

# INSPECTION REPORT

## **HUSBANDS BOSWORTH CE PRIMARY SCHOOL**

Husbands Bosworth

Leicestershire

Unique reference number: 120137

Headteacher: Glynn Millinship

Lead inspector: Brenda Iles

Dates of inspection: 22-24 September 2003

Inspection number: 256530

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 Controlled
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll:	75
School address:	School Lane Husbands Bosworth Lutterworth
Postcode:	LE17 6JU
Telephone number:	01858 880212
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Appropriate authority:	Governing Body
Name of chair of governors:	Paul Baker
Date of previous inspection:	1.6.98

## CHARACTERISTICS OF THE SCHOOL

This small village Church of England school supports the local community and surrounding villages in which socio-economic circumstances are above average. Seventy-five boys and girls attend the school, of which 8 are in the reception year. Children who become five in the autumn term are admitted to the reception class in September on a full time basis. Those with spring and summer birthdays are admitted in January. The school has fewer pupils with special educational needs than usual and almost all pupils are of British heritage. Children enter the school with generally above average attainment. Very few pupils join and leave the school at non standard times. The school is proud of its Christian denomination and ethos. The accommodation is based on two sites, with classrooms for the youngest pupils located by a short walk to the school field. There has been a change of leadership since the last report and half the current teaching staff joined the school at the start of this term. One unqualified teacher was due to leave the school at the end of the inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12000	Brenda Iles	Lead inspector	Foundation Stage, English, art and design, design and technology, music, physical education
19692	Robert Folks	Lay inspector	
31615	Elaine Radley	Team inspector	Mathematics, science, information and communication technology, citizenship, geography, history, religious education, special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Much of the **teaching is at least satisfactory** but there is **insufficient teaching of good quality to challenge pupils, particularly higher attainers, who do not achieve as well as they should**. Pupils with special educational needs achieve well. There are some **serious weaknesses** in the school's leadership and management. The school provides **unsatisfactory value for money**.

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

- Higher attaining pupils are not challenged sufficiently well and underachieve
- Standards are not high enough in writing, information and communication technology and science
- Teaching is very good in the reception class and children have a very positive start
- The headteacher is inexperienced and requires additional support to address some serious weaknesses and secure rapid improvement
- Monitoring and evaluation of teaching and learning are insufficiently robust
- There are too few opportunities for pupils to learn independently and apply their skills and knowledge to new situations
- Attendance is good, pupils like school and behave well
- The curriculum lacks sufficient skilful organisation to enrich and deepen learning
- Governors have a good knowledge of the school's circumstances, strengths and weaknesses

The school provides a satisfactory quality of education but there are serious weaknesses in its leadership and management and in the standards pupils achieve.

Standards are lower than they were at the time of the last inspection in 1998 and many issues identified in the last report have not been addressed well enough. Despite many personnel changes, the new headteacher and governors have ensured all statutory requirements are met and developed systems to begin to raise standards higher. However, policies are not implemented consistently and subject coordinators are still not effective. Links with governors are now good and the school improvement plan accurately identifies priorities. The pace of improvement since the last inspection has been slow and **improvement is unsatisfactory**.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2000	2001	2002	2002
English	A	A*	D	E
Mathematics	A	A	A	A
Science	C	D	C	C

*Key: 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.*

In the Foundation Stage (FS), most children are on course to exceed the expectations in the areas of learning. The children are taught very well and **achieve well** as a result. **By the end of Year 2, standards are broadly average in reading, writing, mathematics and science. By the end of Year 6, standards are above average in mathematics but remain average in English. In science they are below average.** Cohorts are small and comparisons with similar schools and from year to year are unreliable. Although more pupils achieved the higher levels in the 2003 tests the work seen during the inspection showed that over time **there has been insufficient challenge and many pupils underachieve**. Standards have not improved enough since the last report.

Pupils have **positive attitudes to school**. They are eager to learn and arrive at school punctually. In lessons and at playtimes, **behaviour is good**. There is a small number of pupils, mainly boys, who have challenging behaviour which is usually managed well. **Attendance is above average**. The **spiritual, moral, social and cultural development of the pupils is satisfactory**. Good features are evident in the provision for moral development.

## QUALITY OF EDUCATION

**The quality of education is satisfactory. Teaching is satisfactory** overall and **very good in the reception class**. There is too little teaching of good quality to raise standards higher and enable the high proportion of more able pupils to achieve their best in Years 1 to 6. Features of literacy teaching, particularly provision to support focus groups and pupils with special educational needs are good. Poor presentation and inaccuracies in writing are weaknesses across subjects. Relationships are good. Too little use is made of assessment information to plan challenging activities and targets are not precise enough. More could be done to develop pupils' research skills, particularly to use computers and the library more frequently to access information.

**The curriculum is broad but lacks balance**. There are too lengthy gaps between the teaching of some subjects. Too few opportunities enable pupils to apply their literacy and numeracy skills to other subjects and to extend their knowledge in the arts and humanities in depth. **The school has a generally satisfactory partnership with parents and the local community** though more can be done to ensure good communication between home and school.

## LEADERSHIP AND MANAGEMENT

**The leadership of the school is unsatisfactory**. During his two years in post the headteacher has slowly begun to address issues requiring improvement but expectations have not been clear enough and practice has been inconsistent. The headteacher and governors are committed to improve provision and raise standards. **Governance is good**; governors monitor and evaluate the school's work and know the strengths and weaknesses of the school well. They make decisions on their evidence. Day-to-day administration is good. **There are weaknesses in aspects of management**. The monitoring of standards by the headteacher and staff has not been sufficiently rigorous or evaluative. Consequently, curriculum coordinators do not have a clear understanding of standards or the strengths and weaknesses in their subjects. **The leadership and management of special educational needs and of children in the Foundation Stage of learning is good**.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Most parents are satisfied with the quality of education the school provides** although many feel their children could achieve more. Parents would like to see closer links with the community, opportunities for further involvement, more consistent and well-timed communication and fuller details of their children's targets. Most pupils like school and enjoy their learning.

