

# INSPECTION REPORT

## **ELMLEY CASTLE CE FIRST SCHOOL**

Elmley Castle, Pershore

LEA area: Worcestershire

Unique reference number: 116808

Headteacher: Mr M Walley

Lead inspector: Mrs A E Kounnou

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> November 2003

Inspection number: 256055

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
School category:	Voluntary controlled
Age range of pupils:	4 – 10
Gender of pupils:	Mixed
Number on roll:	83
School address:	Main Street Elmley Castle Persnore Worcestershire
Postcode:	WR10 3HS
Telephone number:	01386 710279
Fax number:	01386 710109
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. J. Hopkins
Date of previous inspection:	5 <sup>th</sup> October 1998

## CHARACTERISTICS OF THE SCHOOL

Elmley Castle is a small voluntary controlled first school with 83 pupils on roll from age four to ten years; they are taught in just three classes where pupils from different age groups are taught together. Many pupils come from advantaged backgrounds. The school is situated in the rural village of Elmley Castle, around four miles from the country town of Persnore. There are more boys than girls in the school, and some year groups are very imbalanced. Very few pupils, just over two per cent, are entitled to free school meals, well below the national average. An extremely small proportion of pupils are from minority ethnic backgrounds, and none are learning to speak English as an additional language. About six per cent of pupils have special educational needs; none has a statement to support specific needs. This is a much smaller than average proportion. A much smaller proportion of pupils join or leave the school during the school year than is typical. Children start school with a wide range of ability, but the great majority achieve levels that are above those expected in the reception year. The school gained a School Achievement Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
30810	Liz Kounnou	Lead inspector	Areas of learning for children in the Foundation Stage English Religious education History Geography Personal, social and health education
14141	Ernest Marshall	Lay inspector	
18703	Christine Canniff	Team inspector	Mathematics Science Information and communication technology Art and design Design and technology Music Physical education

The inspection contractor was:

peakschoolhaus ltd

BPS Business Centre  
Brake Lane  
Boughton  
Newark  
Nottinghamshire  
NG22 9HQ

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Elmley Castle First School provides a satisfactory standard of education and satisfactory value for money, but with higher than average costs.** This is because the costs of running this small school are much higher than average. Throughout the school pupils achieve satisfactorily, building steadily on their prior attainment. Standards in the Year 2 national tests are well above average in reading and mathematics, and above average in writing. By the end of Year 5, the oldest pupils in the school reach above average standards in English, mathematics and science. Teaching and learning are satisfactory overall. Leadership and management are satisfactory.

The school's main strengths and weaknesses are:

- The headteacher is an effective leader who has brought about substantial improvements by working in partnership with governors, who provide good support.
- Provision for children in the Foundation Stage is good and has improved significantly.
- Pupils achieve well in reading and science throughout the school, and in art in Years 1 and 2.
- Pupils are underachieving in religious education because the curriculum is not planned well enough.
- Although the quality of teaching is satisfactory overall and more than half of lessons are good or better, a considerable proportion of lessons are unsatisfactory.
- Teachers in Years 1 to 5 do not use assessment well enough to plan lessons that meet the needs of their pupils, many of whom have the capability to achieve high standards.
- The curriculum is still not planned well enough to help pupils make good progress in all subjects; this is because curriculum leaders are still not effective in raising standards and improving the quality of teaching and learning in the subjects for which they are responsible.
- There is good provision for pupils' spiritual, moral, and social development. However, pupils have few opportunities to learn about the contributions of diverse cultures to British society.

There has been satisfactory improvement since the last inspection. Parents say that they receive much better information now. Although the curriculum and assessment have not yet improved sufficiently, this is currently a high priority for the school. Improvement has been hampered because curriculum leaders are still not effective in bringing about the changes needed, and too much responsibility falls to the headteacher. Governance is much improved because the school development plan is now an effective document that is evaluated rigorously in partnership with the headteacher. Although standards have declined in religious education, pupils achieve higher standards now in reading, science, and art and design.

### STANDARDS ACHIEVED

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

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

*A\* - standards achieved by the highest five per cent of schools*

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

**Pupils' achievement is satisfactory in Years 1 to 5.** The very small numbers of pupils taking the tests in some years mean that comparisons with other schools may not be accurate. In the reception class children in the Foundation Stage achieve well due to the good partnership between

the teacher and teaching assistants. Most children start school in the reception year with above average ability. In reading, pupils in all year groups achieve very well, reaching higher than expected standards in the national tests in Year 2, and in school assessments in Year 5. Pupils make better progress in mathematics in Years 1 and 2 than they do in Years 3 to 5. Standards in writing could be higher throughout the school. Although pupils achieve the standards that match their abilities in the Year 2 national tests, pupils' work throughout the school shows that there are not enough opportunities for them to fully develop their skills in writing. Pupils with special educational needs make satisfactory progress due to the good support they receive from teaching assistants in lessons. Pupils achieve well in science throughout the school, and in art and design in Years 1 and 2. Not enough art and design was seen in Years 3 to 5 to make a secure judgement about standards. In religious education, pupils in all classes are not doing well enough.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall.** However, there are not enough opportunities for pupils to learn about the contribution of all cultures to Great Britain. Pupils are keen to come to school, are eager to learn and behave well in most lessons. Consequently, attendance is good and punctuality very good.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. The quality of teaching and learning is satisfactory.** Many lessons are taught very well, particularly in Years 4 and 5, but too many lessons taught by one part-time teacher are unsatisfactory. This affects pupils' learning throughout the school. The curriculum and assessment of pupils' work are still unsatisfactory and a high priority for school improvement. There is a very good range of extra activities. However, the subjects are not all taught for an appropriate amount of time and this limits pupils' achievement, particularly in religious education, history and geography. Furthermore, the way that teachers plan work each term does not ensure that pupils of all abilities improve their skills sufficiently. More able pupils in particular could do better.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher provides good leadership, which has substantially improved the school. This is despite the fact that he teaches for 70 per cent of the school week. Staff with responsibilities to lead curriculum subjects are not yet effective because they do not check the quality of teaching and learning well enough. Governance is satisfactory; governors have a clear view of what the school does well and what still needs to improve, but have not brought about improvement in all the issues identified in the last report.

