

**INSPECTION REPORT**

**Hawridge & Cholesbury Church of England School**

Chesham, BUCKINGHAMSHIRE

LEA area: BUCKINGHAMSHIRE

Unique reference number: 110445

Headteacher: Mrs R J Stallwood

Lead inspector: Ruth Frith

Dates of inspection: 3 - 5 November 2003

Inspection number: 256367

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	154
School address:	Hawridge Chesham BUCKINGHAMSHIRE
Postcode:	HP5 2UQ
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Appropriate authority:	The governing body
Name of responsible officer:	Mr Andrew Brown
Date of previous inspection:	28 September 1998

## CHARACTERISTICS OF THE SCHOOL

Hawridge and Cholesbury Church of England Primary School is a smaller than average size rural school with voluntary aided status. It provides for boys and girls aged four to eleven years. It is a one form entry school with a significant number of children coming from outside the immediate area. Pupils come from a range of social backgrounds but overall, the socio-economic status of families is above average. No pupils receive free school meals. When children join the school, overall they show levels of attainment that are above those seen nationally for children of that age. Currently, 31 pupils are identified as having special educational needs, including one with a statement of special educational needs. Those receiving regular additional support display speech, communication, social, emotional, behavioural or moderate learning difficulties. Most pupils are from White – British heritage. Those from minority ethnic groups include two pupils who come from homes where it is believed that English is spoken as an additional language. Recruitment of teachers has been an issue for the school and currently four classes are taught under job share arrangements. The school received the School Achievement Award in 2002 and 2003, together with Bucks Swan Award for exceptional pupil progress. It also received the Basic Skills Quality Mark in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2490	Ruth Frith	Lead inspector	Science Geography History Areas of learning in the Foundation Stage English as an additional language
9519	Sue Pritchard	Lay inspector	
23805	Margaret Lygoe	Team inspector	English Information and communication technology Music Special educational needs
20534	Nichola Perry	Team inspector	Mathematics Art and design Design and technology Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Hawridge and Cholesbury Church of England Primary School is a good school. It provides a happy and supportive environment where pupils are encouraged to value and respect others and feel part of the local community. Teaching is good in most areas. This helps pupils to achieve well so that by the time they leave school they attain well above average standards in English, mathematics and science. Overall, the school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils in 2003 attained well above average standards in English, mathematics and science in the national test for Year 6 pupils. However, standards in reading, writing and mathematics for pupils in Years 1 and 2 could be higher. Some pupils are underachieving.
- Teaching and learning are good in the reception class and in Years 3 to 6.
- Pupils enjoy going to school and attendance levels are above the national average.
- Pupils' attitudes and values are very well developed. Relationships are very good and pupils usually behave well. There is some unsatisfactory behaviour in Year 2.
- The curriculum is good overall with some good opportunities for enrichment, particularly for the older pupils. However, pupils have not done as well as they could in information and communication technology (ICT) because the computer suite is unsatisfactory and there are not enough additional computers in the classrooms.
- Links with parents are very good and links with the community are good.
- The governance, leadership and management of the school are good.

The school has made good progress in several areas since the last inspection and successfully addressed the key issues identified in the last report. Improvements have been made in the way teachers assess what pupils know and can do so that their progress can be monitored more systematically over time. This has helped to improve provision for pupils of higher attainment, in particular, and highlighted the need to raise standards in Years 1 and 2.

### 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	B
mathematics	A	A*	A	B
science	A	A*	A	B

*Key: A\* - very high, in the top 5% of schools; A - well above average; B - above average;*

*C - average; D - below average; E - well below average*

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

**Pupils achieve well during their time in school but more progress is made in the Foundation Stage of learning and in Years 3 to 6.** In the reception class, children make a good start, achieve well and begin to understand the school's expectations and procedures. By the time they enter Year 1 most are at least working at the levels expected nationally for pupils of that age in all areas of learning and a significant number are working above that. In Years 1 and 2, although overall, pupils are currently making satisfactory progress and standards are rising due to improvements in teaching, there are some pockets of underachievement. Standards in reading, writing and mathematics are not as high as they should be and teaching remains only satisfactory. Most pupils achieve well in Years 3 to 6. Pupils achieve particularly well in English, mathematics and science. Their attainment in ICT is average but their achievement is hindered by unsatisfactory resources

and accommodation. Pupils with special educational needs achieve well overall due to the effective support provided. Pupils speaking English as an additional language and higher attaining pupils achieve in line with their abilities.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils enjoy going to school and attend well. They are eager to take part in activities, and are confident and very willing to take on responsibilities. By the time they leave school they display a mature understanding and concern for others in school and the wider community.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school and the quality of teaching are good overall.** Teaching in the reception class and in Years 3 to 6 is good. Teaching in Years 1 and 2 is satisfactory overall but sometimes the pace slows and this is resulting in some pockets of underachievement, for example, in writing and mathematics. Also, the teaching of reading with the younger pupils in some areas is not focused enough and consequently, pupils are not achieving as well as they could. The expectations of behaviour are too low in Year 2 and this restricts the learning and achievement of some pupils. There is some unsatisfactory teaching in Year 2. Teachers in Years 3 to 6 have high expectations and use a good range of teaching methods to sustain the pupils' interests. Homework for the older pupils is very well used to support their learning in school. Teaching assistants make a positive contribution to the pupils' learning and the standards they achieve in all classes.

Staff have developed very good links with parents and successfully encourage them to help in school and with their children's learning at home. The school has good links with the community and encourages visitors. Pupils get involved in a range of local activities. The strengths of the curriculum include pupils' participation in the arts and sport, extra-curricular activities and personal, social and health education. Staff work hard to ensure that pupils are well cared for and they, in turn, feel supported. Pupils' views are taken into account through, for example, the School Council.

## **LEADERSHIP AND MANAGEMENT**

**Leadership, management and governance of the school are good.** The headteacher and governors have a clear vision of how the school should develop and are fully committed to running a school where all pupils are included and helped to develop well, both academically and socially. Effective leadership and management by the headteacher have brought about significant improvements in provision and practices since the last inspection.

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

Parents have very positive views about the school. They are pleased with the curriculum information they receive and how staff take note of their suggestions and address their issues. They believe that the school is well led and managed, teaching and behaviour are good and children work hard. The vast majority of pupils feel they could approach a member of staff if they had a problem, that teachers encourage them to work hard, listen to their ideas and show them how to improve their work.

## **IMPROVEMENTS NEEDED**

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

- Further develop the teaching of reading in Years 1 and 2 and address the pockets of underachievement.
- Develop provision for information and communication technology.
- Ensure that existing effective strategies for managing pupils' behaviour are shared across the school.

and, to meet statutory requirements:

- Include an update of the progress made by the school since it was last inspected in the information provided to parents.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall, most pupils achieve well so that by the time they leave school they have attained standards which are well above the national average. Children in the reception class generally achieve well and are likely to reach the standard expected for their age by the end of the year. Some will attain standards above this. Pupils in Years 1 and 2 achieve satisfactorily overall whilst those in Years 3 to 6 achieve well.

#### Main strengths and weaknesses

- In the 2003 national tests, pupils in Year 6 reached well above average standards in English, mathematics and science.
- Pupils in Years 1 and 2 achieve satisfactorily and in the 2003 national tests, those in Year 2 reached above average standards in reading and average standards in writing and mathematics.
- Pupils with special educational needs generally achieve well.
- Pupils who speak English as an additional language achieve well and reach standards in line with their abilities and levels of English acquisition.
- Higher attaining pupils usually achieve well.