## IMPROVEMENTS NEEDED

In order to develop the quality of education further the headteacher, staff and governors should:

- Improve aspects of leadership and management to provide clear direction and ensure co-ordinators fulfil their roles
- Ensure there is sufficient challenge for most pupils
- Raise standards in writing, ICT, science, history and geography at 7 and 11
- Implement a rigorous monitoring programme which evaluates clearly how teaching and learning can improve
- Review the curriculum to provide a balanced range of learning opportunities

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Children in the Foundation Stage (FS) and pupils with special educational needs achieve well because they receive good support. In the rest of the school the achievement of many pupils, particularly higher attainers, is unsatisfactory and standards, except in mathematics in Year 6, are not high enough**

#### Main strengths and weaknesses

- Discontinuity in staffing and a lack of monitoring of teaching, learning and standards have led to the underachievement of a high proportion of more able pupils in Years 1 to 6.
- Standards in writing are not high enough
- Standards in science are below and mathematics above average in Year 6
- Standards in ICT, history and geography are below average at the end of Years 2 and 6
- Pupils do not have enough opportunities to apply and develop their learning skills independently.
- Children in the FS achieve well in all the areas of learning because teaching is very good and the curriculum is exciting and challenging
- Pupils with special educational needs make good progress and achieve well in English and mathematics because work is matched well to their needs and support is of good quality

#### Commentary

##### *Standards at the end of the Foundation Stage*

Standards in relation to the early learning goals by the end of <b>reception</b> in:	
Personal, social and emotional development	<b>Good</b>
Communication, language and literacy	<b>Good</b>
Mathematical development	<b>Good</b>
Knowledge and understanding of the world	<b>Good</b>
Physical development	<b>Good</b>
Creative development	<b>Good</b>

*Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.*

1. Teacher assessments show a broad range of attainment when children enter school but **many achieve more highly than most children of their age**. Because the **quality of teaching is consistently very good, most children are likely to exceed the Early Learning Goals** by the time they enter Year 1.
2. Standards in tests vary from year to year within the very small cohorts and this makes comparisons with national data and similar school unreliable. However, in 2002 the results for seven-year-olds showed performance was well below average in reading and writing and below average in mathematics. Very few pupils attained the higher levels in all subjects. The provisional results from the 2003 tests indicate that there has been an increase in the proportion of pupils achieving average and higher levels in all subjects. Performance in writing was lower than in reading and mathematics.



3. In the 2002 National Curriculum tests for pupils at the end of Year 6, results were **well above average in mathematics, below average in English and average in science. The provisional test results for 2003 show an improvement in English** with more pupils achieving average and higher levels. The dip in mathematics reflects pupil illness. Science results are similar to the previous year. The school's targets for pupils to achieve higher levels were met in English. The targets to meet average levels were not met in English and mathematics. While pupils achieve **above average standards in reading and have a very good range of vocabulary by the time they are eleven, their standard of writing is not as high as it should be and they lack the confidence to use their speaking and reading skills in formal situations.**

*Standards in national tests at the end of Year 6 – average point scores in 2002*

Standards in:	School results	National results
English	26.5 ( 31.5 )	27.0 (27.0)
Mathematics	29.2 (29.0 )	26.7 (26.6)
Science	28.6 ( 28.0 )	28.3 (28.3)

*There were 11 pupils in the year group. Figures in brackets are for the previous year*

4. Inspection evidence shows that a high proportion of more able pupils are underachieving. Standards overall are not as high as those described in the previous inspection report and the issue of providing more challenge for higher attaining pupils has not been addressed well enough. The quality of writing across the curriculum is too low and does not reflect pupils' rich personal language and general knowledge. There are too few opportunities for self-expression. The presentation of work is often poor and there are too few opportunities for pupils to apply their writing and other skills and knowledge across subjects. There is no significant difference in the work of boys and girls.
5. The school has set challenging targets in English and mathematics for 2004. While writing is a main area for development there is no clear understanding of how the improvements will be achieved.
6. The main strengths in English are pupils' broad range of vocabulary, **listening and reading skills.** In mathematics, pupils in Year 6 have a **good understanding of number, and use a range of strategies to work out their answers.** In science, pupils have a basic understanding of materials and living things and forces but their knowledge of how to carry out investigations is weak. **There are not enough opportunities for them to plan and investigate independently. Pupils do not apply their literacy and numeracy skills with sufficient accuracy** to support work in other subjects. **This is a significant weakness.**
7. **Standards in ICT are below the national expectation at the end of Year 2 and Year 6.** While resources to support learning have improved **staff lack the expertise and confidence to ensure pupils develop and extend the range of skills across subjects.** More could be done to use pupils' personal knowledge to conduct research. Standards in religious education are broadly in line with the expectations of the agreed syllabus. In history and geography they

are below the national expectations. There was insufficient evidence to judge standards in the arts but **some good work was observed in art and design.**

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

**Pupils have positive attitudes to school and to learning and their attendance is good. Behaviour is good in lessons and at playtimes.**

## Main strengths and weaknesses

- Pupils enjoy school
- Relationships are good and staff provide good role models
- The personal development of children in the reception class is very good
- Moral development of pupils is good but cultural development is unsatisfactory
- There are too few opportunities for pupils to take responsibility for their own learning

## Commentary

8. The pupils have good attitudes to learning and take full part in all activities. Attitudes and behaviour are very good in reception. In lessons, pupils are keen and eager to please the teachers. They concentrate for long periods of time and contribute readily to lessons. They work independently, in-groups and in pairs during lessons. There have been no exclusions. Some older pupils were seen to help younger ones at playtimes and at lunchtimes. There is little evidence of harassment or bullying and any instances are dealt with quickly and efficiently.
9. Pupils are willing to take responsibility and deal with it in a mature and responsible manner. However, they are given too few opportunities to demonstrate this in the school, although a very good start is made in reception. Pupils' views about the school are not taken sufficiently into account except in the reception class. Here they are taught to be independent early and to be able to look after themselves.
10. Pupils are well taught to distinguish right from wrong at an early age and this is reinforced during their time in the school. The teachers provide good role models and this is reflected in the ethos of the school. Spiritual awareness is developed well in assemblies and in some lessons, but the school does not foster curiosity and build on opportunities by providing sufficient interesting experiences for pupils. **Cultural development is unsatisfactory** because other faiths and cultures are not sufficiently explored to widen the pupils' understanding of the world at large. Pupils are not adequately prepared for life in a culturally diverse society.
11. Attendance is above the national average but has slipped slightly in the last year. There are good systems for promoting and monitoring attendance. Pupils arrive at school punctually.

