

# INSPECTION REPORT

## **ILMINGTON C. OF E. PRIMARY SCHOOL**

Shipston-on-Stour

LEA area: Warwickshire

Unique reference number: 125637

Headteacher: Miss. J. Henry

Lead inspector: Mrs. J. Ikin

Dates of inspection: 20 - 23 October 2003

Inspection number: 256538

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: 109

School address: Back Street  
Ilmington  
Shipston-on-Stour  
Warwickshire  
Postcode: CV36 4LJ

Telephone number: 01608 682212  
Fax number: 01608 682212

Appropriate authority: Governing body  
Name of chair of governors: Mr. C. Goldwater

Date of previous inspection: 4<sup>th</sup> May 1999

## CHARACTERISTICS OF THE SCHOOL

Ilmington C. of E. Primary School is smaller than other primary schools. It is a popular school, with many parents from the village and from further a field, choosing to send their children there because of its good reputation and distinctive Church of England nature.

Most pupils in the school are from White United Kingdom heritages and a small number are from Irish backgrounds. The number of pupils entitled to free school meals is below average.

There is a wide spread of attainment on entry to the school which fluctuates from year to year. Overall it is above average. The percentage of pupils with special educational needs and with a Statement of Special Educational Needs is below average although there are now more pupils with special educational needs at the school than there used to be. These needs include specific, moderate and severe learning difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3349	Mrs. J. Ikin	Lead inspector	English Citizenship Music Physical Education Religious Education The Foundation Stage
31754	Mrs. C. Roberson	Lay inspector	
20326	Mr. P. Clark	Team inspector	Mathematics Science Information and Communication Technology Art and Design Design and Technology Geography History

The inspection contractor was:

Altecq Education  
102 Bath Road  
Cheltenham  
Gloucestershire  
GL53 7JX

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a good school with some very good features. It has a strong Christian ethos and work ethic. It is well led and pupils make good progress and achieve well because of the good teaching they receive. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in English, and science, and above average in mathematics, music and religious education, as a result of good teaching and the very positive attitudes that pupils have to their work.
- The headteacher provides strong and principled leadership and gives the school a clear sense of educational purpose.
- There is very good provision for pupils' personal, spiritual, moral, social and cultural development and, as a result, behaviour is very good and the school works as a harmonious community.
- This is an inclusive school which treats its pupils as individuals. It provides well for pupils who have special educational needs, higher attaining pupils and for those who are talented or gifted.
- The curriculum is enriched by a good range of out of school activities and the strong links it has with the community, particularly the church.
- Provision for information and communication technology (ICT) is unsatisfactory and standards are not as high as they should be in the subject in Years 3 to 6.
- There are good assessment procedures for English and mathematics but procedures in other subjects require strengthening and pupils are not sufficiently involved in evaluating their own work.
- The period covered by the school development plan is too short and there is insufficient formal monitoring of the school's work by subject leaders and governors.
- Pupils' thinking skills and their skills of independent learning are not systematically developed and there are no formal systems for seeking and acting on pupils' views.

Overall the school's improvement since the last inspection is **good**. Standards have improved in English, mathematics and science and teaching has also improved. Most of the issues raised in the last report have been addressed. Provision for ICT is better than it was and the school recognises that standards are not yet high enough.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	Year-2000	Year-2001	Year 2002	Year 2002
English	A	B	A*	A*
mathematics	A	A	A*	A*
science	A	A*	A*	A

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.

Pupils' achievement is **good**. Results are well above average and were in the top five per cent nationally for English, mathematics and science in 2002. The results of tests taken at the end of Year 2 were well above average for reading and mathematics and above average for writing. The findings of the inspection are that children in the reception class achieve well. They at least reach and many

exceed the goals set for them by the end of the reception year. Standards in English and science are well above average. Standards are above average for mathematics, music and religious education. They are average for history, geography and physical education.

## **QUALITY OF EDUCATION**

The **quality of education** provided by the school is **good**.

Teaching and learning are good. Teachers have high expectations of pupils, lessons are well planned and the needs of individual pupils are met. Consequently pupils make good progress. Assessment in English and mathematics is good but there are inconsistencies in other subjects of the curriculum.

Pupils' **personal, spiritual, moral, social and cultural development are very good**. Standards of behaviour are high.

