment. They begin to develop an idea that not all books are storybooks and that some books enable them to learn about specific things. For example, children were seen enthusiastically working with the learning support assistant as they looked at a book that told them about snails. Lower attaining children handle books well and tell the story by looking at the pictures. Higher attaining pupils begin to recognise familiar words. Most children confidently identify and read their own names. All children are clearly shown what they need to do to form letters correctly and to develop a good idea of letter sounds and blends. They are given many opportunities to develop writing skills. This results in most children attempting writing activities confidently and enthusiastically, in particular in writing their names. Achievement is good. However, although there are many opportunities for children to write their names independently, adults miss opportunities to show them how to write the letters in their names correctly. In addition, opportunities are sometimes missed to promote the development of simple dictionary skills when writing independently, in particular for the higher attaining children.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The children achieve well.
- Children have good opportunities to develop their numeracy skills.
- Information and communication technology is used well to support work in this area.

### Commentary

45. Little direct teaching was seen in this area, but what was seen was good. Children were seen working with the teacher as they sequenced numbers correctly. They then used their developing mathematical skills well to measure different lengths of beanstalks and then record the actual lengths. Discussions with children indicate that basic mathematical vocabulary is developed well. For example, children confidently and correctly use 'empty', 'full' and 'nearly full' as they played independently in the water area with plastic bottles. Further discussions with children indicated that they have a satisfactory awareness of the names of basic two-dimensional shapes. Information and communication technology is used well to support this area. Children were seen working confidently on the computers at mathematical programs that promote basic number skills and the idea of working with three-dimensional shapes. Adults interact effectively when necessary to support learning, which enables the children to achieve well. Higher attaining children successfully work with

numbers over 20. Previous work shows a developing awareness of basic addition, with children given regular opportunities to learn how to write numbers correctly. They achieve well and most are on course to at least reach the expected levels by the end of their time in the Foundation Stage. A number of children are likely to exceed these levels.

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

Provision in knowledge and understanding is **good**.

### **Main strengths and weaknesses**

- The children achieve well because they respond positively to activities, show interest and concentrate well.
- Activities are interesting and resources are used well to promote learning.
- The children are generally well supported by adults.
- The activities do not always meet the needs of all children when they work with adults in mixed ability groups.

### **Commentary**

46. Teaching is good. The children have good opportunities to develop confident ICT skills. Most children use the mouse confidently to move the cursor around the screen as they work through simple programs to promote basic skills. The children work amicably together as they build and construct with a range of objects. They confidently cut sticky tape and join materials such as card and art straws to make models of army tanks and their pet cat. The children have good opportunities to dig and plant in the garden area outside. All children develop a basic idea of what living things need to grow. Higher attaining children say: 'Plants need soil, lots of raindrops and sunshine to make them grow.' A corner of the classroom has imaginatively been made into a 'Garden Centre'. Children enter this area sensibly and work well together as they play creatively. It promotes social skills well. It is well resourced and helps them to develop a good understanding of what different people do when they visit or work in a garden centre. The children develop a sound idea of the names of parts of the body. Higher attaining children talk about where their heart is and what happens when they exercise. One boy said, 'My heart beats faster when I run around.' Activities are interesting and imaginatively thought out to support this area. For instance, the children worked well and were supported effectively by the learning support assistant as they went to the 'discovery area' to find out about snails. All children listened attentively and concentrated well as they identified facts about snails. Achievement is good. Most children are attaining the expected levels for their ages, with a significant number on course to exceed these levels. However, on occasions when adults lead activities and pupils work in mixed ability groups, questions and activities are not always well planned to suit all the abilities within the group. When this happens, some children are not sufficiently challenged whilst others cannot maintain concentration.

## **PHYSICAL DEVELOPMENT**

47. There is too little evidence to make a judgement on provision and teaching in this area. Little direct teaching was seen. However, physical development is well planned for each week. The children regularly use the school hall and their secure outside area to develop physically. Children were very briefly seen confidently using large climbing apparatus. Many children were already working at the expected levels. They showed a satisfactory awareness of space and moved with good co-ordination and control. Children were seen handling paintbrushes and pencils with satisfactory control. They play imaginatively and confidently with construction toys, and photographic evidence showed that they have satisfactory opportunities to use soft materials such as play dough.