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

**Parents and pupils are highly satisfied with the school.** Parents give their full support, which helps the school to improve and their children to learn more effectively. Pupils thoroughly enjoy most of their lessons and have good relationships with most of the staff. They say that teaching is not as good in some lessons as it is most of the time.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in religious education throughout the school.
- Improve the quality of teaching where it is unsatisfactory, and improve the quality of teachers' assessment and planning throughout the school.
- Improve the roles and responsibilities of curriculum co-ordinators in developing the curriculum, improving teaching and learning, and raising standards in all subjects.
- Improve the opportunities for pupils to learn about the contributions of diverse cultures to life in Britain.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement throughout the school is **satisfactory**. Standards in the national tests at the end of Year 2 are **well above average** in reading and mathematics, and **above average** in writing. When compared to those in similar schools, standards are not as high. All pupils, including the small group with special educational needs and the many that are more able, make satisfactory progress, building steadily on their prior attainment. By the time they leave the school at the end of Year 5, pupils attain above average standards in English, mathematics and science.

#### Main strengths and weaknesses

- Pupils achieve well in reading, and science throughout the school, and in art in Years 1 and 2.
- Pupils are underachieving in religious education and standards are below average.

#### Commentary

##### Reception, Year 1 and Year 2

1. The great majority of children start school with above average ability. In the Foundation Stage the majority exceed the goals children are expected to reach by the end of reception in each of the six areas of learning; they make good progress in this year. In the Year 2 national tests, pupils achieve the standards that could be expected given their prior attainment. Over time these standards are above the national trend. In 2002, pupils in Year 2 achieved exceptionally high standards in mathematics compared to the national average, and consequently the school won a School Achievement Award in 2003. This is a good accomplishment for the school. The very small number of pupils in each year group means that comparisons between one year and the next are not very reliable. Instead, the school carefully checks the ability of each pupil and the progress they make in English and mathematics as they move through the school. During the inspection pupils in Year 2 were seen to make good progress in reading and satisfactory progress in writing and mathematics; standards in these subjects are above average.

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

Standards in:	School results	National results
reading	17.4 (18.4)	15.7 (15.8)
writing	15.6 (16.3)	14.6 (14.4)
mathematics	17.6 (19.6)	16.3 (16.5)

*There were 10 pupils in the year group. Figures in brackets are for the previous year.*

##### Year 3, Year 4 and Year 5

2. School data shows that most pupils in Years 3 to 5 continue to make good progress in reading, and satisfactory progress in mathematics and writing. Throughout the school pupils are very articulate; they make satisfactory progress in developing their speaking and listening skills in most classes, so that standards are well above average. In Year 5, standards seen in writing and mathematics are above average, but standards are not as high as they could be because pupils do not have enough opportunities to improve their skills to a high enough level each year. In Year 5, pupils achieve particularly good results in school reading tests. Almost half the pupils

achieved Level 5<sup>1</sup>, which is higher than the expected level at the end of Year 6 one year later. These are well above average standards. Pupils achieve well in reading because it is given a very high priority in each class and a lot of time in the timetable. In science, standards are above average and pupils achieve well due to the number of opportunities for them to investigate science. In ICT achievement is satisfactory; pupils reach above average standards but do not build fully on the skills they learn at home.

### Other information

3. Collecting data to measure pupils' progress is a recent initiative introduced by the headteacher when he took up his post. Curriculum co-ordinators have not yet begun to use the information the data provides to tailor the curriculum to meet the needs of pupils, most of whom are capable of achieving high standards. However, a group of boys in one year group have been identified because they do not make as much progress as they should in mathematics. Action has been taken to help them improve their achievement. The small group of pupils with special educational needs are supported well by teaching assistants in lessons, and make satisfactory progress. Teachers do not regularly identify special activities for these pupils in their plans, which limits their achievement.
4. In science pupils throughout the school achieve well due to the way the curriculum is organised. Classes are regrouped for one afternoon, enabling staff to concentrate on teaching the scientific skills appropriate for each year group. All pupils at the end of Year 2 in 2003 achieved the expected Level 2<sup>2</sup> in the national science teacher assessments, which is well above average. Unexpectedly, none were awarded the higher Level 3, so that this brought the school's overall performance to in line with the national average. Inspection evidence shows that a high proportion of pupils in the current Year 3 are now working comfortably at Level 3 in science.
5. In religious education, pupils in all year groups do not achieve the standards expected in the locally agreed syllabus for the subject. This is because they do not cover enough work at a suitable standard. There are two main reasons for this. Firstly, the subject is not allocated sufficient time in the timetable; and secondly, longer-term planning does not focus well enough on what pupils are intended to learn each term. The subject leader has not made a careful enough assessment of the quality of teaching and learning in religious education, so that she is largely unaware of pupils' underachievement. In history and geography, pupils throughout the school are not covering enough work to enable them to reach the expected standards. Pupils in Years 1 and 2 achieve well in art and design, reaching high standards due to the good curriculum that provides them with opportunities to build on their skills through challenging activities. Some good artwork was seen in other year groups, but not enough to make a clear judgement about standards. In other subjects pupils' achievement throughout the school is satisfactory.

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

Pupils' attitudes and behaviour are **good**. Their personal development, including spiritual, moral, social and cultural development, is **good**. Attendance is **above the national average** and punctuality is **very good**.

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<sup>1</sup> The level that the majority of pupils are expected to achieve at the end of **Year 6** is Level 4. Higher attaining pupils of that age should reach Level 5.

<sup>2</sup> At the end of **Year 2**, pupils are expected to achieve Level 2, and higher attaining pupils should reach Level 3.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.1
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.

## Main strengths and weaknesses

- Pupils enjoy coming to school and show keen interest in their learning.
- Relationships across the school are good so that pupils are motivated in most lessons.
- There are good opportunities for pupils to learn about their own local culture, but there are limited opportunities to develop their awareness of the cultural diversity of Great Britain.