The **quality of the curriculum is good**. The curriculum for children in the reception class is well balanced with appropriate emphasis on the basic skills of literacy and numeracy and learning through play and talk. The curriculum for Years 1 to 6 is well organised to ensure a consistent approach, progression in learning and full coverage of all the subjects. Pupils benefit from good links with the community, a wide range of visits and visitors and a good range of additional activities at the end of the school day. Where weaknesses occur it is in planning for the use of ICT to support learning in the different subjects and in the development of pupils' thinking skills and their skills of independent learning.

## **LEADERSHIP AND MANAGEMENT**

The overall **leadership and management** of the school are **good**.

The governance of the school is satisfactory. The headteacher provides good leadership. She is supported well by the senior teacher and all staff work as a highly committed team for the benefit of pupils. However, the school development plan needs extending over the longer term and subject leaders and governors need to develop their monitoring and evaluation role.

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

The majority of parents have very positive views about the school. However, some feel that they do not receive sufficient information about their children's progress and others feel that higher attaining pupils are not sufficiently challenged in some lessons. The findings of the inspection are that there is good provision for higher attainers throughout the school. However, there is scope to provide an additional parents evening. Pupils love the school. The school is aware that there are no formal systems for seeking pupils' views.

## **IMPROVEMENTS NEEDED**

- Raise standards in ICT and extend the provision of resources for the subject.
- Develop consistent assessment procedures for subjects other than English and mathematics and involve pupils more in evaluating their own work.
- Extend the period covered by the school development plan over the longer term and develop the role of the governors and subject leaders in monitoring and evaluation.
- Develop systems to ensure that pupils' thinking skills and the skills of independent learning are systematically taught and formalise systems for seeking and acting on pupils' views.

## 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 (those in the reception class) achieve **well** and reach the goals set for them by the end of the reception year and many exceed them.

Pupils in Years 1 and 2 and in Years 3 to 6 **achieve well**. Standards are **well above average** in reading and science in Year 2 and **above average** in writing and mathematics. In Year 6, standards are **well above average** in **English, and science** and **above average** in **mathematics**.

#### Main strengths and weaknesses

- The school's test results in 2002 were in the top five per cent nationally for English, mathematics and science in Year 6 and for reading and mathematics in Year 2.
- Standards have improved in English and science and pupils achieve well above average standards.
- Standards have improved in mathematics and pupils achieve above average standards.
- Above average standards have been sustained in religious education and music.
- Standards in information and communication technology (ICT) are below average in Years 3 to 6 and pupils do not achieve as much as they should.

#### Commentary

#### Standards in national tests at the end of Year 2 – percentage of pupils at Level 2 or above in 2002

Standards in:	School results	National results
reading	19.0 (17.2)	15.8 (15.7)
writing	15.1 (16.6)	14.4 (14.3)
mathematics	17.6 (17.8)	16.5 (16.2)

#### Standards in national tests at the end of Year 6 – percentage of pupils at Level 4 or above in 2002

Standards in:	School results	National results
English	31.0 (28.0)	27.0 (27.0)
Mathematics	31.0 (28.8)	26.7 (26.6)
Science	31.5 (31.6)	28.3 (28.3)

1. On entry to the school, children's attainment is above average in all areas of learning except for in physical development where standards are below average. They make good progress in all the areas of learning because of good teaching and a well-planned curriculum. By the end of the reception year, children at least reach and many exceed the goals that are set for them and they are well prepared for their work in Year 1.
2. The school's results in the national reading tests for Year 2 pupils in 2002 were in the top five per cent nationally and when compared to similar schools. Results for writing were above average, when compared with national results and average when compared to similar schools. In the same year, the results achieved in the tests for Year 6 pupils in English were also in the



top five per cent nationally and when compared to similar schools. In line with trends nationally, pupils did better overall in reading than in writing. The school has improved standards in English since the last inspection and more pupils now attain at the higher levels. The indications are that 2003 results will not be as favourable as those of 2002 because there were more pupils with special educational needs in the year group.