## CREATIVE DEVELOPMENT

48. There is too little evidence to make a judgement on provision and teaching in this area. Planning clearly shows that all aspects of this area are well catered for, but little direct teaching was seen. Adults, including volunteer helpers, support the children well, enabling them all to succeed. Children were seen using different fruits to print. The volunteer helper used the opportunity well to talk about the names of the fruits and to develop their sense of smell through identifying which smell they preferred. The children chose colours carefully and made well-controlled prints using paints. Past work and planning shows that the children have many opportunities to use tools such as glue sticks, scissors, paintbrushes and pens. In the few activities seen, children were working at an appropriate level for their ages and on course to reach the expected levels by the end of the Foundation Stage.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision for English is **good**. High standards have been maintained since the previous inspection.

#### Main strengths and weaknesses

- Pupils reach high standards in Year 2 and Year 6.
- Pupils achieve well because they work hard and lessons are interesting.
- Teaching assistants provide good support for pupils.
- Teaching is very good for Years 1 and 2, and good for Years 3 to 6.
- The subject is well led and managed.
- Marking does not always inform the pupils of what they need to do to improve.

#### Commentary

49. Most pupils in Year 2 and Year 6 attain above the expected levels. The current high standards reflect the 2003 national test results. Achievement is good.

50. Pupils in all classes have good opportunities to develop speaking and listening skills. Pupils speak confidently during class discussions. Because lessons are interesting and they enjoy the stories they are told, many are enthusiastic to answer questions. Most pupils listen attentively, showing positive attitudes to the subject and behave well. During lessons, pupils in all classes read the texts they are given enthusiastically, and confidently use the skills they are taught. Pupils in Year 2 read confidently and with enjoyment. Texts are well matched to their abilities and this enables them to achieve well. In Year 6, pupils read texts enthusiastically, and records clearly show the high standards in the class. In all classes, there are good opportunities for pupils to write in different ways. By the end of Year 6, most pupils have developed a confident, joined and fluent style of handwriting. Drafting and re-drafting skills are developed well and clearly show the high standards achieved.

51. Teaching is good. One very good lesson was seen in the Year 1/2 class. A significant feature of this lesson was the teacher's very high expectations regarding the need to listen at all times. In addition, she expected everyone to be involved and formulated questions to which pupils of all attainment levels could respond. The teacher valued all pupils' contributions and, as a result, they all worked hard and did their best. The need to punctuate sentences properly and spell words correctly when writing was very well promoted. In other classes, teachers' relationships with pupils are generally good and learning support assistants are used effectively to enable all abilities to achieve well. However, listening skills are not always effectively promoted. When this happens, pupils talk whilst the teacher is talking or when they are expected to be completing a written task. Such low-

level disruption affects learning at times in some classes and slows the pace of the lesson down. In all classes, there are good opportunities to work in pairs or small groups. Pupils' previous work shows good learning in most lessons. Marking is often good but this is not consistent throughout the school. The best examples clearly inform the pupils what they need to do in order to improve.

52. The subject is well led and managed by the co-ordinator. In recent times, he has usefully monitored the provision pupils receive when supported by the learning support assistants. In addition, he has worked hard to develop assessment systems to track pupils' progress as they move through the school. Resources are satisfactory to support learning and an area has recently been designated for a library. This is in the process of development. Visitors, such as theatre groups, are regularly invited into school and these greatly enhance the curriculum.

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

53. There are satisfactory opportunities to write in different subjects. However, writing skills are not always well promoted. As a result, written tasks are sometimes untidily presented.

## **MATHEMATICS**

Provision for mathematics is **good**. Standards have improved since the last inspection.

### **Main strengths and weaknesses**

- Pupils achieve well and reach high standards in Years 2 and 6.
- Teaching is good.
- The subject is well led and managed.