## Commentary

6. Pupils greatly enjoy coming to school and parents agree this is true, saying that many pupils are keen to get back to school after the weekend; consequently attendance is good. Pupils arrive very punctually in the morning and are very quick to settle back down to work following break times. They respond well in lessons to the newly introduced interactive whiteboards<sup>3</sup>, and describe this as 'fun'. Pupils talk enthusiastically about their favourite subjects, describing how they planned their own scientific experiments and made three-dimensional maps. A very good range of extra-curricular activities is available to them. A lot of pupils participate in the clubs and this contributes well to their learning as well as their personal development. Behaviour in most lessons and around the school is good, because teachers have high expectations, which they make sure all pupils can understand. Pupils are clearly aware of the difference between right and wrong and try hard to comply with teachers' expectations, so that most lessons are calm and orderly. Pupils work hard in many lessons because of their good attitudes and behaviour.
7. Almost all relationships within the school are good, enabling pupils to make good progress in developing their social skills. The school is a happy and friendly place in which to learn. Almost all teachers value pupils and treat both them and their ideas with respect and consideration. As a result, pupils get on well with most of their teachers and teaching assistants. They respect and appreciate the efforts made to make lessons interesting for them, and the help and support they receive in lessons. This motivates pupils who work hard and do their best most of the time. However, when work is unexciting and not well matched to pupils' needs, they become restless and inattentive. Pupils get on well with each other. When working in pairs or groups co-operation is very good; they support and help one another, discussing their work and taking turns fairly. Bullying is rare. Pupils agree that that the staff deal with any incidents very well so that they feel safe.
8. Pupils develop a good insight into their own culture through the arts and history and geography topics. This helps them improve their skills as they study the work of artists such as Paul Klee and Picasso, representing their ideas about colour in painting and poetry. For example, in a Year 2 and 3 lesson, pupils studied a range of paintings with great interest, exploring the relationship between the different figures represented. This showed them how figures are sometimes represented in European culture. Although world cultures feature in the curriculum, there are too few planned opportunities to develop pupils' awareness and understanding of the

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<sup>3</sup> Interactive whiteboards are large electronic screens that can be used to display data, pictures and other information for the class. They can also be used as a large computer screen that pupils and teachers can interact with by touching the screen with a special pen.

cultural diversity of British society. Consequently pupils' understanding of the contribution other cultures make to life in Britain is limited.

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
80	1	0
2		
1		

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

A pupil with special educational needs was excluded for a short period for behaving inappropriately. The exclusion was not repeated as there was no recurrence of unacceptable behaviour.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**.

### Teaching and learning

Teaching and learning are **satisfactory** overall. Assessment is **unsatisfactory**, there are no systems in place for assessing pupils' progress except in English and mathematics, and teachers do not use well enough the information gained from the few assessments they do make.

### Main strengths and weaknesses

- Children in the Foundation Stage are taught well.
- Teaching assistants make a significant contribution to many lessons.
- Teachers make good use of the interactive whiteboards to enhance their lessons.
- Although teaching is satisfactory overall and more than half of lessons are good or very good, a significant proportion of lessons are unsatisfactory.
- Teachers do not set clear enough objectives for their lessons, and do not match tasks well enough to the needs of the pupils because they do not use assessment information effectively.
- The way that teachers ask questions in many lessons is not effective.

### Commentary

#### *Summary of teaching observed during the inspection in 26 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7	8	8	3	0	0

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

9. Teaching and learning in the Foundation Stage are good and have improved since the last inspection. The teacher and teaching assistants work well together so that children receive good support throughout the day. Children in the reception class are taught in a mixed age class with Year 1 pupils. The way that lessons are organised means that they have plenty of opportunities to work in small groups, inside and outside the school. The activities planned are

appropriate for their needs so that they learn effectively as they play. Teaching assistants in other classes also provide good support for pupils and teachers. There is a good level of partnership so that teaching assistants play a full part in lessons, often guiding learning effectively. For example, in the introduction to some lessons in Year 4 and 5, the teaching assistant prompts the small group she works with, going over the teacher's questions again quietly and asking more questions that help those who are struggling to keep up with the pace. Consequently they shoot up their hands to respond.

10. Most teachers make good use of the recently installed interactive whiteboards to enhance their lessons. Each classroom is equipped with the new technology, and it is used for a range of purposes. For example, in an English lesson Year 4 and 5 pupils came out and highlighted sections of the text as they studied a poem. This helped them to see how the verse was structured. The potential of the interactive whiteboards to enhance learning further was harnessed well in the same lesson, when a picture of a filigree brooch was brought up instantly to show children the meaning of the word 'filigree', which was used in the poem to describe snowflakes. The range of ways that teachers use the technology is increasing rapidly as their confidence grows. In a few lessons the technology is not used effectively mainly due to the teacher's lack of confidence.
11. Teaching and learning are satisfactory overall; a substantial proportion of lessons were good and very good throughout the school. A good proportion of lessons were taught very well. The best lessons are characterised by high expectations and a brisk pace that involves giving pupils plenty to do. In these lessons pupils make rapid progress, achieving well. However, a number of lessons taught by a part-time teacher were unsatisfactory, because they were not tuned well enough to pupils' abilities and the tasks pupils were asked to complete were not sufficiently challenging. Pupils in these lessons became restless, and their behaviour was not managed well. As a result, the quality of work in their books is inconsistent, because they do not make the same good effort as they do in other lessons.
12. Most pupils have a higher than average level of ability, and many are extremely able. Teachers use a range of appropriate strategies to assess pupils' achievement in English and mathematics, and plans are in place to make termly assessments of pupils' progress in other subjects, beginning at the end of this term. This was a key issue at the last inspection and there has not been enough improvement. Furthermore, teachers do not take enough account of the information they have about pupils' ability when they plan their lessons. Consequently, although pupils cover a wide range of the curriculum in most subjects, they make only satisfactory progress. This is particularly so in writing and mathematics and limits pupils' achievement. In these subjects teachers closely follow the guidance of the national strategy documents to guide their planning of what is to be taught in each year group. However, teachers do not adapt the guidance well enough to match pupils' ability so that too often the tasks are not challenging enough. In most subjects, teachers do not always adapt their questions well enough when they are teaching a large mixed age group. Too often they ask all the pupils the same question rather than tailoring questions specifically to pupils' abilities. This tends to waste time in lessons and slows the pace of learning. This also happens when teachers seek a specific answer to a question, rather than exploring the level of pupils' understanding.

## The curriculum

The curriculum offered by the school is **unsatisfactory**. There is **very good** enrichment of the curriculum. The accommodation and resources for learning are **satisfactory**.

## Main strengths and weaknesses

- There has been good improvement in the learning environment since the last inspection.
- An interesting range of opportunities, including after-school clubs, enhances pupils' learning very well.

- The Foundation Stage curriculum is good, particularly the opportunities provided by the 'Forest School'.
- Longer-term planning for religious education, history and geography is not good enough to help pupils make the progress that they should, and there is not enough time allocated to these subjects.