## Attendance

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

Authorised absence	
School data	96.5
National data	94.1

Unauthorised absence	
School data	0.00
National data	0.5

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

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
75	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided by the school is satisfactory.** Teaching is very good in the reception class and mainly satisfactory in other year groups. The school provides a curriculum that meets the national requirements but lacks the balance and depth to extend pupils' learning further. There is good support for pupils with special educational needs.

### Teaching and learning

Good teaching was seen in three lessons in the juniors but in many lessons teachers do not challenge higher attaining pupils well enough so their **achievement is unsatisfactory**. There is not enough good quality teaching to raise standards higher. Half the teachers began their appointments this term and one unqualified teacher was due to leave the school at the end of the inspection.

### Main strengths and weaknesses

- Expectations of what pupils, especially high attainers, can achieve are not consistently high enough
- Teaching and learning in the Reception class are very good
- Relationships are good and teachers manage the small amount of challenging behaviour well
- Teachers assess pupils' learning but do not make enough use of the information to set precise targets for improvement
- There are examples of good marking but this is inconsistent across classes
- Presentation of work in books is often poor and pupils say their work is messy
- Pupils do not have enough opportunities to take responsibility for their own learning
- Provision for pupils with special educational needs is good in all age groups
- Teaching assistants are used effectively to support pupils' learning

### Commentary

12. The Reception class teacher has a very good understanding of the needs of young children. She uses a wide range of strategies to children, capturing their interest and encouraging exploration and discovery across all the areas of learning. The use of drama is a significant strength which leads to lively interaction, good humour and fun. There is a strong focus on personal, social and emotional development and routines and rules are clearly understood and maintained. This provides security, promotes responsibility and is very effective. There are many rich opportunities to develop communication, language and literacy and mathematical skills. Very good use is made of support staff to ensure children are consistently challenged. Very good questioning techniques require children to give reasons for their answers, encouraging them to think more deeply about their learning. Assessment and recording procedures are linked well to the national profile guidance and involve children in celebrating and recognising their early successes. The teacher is new to the reception class and has quickly established good links with parents and pre-school organisations. Staff have a very good knowledge of children's needs and provide activities well matched their abilities and personal experiences.

### Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	3	7	2	0	0

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

13. The quality of teaching between Years 1 and 6 is satisfactory overall. Strengths were seen in the teaching of mathematics, science and art in the junior classes. Where teaching was unsatisfactory there was a lack of subject knowledge and expertise in ICT and the organisation of the infant class was weak. Many pupils who had completed their art task spent time colouring or building structures and did not understand what they should be learning. Mathematics is mainly taught well and the national literacy and numeracy strategies, implemented in the last two years, are now becoming more established. Reading skills are taught well but there are weaknesses in the teaching of writing and handwriting. More opportunities are needed for pupils to practise their speaking, reading and writing skills in other subjects.
14. Teachers have a sound knowledge of most subjects but there are weaknesses in ICT, history and geography. This results in a narrow range of experiences that do not extend learning well enough. Questioning does not always present sufficient challenges to encourage pupils to think more deeply about their work. Insufficient emphasis is placed on accuracy and presentation. This leads to poor presentation, careless errors and a lack of pride in pupils' work.
15. Teachers are aware of the need to provide more challenge but there has been insufficient evaluation of the strengths and weaknesses of their teaching to enable them to know how to improve. This is a significant weakness that was also an issue in the last report.
16. Relationships are good and teachers manage pupils' behaviour well. The small amount of challenging behaviour is not allowed to interfere with the work of others. Learning intentions are clear and lessons start and finish promptly. The pace is satisfactory but frequently not fast enough to secure greater achievement in lessons, especially by high attaining pupils. Too often pupils do not know how long they have to complete a task or the precise expectations to be achieved by different groups.
17. In good lessons teachers are confident, they use their good subject knowledge to plan tasks that are matched well to the needs of different ability groups, support staff are used effectively and pupils know what they have learned by the end of the lesson.
18. Pupils with SEN are fully included in all activities and achieve well. Teachers work in close partnership with support staff and plan activities that enable pupils to succeed and achieve their targets. Classroom assistants are involved in planning and understand the roles they are to play to support pupils in each lesson.
19. Teachers receive outcomes of the analysis of test results, prepared by the headteacher. They make regular assessments of pupils' learning in literacy and numeracy but do not use the information well enough to plan harder work for higher attaining pupils. Pupils have literacy and numeracy targets but they are not precise enough or time related to improve the pace of progress. Consequently, pupils are not sure what they are expected to achieve or the timescales for achievement. There are some examples of good quality marking in Years 3 and 4 where comments help pupils to know how to improve. In other classes marking is not as detailed.
20. The quality of pupils' learning is mostly satisfactory. Discontinuity has resulted from many changes in teachers for pupils in Years 1 and 2. Across classes a high proportion of more able pupils underachieve and have the capacity to work more rapidly. Those with special educational needs make good gains in their learning. Pupils do not have enough opportunities to extend their learning by undertaking personal research or applying the basic skills to other subjects. The quality of teaching is the same as at the time of the last inspection.

## **The curriculum**

**The curriculum is broad but lacks balance.** There are too few opportunities for pupils to apply their literacy, numeracy and ICT skills to other subjects and to extend their knowledge in the arts and humanities in depth

## **Main strengths and weaknesses**

- The design of the curriculum does not enable pupils to build on their previous knowledge as many subjects are revisited too infrequently
- Pupils with special educational needs are well supported and make good progress
- The school is effective in promoting sport and pupils have the opportunity to take part in a full range of sporting activities.
- Opportunities for drugs and alcohol education are very limited

## **Commentary**

21. The planned curriculum is broad and includes provision for religious education and collective worship. However, subjects other than English, mathematics and ICT are arranged into blocks that are taught intensively for periods of up to three weeks. The management of time is unsatisfactory and has resulted in pupils not making sufficient progress in some subjects because there are long periods of time before a subject is revisited. This is particularly noticeable in science, history and geography where pupils achieve standards that are below national expectations by the age of eleven. Pupils' personal and social development is generally supported suitably although opportunities for drugs and alcohol education are too few. The school has sufficient resources to teach the majority of subjects; however, it struggles to deliver ICT effectively with the current number and location of computers.
22. The curriculum is fully inclusive. Pupils with special educational needs have clear individual education plans with precise but achievable targets. Very good use is made of additional programmes to support the development of pupils' literacy skills and those pupils who were below average quickly catch up.
23. The school makes good use of a range of outside providers to promote sporting activities. Pupils have opportunities to take part in cricket, rugby, golf, netball and football. There are regular opportunities for the pupils take part in local inter-school competitions. The school does less to promote the arts and pupils do not have enough opportunities to learn about a range of arts from different cultures.
24. The schools' accommodation is adequate for the needs of the curriculum although the split site facilities have meant the school has had to limit the number of whole school occasions in order to eliminate any unnecessary and time consuming journeys between sites.