### **Commentary**

54. By the end of Year 2, pupils have achieved well and show competent skills in number work and the ability to use different strategies to help them complete calculations; for example, in adding and subtracting numbers up to 100. Generally, pupils acquire a good understanding of shape and simple data handling. There is evidence in their books of experience in solving word problems, but use of their mathematical skills in this context has not been very extensive in the past, although the new teacher now places a suitable emphasis on this area. Year 6 have achieved well and cover mathematical topics in much detail and depth. They develop good understanding in concepts such as using formulae in mathematical investigations and applying their mathematical knowledge, and in a range of problem solving contexts. They show good skills in practical work, such as measuring and drawing angles to within one degree of accuracy, and have a good understanding of areas such as probability and using decimals, ratios and fractions.

55. Samples of work and lessons seen show that teaching is good overall. Teachers provide good, succinct explanations and make learning objectives clear to pupils so that individuals know what to do and get on rapidly with the tasks they are given. Teachers often devise imaginative approaches, as was noted in a very good Year 1/2 class session where the pupils received a letter from the 'Great Alphonse', a circus performer, inviting them to be his mathematical detectives. Also in a Year 6 science lesson, the teacher used a very good strategy of getting pupils to investigate food products through the detailed use of scattergrams. These approaches held pupils' interest and motivated them to work well. Occasionally, in lessons for the older pupils, individuals display restless behaviour and the teachers do not always deal with this promptly enough.

56. The co-ordinator provides good leadership and management. He has set in place a good system for tracking pupils' progress as they move through the school and provides good support for his colleagues.

## Mathematics across the curriculum

57. Good use is made of mathematics in subjects such as science and geography, where pupils make particularly good use of their data handling skills.

## SCIENCE

Provision in science is **good** and has improved since the last inspection.

### Main strengths and weaknesses

- Pupils attain good standards.
- Teaching is good overall.
- Pupils' previous work indicates that some aspects of science investigation work are not given sufficient emphasis.
- Pupils enjoy their science activities.
- Systems for assessing pupils' progress are underdeveloped.
- The co-ordinator does not have enough opportunity to monitor the quality of lessons.

### Commentary

58. Year 2 pupils achieve well and acquire a good knowledge and understanding of science concepts. For example, they gain a good basic knowledge of the planets in the solar system, carry out in-depth investigations into 'sound' and gain a good knowledge of the forces acting on toy cars when they roll down different ramps. They also develop a full knowledge of the parts of flowering plants and carefully investigate different factors that affect the growth of seeds. Year 6 pupils achieve well and show good knowledge and understanding in a wide range of areas that they study. Many of their investigations are carried out in depth; for example, work with shadows leads them to making precise predictions and realising that shadows are shortest when the sun is directly overhead. They draw detailed diagrams and have a good understanding of the structure and functions of the human skeleton and the blood circulation system.

59. Teaching is good. Interesting work provided for pupils ensures that they work in a motivated and enthusiastic manner. Teachers show good subject knowledge and provide clear explanations so that pupils understand the purpose of the work they are doing and are enabled to progress rapidly with tasks. In the very good lessons, skilful questioning and very well prepared work ensure that all groups of pupils are fully involved and can progress rapidly with their learning. For example in a Year 1/2 lesson, the planning defined very clear parameters for tasks given to different ability groups, and strong support from the teacher and teaching assistants helped all pupils tackle the work with confidence. Samples of pupils' previous work show that, occasionally, some aspects of practical investigation work, such as fair testing principles and recording results in a detailed way, are not sufficiently emphasised.

60. Leadership and management of the subject are satisfactory. The co-ordinator has put a good action plan in place and liaises with and supports colleagues well. She has identified rightly the need to build more effective assessment procedures so that teachers can track pupils' progress more accurately and to establish opportunities for monitoring the quality of lessons across the school.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils cover an adequate range of areas to build up their basic ICT skills overall, but do not have sufficient opportunities to extend their skills further.
- The current deployment of resources does not easily provide the opportunity for whole-class teaching.
- Procedures for assessing pupils' attainment and progress are underdeveloped.
- The co-ordinator does not have enough opportunity to monitor the quality of teaching and learning across the school.