## Commentary

13. Since the last inspection there have been considerable changes to the school buildings, improving and increasing the teaching areas, enabling more effective teaching of groups. The decoration and displays around the school create a stimulating environment for learning. Displays of pupils' work are of high quality setting high expectations, and are used effectively to celebrate pupils' achievements and promote an interest in subjects such as art and design.
14. Pupils in this small school take part in a very good and interesting range of extra-curricular activities, including sports, music, an engineering club and a French club. The engineering club is very popular and half the pupils in Years 4 and 5 attend. This greatly increases their interest and motivation, making a positive contribution to the skills they develop in design and technology lessons. Several pupils indicate that what they are learning now may influence their choice of future career. The school takes part in sporting activities with other schools and the annual residential visit provides opportunities for older pupils to experience a wider range of interesting, good, outdoor activities. The school did well in the local schools' swimming gala due to the large amount of time given to this activity in the school timetable.
15. A high proportion of time each week is spent on physical education and English; this has reduced teaching time for other subjects. This means that aspects of religious education, history and geography are not covered in sufficient depth, so that pupils do not achieve the standards they should in religious education, or cover enough work in history and geography. In most subjects teachers plan work each term to match the average expectations for each age group in the mixed aged classes. However, as most pupils are more able, this is not appropriate. For example, in English and mathematics when developing literacy and numeracy skills, teachers concentrate on covering the nationally recommended objectives for the year groups rather than planning work that matches pupils' capabilities. This limits their achievement particularly in writing and mathematics. The curriculum has not yet improved sufficiently since the last inspection when it was a key issue for the school. However, some work has been completed and further improvement is currently a high priority in the school development plan.
16. The curriculum for children in the Foundation Stage has improved and is now good. A distinct curriculum is provided for children in the reception class that fully reflects the national guidance. Governors have remodelled the classroom and outdoor areas well, so that children now have plenty of space to play in as they learn. An exciting new development, that has the complete support of parents, is the introduction of a local education authority initiative called Forest School. A teaching assistant has trained as a course leader and works with another colleague to provide teaching in an 'outdoor classroom' located in the school grounds once a week. Children in the reception year, and those from Year 1, have good opportunities to extend many personal skills outside in the school grounds.

## Care, guidance and support

The school provides a **good** level of pastoral care. Provision for support and guidance is **satisfactory**. The level of pupils' involvement in the life and work of the school is **satisfactory**.

## Main strengths and weaknesses

- A systematic approach to implementing statutory requirements means that pupils work in a safe and healthy environment.

- Well-planned induction processes help younger children settle quickly into school.
- Pupils have trusting relationships with adults so that they can seek advice when they are unhappy or concerned.
- Although individual targets are set for pupils in writing, as yet there are none in other subjects and consequently pupils' achievement is only satisfactory and could be higher.

## Commentary

17. Staff and the governors take a joint, responsible attitude to health, safety and welfare matters that affect pupils' well-being. Several staff members and a member of the governing body have been involved in preparing assessments covering both internal and external elements of the school where pupils' safety may be at risk. Each risk is identified and evaluated, and action is documented for future guidance. For example, statutory annual testing of equipment is routinely arranged, fire drills are held regularly and the time taken for all pupils to evacuate the building is recorded to identify any problems, and first aid arrangements are good. Child protection arrangements, including Internet security screening, are fully implemented, helping to keep pupils safe.
18. This is a caring school and the good relationships developed between staff and pupils mean that they can readily approach an adult if in need of help or advice. A particularly good example of this is illustrated in pupils' 'Bubble Time'. This is a specific time set aside so that any pupil with a personal concern or problem can discuss it in confidence with a teacher and know that help and support will be given. As a result, pupils work confidently and are happy to ask adults for help to improve their learning. Teachers have begun to set personal targets for improvement and share these with pupils. In English, pupils throughout the school have a target for writing pasted in the front of their literacy books so that they know what they need to do to reach the next level. At present there are no targets in other subjects, and teachers do not use the writing targets well enough when planning their lessons and marking pupils' work. Nonetheless, there are plans to extend the initiative to other subjects this year and this has the potential to raise achievement further.
19. The school organises well-planned induction procedures that enable prospective parents and their children to see at first hand the facilities and the activities that take place. Prospective parents are contacted well in advance of the new school year and are invited to a special 'new parents' evening where current pupils model the various items of the school uniform. Children join the reception class for three short afternoon sessions at the end of the summer term before they start school, so that they become familiar with the staff and other pupils. This carefully phased process means that new children settle in quickly and soon develop trust and confidence in staff that help them make good progress.
20. The school welcomes pupils' opinions and suggestions. A short questionnaire was recently given to nine pupils across the age groups in the form of a pilot scheme. The results have limited value due to the small sample, but the school is considering setting up a school council to provide pupils with a regular opportunity to discuss problems and propose improvements to the school's routines.

## Partnership with parents, other schools and the community

The school has **very good** links with parents. Links with other schools and colleges provide **good** benefits to the school. Community links are **good**.

## Main strengths and weaknesses

- The very strong partnership with parents ensures support for pupils' work.
- The effective transfer arrangements for Year 5 leavers provide continuity for pupils, particularly in English and mathematics.

- The effective community links enrich the curriculum and stimulate pupils' interest in their work.

### **Commentary**

21. Parents are strongly supportive of the school and are highly satisfied with the care their children receive. As a result, many parents are pleased to work in partnership with the staff and provide good support for children's learning at home and practical support in the school. This has a good impact on pupils' achievement and is a significant factor in the high standards that pupils achieve. Many willingly respond to requests; for example, voluntary groups of parents have carried out internal decoration and external environmental improvements to the school premises that have improved the learning environment. The school consults parents well through a comprehensive survey document. Eighty per cent of families responded; they had many good things to say and raised a few concerns. As a result, the school plans to involve parents in setting new policies, for example for homework. This increased consultation with parents was said by them to be the most significant improvement since the last inspection, and is much appreciated.
22. The school has developed good links with the community, that contribute well to pupils' learning. For example, the school makes good use of the local area for educational studies, visiting Bredon Hill and the farm at Woollas Hall. Two retired professional engineers run the weekly 'Young Engineers' after-school club where a mixed group of boys and girls from Years 4 and 5 carry out an exciting range of scientific activities. This is a very valuable club that helps pupils develop many skills. Police and fire service personnel give pupils guidance on personal safety issues, which contributes well to their personal development. The local community look forward to the annual maypole dancing display on Oak Apple Day that has become a much loved local tradition. Pupils improve their confidence in performing to an audience during their special day in the spotlight.
23. The school's good links with other primary schools in the area provide staff with opportunities to share the best practice in their schools, joint training, time to discuss common problems and to share project design. This is particularly helpful to staff working in a small school where these opportunities are often more limited, and has contributed to the recent improvements in school management. Good links with a middle school involve regular contact over the work of the Year 5 leavers and visits for pupils and staff. A good joint project is arranged that pupils begin in Year 5 and complete in Year 6 at their new school. This helps them to build on their skills in English and mathematics as soon as they move on. The good links with universities, colleges and secondary schools provide additional adult support in classrooms when students come into school on placements or work experience periods.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**. The headteacher provides **good** leadership, but curriculum co-ordinators are not yet leading their subjects effectively enough. Management is **satisfactory** overall, and governance is **satisfactory**.