#### Commentary

1. On entry to school, children's attainment is above average overall. This is because many have experienced pre-school provision and are well supported by their parents. Due to the good teaching overall and provision of a broad and interesting curriculum, most children achieve well and reach the standards expected for their age nationally in all areas of learning by the time they leave the reception class. Some children are likely to attain standards above those expected. Due to relatively small cohorts, this can change from year to year.
2. Attainment in the 2003 national tests for pupils in Year 2 was above average in reading and average in writing and mathematics when compared with pupils in all schools. These results show a significant improvement from the previous year. When compared with schools with a similar number of pupils claiming free school meals, they attained average standards in reading, below average standards in writing and well below average standards in mathematics. Teacher assessment in science indicates all pupils attained the standard expected for their age with an above average percentage achieving a higher level. Results are improving because staff have focused on improving teaching and learning but overall pupils still only achieve satisfactorily in Years 1 and 2. Over the last five years, the school's trend of improvement was broadly in line with the national trend.

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

Standards in:	School results	National results
reading	16.8 (15.4)	15.7 (15.8)
writing	14.8 (13.0)	14.6 (14.4)
mathematics	16.4 (15.5)	16.3 (16.5)

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

3. Attainment in the 2003 national tests for pupils in Year 6 was well above average in English, mathematics and science when compared with pupils in all schools. Although differences in results year-on-year with such small cohorts should be treated with caution, these results



show similarly good achievement compared to those in the previous year. Changes in overall grades can be accounted for mainly by differences between the cohorts, for example, the number of pupils with special educational needs who do not reach national standards or the higher standards. When compared with schools with pupils who scored similarly in their Year 2 National Curriculum tests, they attained above average standards in English, mathematics and science. The school was successful in meeting its targets for the percentage of pupils reaching the standard expected for their age in English but not in mathematics. Over the last five years, the school's trend of improvement was above the national trend for English, mathematics and science.

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

Standards in:	School results	National results
English	29.5 (30.9)	26.8 (27.0)
mathematics	29.1 (30.0)	26.8 (26.7)
science	30.9 (31.8)	28.6 (28.3)

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

4. Evidence from this inspection shows that the pupils currently in Year 2 are working at average levels in reading, writing and mathematics. However, more could be done to ensure that the majority of pupils reach above average standards by the end of Year 2. Pupils' progress in writing and mathematics is improving as teachers have recently developed their practice. Pupils currently in Year 6 are reaching above average standards in English, mathematics and science. Any differences in this attainment and that of previous years reflect the differences in cohorts rather than any deficiencies in teaching as pupils are continuing to achieve well. Pupils' attainment in Years 2 and 6 is broadly average in ICT but the unsatisfactory provision in terms of accommodation and resources restricts the pupils' rate of progress and consequently they could achieve more.
5. No significant difference was noted in the achievement between boys and girls during the inspection although there have been some differences in the Year 6 national test results. For example, in 2003 girls did better than boys in English, mathematics and science. However, with relatively small cohorts such as those found in this school, this sometimes changes from year to year.
6. Pupils of higher attainment are appropriately challenged and this helps them to achieve standards in line with their capabilities. Results of the 2003 national tests for Year 6 pupils show that half of the pupils achieved a level higher than that expected for their age in English and mathematics and over two-thirds in science. The school has identified those pupils who are gifted and talented and provision in class, in school clubs and in other schools helps to ensure that they are appropriately challenged. Pupils with special educational needs reach standards in line with their abilities. They achieve well as a result of a good curriculum, which meets their needs, and good quality teaching and support.
7. There are not enough pupils from specific minority ethnic groups to analyse any trend in their progress and attainment but school data and test results indicate that individual pupils have achieved well by the time they leave school. The progress in English language development made by pupils who speak English as an additional language is generally good and they achieve well.

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

Pupils' attitudes to learning are generally very good and they behave well. The school makes good provision for their personal development. They have good records of attendance and punctuality.

## Main strengths and weaknesses

- Pupils are eager to take part in activities and most are keen to learn.
- Relationships between pupils, and between pupils and adults are generally very good.
- Pupils are confident and are very willing to take responsibility.
- Provision for pupils' spiritual, moral, social and cultural development has improved, and is now good.
- Attendance and punctuality are good.
- Almost all teachers expect and achieve good standards of behaviour during lessons.

## Commentary

8. Most pupils like school. They want to learn and to do well, and they are keen to take part in activities. Children in the reception class achieve well and those observed during the inspection are likely to reach standards above those expected nationally by the time they start in Year 1. Attitudes of pupils in Years 5 and 6 are particularly good. Homework tasks in art and design, and in design and technology sparked the interest of some pupils in Years 5 and 6 and they were excited about sharing their research. The class teachers expect mature behaviour and the pupils respond accordingly. Overall, the behaviour in the lessons observed was good. Expectations are very clear in most classes, and most teachers manage pupils successfully. During some Year 2 lessons, the teacher's behaviour management strategies were ineffective and pupils became silly and unsettled.
9. Parents and governors report that playground behaviour has improved considerably since the development of the outdoor area. Behaviour outside during the inspection was good. Pupils understand and respect the rules. In discussions, they felt that strategies to encourage pupils to make friends and the use of special words to defuse quarrels had improved outdoor play behaviour. Provision for moral development is good. Pupils distinguish clearly between right and wrong. Issues such as honesty are explored during assemblies and in some lessons. The "behaviour book" is used to record good behaviour as well as bad, and positive behaviour is reinforced during the awards assembly. There have been no exclusions in the year prior to the inspection.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	92	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	2	0	0
No ethnic group recorded	60	0	0

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

10. Most parents are confident that the school deals quickly and promptly with any incidents of bullying. However, the inspection team did receive an anonymous detailed report of bullying in one class which the parent feels has not been resolved. Pupils are fully aware of the various

procedures and most members of the school council insisted that there “is no bullying now”. The school has good procedures in place for monitoring behaviour and provides a variety of levels of support and mentoring for pupils. During focused observations over the three days in the classroom, hall and playground the inspection team did not observe harassment of any kind.

11. The provision for pupils’ spiritual development is good. The school is bright, clean and generally calm, providing a good atmosphere for learning. Teachers value pupils’ ideas and questions and encourage them to make links between different aspects of their learning. Discussions and activities in class encourage pupils’ awareness of their own and others’ needs. Examples of very sensitive writing on “Sorrow” and on “Fears and Worries” illustrate an ability to show empathy and concern for others and a developing understanding of human feelings and emotions. Pupils show respect and care for each other.
12. The school’s provision for social development is good. Pupils take responsibility confidently and develop a good sense of being part of a community. The school council members take their role very seriously and this provides a good introduction to the democratic process. Pupils have good opportunities to take part in visits and activities in the wider community.
13. The provision for pupils’ cultural development has improved and is good. Resources have been improved and the school is now more active in preparing pupils for life in a multi-cultural society. Aspects of cultural knowledge are promoted well through art, music, history, literacy, geography and religious education. Extra-curricular music, timetabled French lessons in Years 5 and 6 and a Latin club enhance provision.
14. Staff successfully encourage pupils to attend regularly and the great majority of parents support the school in this. Virtually all pupils arrive on time thus allowing lessons to start promptly.

## Attendance

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

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is good overall and pupils are supported well through experiencing a good curriculum and good levels of care. Links with parents are very good and links with the community are also good.