## **Care, guidance and support**

**The care of pupils' welfare, health and safety for pupils is good. In the reception class it is very good.**

## **Main strengths and weaknesses**

- The needs of pupils with special educational needs are identified at an early stage and well supported
- There are not enough opportunities for pupils to express their views.
- The induction of reception children and others who are new to the school are very good and this enables them to settle quickly

## **Commentary**

25. The school provides a caring ethos for learning. Staff have good relationships with pupils who are confident that any individual issues of concern will be dealt with quickly. However, not

enough trouble is taken to listen to pupils' views. Pupils feel that their idea of a suggestions box has not been followed up. A school council has been set up and has held several meetings.

26. The procedures for monitoring attendance are good and this results in good levels of attendance.
27. Governors are fully involved in building and site inspections; they carry out regular risk assessments. First aid procedures are good and all staff have attended a first aid course. All other aspects of the school's work to ensure pupils' health and safety are properly managed.
28. Procedures for assessing pupils' special educational needs and monitoring their progress are good. Information is used to draw up individual education plans that set achievable targets. These help pupils to know how well they are doing and to make good progress. The school has access to a good range of outside specialist agencies including the educational psychologist, hearing impairment service, speech therapist and the school nurse.

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

**The school has satisfactory links with parents and the community.**

### **Main strengths and weaknesses**

- Good links have been established with the church, local pre-school groups and the high school
- Newsletters and written information for parents is mainly of good quality but annual reports do not identify areas for improvement well enough
- Parents are not always consulted as well as they might be

### **Commentary**

29. Links with pre-school organisations and Lutterworth High School are of considerable help when inducting new pupils and supporting pupils' transition to another stages of learning. However, there are few other established links; there are no extended services and educational/support programmes.
30. The parents who attended the pre-inspection meeting were largely positive about the school. They feel their children are treated fairly, enjoy school and behave well. They feel comfortable to approach the school with questions and concerns and feel their children work hard and do their best. Parents of pupils with special educational needs say their children are making good progress. There were a few comments about lack of communication. The questionnaires indicated several areas of dissatisfaction in the information parents receive about their children's progress and how well the school is led and managed. Some parents feel their views are sought but not always taken into account.
31. Annual pupil reports are satisfactory but do not consistently identify areas of weakness. A very good prospectus and information booklet to parents ensures a smooth induction process for new children. However, communication with parents could be improved and the number of areas of concern raised indicates this.
32. The school has several links with the local community. There is a close link with the local church and pupils attend a number of services and holiday projects, e.g., harvest Festival, a Christmas Service, Mothers' Day. The minister takes assemblies at the school on a regular basis. Apart from this, it is felt that there are few community links for a village school and these could be helpfully extended to benefit the pupils' education.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school have some serious weaknesses which have begun to be addressed. Governance is good. **The leadership of the headteacher is unsatisfactory because his inexperience has led to the pace of improvement being too slow.**

### Main strengths and weaknesses

- The headteacher is inexperienced and needs additional support to address the school's issues at a faster pace. Key issues raised in the last report have not been addressed well enough
- The roles of curriculum coordinators are underdeveloped
- The management of the curriculum is weak and timetabling arrangements require review
- The leadership of the Foundation Stage and of pupils with special educational needs is good
- The headteacher and governors have a good awareness of the school's strengths and weaknesses

### Commentary

33. The governors and headteacher are committed and have a good strategic overview of the school's work. Governors fulfil their statutory duties. They challenge and support the headteacher well, take part fully in school improvement planning and attend training. Governors make regular visits, analyse test results, set targets and hold discussions with coordinators regularly. The commitment to inclusion and equality of opportunity is a strength.
34. The headteacher is in his first headship and is inexperienced. Over the last two years there have been several staffing changes, policies and procedures have been reviewed and national initiatives such as the literacy and numeracy strategies have been introduced. In addition, there has been a focus on raising standards, analysing test results and introducing assessment and tracking procedures to measure pupils' progress from stage to stage. There has been insufficient delegation, clear communication and guidance to enable staff to take a full part in initiating change to move the school forward. Teaching and learning have not been monitored or evaluated rigorously enough and consequently staff are not sure what they need to do to improve.
35. Subject coordinators roles have not developed enough since the last report. While they have received training to support their professional development, this has not been acted upon. They do not have a good overview of standards in their subjects, or of the ways in which subjects are taught at different stages. Planning and pupils' work has not been sampled and shared enough to enable staff to understand how to stimulate faster rates of progress. Resources are not well organised, making location and access difficult for new staff. Coordinators do not know when they will have the opportunity to lead staff training.
36. Performance management provides a sound structure for professional development but some teachers have not found the process as effective as they had hoped because their work has not been monitored systematically. Teaching assistants have benefited greatly from training and development opportunities and as a result they feel valued and play a positive role in supporting teaching and learning.
37. Staff are fully included in school improvement planning but there is no planned programme of staff meetings to indicate how the aims and objectives in the school plan will be achieved. There are many good intentions but the school needs additional support to achieve its goals. The local education authority has supported the school well, for example, to address issues within the Foundation Stage of learning. Governors have taken advice and acted upon it. The release of the headteacher from a teaching commitment provides a sensible short-term strategy to enable him to focus on leadership and management issues.