### **Main strengths and weaknesses**

- The headteacher has brought about substantial improvements by working in partnership with governors to implement a challenging school development plan.
- There has not been enough improvement in leadership and management of curriculum subjects since the last inspection.

### **Commentary**

24. As the head of a small school, the headteacher spends most of his time teaching. He takes responsibility for teaching a class for 70 per cent of the week. This severely limits the time he has available to implement new initiatives. Nonetheless, he has done so effectively in the short



time since he was appointed in September 2001. He has worked in partnership with governors, continuing to improve their role in the school. At the last inspection governors were not working effectively. Their role has improved considerably, and they now have a good understanding of the strengths of the school and what needs to be improved. They are now full partners, providing good support. This is mainly due to the very good quality information they receive from the headteacher, and presentations from other staff. They have been particularly supportive of the headteacher's plans to improve the school building. Consequently, staff and pupils now work in a well-ordered environment that reflects the headteacher's high expectations. This emphasis on quality is also reflected in the good presentation of pupils' work throughout the school. However, governors have not brought about enough improvement in all of the key areas identified at the last inspection. For example, systems for the assessment of pupils' work have not been established and the role of curriculum co-ordinators has not improved. Furthermore, the requirements for teaching the locally agreed syllabus for religious education are not met in full.

25. The most substantial improvements the headteacher has led have been in school management. He introduced a system to track the achievements of pupils in English and mathematics as they move through the school that provides a clear picture for staff and governors. He uses the information gained well. For example, the data showed a small group of boys in one year group who were not making the progress they should in mathematics. Action has been taken to monitor their progress more closely so that appropriate intervention can be planned to support them. The data has also shown that pupils make better progress in reading than they do in writing. This has been included in the school development plan as an area for urgent development. The development plan is a very challenging document for such a small school. It has been drawn up in response to the headteacher's accurate assessment of the improvements that are needed in the school, some of which were identified in the last inspection. Good evaluation of the previous plan has allowed staff and governors to tailor their priorities more precisely this year.
26. However, curriculum co-ordinators are still not taking enough responsibility for implementing the school development plan. This was a key issue for the school in 1998. Most responsibility falls to the headteacher, and as he has very little management time available this limits the rate of improvement. Curriculum co-ordinators carry a heavy load, often taking responsibility for more than one subject, but still do not undertake rigorous monitoring of the quality of teaching and learning in their subjects. As a result they are not effective in raising the standards that pupils achieve. Although the headteacher has provided considerable support, the significant proportion of unsatisfactory teaching has not been tackled well enough because co-ordinators are unaware of the impact this has on standards. Similarly, curriculum development is not focused sharply enough on pupils' achievement. Staff know what aspects of the curriculum have been covered, but are not aware that curriculum plans are not well matched to the high level of ability of most pupils. This limits pupils' achievement over time.

## Financial information

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

Income and expenditure (£)	
Total income	235678
Total expenditure	225586
Expenditure per pupil	2751

Balances (£)	
Balance from previous year	13198
Balance carried forward to the next	10092

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

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

Provision for children in the Foundation Stage is **good** and has improved significantly since the last inspection due to the good leadership of the co-ordinator, who has worked in partnership with the headteacher to change and improve the curriculum. Most children start school at age four years with above average ability in most of the areas of learning. The good curriculum means that children achieve well and most will exceed the goals for learning expected at the end of the reception year.

#### **Main strengths and weaknesses that feature in all areas of learning**

- The weekly Forest School activities increase children's confidence and skills in all the areas of learning.
- Shared provision, for reception children working in a mixed age class with pupils from Year 1, is managed well by the teacher and teaching assistants who work in partnership with one another to ensure that a distinctive curriculum is provided for each year group.
- The level of challenge could be higher in some activities for the many more able children.

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

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

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

- Children working in the Forest School with teaching assistants develop confidence well.
- There are good opportunities for children to learn to work together in groups and pairs.
- There are not enough opportunities for children to organise their own activities.

#### **Commentary**

27. Children are already achieving the early learning goals expected in this area, and are likely to exceed these by the end of the school year. Teaching and learning are good. The most distinctive feature is the work each week in the Forest School. This is a local education authority initiative that the school has implemented very well. Children go out into a dedicated area of the school grounds for one afternoon each week, in all weathers, to work at a wide range of activities in an outdoor classroom with two teaching assistants. There has been good training so that one is a fully accredited course leader. The classroom is located in some woodland in the school grounds. Children enjoy clambering over the stile to get into the special area for the Forest School.
28. Children working outside in the Forest School develop a lot of confidence. They thoroughly enjoy the activities, which are wide ranging and encourage them to work both independently and in groups. There are plenty of other opportunities during the week for children to work in small groups together, so that they are learning how to negotiate with one another, share and take turns very well. Most of the activities are organised by either the teacher or the teaching assistant, and children have few opportunities to organise themselves. This particularly limits the development of the most able children.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children take part in a good range of activities that helps them to develop their skills.
- The way the classroom and outdoor environment are organised promotes language development well.
- There are not enough opportunities for children to use writing as they play.