### Teaching and Learning

Teaching and learning are good overall, though it is not as good in Years 1 and 2 as it is in the rest of the school. The way teachers assess pupils’ work and progress has improved and is now good.

### Main strengths and weaknesses

- The quality of teaching and learning is good in the reception class and in Years 3 to 6. In Years 1 and 2, it is satisfactory overall.
- Teaching assistants support pupils well.

- Staff generally have high expectations of good behaviour and pupils respond well to this but there is some inconsistency in Year 2.
- The introduction of new strategies to improve the teaching of writing and mathematics is bringing about improvements.
- In Years 1 and 2, there are occasions when learning is too slow in reading.
- Homework is used well to support pupils' learning.
- Teachers assess pupils well and use this information to plan work that meets pupils' needs.

## Commentary

15. Pupils make good progress throughout their time in school and achieve well. This is because of the good overall quality of teaching and provision of a good curriculum. The table below gives an outline of the quality of lessons seen during the inspection. Teachers use the expertise of teaching assistants well in lessons and this enhances pupils' learning. The very good teaching was seen in the junior part of the school and no unsatisfactory teaching was observed here.

### Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (9%)	18 (51%)	12 (34%)	2 (6%)	0 (0%)	0(0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

16. There have been significant improvements in planning lessons since the last inspection and overall it is now good. Teachers now use assessments of pupils' work well so that the activities provided build systematically on prior learning. This has helped to bring about improvements in writing and mathematics in Years 1 and 2. In the best lessons, teachers have a clear idea of what they want pupils to learn and share that with them. They provide appropriate support and challenge, which ensure that pupils of all levels of attainment maintain a good pace in their learning. In some lessons in the infant area of the school, the expectation and provision for pupils, particularly with reading, is sometimes less effective and this occasionally results in learning which is too slow. As a result there are some pockets of underachievement amongst a few pupils. However, there are signs of improvement here and overall progress is at least satisfactory.
17. The quality of relationships between staff and pupils is very good. Teachers are encouraging and supportive, which results in pupils becoming confident in their abilities and aware of how they can improve their work and attain higher standards. Staff generally have high expectations of behaviour and pupils respond well because they are clear about how they should behave. Overall, they develop very good attitudes to learning and behave well in, and around the school. In some lessons in Year 2, the pupils' behaviour is less than satisfactory as they fail to respond positively to the teacher.
18. Teachers use their knowledge of pupils well in lessons and encourage them to improve and work harder if they think they can. Some are also effective in indicating through their marking how pupils can improve their work. Provision of homework is very good overall and plays a significant role in supporting pupils' learning in school.
19. The school provides well for higher attaining pupils and is continuing to develop its practice for those that are gifted and talented. Results of the 2003 National Curriculum tests for pupils in Year 6 indicate that pupils are effectively challenged, as over half achieved a standard higher than that expected for their age in English and mathematics and over two-thirds in science.
20. Pupils who speak English as an additional language progress in line with their peers and currently have their needs met well within mainstream classes. They participate well in

lessons. Pupils from minority ethnic groups are well supported, so that they are included in all class activities and progress at a similar rate to their peers, in line with their abilities.

21. Specific teaching for pupils with special educational needs is good. Class teachers make good provision for these pupils in lessons and ensure that they are fully included. As a result, pupils with special educational needs achieve well. Liaison between class teachers and support staff is very good and helps to ensure an effective, consistent approach to meeting their needs.

## **The curriculum**

Overall, pupils receive a good curriculum that maintains their interests and supports their learning well. Pupils' learning is enriched by the school's good provision for sport, the arts, personal, social and health education and activities outside the formal school day. The accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- There are good opportunities for enrichment that result in a good curriculum, particularly for pupils in Years 3 to 6.
- Provision for pupils with special educational needs is good.
- Some of the accommodation and the school campus have improved considerably since the last inspection.
- The unsatisfactory accommodation for the computer suite and the lack of sufficient computers in classrooms affects pupils' achievement in information and communication technology.
- Pupils are very well prepared for secondary education.

## **Commentary**

22. The school provides a good curriculum and all areas of the statutory curriculum are in place. The formal curriculum is enriched, for example, through the provision of French lessons for the older pupils. Assemblies contribute well to the development of pupils' spiritual, moral, social and cultural development and provide opportunities for pupils to experience being part of the school community.
23. Teachers and learning support staff are aware of the needs of pupils identified on the Code of Practice and plan accordingly. Provision for pupils with special educational needs is good and helps them to be fully involved in lessons and achieve well. The individual education plans are very well written with clear measurable targets. Work is varied well to cater for individual needs. The school identifies pupils that are gifted and talented and makes some additional provision. For example, the headteacher teaches a few pupils from Years 4, 5 and 6 and is planning to do similar for some of the younger pupils.
24. The quality of provision for personal, social and health education including sex education, drugs education and citizenship is good. There are plans to develop the programme further in response to the Healthy Schools initiative. The School Council provides a good forum from which pupils can air their views and also develop an understanding of citizenship, rights and responsibilities. Pupils are very positive about the School Council.
25. There is a wide range of clubs and out of school activities that are well attended by pupils from across the age range. There are good opportunities for pupils to compete against pupils from other schools in sporting events and take part in creative activities such as playing a musical instrument. The curriculum is enriched further through visitors to school and visits to enhance pupils' understanding of the curriculum. There are also opportunities for pupils in Years 4, 5 and 6 to go on a residential visit. All these activities encourage pupils' social development and introduce them to experiences which they might not have had previously, such as learning Latin.

26. The staff ensure that pupils are prepared well for transfer to secondary school. Good curriculum links are made with receiving schools so that pupils become familiar with what is expected of them and experience some lessons, such as science and mathematics in the secondary schools. Homework is well planned to ensure that pupils become aware of the expectations that will be placed on them with regard to independent learning and meeting deadlines.
27. There have been significant improvements in the accommodation since the last inspection. Additional classrooms have been built and the school is clean and well cared for. However, a few of the classrooms are still quite small and one is placed, together with the computer suite, in the old school building away from the main school. Whilst all staff make the most of this arrangement, this accommodation remains unsatisfactory as the suite is too cramped and pupils in the adjoining Year 5 class have to move when the computer suite is being used. Also, there are insufficient computers in classrooms to encourage daily use.
28. Improvements to the school's campus have been significant. There are now good hard play areas, a fitness trail, seats and tables, a covered pergola area and a grassed amphitheatre. These areas are used well and have helped to improve the pupils' behaviour during lunch and playtimes. The grounds are very well maintained and provide very good opportunities to extend pupils' physical, scientific and spiritual development.

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

The systems in place to ensure the care, welfare, health and safety of pupils are satisfactory. Pupils' access to well-informed support and guidance is good. The school pays good attention to seeking pupils' views and acting on them.

### **Main strengths and weaknesses**

- Most pupils are clear about how well they have done and how to improve their work.
- Personal relationships in school are very good. Pupils gain good support from their teachers and their views are valued.
- Liaison with parents on their children's health and safety is good.
- Child protection procedures are not always fully understood by all staff.