38. **The leadership and management of SEN are good.** The special needs coordinator is well organised and systems for monitoring progress and updating paperwork are well organised and effective. Good use is made of support from outside agencies such as the psychologist and behaviour support services.
39. **The leadership and management of the Foundation Stage of learning is good.** The teacher is new to the school and an experienced leader and manager. She has quickly taken the initiative to develop links with pre school settings, structure assessment systems, develop induction procedures and structure transition arrangements to support children transferring to Year 1. These systems are working very well and just need more time to become firmly established.

***Financial information***

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

Income and expenditure (£)		Balances (£)	
Total income	233,280	Balance from previous year	22,461
Total expenditure	222,591	Balance carried forward to the next	33149
Expenditure per pupil	2854		

40. Financial management is satisfactory. The bursar provides information of good quality to the headteacher and governors. Funds are linked to the priorities in the school plan and there is a clear understanding of the reasons for an accumulated 14 per cent underspend. These funds have been earmarked to improve the quality of the accommodation and the number of assistants to support teaching and learning. There is a good awareness of the impact of new housing developments on numbers and strategic discussion to consider how the school can prepare to meet the needs of a growing community.
41. The headteacher works alongside the office staff to manage the finances and would benefit from further training to enable him to have a clearer understanding of procedures. Minor issues in the last audit report have been addressed. The principles of best value are understood and applied to tenders and the review of pupils' performance against their prior attainment.

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

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

42. The leadership of the Foundation Stage is good. The new reception teacher has made a very good start at improving provision for the youngest children in the school. The curriculum offered is very good. Each session offers rich opportunities to investigate the areas of learning giving precise focus and the chance to extend children's own lines of enquiry. The main strength lies in the very good quality of teaching and support of the teaching assistant. They work in close partnership and take every opportunity to develop key skills in activities. There is a very good balance between independent and adult directed activities appropriate for the age of the children. The use of the outdoor environment is imaginative and activities for both indoor and outdoor play are carefully linked. The lack of a designated outdoor activity area was raised in the previous inspection report. The position remains similar but with small numbers the issue has been addressed through very good adult guidance and use of existing facilities; however, there is no canopy to enable the area to be used in wet weather and this is a disadvantage. Resources are adequate for the small number of children but will need extending as numbers increase and the school population grows, for example, the range of toys and equipment to support physical development.
43. Children with autumn birthdays enter the reception class at the beginning of the autumn term in which they are five. Those with spring and summer birthdays start school in January. There is a good induction process and information which helps parents to prepare their children for school. Very good progress has been made in developing liaison with pre school groups and Year 1 in a very short time. Parents feel the provision has improved recently. They are warmly welcomed and encouraged to support their children's learning.
44. Assessment and recording procedures are detailed and thorough, linking children's achievements to the Early Learning Goals (the national targets for learning in the different areas of learning). Children and parents are encouraged to celebrate their successes through photographs, achievement charts and diaries. Children regularly take books home to share with their families and delight in repeating activities at home.
45. The management of the Foundation Stage is good. The teacher has acted quickly upon local advice. She shares planning and responsibilities with the teaching assistant and reorganised the classroom. Parents recognise the teaching in this stage of learning is a strength. The teacher has a very good understanding of the principles that underpin young children's learning. She has a clear vision and the enthusiasm to develop the provision further.

### **Personal, social and emotional development**

**Provision is very good.**

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

- Teaching is consistently very good and children achieve very well.
  - Classroom routines are well established and most children are confident, enthusiastic learners
  - Opportunities to develop personal, social and emotional development are evident in all activities
46. Children enter the Reception class with skills in personal and social development that are often above average. These continue to develop rapidly through a range of play and language based activities that support collaboration. Children achieve well. They maintain classroom routines and listen to instructions carefully, show respect for others, share toys and take responsibility, for example, giving out fruit at snack time and tidying up at the end of activities. They enjoy very

good relationships with adults and each other. Children are proud of the photographs and comment cards that celebrate their successes and inform their friends and parents of their progress. The majority are likely to exceed the Early Learning Goals by the time they enter Year 1.

## **Communication, language and literacy**

**Provision is very good.**

### **Main strengths and weaknesses**

- Teaching and learning are very good and activities challenge children well
- Children make very good progress in developing speaking, listening, reading and writing skills. They achieve well.

47. Children's achievements are mainly above those expected at the start of the reception year. They make rapid gains in their early learning through very good teaching. A strong emphasis is placed on developing children's speaking and listening skills during the first few weeks and they already listen carefully to each other and eagerly contribute their ideas in discussions. Most are confident, articulate communicators. The teacher uses drama very effectively to engage children's interest and maintain a high level of motivation. Instructions are clear and precise and vocabulary is extended skilfully, for example, giving encouragement to use words such as 'delicious' and 'gorgeous' instead of 'nice'. Children quickly learn to love books, await story-time with enthusiasm and take a book home every night to share with their family. They know the pictures and words tell the story and recognise some initial sounds and words already. Most children are beginning to match sounds and shapes and their early attempts to write recognisable shapes show good perseverance. Very good attention is paid to holding pencils and forming letters correctly. The majority of children are likely to achieve the Early Learning Goals by the time they start Year 1.

## **Mathematical development**

**Provision is very good**

### **Main strengths and weaknesses**

- Teaching is consistently very good and children make rapid progress.
- They achieve well
- Basic number skills are developed and reinforced through a broad range of activities
- There are very good links between mathematical development and the other areas of learning

48. Children enter the Reception class with mathematical skills that are mainly above those expected for the age range. They make rapid progress because teaching is very good. The teacher has a very good understanding of the needs of individual children and activities are extended through careful questioning which prompt independent investigation. The wonder of discovery is evident as they learn which objects hold the most water, find examples of shapes in their environment and link their experiences. This was evident when a child excitedly pointed to bubbles he had blown and said; 'Look at all my coloured circles!' Counting rhymes and songs, a number line shaped like a caterpillar and good displays all support learning very well. Children count the number of children who are present, work out how many are absent and count forwards to ten. With help many recognise numbers beyond ten. Vocabulary is used well and children are developing good understanding of terms such as more than and less than, bigger and smaller. Practical play activities support the extension of mathematical knowledge and understanding as children identify patterns and accurately sort and share toys in their washing game.

## **Knowledge and understanding of the world**

**Provision is very good.**

### **Main strengths and weaknesses**

- The quality of teaching is very good
- Very good use is made of the outside environment.