3. Inspection findings reflect the results outlined above for English. Most pupils make good progress in relation to their starting points and attain standards that are well above average in reading, and above average in writing in Year 2. Their good progress continues in Years 3 to 6 and they achieve standards that are well above average in Year 6. Most have developed personal preferences for reading and can talk with some authority about their favourite books and authors. Pupils use a range of writing styles competently. Their handwriting, spelling and punctuation is usually very good, but when pupils do not reach the higher levels in writing it is often because of weaknesses in their spelling and grammar. There are ample opportunities for pupils to use their literacy skills in other subjects of the curriculum and they achieve well in this. Pupils' skills as listeners develop well throughout the school and they are also able to organise and express their ideas effectively in spoken, Standard English.
4. Standards in mathematics have improved since the last inspection. The results of the 2002 National Curriculum Tests for Year 2 were well above the national average and average when compared to similar schools. The results of Year 6 tests were in the top five per cent nationally and when compared to similar schools. The findings of the inspection are that standards are above average in Year 2 and Year 6. The emphasis placed on mental work has resulted in the majority of pupils handling mental mathematics confidently and accurately and applying their understanding in written work. They have a good understanding of shape, measure and data handling. Pupils use their numeracy skills competently in other subjects of the curriculum.
5. Teacher assessments and national test results for science in 2002, showed that achievement in science is well above the national average for pupils in Year 2 and Year 6. Inspection findings confirm that pupils achieve well in science and standards are well above average. This is an improvement since the last inspection.
6. In information and communication technology (ICT), standards are average in Year 2 but below average in Year 6. Standards have not improved enough since the last inspection because the school does not have enough up-to-date technology and also, in part, because the computer suite has been out of action during the recent building project. Although all the areas of the National Curriculum are being covered, it is not at a sufficiently high level in Years 3 to 6.
7. Standards in music are above average and have been sustained since the last inspection. The quality of the singing across the school is good. Peripatetic music tuition for older pupils makes an important contribution to the standards that are achieved.
8. Standards in religious education are above average and have been maintained since the last inspection. There is a well-planned programme of work which is in line with the locally agreed syllabus. Pupils also benefit from the involvement of the vicar in the life of the school. He leads assemblies, takes some religious education lessons and leads an after-school club which promotes Christian teachings. All of this makes an important contribution to the standards that are achieved.
9. In physical education, standards are in line with national expectations at the end of Years 2 and 6. This was also the judgement of the previous inspection. The school works hard to overcome the limitations of the building and all aspects of the subject are fully covered. After-school clubs for sport make an important contribution to the standards that are achieved. Standards in geography and in history are average. There is insufficient evidence to form a judgement about art and design and design technology.

10. Pupils with special educational needs achieve well. This is because of the high level of very skilled support that they receive, good teaching and the provision of work that is precisely matched to their varying needs. Higher attaining pupils and talented and gifted children throughout the school are given good encouragement and they achieve well as a result. This is an improvement since the last inspection.

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

Pupils' attitudes and behaviour are very good. Their personal development and their spiritual, moral, social and cultural development is very good. Attendance is satisfactory.

### **Main strengths and weaknesses**

- Pupils have very good attitudes to school.
- Behaviour is very good overall.
- Very good relationships are a key feature in supporting pupils' learning.
- Pupils' respect for feelings, values and beliefs of others is very good.
- There are limited opportunities for pupils to take responsibility for developing their own learning, including decisions that contribute to the running of the school.

### **Commentary**

11. Pupils' attitudes, values and behaviour are very good overall and positively support their good academic achievements. The strengths outlined in the previous inspection report have been sustained. Relationships are very good; pupils are tolerant and supportive and reflect the strong family atmosphere within the school. Standards of behaviour throughout the school are very good and underpinned by the school's firm and consistent approach to behaviour management and the high expectations that teachers have of their pupils. Although incidents of unkindness are extremely rare, pupils are alert to bullying and are very clear about what to do if an instance arises. Both older and younger pupils told inspectors that they feel safe and secure at school.
12. Children in the Foundation Stage enjoy school; they work together well and try hard. However, a significant minority of children are lacking in the confidence that they need to do things for themselves when they start school. They quickly gain in confidence because of the consistent positive responses that they receive from the teacher. The high expectations of learning and behaviour are sensitively reinforced and, as a result, good work habits are established from an early stage.
13. The behaviour, response and attitudes of pupils with special educational needs are all very good. Pupils with special educational needs, including those with statements, are very successfully integrated into the life of the school. Pupils whose levels of sustained concentration are not well established are helped to stay on track by the very good guidance from teaching assistants. All special educational needs pupils display very good attitudes to learning.
14. The majority of pupils are very happy at school and keen to improve on their personal best. Pupils willingly take on roles, for example, preparing the hall and collecting hymn books during assembly. There is a family style of service at lunchtime, when pupils sit in mixed age groups and older pupils serve the food. The ensuing social interaction between younger and older pupils promotes an extremely harmonious atmosphere. However, there are no formal procedures for seeking pupils' views and involving pupils in decision making about aspects of the school which are of concern to them.
15. Provision for spiritual, moral and social development is very good. The school has a family atmosphere in which individuals are valued. School assemblies provide opportunities for pupils to come together, and a strong element of spirituality is evident in the quality of communal