### Commentary

61. Very little previous work was available for scrutiny and it was only possible to see one lesson. It is therefore not possible to make overall judgements about teaching and learning. Nonetheless, in-depth conversations with pupils in Years 2 and 6 show that they have covered an appropriate range of areas, achieve satisfactorily and reach the expected levels for their ages. The clarity with which they were able to describe the work that they have done gives a strong indication that they have been at least satisfactorily taught. Year 2 pupils confidently described how they use the Internet for research, how they have used an art program and imported Clipart images. They explained clearly how they go about saving, retrieving and printing work. They accurately described how to make a short program to instruct the movements of a floor robot. Similarly, Year 6 pupils confidently explained how they use search engines to find the information they need on the Internet and how they use a range of data handling tools to help them with work in mathematics, science and geography. They also enthusiastically described how they had made a PowerPoint slide show for parents and pupils in an assembly. The slides included imported photographs and sound effects.

62. In most lessons in other subjects, computers were not used during the inspection and there are indications from this and the discussions with pupils that they do not have frequent enough opportunities to use computers.

63. In the one lesson seen in Year 6, the teacher made good use of the computer projector to show pupils the techniques required for some multimedia work. He then sent the pupils to use computers in different classes around the school in order to follow up on this work. While this was a creative way of making the best use of the resources, it was difficult for him to monitor and guide pupils' progress. This provided a clear-cut example of the difficulties teachers currently face in trying to provide whole-class teaching. The difficulties were made worse by the restless behaviour of some of the pupils that was not appropriate when they were intended to be working independently in other classrooms.

64. The enthusiasm of the pupils and the confident skills of the teachers mean that the school is well placed to develop ICT use further, but staff are currently constrained by not having access to enough machines at any one time.

65. The co-ordinator provides satisfactory leadership and management. He supports his colleagues well and provides them with good training opportunities. However, he has identified rightly that assessment systems need developing and opportunities for monitoring the quality of lessons need to be provided.

### Information and communication technology across the curriculum

66. Pupils make effective use of ICT in different subjects, such as science, mathematics and geography, but the opportunities they have are too limited.

## HUMANITIES

67. **History** and **geography** were not focus areas for this inspection. No lessons were seen in history and two lessons were seen in geography. This does not give enough evidence for secure judgements to be made on the quality of provision. In a very good Year 6 geography lesson, the teacher very effectively focused upon developing pupils' mathematical skills while teaching them about time zones around the world. Pupils realised the extent to which time zones vary even within one large country such as America. In another very good lesson given by the history/geography co-ordinator, very well planned work helped Year 4/5 pupils gain a clear understanding about farming, economies and ecology in different parts of the world.

68. Sampling of pupils' past work shows that they generally have an appropriate range of opportunities to study different history and geography topics. However, there were indications that not enough emphasis is placed on covering areas of work in depth in Year 6.

69. The co-ordinator carries out her work satisfactorily. She has worked hard to start the job of devising new planning across the school. However, she does not have any chance to monitor the quality of other lessons, and assessment systems are yet to be developed in history or geography.

## **Religious education**

Provision in religious education is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are below those expected at the end of Year 2 and Year 6, and pupils' achievement is unsatisfactory.
- Teaching is unsatisfactory.
- Leadership and management of the subject are unsatisfactory because pupils' achievement is not evaluated effectively.
- There are no assessment procedures or any monitoring of what is taught.

## **Commentary**

70. Previous work sampled, the three lessons seen in Years 3 to 6 and discussions with pupils in Years 2 and 6 show pupils' achievement is unsatisfactory and they attain below the expected levels. There is a satisfactory whole-school plan for the subject, but it has not been in place long enough to ensure that the full range of topics specified is taught across the school. The guidelines that teachers use to plan lessons are under review. The amount of work that pupils have previously completed is limited and of a low level, and a lack of monitoring of lessons and the quality of work means the school does not have a clear overview of standards. Teachers have not stressed the need to present work neatly, and marking does not show pupils what they need to do to improve. Too often, the whole class is given the same task and lower attaining pupils are not given enough guidance to succeed. This results, on occasions, in work being unfinished. In addition, discussions with pupils clearly show that they have not developed the necessary skills and knowledge as they have moved through the school. Pupils in Year 2 have a satisfactory knowledge of the significance of Jesus and Christian celebrations, such as Easter and Christmas, but have little idea of any other religion. For instance, they have discussed Diwali, but think it is connected to the story of Guy Fawkes. In Year 6, although there is evidence to show that different religions have been discussed, pupils' knowledge is generally limited and muddled.