49. Most children enter the Reception class with good general knowledge of their environment. The teacher plans a very good range of experiences to extend their skills and knowledge. For example, regular visits to look at changes to the farmer's field teach children about the changing seasons and harvest time. They grow plants, tend a small garden area and learn that plants need water and warmth to grow. They delight in using computers, manipulate the mouse and have a developing understanding of the functions of icons such as start, cut and fill. They explore how to create patterns, asking each other; 'How did you do that?' This dialogue encourages children to take responsibility for sharing and celebrating their discoveries. Very good use is made of other adults. In their outdoor play children learn to wash toys and dolls clothes to keep them clean and find out that the sun and wind help them to dry. They discover soap can be used to blow bubbles and that the wind will carry them away. There is much wonder and joy in their discoveries because the staff join in with activities and prompt children to question and reason. Children are encouraged to explore how things work and why things happen, for example when adding wheels to a toy to make it move. Most children are likely to exceed the Early Learning Goals by the time they enter Year1.

## **Physical and creative development**

**Provision for creative development is very good.** No observations were made of the physical education lesson.

### **Main strengths and weaknesses**

- Teaching is very good
- Many exciting experiences are provided to ensure children develop their creative and physical skills through practical play activities
- Role play is used well to develop language and encourage collaboration
- The range of toys and equipment to support physical development is limited

50. Children enter school with the physical and creative development expected for their age range. The teacher has a very clear understanding of how to extend learning in these areas of learning. Children are encouraged to dress and undress independently and most manage buttons and zips well. Through sensitive prompts and questions they learn the order in which to dress and undress and how to fold their clothes neatly. Time is given to encourage independence; consequently they achieve the expectations the staff have of them. Children manipulate brushes, pencils and scissors well and take great care when painting or forming letters and shapes. Lessons are held out of doors when the weather is suitable. Cones are used effectively to enable children to know the boundaries of their activities. Construction materials and the computer are readily available to help children develop control over finger and hand movements. There is no provision for climbing and adventurous activity.

51. Many activities contain a creative dimension. The teacher skilfully leads children to use their imagination through art, drama, story, music-making and construction activities. The home corner enables children to act out their experiences and good use is made of the outside area, Children paint their feet and print foot patterns, discovering how colours mix to create new ones. Most children are likely to exceed the Early Learning Goals in these areas of learning by the time

they enter Year 1. Resources are adequate but many are old and in need of replacement. The teacher is resourceful but as the numbers on roll increase the range of resources will need extending.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

**Provision is satisfactory.** In reading standards are average at seven and above average at eleven. In writing they are average for both age groups and not as high as they should be.

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

- Writing standards are too low and there is no clear understanding of how to improve standards in writing
- The quality of presentation is poor and work is often careless
- Pupils have a rich language and are articulate but have too few opportunities to present their ideas and to practise their speaking skills
- Pupils enjoy books and read for different purposes
- There are not enough opportunities for pupils to apply their literacy skills across subjects
- There has been insufficient monitoring and evaluation of pupils' work

#### **Commentary**

52. **Teaching in lessons is mainly satisfactory** in Years 1 to 6 but it is not of a high enough quality to raise achievement, particularly of the high number of more able pupils. The literacy strategy has been introduced by the new headteacher and strategies to support lower attaining pupils and those with special educational needs have been effective. Teaching assistants provide good support for these groups. While more pupils achieved the higher levels in 2003 evidence in books shows that many pupils are not challenged well enough and are underachieving. The issues raised in the last report continue to be a concern.
53. While there has been a drive to ensure pupils achieve well in tests, their skills are not applied systematically to work in other subjects. The quality of presentation in books is frequently poor and work has many careless errors. In discussion pupils self correct and know how their presentation could improve. Some say their books are untidy and there is a lack of pride in the work although the content may be interesting. Displayed work is neater but handwriting lacks fluency and a consistent joined style.
54. Most pupils enjoy reading. Seven-year-olds have a sound knowledge of phonics and read simple text fluently. By age eleven pupils have a repertoire of favourite books and authors, read avidly and borrow books from the school and local libraries. Pupils know how to locate books in the library but say they rarely undertake independent research. ICT skills are not used well enough to support drafting, final presentation or research skills.
55. During the inspection good features were seen in the teaching of writing in Years 5 and 6. The teacher supported pupils to interpret a poem in a more modern style and this worked well. While there are signs of improvement, the inconsistency in teaching has led to a slowing down of progress. There has been insufficient monitoring of the quality of work or rigorous evaluation of the quality of teaching and learning to raise standards higher. The headteacher has analysed test results but staff do not have a clear understanding of standards across the school. Targets are set to support learning but they are not sharp enough and or time related. This results in slow progress.
56. Writing has been identified as a priority in the school plan. However, there is no structured programme of training. The success criteria are not linked to school targets precisely enough and there is a lack of understanding of what needs to happen to secure faster rates of progress.

The pace of progress has not been fast enough and there are weaknesses in the leadership and management of the subject.

57. Overall there has been insufficient progress since the last inspection.

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

58. The application of literacy skills across subjects is unsatisfactory. More should be done to extend opportunities for pupils to use their speaking, reading and writing skills in all subjects and to present their work and ideas to a range of audiences.

## **MATHEMATICS**

### **Provision is satisfactory**

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

- Pupils achieve standards that are above the national average but more able pupils could achieve more
- Teachers make insufficient use of the available resources to support the learning for all groups of pupils
- The role of the subject leader in raising the quality of teaching and learning across the school is not well developed

59. Whilst teaching is satisfactory overall, it provides too few opportunities for pupils to work at the higher levels and teachers do not routinely plan tasks that will challenge the more able pupils. Therefore, while by the age of eleven pupils are achieving standards that are above those achieved nationally, too few are attaining the higher levels when compared to pupils in similar schools. By the age of seven pupils are achieving standards that are above those achieved nationally but once again too few pupils reach the higher standards of which they are capable. There are not enough opportunities for pupils to apply their learning across other subjects.

60. In one good lesson the teachers' clear expectations of behaviour and very good relationships with the pupils allowed her to use a game to assess and extend pupils knowledge of two dimensional shapes. In an atmosphere of fun, pupils learnt to refer to vertices and right angles when describing regular and irregular shapes. Teaching assistants make an invaluable contribution to pupils learning in all lessons, their work is generally well planned and they use skill and initiative to ensure that all pupils are included within lessons, particularly those with special educational needs. When teaching is less successful teachers do not make good use of the available resources and some pupils struggle particularly with mental calculations, this slows the pace of the lesson and some pupils become disinterested.