### **Commentary**

29. Teachers have good procedures to assess how well pupils are doing in lessons and because of this, pupils are given the help and encouragement they need to make steady improvements in their work. Teachers spend time at the start of a lesson explaining to pupils exactly what they are expected to learn. As a result, pupils automatically become self-evaluative and gain satisfaction and confidence from finding out how well they have done. There is good support for pupils with special educational needs who are consulted about their individual education plans. Links with outside agencies are good.
30. The school has good means of monitoring and recording racist or bullying incidents. Pupils recognise that they and their teachers have an important role in combating prejudice and intolerance amongst individuals and groups in school. Because of this, they take on board the messages they receive in assemblies and lessons on the need to show care, kindness and tolerance to one other. Over time, most pupils develop a sense of equality and fairness in their relationships with others, helping them work and play collaboratively.
31. Procedures for first aid are satisfactory overall. However, the school has not rigorously assessed the risks involved in the current procedures for administering medicines to pupils.

32. Pupils see the advantage of a calm, orderly and safe environment and work hard to keep it that way. Good account is taken of their views on a range of issues, including health and safety matters. Pupils were consulted and informed about the need to modify the structure of an outside climbing frame to meet new safety guidance.
33. Although the school deals satisfactorily with child protection issues, not all staff have been trained in the exact reporting procedures that apply in school should they uncover issues of a child protection nature. Routines are not clearly established. However, the good and trusting relationships established between staff and pupils serve to keep open vital lines of communication between children and adults.

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

Links with parents are very good. Links with the local community and other schools are good.

### **Main strengths and weaknesses**

- Parents make a very good contribution to their children's learning at home and at school
- The school makes very good efforts to deal with parents' concerns and complaints
- The range of information provided to parents about how their children are getting on is good and has improved since the last inspection.

### **Commentary**

34. Parents have no qualms about entering the school environment, approaching teachers, discussing concerns or sharing information with them. They view the school as a caring and friendly community and as a result, have a great deal of confidence in what it provides for their children. Parents are pleased with the good progress their children make. They are also welcomed and valued as helpers and fundraisers.
35. Parents respond positively to the very good opportunities they have for working in partnership with the school. Many involve themselves with their children's learning by encouraging numeracy, reading, writing, spelling and independent research at home. The school gives useful written guidance to parents on, amongst other matters, helping children read fluently. This contributes to the high level of reading support given by parents both in and out of school. The overall range of homework given across the school is very good and actively promotes the ethos of family learning.
36. The headteacher makes herself available to parents before and after school and by appointment so that parents have good opportunities to talk to her or discuss any concerns they might have. Personal interviews reinforce to parents what is expected of their child in terms of both their academic and personal progress and their behaviour. The improved content of the end of year reports is welcomed by parents as they rightly see it as a means of assisting their children make better progress in their learning. Collectively, these arrangements allow for open and constructive exchange of ideas between the parents and the school. Parents whose children have special educational needs are kept fully informed about their progress and are consulted about the individual education plans.
37. Together, the governors' annual report and the school prospectus contain most of the information the school must by law publish to parents. The exception to this is an update of the progress made by the school since it was last inspected. Despite the omission, 95 per cent of the parents who responded to the pre-inspection survey of their views felt that management decisions are the right ones for the future development of the school.

38. Good links are maintained with local churches, colleges and societies whose members act as worthy role models for pupils to emulate. Pupils made good use of, for example, their scientific knowledge and artistic skills in designing and decorating wind chimes for a local horticultural society event which took place in school.
39. The school works closely with further education colleges to provide curriculum training for students, who in turn give general assistance in the office and in lessons. A good range of activities takes place for pupils in Years 5 and 6 so that they become familiar with aspects of secondary education. These include classes in mathematics, science and physical education and participation in local education authority 'bridging links' in literacy and mathematics. Also, teachers from secondary schools have observed literacy lessons in Hawridge and Cholesbury School and have lent resources to their primary colleagues.

## **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management of the school are good. The leadership of the headteacher and governance of the school are good. The management of the school and leadership of other senior managers are good.

### **Main strengths and weaknesses**

- The leadership of the headteacher is clearly focused on developing effective teaching and raising attainment for all pupils.
- Good management means that the school evaluates its effectiveness and improves its practices so that pupils can achieve well.
- The governance of the school is appropriately involved in shaping its future direction and contributes effectively to the school's management.
- Governors have a secure understanding of the school's strengths and areas for development.
- The current use of the computer suite is not providing good value for money.
- The school has developed its procedures for monitoring pupils' progress and attainment but has not yet been successful in ensuring that pupils in Years 1 and 2 achieve well.

### **Commentary**

40. The headteacher demonstrates a strong sense of mission that ensures that pupils have access to a well designed curriculum delivered by effective teaching in most classes. This contributes strongly to the pupils' good progress and good achievement by the time they leave the school.
41. The headteacher's vision underpins the work of the staff and governors and this is reflected in the way everyone is involved in planning for school development. This ensures the understanding and commitment of all those involved. The school development plan provides the school with a valuable guide to move forward and monitor progress. Systems for monitoring and evaluating the school's performance have been well devised so that strengths and weaknesses can be accurately diagnosed.
42. The governing body support and challenge the school well. They are well informed and show a good knowledge of how the school is performing. Governors have good relationships with all staff and pupils through their regular visits to classrooms and they operate effectively as a critical friend through their developing links with classes or subjects. The school finances are efficiently managed and the governing body ensures that financial resources are allocated in accordance with the school's identified priorities. The school implements well the principles of best value through its use of data, its methods of consulting those involved with the school, its challenging aims and use of the budget. The school provides good value for money overall, apart from its use of the computer suite.



43. Continuing professional development and induction of new staff are managed well by the headteacher and are well regarded by staff. The headteacher and governors are committed to developing effective leadership through the role of subject leaders, although there has been some difficulty in organising release time for them to carry out their duties. For example, the monitoring of teaching and learning. This is due to budget limitations linked to being a small school. There have been difficulties in recent years in recruiting new members of staff. This has resulted in increased responsibility for the headteacher in co-ordinating science and information and communication technology in addition to her own responsibilities.
44. The Foundation Stage is effectively led and managed and pupils make good progress overall. The curriculum is well planned and pupils' achievements are carefully monitored so that learning builds well on what they already know and can do. There is good liaison between staff in the Foundation Stage and Year 1 so that when pupils transfer the class teacher knows the pupils well and pupils feel comfortable about the change and are happy.
45. Leadership and management of special educational needs are very good. The working copies of the individual education plans and the class records are monitored closely every month. The co-ordinator shows understanding of how to work effectively with pupils who require additional help and support in their learning. Support staff are well managed and also have access to training. All procedures are efficiently managed and organised and the governing body is kept properly informed on all matters relating to special educational needs.
46. The financial management of the school is good overall.

## Financial information

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

Income and expenditure (£)	
Total income	398,981
Total expenditure	403,967
Expenditure per pupil	2,648

Balances (£)	
Balance from previous year	13,153
Balance carried forward to the next	8,166

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

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

At the time of the inspection, only 10 children were registered in the reception class. These represented the oldest of the year group and other children were to join them later in the year to make a total of 30 children in the class. The children are taught by two part-time teachers. This works well because both teachers liaise regularly and keep each other informed of developments in the children's learning. There is a good induction programme and procedures for the children's introduction to school and their learning are good. Planning is good because it clearly covers all areas of learning and makes good links between these, within a specified topic. The teachers assess the children's learning on a day-to-day basis through careful observations and use this information to build up an individual profile of learning for each child. There have been significant improvements since the last inspection including the movement of the reception class to the main school building with a secure outdoor area for learning.

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

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

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

- Staff have developed good relationships with parents.
- There is a good induction programme.
- The quality of teaching is good and this helps children to achieve well.
- Children's independence is developed well.
- Children are encouraged to develop good behaviour, relationships and attitudes to learning.