### **Commentary**

29. The majority of children are already achieving most of the early learning goals in this area and are likely to exceed these substantially by the end of the reception year. Teaching and learning are good, and children receive very good support from their parents. Most children are articulate and very familiar with books and stories due to this support. The children take part in good activities in lessons, for example playing games together matching letters. Lessons are organised well so that children work at distinct activities for their age with either the teacher or the teaching assistant. This means they take part in good group reading activities, for example looking at 'Dear Zoo' together, when they thoroughly enjoy looking at the book and practise reading aloud. A number of activities are organised outside whenever the weather is dry so that children are developing skills in recognising letters happily as they play. There are not enough activities planned that require children to play at writing, so that these skills are not developing as well as they should. Children have very well presented literacy books, setting a potential example for high expectations in writing. However, children have only completed a few tasks in the books, and these are mainly on low-level worksheets that do not extend their writing skills well enough.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The outdoor environment is used well for mathematical development.
- There are not enough opportunities for children to record mathematics as they play.

### **Commentary**

30. Most children count up to ten confidently already, and peg up a washing line of numbers in the right order. Most are achieving the goals expected in this area at the age of five, and are likely to exceed these by the end of the school year. Teaching and learning are good, and are characterised by the same good organisation that takes place in language development. During a numeracy lesson, whilst Year 1 pupils worked with the teacher learning how to record the time, children in the reception class worked outside with the teaching assistant. They played lots of games, timing themselves to see, for example, how many stretches they could do in a minute, and how long it would take them to put out a set of numbers in the right order. These well-planned activities help children develop their skills well. Children have beautifully presented numeracy books to complement the literacy books described above. However, these are also not used to their full potential due to a reliance on worksheets that do not extend the skills of this able group of children. Although children have plenty of opportunities to play in mathematics there are not enough opportunities for them to record mathematical information as they play and this limits their development.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- The activities planned in the Forest School sessions provide very good opportunities for children to learn about the world.

### Commentary

31. Children are likely to exceed the goals expected in this area by the end of the school year, mainly due to the good quality teaching in the Forest School. There is a tangible air of excitement as children get themselves ready for Forest School each week. They dress themselves in waterproof coats and trousers, with Wellington boots to complete the outfits. Staff say that none of the children forget to bring these clothes, which shows their eagerness to take part. They clearly thought I was privileged to be accompanying them across the stile into the Forest School area. The good activities that are planned include exploring the school grounds, where children found evidence of a mole trail during the inspection. This provoked a great deal of learning about moles. Other good activities take place in the outdoor classroom; for example, children played a game to feel an object with their eyes closed, and then described its properties to one another saying whether it was hard or soft, rough or smooth, cold or warm. The scientific descriptions helped children to develop good skills.

## PHYSICAL DEVELOPMENT

There is not enough evidence to make a judgement.

## CREATIVE DEVELOPMENT

There is not enough evidence to make a judgement.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Pupils enjoy reading and achieve high standards due to good support from their parents and plenty of time for reading at school.
- Writing standards are not as high as they could be because lessons are not tailored well enough to meet the needs of pupils in the mixed age and mixed ability classes.
- The role of the subject leader in raising achievement is underdeveloped.

### Commentary

32. Pupils' achievement in English is satisfactory throughout the school. Standards for the current Year 2 and Year 5 are likely to be above average by the end of the school year. Standards in writing are the same as those achieved at the last inspection, but in reading standards are higher now. The good achievement in reading is partly due to the good support pupils receive from their parents. Pupils say that many of their parents are avid readers themselves. In school, a lot of time is given each day to teaching reading skills. The library has been updated and pupils are encouraged to choose from a good selection of literature. Pupils in Years 4 and 5 are encouraged to read classic literature from time to time to broaden their skills. Pupils talk

animatedly about the work they did about Shakespeare, explaining how they liked reading about the witches in *Macbeth*, and the magic in *A Midsummer Night's Dream*. Challenging experiences such as this ensure that pupils achieve well.

33. Throughout the school pupils reach high standards in speaking and listening. Most of the pupils are very articulate when they begin school. Many activities help them to develop confidence and improve these vital skills further. For example, one particularly able pupil in Year 3 was chosen to rehearse facts about Guy Fawkes with a teaching assistant during a history lesson in preparation for a 'hot-seat' question and answer session. She was preparing to answer the questions of the whole class whilst acting out the role of Guy Fawkes at the end of the lesson. In too many lessons teachers do not tailor the questions they ask pupils well enough or plan challenging opportunities for pupils to build on their skills, so that pupils' responses are often limited to simple answers rather than extended ones. Consequently pupils' achievement in speaking and listening throughout the school is satisfactory overall.
34. Teaching and learning are only satisfactory overall despite the high standards, because teachers' planning for English does not consistently provide pupils with enough challenge in lessons. The majority of pupils are capable of achieving high standards in writing. Teachers diligently use the national guidance to ensure that opportunities for pupils to write cover a wide range of skills, and this ensures that pupils make satisfactory progress. However, teachers do not routinely consider how they will help pupils to achieve higher standards in writing when they plan lessons. Most lessons are not tailored well enough to meet the needs of pupils in the mixed age and ability classes and this limits the rate of pupils' achievement in writing. Pupils use ICT appropriately for writing; during the inspection a number of pupils in Year 4 and 5 continued writing a poem for homework using their computers at home. Some of the finished poems about 'Loneliness' were very moving. This was due to very good teaching that helped pupils to see how the way a poem is constructed has an impact on the reader. The interactive whiteboards are used particularly well in English lessons when pupils work in a large group. Teachers often use the technology to display the book the class is reading or to highlight features of writing. Pupils respond very well and most enjoy using the technology themselves.
35. Leadership of English has not improved since the last inspection. Data about pupils' achievement is being gathered by the headteacher, but the co-ordinator is not checking the quality of teaching and learning rigorously enough. As a result there is not an effective plan in place to raise standards in writing, or to address the weaknesses in teaching, some of which is unsatisfactory.

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

36. Other subjects are not used well enough to promote higher standards in writing. This is because teachers do not consider what opportunities there might be to improve writing skills when planning other subjects. Consequently there are many missed opportunities to develop these skills. Reading skills are developed appropriately; for example, pupils use information books to research and find facts about history.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- There is a strong emphasis on number work and this helps pupils to have a good understanding of different methods of calculation.
- Pupils have positive attitudes to mathematics and take a pride in their work, because they are well supported by teachers and support assistants.

- Teachers do not use assessment effectively, so that pupils do not understand what they need to do to improve, and lessons are not challenging enough for all pupils.
- Pupils have good opportunities to use their mathematical skills across the curriculum.