singing. Pupils reflect thoughtfully on their own feelings and are also able to empathise with the feelings of others. This contributes well to their learning in history and English literature. It also enables them to appreciate art and music. For example, the peace generated within the classroom by gentle music helped pupils to share their thoughts related to Aboriginal life when undertaking a range of artwork in the form of cave paintings. Pupils appreciate the world about them as a result of opportunities to study the natural world. For example, via a camera placed in a bird box.

16. Moral development is fostered very effectively through the very good and sometimes excellent behaviour that is evident throughout the school. The school has a clear Code of Conduct. Adults in school provide good role models for those who need it. Pupils respect the Code as being fair, and evident expectations are in place for good behaviour and for showing respect for others in school and in the local community. Pupils are encouraged to correspond with the senior citizens of the village through letters. This sense of community is fostered throughout the school and clearly assists pupils' social development. Older pupils share the experience of a residential outdoor adventurous visit. Pupils could be offered more opportunities to take responsibility for decisions that contribute to the effective running of the school. Direct teaching styles which impart mainly factual knowledge and skills, mean that there are few opportunities for pupils to develop independent learning skills such as investigation and research.
17. Good provision for pupils' cultural development raises pupils' awareness of other cultures. Pupils learn of the celebrations of major festivals of world religions and these are illustrated in the school hall display reflecting 'Music Around the World'. The school has invited visitors to talk to pupils about their customs and countries. The school has made considerable effort to supplement resources to reflect the culturally diverse society.

## Attendance

- **Attendance rates are satisfactory and punctuality is good.**

18. Attendance rates have fallen in the last few years and they are now similar to all schools nationally. Most pupils have consistently good levels of attendance but increasingly significant numbers of families are taking holidays during the term. This accounted for 21 per cent of total absences over the last year. Punctuality is good and the day starts promptly. The administrative officer records and monitors attendance very efficiently.

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

Authorised absence	
School data:	5.7
National data:	5.4

Unauthorised absence	
School data:	0.0
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
White – any other White background

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
105	0	0
4	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 that the school offers is **good** in the reception class and in Years 1 to 6.

### Teaching and learning

Teaching is **good** in the reception class and in Years 1 to 6. Pupils throughout the school learn **well**.

### Main strengths and weaknesses

- Planning is good in the reception class and in Years 1 to 6.
- The teachers have high expectations of their pupils; as a result, pupils apply themselves to their work well.
- Classroom management and organisation is good, all the time available for learning is used well and high standards of behaviour are consistently promoted.
- Teachers give good encouragement and support to individual pupils. However, on some occasions, pupils are over dependent on the teachers and teaching assistants.
- Insufficient use is made of ICT in lessons to support work in other subjects.
- There is an over use of worksheets in some lessons and this limits opportunities for pupils to extend their own thinking.

### Commentary

19. The quality of teaching is good and has improved since the last inspection. This is a significant factor in the progress that pupils now make and the standards that they achieve. The teaching of English, mathematics, science, music and religious education is good. In the lessons seen, the teaching of ICT in the computer suite was good, although standards are not yet as high as they should be because pupils are still catching up on previous learning and teachers make insufficient use of ICT to support learning in the classroom. There is not enough evidence in other subjects to form a judgement about teaching.
20. Teaching in the reception class is good. Planning is good, with an appropriate emphasis on the early skills of literacy and numeracy and children's personal and social development. There are good arrangements for ensuring that children have opportunities to work directly with the teacher. She gradually introduces them to more formal structures they will meet in Year 1 whilst at the same time providing well-planned opportunities for the children to take part in play activities that they have chosen themselves. The teaching assistant works very closely with the reception teacher and gives useful support to the children who need it.
21. Planning is good in Years 1 to 6 and teachers show a good level of subject knowledge in the teaching of the basic skills of literacy and numeracy, and in the science, religious education and music lessons. They are supported well in this by clear curriculum guidance which enables teachers to plan well-structured lessons, prepare appropriate resources and give well-informed explanations and instructions. As a result, lessons are made interesting and informative for pupils and most pupils are motivated to learn. The teaching of music is augmented by visiting peripatetic musicians who give very effective instrumental tuition.
22. Throughout the school, teachers have high expectations of pupils. They set work which is matched well to pupils' different abilities and this ensures that pupils work at appropriate challenging levels. They use questioning well to ensure that all pupils, whatever their age or ability, are involved in lessons. All teachers have very good relationships with their pupils and as a result, an atmosphere of mutual trust has been created in which pupils grow in confidence and are eager to learn. There is very good support and encouragement for individual pupils and very good use is made of written comments in English to help pupils know what they have to do to improve their work, but it is not so evident in other subjects. On some