#### **Commentary**

47. Staff have developed good relationships with parents, who are encouraged to be involved in their children's learning. Parents respond well and, for example, read books with their children to encourage early reading skills. These good relationships, together with a good induction programme, help children to settle well into the school routines. The teachers have created a caring learning environment where children understand the structure of the day and by the time they enter Year 1, they have developed good attitudes to learning. Children are also encouraged to play and work with each other and consequently are helped to develop good relationships. Teachers and support staff make appropriate comments to encourage co-operation and children learn how to share and take turns, for example, through playing dominoes. Children develop confidence, independence and initiative when they are presented with choices after completing their set activity. The activities ensure a good balance between teacher-directed activities and times when children are able to work without direct adult supervision. Because the activities are stimulating, children do not flit from one to another but sustain good levels of concentration. Overall, those children observed during the inspection are likely to exceed the standards expected nationally for children entering Year 1.

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

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

## Main strengths and weaknesses

- Most children are expected to at least reach the standard expected for their age by the time they enter Year 1 and a significant number will achieve above this.
- Children receive a good range of activities that develops their speaking, listening, reading and writing skills.
- The quality of teaching is good overall.
- Children receive very good support from parents.

## Commentary

48. Children have standards on joining the school above those expected for pupils of this age nationally. Good planning continues to stimulate their learning and raise their achievement. The children's speaking and listening skills are encouraged well as seen when they were given opportunities to share something of interest with others in the class. Most pupils, including those with special educational needs, make good progress and have the confidence to speak with adults and each other. Children enjoy stories and reading and this leads to good responses and improved standards. For example, pupils responded well when asked to identify the title, author and words that rhymed when reading *Once Upon a Time*. No time was lost as the children looked at the text, listened to the story and identified words such as *see* and *me*, and *too* and *do*. Questioning was good as all children were expected to respond to the text and the pictures. A structured approach helped the children to match letters to the sounds that they made (phonic development). This was taught well in the lesson observed but some children in the current Year 1 lack some understanding. Children are interested in books, handle them carefully and show enjoyment in a range of stories. All children are encouraged to read regularly with their parents at home, which has a significant effect on the progress that they make and the standards that they achieve. On entry to school, children develop their writing skills by learning how to hold the pencil correctly and recognising and writing their own names. They become aware of writing for different purposes through, for example, writing a shopping list and orders in a café. Most pupils achieve well and will at least reach the standard expected for their age at the end of the reception year. Some will achieve above this.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

## Main strengths and weaknesses

- Children reach above average standards and achieve well.
- A good range of practical activities re-enforce the children's learning.
- Teaching is good.
- Children are interested in their learning.

## Commentary

49. The children's mathematical skills and understanding are taught during specific sessions, and consolidated through daily play activities. Children enjoy their work and respond well to the activities provided because much of it is practical and they feel they can achieve. A good range of teaching methods is used to develop their learning and also helps to maintain their concentration. Effective use of questions stimulates children's mathematical understanding and prompts responses that demonstrate developments in oral skills. When one child was asked how she knew the answer was four she replied, "I saw two beads and another two beads and that makes four". In a good numeracy lesson, after the children had reinforced their recognition of numbers to 10, they enjoyed cutting up an apple into ten pieces and used these to develop a further understanding of addition and subtraction. One child of higher

attainment was very successful in understanding how taking one piece of apple away from the rest was like “counting backwards”. Children achieve well and some will reach levels above those expected for their age when they move into Year 1.

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

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

### **Main strengths and weaknesses**

- The quality of teaching is good and children achieve well.
- Good links are made with other areas of learning.
- Children develop good early scientific skills through practical activities and observation.
- Children develop an understanding of different places, religions and cultures and events in the past.

### **Commentary**

50. Through talking with the children and staff, looking at displays in the reception teaching area and looking at the teacher’s planning, it is clear that children receive a good range of learning experiences and achieve well. A colourful display of the children’s work shows how they are learning about different types of food and identifies what they like to eat. Good links are made as the work is extended through literacy and the reading of the *Jelly Poem*, and through numeracy as they count *five rosy apples*. In one good lesson observed, pupils’ scientific understanding was further developed as they used their senses to explore, identify and sort a range of materials. Language skills were developed well as children described the texture of materials and talked when playing in the sand. One child was observed playing with a train for a considerable length of time and spoke confidently about the train going to London which was “a long way away”. Planning indicates further activities that develop the children’s geographical and historical education such as visits by Barney the Bear into the past to Guy Fawkes, and to other parts of the world, such as India, Australia and the North Pole. These activities help to support the children’s cultural development and so, too, does their work during their weekly religious education lessons.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children’s independence and social development is developed well.
- Children are well managed and know how to follow instructions.
- Health and safety issues are addressed well.

### **Commentary**

51. Children in the reception class have good opportunities to ride bikes and play outside and have regular formal physical education lessons. Overall, they achieve satisfactorily and make good progress as they become familiar with the teacher’s expectations and learn to follow instructions. In one satisfactory lesson observed, the children’s independent skills were well developed by sensitive encouragement to change into their kit. Throughout the lesson, the teacher was keen to encourage the children to become familiar with the use of small equipment, health and safety issues and to follow instructions. For example, children were encouraged to think about changes to their bodies after they had exercised. The teacher had obviously settled the children into the school’s routines and relayed her own expectations well as children responded enthusiastically and followed instructions. By the end of the lesson,

children's attainment was similar to that expected for their age nationally and they had learnt to travel around the hall in a variety of ways using the space well. Time was used to good effect and good ideas were shared when children showed others what they could do.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Good links are made with other areas of learning.
- Children enjoy their creative work.

### Commentary

52. The children's creative skills are developed well and their standards are similar to those seen nationally for children of this age. In one good lesson observed, the children thoroughly enjoyed singing the *Princess Song* following their work in literacy on fairy stories. The lesson was good because the teacher quickly gained the children's attention and provided a range of tasks that maintained their interest. The children identified several nursery rhymes as the teacher beat out the pattern on a tambourine and they then followed this by making a series of clapping patterns. Different instruments were used well and the children sang enthusiastically. At the end, several children were heard to say "Oh, it's finished" and "That was fun". Children's creative development is further enhanced through the use of imaginative play areas and other resources. During the inspection, they were seen using Sleeping Beauty's Castle or using small toys to act out the story of Sleeping Beauty. These activities were successful in developing the children's creative skills as well as their speaking, listening and writing. Children also regularly get the opportunity to develop their artistic skills when, for example, combining a range of materials to create a collage or painting the *Three Bears*.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision for English is **good**.

### Main strengths and weaknesses

- Standards are well above average by the end of Year 6.
- Target setting gives pupils a clear understanding of what they have to do to improve their work.
- The quality of teaching during Years 3 to 6 is good and pupils achieve well.
- Teachers in the lower part of the school do not pay enough attention to teaching pupils to sound out unfamiliar words when they are reading.
- Parents give a high level of support by hearing pupils read regularly.
- Homework is used very effectively to reinforce learning.