## Commentary

37. Pupils' achievement in mathematics is satisfactory throughout the school. Pupils in Year 2 and Year 5 are likely to reach above average standards by the end of the school year. Teaching and learning are satisfactory, enabling pupils, including those with special educational needs, to make satisfactory progress. This is similar to the last inspection. One group of boys in Year 5 has been identified for extra support because school assessments show they are not making the progress they should. Most pupils are good at calculating mentally and at using pencil and paper methods because teachers demonstrate a range of ways to solve number problems and teach them which is the quickest and most reliable in different circumstances. Pupils learn multiplication tables methodically and apply these confidently to solve a variety of mathematical problems. At the beginning of mathematics lessons, most teachers use the time effectively so that pupils use different mental strategies and explain their thinking and become more adept. However, there are not enough opportunities for them to apply their number skills in mathematical investigations, and this limits their overall achievement.
38. Pupils' attitudes to mathematics are good. This reflects the good relationships between pupils and most adults. Most teachers are clear about what they want pupils to learn and explain new work well, demonstrating effectively reliable methods of calculation. They provide helpful and effective guidance for pupils who appreciate their support, are well behaved, work hard and concentrate well. Teaching assistants make a significant contribution to many lessons, providing good support for less secure pupils and the small group with special educational needs. They explain and clarify what pupils are to learn, giving them lots of encouragement and praising their efforts so that they make the same progress as other pupils. Where teaching is very good in Years 4 and 5, the teacher sets a brisk pace, which is sustained throughout the lesson. Probing questions challenge pupils' thinking and engage them well so that pupils' knowledge is underpinned by good understanding. However, the quality of teaching across the school is variable and this affects the rate of pupils' progress. The teaching of one part-time teacher is unsatisfactory. In these lessons the work does not sufficiently challenge pupils, the pace is slow and explanations are unclear. Consequently pupils become bored and inattentive, although they still apply themselves to the task.
39. At the start of each school year, teachers set targets for individual pupils to reach by the following summer. The targets are based on their national and school test results and help teachers to identify pupils who are underachieving. Currently these are not shared with pupils, and lessons are not designed to help pupils achieve these targets. Teachers do not use assessment well enough to plan lessons that will help pupils move on at a faster pace. Many pupils are capable of achieving higher standards than might be expected for their age; however, although teachers use the national strategy to guide their planning they do not tailor the recommendations to match work to the needs of these able pupils. This limits the rate of pupils' achievement in mathematics. Leadership of mathematics is not effective because the quality of teaching and learning is not checked sufficiently; this means that the unsatisfactory teaching has not been addressed and the overall weakness in teachers' planning has not been identified as an area for development in order to raise standards further.

## Mathematics across the curriculum

40. Teachers plan effectively for pupils to apply their numeracy skills in other subjects of the curriculum. There are good example of pupils using mathematical skills in science, for example, to measure and record numerical information on charts and a variety of graphs, often using ICT. This helps pupils to consolidate and extend their knowledge and understanding of data handling. Pupils have useful opportunities to use their skills in design and technology and in geography, for example to plot co-ordinates in map work.



## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Pupils achieve well throughout the school, and attain standards above those expected for their age by the time they leave school, because science is taught well through scientific enquiry.
- Well-designed lessons interest and motivate pupils.
- The role of curriculum leader is underdeveloped.

### Commentary

41. Pupils achieve well in science. The strong emphasis on the development of pupils' investigative skills has resulted in good improvement since the last inspection and standards seen in Year 2 and Year 5 are above average. Throughout the school pupils achieve well and gain good enquiry skills because their knowledge is underpinned by a secure understanding acquired through challenging practical and investigative activities. This means that pupils have a good knowledge across all areas of science. Numeracy skills are used well in science; for example, Year 2 pupils measure hand spans and arm length and record the information on graphs when carrying out an investigation to find if there is a relationship between hand span and arm length.
42. Teaching and learning are good, and the way that science lessons are organised means that lessons are planned appropriately for all the year groups. The whole school is regrouped for a science afternoon each week. This means that pupils in Years 1 and 2 work together, and pupils in Year 5 have opportunities to work at more challenging activities on their own. This has improved the rate of pupils' achievement. Teachers set high standards. They plan interesting lessons with a good range of practical activities that give pupils opportunities to frame their own questions and plan their own investigations. Pupils are highly motivated and keen to learn, because the way in which teachers present the work is exciting and enjoyable. Lessons are interesting, engaging pupils well and inspiring them to do their best. For example, the exploration of the habitat of woodlice fascinated Years 3 and 4 pupils. They worked with great care, closely observing the behaviour of woodlice in the friendly and hostile habitats they had created. There were many exclamations of excitement as they discovered their predictions were correct or that some woodlice did not appear to follow the expected pattern. Lively, flexible questioning draws well on teachers' knowledge of pupils and encourages the development of thinking and reasoning skills. Teachers promote pupils' use of scientific vocabulary effectively, enabling them to express their ideas clearly in discussion and writing. Teachers make good use of the interactive whiteboards in each classroom to support their explanations and provide many opportunities for pupils to use computers for research and to record data.
43. The subject leader has good subject knowledge and is keen to raise standards. However, the leadership of the subject is not yet effective enough because he has not checked the quality of teaching and learning in different parts of the school. Assessment procedures need to be more rigorous as systems for tracking pupils' progress are not yet established.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is satisfactory.

### Main strengths and weaknesses

- The introduction of interactive whiteboards to support teaching is leading to higher standards.
- The headteacher provides good support for staff, that is increasing their confidence.

### Commentary



44. Standards reached throughout the school are above average and have improved since the last inspection, so that pupils' achievement is now satisfactory. A high proportion of pupils have access to personal computers at home so that many are confident and familiar with ICT. Too little direct teaching of ICT was seen to make a secure judgement about the quality of teaching. However, the introduction of interactive whiteboards in each classroom was well managed so that teachers use these effectively to support learning in other subjects. This has a positive impact on pupils' knowledge and understanding, because they are able to learn from the demonstrations; sometimes they confidently give instructions to teachers. Pupils greatly enjoy using the interactive whiteboards. Where teaching is good the teacher involves pupils directly in using the technology and this leads to good progress in the development of pupils' skills. Teachers use interesting direct teaching methods well so that pupils know what to do when they are given time at the computer. They plan lessons to cover an appropriate range of skills that link well to pupils' learning in other areas of the curriculum. For example, pupils in Year 3 learn how to use a composing program so that they can create their own music.
45. The headteacher has good subject knowledge and his confident leadership and guidance encourage other teachers to improve their skills. He has worked well in partnership with the subject co-ordinator so that other teachers are now more confident in their own use of ICT, including using the interactive whiteboards for demonstration. The subject action plan focuses well on raising standards and sustaining improvements. Nonetheless, there is no effective means of checking the quality of teaching and learning so that inconsistent use of the technology has not been addressed.