occasions, pupils are over dependent on the adults who work with them and they do not then develop the skills that they need to learn independently.

23. The pupils are engaged in practical and purposeful activities wherever possible, and this is effective in engaging their interest. However, not enough use is made of ICT to support learning in other subjects. In some lessons, there is an overuse of worksheets. This limits opportunities for pupils to develop their skills of independent learning by generating and extending their own ideas in imaginative ways and asking their own questions
24. Teachers make good use of all the time that is available in lessons. Pupils are very well managed and there is good preparation and use of resources to support pupils' learning. Teaching assistants are very well deployed to support the pupils who most need help and this makes a significant contribution to the progress that they make. There is very good communication between the teachers and their assistants and this flow of information ensures that pupils' work and progress is monitored carefully.

**Summary of teaching observed during the inspection in 28 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	21	5	0	0	0

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

25. The teaching of pupils identified as having special educational needs is good. They receive effective support and meet the targets set for them in the individual education plans and achieve well as a result.
26. The teaching of pupils who are talented and gifted or higher attaining is also good. A register of high attaining gifted or talented pupils is well maintained and used successfully to promote pupils' skills across a number of subjects.

**Assessment**

The school's system for assessment is **satisfactory** overall.

- Assessment systems for English and mathematics are good and used well to inform planning for pupils' differing abilities and needs.
  - Assessment in subjects other than English and mathematics is not sufficiently systematic and this leads to inconsistencies in monitoring pupils' progress.
  - Pupils are not sufficiently involved in evaluating their own learning.
27. The quality and range of assessments of pupils' progress and achievement are good for English and mathematics and in the foundation stage. The quality of teachers' marking of pupils' work is good in English and mathematics and helps pupils to know what they have to do to improve their work. The procedures for monitoring and supporting pupils' academic progress are not sufficiently systematic in other subjects because they rely too heavily on teachers' good informal knowledge of their pupils. The school has recently developed a system to help pupils to understand how well they are achieving against national expectations in English. However, it has not yet been implemented and pupils are not as clear as they should be about how they can reach higher standards. There is also insufficient use of strategies to help pupils evaluate their own learning and to know how well they are doing at the end of lessons.
  28. All statutory requirements are met for the assessment of pupils with special educational needs.

## The curriculum

### Main strengths and weaknesses

- The quality and range of learning opportunities is good throughout the school, and this is an improvement since the last inspection.
- The curriculum is well planned and ensures coverage and progression in all subjects except for ICT.
- Provision for ICT has not kept pace with developments and progress has been set back as a result of building works.
- Links with the community and the provision of after-school activities are used well to enrich the curriculum and this makes an important contribution to the standards that the school achieves.
- Thinking skills and the skills of independent learning are inconsistently developed.