### Commentary

53. Standards attained in national tests at the end of Year 6 have risen since the last inspection reflecting the school's commitment to the subject. Results in the national tests for Year 2 pupils in 2003 are less secure; they are in line with that of pupils in similar schools in reading and below in writing. However, the 2003 results do show a marked improvement compared with those achieved last year. The school has already identified the need to raise standards at this stage. At present, some pupils in Years 1 and 2 are not achieving as well as they should in reading although standards of writing have improved because of more effective teaching methods

54. By the time they reach Year 6, all pupils achieve well. Higher attaining pupils are challenged and those pupils identified as having special educational needs are given very good specific support. The few bi-lingual pupils also do well.
55. Standards in speaking and listening are above average at all stages. Most pupils speak confidently and clearly, and employ a good vocabulary. During lessons teachers give pupils the chance to make extended answers. Pupils listen carefully and take a mature role in discussions. All teachers provide good role models for both speaking and listening, and pupils have many opportunities during the day for talking and listening within small groups.
56. Reading standards are very good by Year 6, and pupils show a mature understanding of texts. Parental support for reading is very strong. Pupils read regularly at home and many parents come into school to hear pupils read. Standards in Year 2 are average overall. However, some pupils in Years 1 and 2 are not achieving as well as they could. The school uses a good variety of books from various structured schemes which pupils read at home and at school with the volunteer parent helpers. Teachers do not monitor this system closely enough. Books are not always matched accurately to individual reading ability. Several average and higher attaining pupils could read much more challenging texts competently. By contrast, the lower attaining pupils struggle to tackle new words and cannot link sounds to build words. Although phonics (letter sounds) are taught, teachers do not place enough emphasis on linking phonics with reading. This is particularly the case in Year 1. Other aspects of reading, for example the technical vocabulary associated with books, are taught well.
57. Currently, standards in writing of Year 2 pupils are in line with expectations, and are above average for those in Year 6, reflecting the good teaching during Years 3 to 6. The school has recently introduced a new “joined” handwriting scheme across the school, with the aim of improving presentation. Pupils’ “best” work is generally neat. Punctuation and spelling are thoroughly taught and are generally accurate. Pupils are taught to check and revise their work. By Year 6 most pupils write fluently using a good vocabulary. Teachers mark work carefully. Individual targets are used very effectively to help pupils understand how to improve their work. There are good opportunities for extended writing.
58. The quality of teaching in the lessons and work seen was satisfactory in Years 1 and 2, and good overall in Years 3 to 6. Some teaching in Year 6 was very good and pupils were keen to learn. The teacher was particularly skilful in drawing out pupils’ ideas during discussion of a poem, and contributions became increasingly thoughtful. Pupils commented well on the structure of the poem, recognised alliteration and noticed the use of a rhyming couplet at the end of the poem. The activities involving metaphors and similes were both purposeful and fun.
59. Subject leadership is good overall. Work is monitored and the school has taken some appropriate action to improve standards in Years 1 and 2. Assessment procedures are good and the school tracks pupils thoroughly. The progress of the summer-born pupils who do not benefit from a full year in the reception class is not monitored sufficiently well. Progress since the last inspection is satisfactory overall because although there have been some good improvements, standards of some pupils in Year 2 are not as high as they should be.

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

60. Pupils use their language and literacy skills well in other subjects. Their research skills are good and used well when doing their homework.

### **MATHEMATICS**

Provision in maths is **satisfactory** overall

### **Main strengths and weaknesses**

- Standards in Year 6 are well above average and pupils achieve well. This reflects the position found at the previous inspection.
- Teaching is good in Years 3 to 6.
- Pupils' attitudes to learning are good overall and very good in Years 3 to 6.
- Assessment is used well to monitor pupils' learning and progress across the school.
- Mathematics is effectively led and managed
- Teaching in Year 2 is sometimes unsatisfactory and impacts on pupils' progress and achievement in the lower part of the school
- Standards in Year 2 are only broadly satisfactory which does not maintain the position at the previous inspection and represents unsatisfactory achievement for pupils from when they joined the school.

## Commentary

61. The well above average standards achieved in Year 6 are a direct result of the good teaching pupils receive in Years 3 to 6, and also in Year 1, which ensures that pupils make good progress and achieve well. In Year 2 teaching does not focus sufficiently on learning and the classteacher does not have well developed skills in managing pupils' behaviour. This is impacting on the rate of progress and achievement for these pupils. Overall, planning is good and pupils' learning is systematically extended and interesting. Teachers have high expectations of their pupils. As a result, pupils are developing confidence in mental calculation and in applying a growing range of strategies to arrive at solutions. Generally, teachers have good subject knowledge and are confident in their teaching of numeracy lessons. Where teaching is good there is clarity about what pupils are expected to learn in lessons. Sometimes, however, sessions at the end of lessons, whilst recapping on the learning aims, do not always help pupils to take sufficient stock of how well they have succeeded. Teachers ask questions well to focus pupils' thinking and also to present an additional challenge to higher attaining pupils. Pupils' interest and enjoyment in their learning is evident in lessons.
62. Teaching assistants are effective in their support of pupils' learning in mathematics when they are deployed to work with a group of pupils. This helps to ensure that pupils with special educational needs are making the same progress as others and achieve in line with their abilities. Teaching assistants demonstrate a good understanding of how to work with pupils effectively, some of whom do not always behave as well as they should. They have well developed questioning skills that challenge pupils and they ensure that pupils remain responsible for their own work. They manage pupils well and apply positive approaches to managing pupils' behaviour that offer pupils choices about how they are behaving.
63. Mathematics is well led and managed. The co-ordinator has established good assessment procedures for each year group. This, and the effective system of monitoring pupils' progress, is impacting positively on the school's ability to monitor pupils' learning and progress over time. Targets, based on key learning objectives, are set each year and reviewed half way through the year so that targets remain challenging. The quality of teaching is observed and evaluated once a year and other monitoring, including looking at teachers' planning, work sampling and studying pupils' homework diaries, is carried out more regularly. The co-ordinator also monitors standards by analysing the schools' results annually. The marking system, although in place for two years, has not yet fully developed to be consistently evaluative with advice on how pupils can improve.

## Mathematics across the curriculum

64. Opportunities to develop pupils' basic numeracy skills in other subject areas are satisfactory, for example, making charts and graphs in science and using scales and co-ordinates when working with maps. There is emphasis within mathematics, and in other lessons, on teaching and developing subject specific vocabulary. This means that pupils are able to make progress in their use and understanding of mathematical language, for example, in design and technology when measuring during the planning stage or in cookery when weighing out

ingredients. In Year 1, pupils are able to transfer skills by adding up the cost of shopping in 'old money', linked to their learning in history. However, there is not yet sufficient systematic planning of the application of mathematical skills to ensure that these skills are routinely reinforced and used to extend learning in other subjects.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards for pupils in Year 6 are well above average.
- Teaching is good in Years 3 to 6 and this ensures that pupils achieve well.
- There have been significant improvements since the last inspection.
- Higher attaining pupils are well challenged.
- Planning and assessment are good.
- Standards in Year 2 are average.
- The subject is well led and managed.