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

46. This is satisfactory. The range of activities in ICT lessons provides effective opportunities for pupils to develop their skills in other subjects. Good use is made of ICT in science lessons to record data and there are some good opportunities for pupils to use the Internet for research in art and science. In some lessons opportunities are missed to involve pupils more directly in using the interactive whiteboard to enhance their learning in other areas of the curriculum and to boost their ICT skills.

## **HUMANITIES**

### **Religious education**

Provision in religious education is **unsatisfactory**.

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

- Pupils do not have enough opportunities to work at activities that will enable them to achieve the standards expected and too little time is allocated to the subject.

#### **Commentary**

47. Very little teaching of religious education was seen during the inspection. Teachers' planning for the subject is unsatisfactory because it does not set out how pupils will be able to achieve the requirements of the locally agreed syllabus each term. The way that teachers write down what pupils are to learn each week is not helpful, because they have not thought about how pupils will improve their skills so that they reach the expected standards in each year group. Consequently the standard of work in pupils' books throughout the school is below that expected and lower than at the last inspection. By the end of Year 2, and when pupils transfer to the middle school at the end of Year 5, standards are below those identified in the agreed syllabus. Many activities are poorly designed, and do not help pupils to develop either religious education skills or their writing skills. Work is not covered in sufficient depth because there is too little time for this subject in the weekly timetable. The co-ordinator has not identified these

weaknesses because there has not been enough improvement since the last inspection in the way that the subject is led and managed.

## **History and Geography**

There was not enough evidence available to make a judgement about provision in these subjects. Too little work was available to make a judgment about the standards that pupils achieve, and only one history lesson was seen. Nonetheless there are considerable shortcomings.

### **Commentary**

48. The way that the curriculum has been designed means that pupils do not cover enough work in these subjects. In some years pupils only complete a history topic in the spring term; this is unacceptable and does not help them to improve their skills adequately. Although there is some good quality work – for example, a display of mapping by Year 4 and 5 pupils shows good skills – there is not enough work to show how pupils have covered the required elements of both subjects. Teachers use their imagination well to provide very good interactive lessons that improve historical skills. For example, when Years 2 and 3 studied the Gunpowder plot, the focus of the lesson was to evaluate the quality of evidence about the plot, and not simply to remember the facts. Nonetheless, pupils do know a lot of facts and reeled off some impressive dates, for instance when Guy Fawkes was born. The impact of very good lessons such as these on pupils' achievement in history and geography is lost because there are not enough lessons in the timetable to cover all the work. As in other subjects, the lack of rigorous monitoring of the quality of teaching and learning means that the gaps in pupils' learning in these subjects have not been identified.

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

### **Art and design**

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

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

- Teachers' high expectations are reflected in the good quality work in pupils' sketchbooks and on display in the school.

### **Commentary**

49. Only one lesson was seen and so no judgment about the quality of teaching and learning can be made. There was a considerable amount of artwork available to gauge pupils' achievement in Years 1 and 2. Standards in art and design are above national expectations at the end of Year 2 and have risen since the last inspection. There was not enough work available to make a judgment about standards in Year 3 to 5. However, in Year 3 the quality of pupils' work appears to be good. This is because pupils in Years 2 and 3 are taught together by a teacher who has high expectations, and as a result they cover a wide range of skills. Pupils achieve well, acquiring good skills and understanding, because the subject is well planned with a strong focus on learning through the study of well-known artists. In Years 2 and 3, pupils' paintings have been inspired by the work of Picasso and they make very good attempts at working in that artist's style. They are gaining real insight into the way in which art communicates meaning. This is due to the level of challenge they are given. In the lesson, a probing discussion about the relationships of the figures in the art they were studying showed a good understanding of how the artist's use of colour reflects feelings and mood. Pupils use sketchbooks well to develop skills and techniques because these have a high priority and teachers have high expectations of the quality of work that is included. The work shows there are few opportunities to study art

and design from diverse cultures; this limits pupils' overall understanding of the contribution of art from world cultures to British society.

## **Design and technology, Physical education and Music**

50. It was possible to observe only one lesson in each of design and technology, music and physical education. There was not enough pupils' work to make a judgement about standards. As a result, no judgement about the quality of provision in these subjects can be made. Systems for the assessment of pupils' progress in these subjects and art and design are not fully established and this is unsatisfactory.
51. Planning in design and technology is satisfactory and covers all the areas required. There is a good focus on the development of pupils' designing and evaluation skills. In Year 2, pupils' work shows that they have a good understanding of the designing process. Pupils in Years 4 and 5 responded with great interest and enthusiasm to the challenging activity of evaluating the appearance, texture, taste and other features of a variety of breads. Their learning was increased because they recorded their findings in a variety of ways, using codes such as star ratings.
52. Pupils have good opportunities to take part in the performing arts and sport. There are good opportunities to learn to play instruments such as the flute, clarinet, guitar and recorder. Teachers run many popular clubs for children to learn these instruments. Pupils regularly take part in performances, including an annual maypole-dancing event. The very good range of after-school clubs contributes well to the development of skills in football, netball and rounders. Pupils take part in competitive sporting events against other schools, with particular success in swimming due to the large amount of time this has in the timetable. The residential visit for Years 4 and 5 provides good opportunities for pupils to take part in a wider range of outdoor activities that improve their skills further.

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

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

### **Main strengths and weaknesses**

- An effective policy ensures that pupils take part in good quality activities each week.

### **Commentary**

53. Staff use a commercial scheme well to guide work in this area. They focus well on teaching protective behaviour, so that pupils learn the skills they need to make decisions about their personal safety across a range of complex topics. Lessons are timetabled regularly each week on the same afternoon that science is taught, so that pupils remain in the same groups. This provides very well for pupils in the reception year and those in Year 5 who work in small groups at this time. Year 5 pupils worked on rights and responsibilities during the inspection, making good connections between these key aspects of social education. There are good opportunities set out in the scheme for older pupils to discuss the more challenging topics of drugs and sex education. The way that this is planned under the umbrella of protective behaviour is empowering for the pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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