### Commentary

29. The curriculum is broad, balanced and relevant to the pupils and effectively meets the statutory requirements for National Curriculum subjects, religious education and collective worship. This makes a positive contribution to the progress that pupils make and the standards that they achieve in all subject areas except ICT. Provision for ICT has not kept pace with developments and the computer suite has been out of action during the recent building works. Standards in the subject are below average as a result.
30. Good emphasis is placed on the teaching of the basic skills of literacy and numeracy. Good use is made of the national literacy and numeracy strategies and both are having an effective impact on the standards in English and mathematics. The national literacy and numeracy strategies have been adapted to support teaching in mixed age classes and to meet the particular needs of pupils in the school. Schemes of work, based on national guidance, are in place for other subjects, and a rolling programme of study caters well for the mixed age classes. The scheme for religious education is in accordance with the locally agreed syllabus. All pupils, including those who are gifted and talented, higher attaining pupils and those with special educational needs have good access to learning because of good planning for their individual needs. This is an improvement since the last inspection. Where weaknesses occur it is because pupils' thinking skills and their skills of independent learning are not consistently developed through the school and the use of ICT to support learning in other areas of the curriculum is not yet fully in place.
31. The school makes good use of the local natural environment for learning in science, art and geography. It takes every opportunity to be actively involved in the community. For example, pupils from the school have all adopted an elderly friend from the village who they write to regularly. There are also very strong links with the church, which enhances the curriculum for religious education. Good links with the local authority peripatetic music service contribute to high standards of instrumental playing. The school has good links with other schools in the area. A recent initiative called 'light bulbs' is particularly helpful in providing additional support for higher attaining and gifted pupils.
32. There is good provision for pupils with special educational needs. They are given as many opportunities as other pupils to be involved in all areas of the curriculum, and particularly in developing their skills in English and mathematics. Occasionally this may be in the form of withdrawal for individual or small group work, but mainly it is through good support in the class. Teachers plan well for these pupils and tasks are matched to targets in their individual education plans.
33. Extra curricular activities provision is good. There is a varied range of clubs, including football, netball, hockey and chess. Pupils have the opportunity to take part in competitive events arranged in the area.

## Accommodation and Resources

- The recent improvements to the building have created more classroom and office space.
  - The hall is too small for whole class physical education lessons.
  - The outdoor play area for reception age children is also too small and resource provision for outdoor play is barely adequate.
34. Accommodation is satisfactory and the recent improvements have been effective in providing adequately sized classrooms and improved space for administration. The hall and ICT suite are not big enough for a whole class of older pupils to use at any one time. However, there are good organisational arrangements for classes to divide into year groups for both physical education and ICT lessons, and this eases the pressure on space. The grounds are used well to support the curriculum particularly in physical education and science. The outdoor area for the reception class provides good opportunities for play which is integrated well with indoor activities. However, it is too small for the development of the large-scale movements that young children need to develop their co-ordination and the resources for outdoor play are barely adequate.

## Care, guidance and support

Provision for care and welfare including attention given to health and safety are **good**. Pupils are provided with good support and guidance but they are not sufficiently involved in the work and development of the school.

## Main strengths and weaknesses

- Pupils are treated equally and fairly and feel secure in the school. When given opportunities, they take on responsibilities and show great kindness and willingness to care for and support each other.
- Procedures for child protection are good. Arrangements to ensure pupils work and play in a healthy and safe environment are generally good.
- Arrangements for induction into the Reception class are satisfactory.
- Pupils are not usually clear about precise targets they need to concentrate on to improve their work.
- There is, as yet, no School Council, which could enable the views and opinions of pupils of all ages to be heard more.

## Commentary

35. Governors, under the guidance of the headteacher, ensure that the Health and Safety policy is monitored and reviewed regularly. Inevitably much attention has been needed and given while major building works have been in place. Proper risk assessments are undertaken by staff for many activities. Those with specific responsibilities, for example, for child protection are trained and secure in their role. The headteacher knows there is scope to tighten up in some areas of record keeping for health and safety but with so few staff and only part time administrative support this task is sometimes onerous.
36. A real strength in the school is the very obvious dedication the headteacher has to the children and the attention she always gives each child when they turn to her for support or simply a friendly chat. Pupils like their teachers and say they would turn to them for extra help and guidance. Routines are very well established in school and the very youngest settle happily and join in all whole school activities such as assembly and dinner time very sensibly because older pupils care for them and also make them feel relaxed and comfortable. The school is working towards a Healthy School's award and pupils enjoy eating fruit at midday.



37. Currently pupil's views are not sought or taken on board enough, through for example a school council. Some older pupils are chosen by their teachers to be House Captains and these few pupils have a little more responsibility, which they clearly love. But there is scope to seek the views of a wide range of pupils of all ages so that they themselves can have more say in how their school is run and organised.

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

Links with parents are **satisfactory**. Links with the community are **good** and there are very close and productive links with the church. Links with other schools are well established and are also good.