### Commentary

65. Inspection findings and recent national test results for pupils in Year 6 indicate that most pupils make good progress in science and achieve well. By the time they leave school, they reach standards that are well above the national average. These good results show improvement since the last inspection and have been maintained over time. The subject has been very well managed with a strong focus on improving standards and providing a broad and interesting curriculum with an emphasis on investigative science. The latter has been a key feature in stimulating pupils' interest and developing their knowledge, skills and understanding. Leadership of the subject is good.
66. During the inspection, pupils were working at above average levels in Year 1 and average levels in Year 2. They were covering all areas of the curriculum for pupils of this age. Overall, the quality of teaching and learning is satisfactory and does have some good features. For example, in Year 1, assessment information is used effectively to plan work that matches pupils' different levels of ability. Pupils were stimulated by the practical nature of the tasks, for example, a walk through the school to listen to a variety of sounds. Learning was then consolidated well through activities such as drawing and labelling sounds they had heard on the walk. Good links were made with music, as pupils were encouraged to use a range of instruments to make sounds such as a clock.
67. In Year 2, pupils developed an understanding of what happens to their bodies when they exercised. Here, too, pupils responded well to the practical nature of the tasks but got over excited when exercising in the playground. The teacher identified that this was affecting their achievement so took them inside to record their findings. Overall, pupils only achieve satisfactorily in science in the infant part of the school because although there are some good aspects of teaching, the pace of learning sometimes slows and is directed more by the pupils than the teachers.
68. Most pupils in the school respond well to the way science is taught and enjoy the practical nature of the tasks. Staff have focused well on developing the pupils' skills of scientific enquiry so that by the time pupils leave school they can select a suitable way of finding things out when trying to answer a scientific question. Pupils also base their predictions on previously gained scientific knowledge and understanding and identify key factors to be considered when a fair test is part of the investigation. Discussion with pupils in Year 6 indicated that their knowledge and understanding in all the areas of science were very good. In one very good Year 4 science lesson, pupils were asked to develop an investigation to discover which materials were the best insulators. Pupils worked well as they used their previously acquired knowledge to inform



their predictions and testing. The teacher was enthusiastic and had high expectations so pupils were stimulated to achieve and responded well.

69. The co-ordinator has developed the subject well and this has resulted in improved standards. The introduction of single-age classes has helped teachers plan more easily and thereby meet the needs of the pupils well. This has particularly helped to provide challenging work for higher attaining pupils. Also, the way teachers assess how pupils are learning and what they achieve has improved since the last inspection. The information gained from this assessment helps teachers to plan what the pupils need to do next and to meet the variety of needs in each class. When planning is good, teachers identify how pupils' literacy and numeracy skills are developed through science. Planning does not yet identify clearly the use of ICT in science. Monitoring and evaluating of provision is good. The co-ordinator has identified strengths and those areas which should be improved. This has resulted in improvements in the curriculum and teaching. Teachers in Years 3 to 6 are particularly successful in challenging pupils and developing their knowledge and understanding. Consequently, pupils are well prepared for their scientific work in secondary school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology (ICT) is **unsatisfactory** because of the limited accommodation and resources

### **Main strengths and weaknesses**

- Teachers have good subject knowledge.
  - Teaching in Years 3 to 6 is good.
  - The computer suite is unsatisfactory because it is having a negative impact on standards.
  - There are not enough additional computers in the classrooms.
70. Standards in ICT are in line with those expected nationally by the time pupils reach Year 6. Pupils do not achieve as well as they could because of the lack of facilities, and standards in Year 6 compare unfavourably with the good and very good standards attained in other subjects. Conversations with pupils in Year 2 indicate that standards are also in line with expectations, and that curriculum coverage is thorough.
71. All classes have lessons in the computer suite. The suite is situated in the old school building in a room shared with the Year 5 class. This arrangement means that Year 5 have to move to another room while other classes use the suite. The suite is cramped, and when two pupils share each computer they are uncomfortably squashed together. During the three lessons observed in the suite at least one, and at one point four, computers were out of use. In the main school building there are only three computers that are shared between the six classes. This is unsatisfactory.
72. Teachers are doing their best under difficult circumstances. They have good subject knowledge, they plan lessons carefully and generally manage the cramped conditions effectively. Teaching in the lessons observed in Years 5 and 6 was good, and it was satisfactory in Year 1. Pupils are enthusiastic and interested. Most have access to computers at home, and they are confident in using ICT for word processing and graphics. The better teaching is lively and interesting, explanations are clear and the teachers have high expectations. Many Year 5 pupils had taken considerable trouble over their homework during half term. They were able to move, rotate and resize shapes to create a plan of their classroom. Year 6 pupils worked well as they began to develop multi-media presentations about themselves. Teachers ensure that pupils with special educational needs are given the help that they need to have full access to the curriculum.
73. There is little opportunity for pupils to have access to the classroom computers to work directly on topics covered during the ICT lessons. The school is not getting full value for money from the computer suite, because it is used for such a limited time.

74. The headteacher is the subject co-ordinator, and has a very clear understanding of the subject's strengths and weaknesses. She has monitored teaching in every year group. Progress since the previous inspection has been hampered because of financial constraints and the need to allocate funds to improve the grounds and buildings.

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

75. The classroom computers are used to support learning across the curriculum. Pupils complete programs to consolidate their numeracy skills and they use computers for word processing. The level of access is extremely limited, because so few computers are available for most classes.

### **HUMANITIES**

76. One history lesson was seen in Year 6. This was an introductory lesson on Victorian Schooling and developed the pupils' understanding well. Teaching and learning were good as the teacher used the pupils' own experiences of being taught in a Victorian school building to identify features which reflected how children were taught. For example, pupils talked about the high widows and the way pupils were expected to look at their work or the teacher and not be distracted by things going on outside. Planning indicates that pupils receive an appropriate curriculum in line with that expected nationally.
77. Two geography lessons were seen, one in Year 4 and the other in Year 5. In these, teaching and learning were good and pupils achieved well. Teachers were clear about what they expected pupils to learn and had high expectations of their work and behaviour. Pupils responded positively and enjoyed their work. The teachers' knowledge of the topics taught was used well to stimulate the pupils' interest and very good questioning developed their thinking skills well. This resulted in Year 4 pupils reaching high standards when using pictures of life in an area of Kenya to ask and answer geographical questions. Similarly, pupils in Year 5 reached above average standards when studying rivers and the importance of the River Nile.

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

Three lessons were observed in physical education. Two lessons were seen in music, one in Year 1 and the other in Year 2 so no overall judgement about provision can be made. Two lessons were observed in design and technology, one in Year 3 and the other in Year 6. Consequently, no overall judgements on teaching can be made. No lessons were observed in art and design and similarly no overall judgement about teaching can be made.

#### **Art and design**

Provision in art and design is **satisfactory overall**.

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

- The display of pupils' work is good.
- Pupils use a good range of media.
- Pupils' knowledge is developed well over time.
- Sketchbooks are not yet consistently used in all classes.
- Art and design is used well to support learning in other subjects, particularly in Years 3 to 6.