61. The role of the subject leader is underdeveloped. A range of attainment data has been analysed in order to identify areas of mathematics where pupils do not achieve well; however, teachers are not yet using this information to plan appropriate work for their pupils. Currently there have been too few opportunities for the co-ordinator to monitor the quality of teaching and learning across the school and this has contributed to the lack of progress the school has made in this area since the last inspection. Pupils' work is generally not well presented and many pupils across the school struggle to use a ruler with accuracy.

### **Mathematics across the curriculum**

62. There are some examples of pupils applying their knowledge of measures in design and technology and science; however, there are not enough opportunities for pupils to apply their mathematical skills and knowledge across subjects.

## **SCIENCE**

### **Provision is unsatisfactory**

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

- Too few pupils achieve the higher levels in the standard assessment tasks at the ages of seven and eleven
- There are insufficient opportunities for pupils to develop investigational skills and learn how to plan a fair test
- Pupils' learning is not incremental and teachers' planning does not take enough account of what pupils know and can do already.

63. The standards achieved in science by the ages of seven and eleven are not high enough. Pupils fail to make the expected progress and too few of the more able pupils attain the higher levels. Standards achieved in the standard assessment tasks at the age of eleven are lower now than at the time of the last inspection. In the two lessons seen during the inspection teaching was at least satisfactory; however, when looking at the work completed over the last year teaching does not take sufficient account of what pupils already know and all pupils complete the same work. As a result, the most able pupils are not being challenged and fail to make the appropriate amount of progress.

64. The science curriculum is based on the QCA scheme of work and teachers' planning clearly identifies the desired learning outcomes for pupils. However, the teaching does not allow sufficient opportunities for pupils to think creatively about a problem, to consider what kind of evidence they need to collect and what materials to use. Pupils do not learn how to plan and investigate a hypothesis with a fair test independently or to interpret a range of data to carry out a scientific investigation.

65. Science is taught in weekly blocks that occur every half term. This has resulted in some pupils being unable to recall their previous learning. There is a limited amount of work recorded in pupils' books and this is poorly presented. By the age of eleven pupils are aware of how to construct an electrical circuit, they know about the structure and functions of parts of a plant and they recognise the differences between solids, liquids and gases. They are less knowledgeable about the human body particularly about the effects of tobacco, alcohol and other drugs and keeping healthy.

66. The subject leadership role has not been fully developed and, while a range of attainment data has been collected, this has yet to be used to inform teachers planning or to evaluate the impact of the current curriculum arrangement. The school is planning to introduce on-line assessment procedures that could help in identifying areas of learning that need greater coverage. However, overall there has been insufficient progress since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

### **Provision is unsatisfactory**

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

- The quality of teaching and learning is unsatisfactory
- The availability of resources prevents the learning from being as successful as it could be

### **Commentary**

67. Standards by the age of eleven are below national expectations. Teachers, although they have received training, still lack confidence in this area and do not plan appropriately challenging lessons. The quality of teaching in ICT is unsatisfactory. The headteacher has identified many of the areas required for improvement in ICT and has recently begun to address them.
68. In order to support the quality of teaching the school has invested in a published scheme of work. This has successfully ensured that the curriculum will now be covered in full. It also provides pupils with a useful set of prompt sheets that help to support their learning. The school has recently purchased a system for assessing the attainment of pupils in ICT on-line. However, this has yet to be implemented and at present teachers do not adapt the work according to pupils' differing capabilities.
69. Whilst the school has seven computers, two of the machines are old and the split site accommodation limits the access that some pupils have to technology, such as the Internet. During the inspection it was only possible to observe one lesson. In this lesson the learning was not as good as it could have been since the lesson involved 22 pupils gathering around one computer. Many of the pupils were unable to see the screen and opportunities to put their learning into practice were limited with many pupils not getting the opportunity to practise their skills until several days later. Therefore, pupils do not achieve as well as they might. The headteacher has already identified the limitations in the schools resources and is currently considering possible options to increase the existing provision.
70. By the age of eleven pupils organise and re-organise text incorporating tables and images. They research information using a CD-ROM; however, they are not yet able to create a series of instructions to make things happen or to monitor events such as changes in temperature. There are too few opportunities for pupils to apply their skills in other subjects.
71. The leadership and management of ICT are now satisfactory. However, the school has made unsatisfactory progress in this area since the last inspection. The school has not kept pace with developments in technology, and recent improvements made to provision are yet to make an impact on the quality of teaching and learning.

### **ICT across the curriculum**

72. There are a small number of examples of the use of ICT in art and design, particularly in the reception class and Year 3. Overall the use of ICT across the curriculum is underdeveloped and unsatisfactory.

## **HUMANITIES**

### **Religious education (RE)**

#### **Provision is satisfactory**

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

- The subject contributes well to pupils' personal development
- Pupils of all abilities are too often given the same work

73. Standards are broadly in line with national expectations by the age of eleven. Pupils learn about a range of religious beliefs including Hinduism, Judaism, Islam and Christianity. They recall stories about Hindu gods and compare them to Christian beliefs. They understand the function of different areas within the church and the purpose of the religious garments worn for different ceremonies. They have a good knowledge of events in the Christian calendar. A recent visit to a Methodist chapel has helped pupils begin to appreciate the differences between some Christian groups.



74. The teaching makes a positive contribution to pupils' moral and social development, for example, in one assembly pupils learnt about the importance of following rules. Some links are made to work in history where pupils consider the religious beliefs of past cultures such as the Romans. The teachers use a mixture of the locally agreed syllabus and the QCA scheme of work to plan the curriculum. This is delivered in blocked units during an identified week each term, supplemented through assemblies. It was not possible to observe any lessons during the inspection, but by looking at pupils' work and by talking to pupils about their learning, teaching is satisfactory and pupils achieve satisfactorily.
75. The role of the subject leader is not well developed although the school has begun to consider how it might make greater use of a range of external resources, visits and visitors to enhance and enliven the curriculum. Teachers do not make use of assessment data to inform their planning so all pupils within a year group are given very similar work. This was the situation at the time of the last inspection. Overall, the school has made satisfactory progress in this area since the last inspection.