71. No lessons were seen in this subject for Years 1 and 2 and so it is not possible to make an overall judgement on teaching and learning for these age groups. However, a scrutiny of pupils' past work and discussions with them indicate that work has not been covered in sufficient depth to enable them to reach the expected levels. In lessons seen in Years 3 to 6, teaching varied between good and unsatisfactory. However, scrutiny of pupils' work in combination with the lessons seen indicates that teaching is unsatisfactory overall. In the best lesson seen, pupils in the Year 3 and 4 classes concentrated well and worked hard. This was because the lesson was prepared effectively to meet



the needs of all pupils, questioning was good and the teacher expected all pupils to listen attentively. Photographs were used well to promote learning. Learning was good and enabled the pupils to demonstrate a satisfactory understanding of the key features of a Hindu temple. Information and communication technology was used well to support two of the lessons seen. For example, in the Year 4 and 5 mixed aged class, pupils worked well together as they looked for information about Hinduism. In the Year 6 lesson, the teacher used a PowerPoint presentation to enable the pupils to think about the enormity of the universe. However, there was little evidence of ICT being used in pupils' previous work. Weaknesses in teaching in the less successful lessons seen included: pupils talking whilst adults or other pupils were talking, restless behaviour not being dealt with effectively, which at times affected the learning of others, and activities not being well matched to pupils' different abilities within the class.

72. The leadership and management of religious education are unsatisfactory. There are no effective systems in place to monitor the quality of teaching and learning. In addition, the school has highlighted the fact that some teachers have insecure subject knowledge. There are no assessment procedures to enable teachers to see how well pupils are doing. These factors contribute to the low standards achieved by the pupils throughout the school.

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

73. These subjects were not a focus during the inspection. No lessons were seen in art and design, music, design and technology or physical education, and it is therefore not possible to make judgements about the quality of provision. There are no assessment procedures to track pupils' progress in these subjects.

74. Work on display and discussions with pupils give indications that they reach appropriate levels for their ages in **art and design**. Pupils in Year 2 speak confidently about the pictures they have recently worked on, after being inspired by looking at Aboriginal art. Pupils spoke of making pots from clay and putting candles in them. Pupils in Year 6 spoken to showed satisfactory understanding of the work of famous artists they have looked at, such as Van Gogh and Klimt. They show a sound idea of what 'perspective' means when drawing. Pupils in both year groups spoke enthusiastically about the subject.

75. Discussions with pupils in Year 2 about **design and technology** were limited because they could not remember much about what they have done in this subject. In Year 6, pupils showed a very limited grasp of basic vocabulary relating to the subject. They spoke of making models but not finishing them. There was little evidence of any evaluative work that has taken place after finishing models. The small amount of evidence indicated that standards were lower than the expected levels.

76. In **music**, pupils have many opportunities to sing in assemblies. Standards in singing are satisfactory. Pupils sing tunefully and enthusiastically with satisfactory expression. All pupils have the opportunity to learn to play a musical instrument. Recorder players led the singing in assembly for 'He's got the whole world in his hands.' They played tunefully and confidently.

77. Pupils carry out an appropriate range of **physical education** activities as they progress through the school. Sufficient lesson time is allocated for all classes. The school is fortunate to have a large hall and extensive outdoor grounds. The facilities are used fully, both for lessons and for after-school sports activities. For example, a lively after-school country-dancing session was thoroughly enjoyed by all of the pupils taking part.

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

78. No lessons were seen in this area and it is therefore not possible to make an overall judgement about standards or the quality of provision.

79. The well-planned programme contains interesting opportunities that effectively promote the development of personal and social skills. Planning shows that sensitive issues are emphasised well, such as the need to keep oneself safe and the importance of a healthy lifestyle. Personal, social and health education is well promoted by visitors coming into school and talking to pupils. For example, pupils have had talks from fire safety experts and have learnt about cycling safety from another visitor who was invited into school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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