#### **Commentary**

78. Pupils' art and design work is very effectively displayed in classrooms and around the school. Displays also include an appropriate range of work by well known and other artists so that pupils are able to see others' work on a regular basis, in addition to those pieces used as part of their learning. This shows an improvement since the previous inspection where inspectors considered that display was limited. Pupils are rightly proud of their work and are keen to say which is their piece of work and they clearly enjoy the practical nature of the subject.
79. Leadership and management of art and design are satisfactory overall. The subject leader has ensured that the curriculum offers pupils opportunities to experience a variety of techniques applying a good range of media. Specific skills are systematically taught so that pupils' knowledge is developed well over time enabling them to make progress year-on-year. Links with other subjects are well made, although these are yet being systematically planned within other subject areas. Sketchbooks are not yet consistently used in all classes so that progress in pupils' development of skills or planning and experimenting can be tracked over time. Drawing in general notebooks or on paper is not a satisfactory way of teaching pupils how to use a sketchbook, either as part of a process in rehearsing and experimenting for designs and drawings, or contributing to the development of basic literacy skills through annotations, labels or notes about their work.
80. Art and design is used well, particularly in Years 3 to 6, to support learning in other subjects, for example, in English when cartoons are drawn to illustrate pupils' journalistic writing. Pupils' basic skills in information and communication technology are being developed well through the use of programs which support the planned curriculum. This was particularly effective when Year 6 pupils used 'The Scream' by Munch to illustrate their writing on 'Fears'. They produced some very good work using ICT, torn tissue paper collages, painting and felt tipped pen drawings to recreate the masterpiece. Also in Year 6, pupils make effective links between the designs of William Morris and their study of the Victorians and their work shows how well they use paint to imitate the flower designs. Year 5 pupils show how they combine their basic ICT skills very effectively with discussions about size and shape to produce some delightful abstract art, using the computer, based on the work of Mondrian and Matisse. Pupils' work on pattern and design is well developed, for example, in Year 3 pupils have designed and made their own tiles by cutting and sticking, printing with potatoes and using stencils. The end result is a very attractive and eye catching display. Work shows that pupils in Years 3 to 6 make satisfactory progress and achieve well.
81. Pupils in Years 1 and 2 make appropriate progress and achieve standards that are broadly average. Collage is used well in Year 1 to develop pupils' awareness of colour on a large scale. Pupils in Year 2 mix colours well, for example, to represent natural objects around the school, and are able to transfer these skills into the development of collage. However, pupils' drawing skills are not sufficiently well focused on observation of detail so that drawings often appear rushed and sometimes rather scrappy.

## **Design and technology**

Provision in design and technology is **satisfactory overall**.

### **Main strengths and weaknesses**

- Pupils in Years 3 to 6 achieve well.
- Lessons are generally well planned.
- There is no common format for pupils' planning and designing.
- There is little use of ICT in design and technology.

## **Commentary**

82. No lessons were observed in Years 1 and 2 and therefore no overall judgements about standards or teaching and learning are made.
83. Pupils in Years 3 to 6 make satisfactory progress and achieve well because they are well taught and teachers have high expectations of their pupils. Teachers show secure subject knowledge and are mainly confident in their delivery of design and technology lessons. Lessons are generally well planned and give appropriate attention to teaching of specific skills that build on what pupils can already do. Teaching ensures that pupils plan properly, including labelling of diagrams and instructions. However, the lack of sketchbooks or some other common format for planning does not allow either pupils or teachers to see how pupils progress over time.
84. Leadership and management of design technology are satisfactory. The co-ordinator has ensured that the curriculum is appropriately planned and covers all aspects of the subject. Pupils across the school are gaining good experience of designing and making and work shows a secure understanding of the process. Work on display and in lessons observed shows that the use and application of ICT in design and technology is not sufficiently well developed across the school.
85. Pupils' basic literacy skills are appropriately developed when they evaluate their own work or that of others. Pupils in a Year 6 lesson show how very well their literacy and ICT skills and also their cultural awareness are being developed through their research into the history of hats and headgear. Good learning is demonstrated when these pupils also show how their speaking and listening skills are being effectively developed when sharing the outcomes of their research with the class. They speak clearly and with expression for meaning and other pupils listen carefully and ask a range of well thought out questions as part of their contribution.
86. Pupils in a Year 3 lesson had a very good experience of links between design and technology and their learning in maths. They showed a developing understanding of 'nets' being used as shapes for their boxes as their teacher patiently helped them to understand how boxes are constructed, using what might be described as the biggest pile of boxes ever seen in a classroom. This motivated pupils very effectively and they were clearly delighted and astonished when the boxes appeared in front of them. They thoroughly enjoyed taking their box apart and made good progress in their learning about shape, the use of tabs and also about colour and fonts used to attract the buyer.

## **Music**

87. A specialist teacher takes all the class music lessons for Years 3 to 6. None of these could be observed. Standards in Years 1 and 2 are in line with national expectations. Teaching is satisfactory. Planning is based on a commercial scheme and lessons contain a good variety of activities. By Year 2 pupils sing quite tunefully, clap a steady beat and recognise some instruments when they listen to music.
88. Pupils have the opportunity of taking part in a number of extra-curricular activities including choir and recorder lessons. Instrumental tuition is available and some pupils have good opportunities to perform during assemblies. Pupils sing in assemblies, but the use of recorded accompaniment is not very successful. In one case it was too briskly played, and pupils could not keep up.
89. The newly appointed co-ordinator has made a satisfactory start to managing the subject. She is aware of some of the relative strengths and weaknesses of the subject but has had little time to have an impact.

## **Physical education (PE)**

Provision for physical education is **good overall**.

### **Main strengths and weaknesses**

- Pupils in Years 5 and 6 achieve well and standards are above average in gymnastics.
- The older pupils perform enthusiastically and confidently.
- Unsatisfactory behaviour of pupils in Year 2 affected their achievement.
- There is good provision of extra-curricular activities in sport.

### **Commentary**

90. Pupils' achievement in a Year 2 lesson was unsatisfactory because teaching failed to insist on high standards of behaviour and did not focus sufficiently on learning, showing low expectations. Two lessons in Years 5 and 6 were observed during the inspection and these showed that teaching and learning are effective and this enables pupils to achieve well. Standards are above average. Pupils in these lessons attain above average standards in gymnastics because of teachers' high expectations that pupils will learn to create sequences incorporating turning, high, low, wide and balance movements well and because of good opportunities for them to evaluate and reflect on their own and others' movements. Planning ensures that time is used very effectively and all pupils have equal opportunities to perform their sequences to the class. Even when time is short, pupils are promised that those who have not performed will be able to do so as a priority during the next lesson. Teachers in these lessons give very specific feedback to pupils that allows them to learn what they have done well. Time is given to enable pupils to refine their work.
91. Pupils work and plan their movements very well together and perform enthusiastically and confidently. They clearly enjoy their physical education lessons. Their independence skills are very effectively developed when they quickly go into their PE groups and put out the hall apparatus within a given timescale. Good learning is apparent when they do this with amazing speed and precision with very good attention to detail and safety.
92. Leadership and management of physical education are effective and have brought about satisfactory improvement since the last inspection. Extra-curricular activities give pupils good opportunities to learn and participate in a range of different sports and activities.

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

93. There was not enough evidence to report on this subject in full. However, two personal, social and health education lessons were observed and discussions took place with pupils representing the School Council and with the co-ordinator for personal, social and health education. Overall, this evidence indicates that teaching and learning is good. It is clear that the School Council provides a good opportunity for staff to gain the views of pupils and for pupils to develop confidence and responsibility. Pupils spoke well, putting forward their ideas on a range of issues including improvements to the playground and arrangements to discourage bullying and promote good behaviour. They think the procedures in school are good and work well. For example, features like the 'Friendship Stop' in the playground where pupils go if they want a friend to play with, and the 'Worry Box' where pupils write notes about their concerns and these are responded to by staff, help pupils. Each class has a weekly personal, social and health education lesson where sometimes staff operate 'Circle Time'. In one good session in Year 3, pupils sat in a circle and took part in a variety of activities focused on the topic of *Feelings*. Here, the teacher had high expectations and was clear about what she wanted the pupils do. They responded well and by the end of the session could identify a range of experiences based on 'I feel pleased with myself when ....' This developed their confidence and feelings of self-esteem. Discussion with the co-ordinator indicates that the school thinks that this aspect of the curriculum is important and staff are continuing to develop their practices. Currently, the school is involved in the Healthy Schools initiative. Overall, pupils are helped to develop through a formal personal, social and health education programme and by

the time they leave school they show a mature attitude and have a good understanding of a range of issues.

## 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	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	2
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>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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