## **History and geography**

### **Provision is unsatisfactory**

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

- Standards of work seen in the current Year 6 are below average
- There are insufficient opportunities for pupils to develop the skills of historical and geographical enquiry and teaching does not build systematically on pupils' prior learning
- The leadership and management of history and geography are unsatisfactory.

#### **Commentary**

76. The standards achieved in history and geography by the age of eleven are not high enough and pupils do not make the expected rates of progress during their time at the school. It was not possible to observe any teaching of history or geography during the inspection. However, a study of the work pupils completed over the last year and conversations with pupils indicate that teaching does not take sufficient account of pupils' previous learning.
77. There has been very little systematic assessment of pupils' learning in each of the areas outlined in the National Curriculum programmes of study and consequently teachers do not challenge pupils appropriately. This results in pupils producing work of poor quality. The school has recognised the need to develop a system for assessing pupils' abilities in these subjects and it has made a useful start by collating some summary attainment data for each pupil. However, this is not yet being used effectively to plan teaching.
78. From a curriculum for history and geography based on the QCA scheme of work pupils learn about the characteristic features of a range of periods and talk about the beliefs and experiences of people in the past making comparisons to the modern day. However, the teaching does not develop pupils' historical investigation skills sufficiently and Year 6 pupils struggle to consider how they might research the past. In geography pupils learn about their local environment; however, their use of geographical vocabulary is underdeveloped. A residential visit in Years 5 and 6 contributes well to pupils' learning about a coastal environment and the causes and impact of coastal erosion. However, pupils are not sufficiently encouraged to ask geographical questions and collect and record evidence to investigate a problem.
79. Subjects are taught in three weekly blocks that occur once per term. This has resulted in some pupils being unable to recall their previous learning. There is a limited amount of work recorded in pupils' books and this is poorly presented.

80. The subject leadership role has not been fully developed and while a range of attainment data has been collected this has yet to be used to inform teachers' planning. The subject leaders do not yet have an awareness of standards achieved across the school; both leaders are new to their subject areas and they are about to embark on an audit of the current resources. Overall, there has been insufficient progress since the last inspection.

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

### **( Art and design, design and technology, music and physical education)**

Analysis of work, teachers' planning and discussions with pupils indicates that **provision in art and design, design and technology, music and physical education is satisfactory**. No lessons were seen in design and technology, or physical education. One lesson was seen in music and two in art. There was insufficient evidence to make judgements about standards. Teachers' planning is linked to national requirements and provides appropriate coverage over time.

### **Main strengths and weaknesses**

- There are long periods of time between the teaching of art, design and technology and music which restricts progress
- Pupils have positive attitudes to creative and physical subjects
- There is a lack of subject expertise in music
- The coordination of subjects is weak

### **Commentary**

81. The work seen in a good art lesson in Years 5 and 6 was of a satisfactory standard. Pupils used charcoal successfully to create shades in observational drawing. The lesson seen in art in Years 1 and 2 was unsatisfactory. Pupils made limited progress because the range of activities did not challenge them well enough. While the focus group made felt, the others coloured pictures or constructed shapes and there was no clear focus to their learning. In discussion, pupils know they have studied artists such as Monet and Van Gogh but find it hard to recall the detail of their learning. This is because there are long gaps between the teaching of subjects. For example, pupils understand the design process but their experiences are limited and there are not enough opportunities for them to make decisions and plan projects independently.

82. Pupils say they would like more regular opportunities to learn about subjects other than English and mathematics. There have not been enough opportunities to apply the skills learned in literacy and numeracy to other subjects and too little use is made of ICT as a resource. Younger pupils in Year 1 recall how to mix colours from their experiences in reception. In Years 3 and 4 pupils eagerly discuss their attractive display of chair designs. Some links are made between design and technology and literacy in this age group as pupils record the instructions to make a sandwich.

83. Little singing was observed, except in assembly and hymn practice. On these occasions the quality was satisfactory but the range of songs limited. There is no musician to play the piano and taped resources support this aspect of learning. Pupils have not learned about the lives of composers and this is a missed opportunity to extend their cultural understanding. Music from other cultures is played in assemblies but there was no opportunity for pupils to reflect on the style of the composition. Additional music teaching supports pupils in the juniors to learn to play a tuned instrument. No use of percussion instruments was observed during the inspection. Pupils enjoy singing carols for the community at Christmas but say they have few opportunities to perform overall.

84. Judgements about standards in physical education could not be made as no lessons were observed. Pupils say they enjoy the subject and join in sports competitions with neighbouring schools. With such small cohorts these activities are shared with local groups. However, pupils would like more opportunities to attend clubs and are disappointed when they are cancelled with little prior warning. Parents also made this criticism.
85. Compared to the previous report provision for design and technology has improved and for art and design and music is of a similar standard.

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

### **Personal Social and health education (PSHE)**

#### **Provision is satisfactory**

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

- Circle times provide good opportunities for pupils to discuss their thoughts and feelings
- Relationships are good
- There are not enough opportunities for pupils to explore drugs and alcohol issues in the curriculum
- There are too few opportunities for pupils to express their opinions or to contribute to life in the community

#### **Commentary**

86. Teachers encourage pupils to care for each other and to consider the impact of their words and actions on others. Most pupils have a good awareness of the need for rules and maintain them well. Staff also help pupils to celebrate their successes and value the needs and views of others. Projects such as healthy eating help pupils to understand the importance of a balanced diet. Through science and physical education they learn the importance of personal hygiene, diet, exercise and sex education however issues such as drugs and alcohol abuse are not covered well enough. Local community members such as the school nurse and vicar make valuable contributions to learning.
87. The school has tried to develop a greater awareness of citizenship, however a recent initiative to establish a school council failed and the school are currently considering ways to re-instate this. At present there are not enough opportunities for pupils to express and extend their views through structured debate.
88. Educational visits support developing pupils' awareness of places beyond the immediate locality but there are too few links to prepare them adequately for life in a culturally diverse society. Other references to this aspect of provision can be found in the paragraphs on attitudes, values and personal development, science and religious education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	5
<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	4
<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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	5
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	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	3
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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