### **Main strengths and weaknesses**

- Staff and many parents speak of several examples of them working and communicating closely together for the benefit of children.
- The Vicar is a very well known personality in the school and links with the church are very good.
- Parents are very supportive of learning at home and listen to their children reading and often assist with homework.
- Links with other schools and colleges, including playgroups are good.

### **Commentary**

38. The headteacher is well respected in the community and she is held in high regard by parents who recognise her many strengths. The school is oversubscribed from families within the area because of its high standards and reputation.
39. The Parent Teacher Association is very supportive of the school. Recent initiatives include the linking of every new parent with an existing parent in the school. Information is regular and clearly conveyed and half the parents now receive their newsletters by email. The prospectus and annual report from governors now contains all the statutory requirements, which was not the case at the time of the previous inspection. Written reports are satisfactory with some good detail on personal development of pupils but not enough on the precise academic targets pupils should be aiming for.
40. Whilst many parents feel very strongly that the school is very approachable and friendly and that it takes their ideas and concerns seriously, a small minority feel that this is not the case. During the inspection, relationships between the parents and the school appeared to be good. When parents brought their children into the classroom, they were responded to well by the teachers. Teachers of the younger pupils were also out on the playground at the end of the school day, when many parents took the opportunity to speak to them. The headteacher is always happy to see parents when there is a concern and it is rare for matters not to be amicably resolved. There are two consultation evenings for parents each year. Most of the arrangements for the induction of pupils to the school are good; however, the school recognises that there is a need to develop a period of part time attendance for some of the youngest pupils. Arrangements for the transfer of pupils to their secondary schools are good.
41. There are very good links with the church and older pupils told inspectors how much they like visiting it. The vicar plays an important role in school life, both as a governor and as an active contributor to the curriculum. Other links with the community, for example, the police and health service, are used effectively for the benefit of pupils. Good links with elderly residents in the village are very effective in involving the school in community life and pupils benefit from the friendship of the older residents. There are good links with other schools in the area which benefit both staff and pupils.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The governance of the school is **satisfactory**.

### Main strengths and weaknesses

- The headteacher leads the school well and she has ensured that all staff and governors are committed to improvement.
- The school improvement plan gives a satisfactory focus to school improvement but requires extending over the longer term.
- The role of the governors and the subject co-ordinators in monitoring and evaluation needs further development.
- Finances are very well administered and the school makes good use of additional grants to improve provision.
- The school provides good value for money.

### Commentary

42. The leadership and management of the school have improved since the last inspection. The school benefits from the strong and principled leadership of the headteacher who is deeply committed to the school and its community. She has high expectations for the work and behaviour of pupils, which are reflected in the clear sense of educational purpose and direction of the school's work. This has a beneficial effect on pupils' behaviour and their attitudes to work. A strong work ethic is established at an early stage, it is reflected in the good standards of teaching and learning and has a significant impact on the high standards that the school achieves. The strong Christian ethos in which the unique nature of each individual is emphasised, underpins the values of mutual respect and trust that pervade the school. All those who lead and manage the school are strongly committed to inclusion and the provision of equal opportunities for all. The headteacher has firm ideas about the sort of school she wants and she is given good support by the senior teacher. Together they work extremely hard to ensure that priorities are brought to fruition. Key tasks are delegated effectively and there is good internal communication to ensure everyone knows the school's priorities and what is expected of them.
43. The governing body gives good support to the school and it is ably led by the chair. The governors work well with the headteacher, and an appropriate range of committees is in place. The committees carry out their responsibilities efficiently and meetings are well attended. Individual governors use their expertise well for the benefit of the school. For example, they planned and organised the recent extension to the building. Some governors are able to visit the school during session time, and give good encouragement to staff about their work. Governors look at data and receive reports from the headteacher and subject co-ordinators about curriculum developments. However, their role in checking the work of the school is not sufficiently rigorous and their involvement in identifying its strategic direction requires further development. The principles of best value are applied soundly in regard to placing contracts and purchasing goods; however, insufficient use is made of benchmarking data to compare costs with other schools.
44. The school improvement plan includes relevant priorities over one year; however, it requires extending over a longer term and linking in with an agreed strategic intent. The school's arrangements for monitoring and evaluating its own performance are satisfactory. Clear systems are in place for English and mathematics. Where data is analysed, pupils' progress is systematically tracked. However, subject co-ordinators are not sufficiently involved in monitoring teaching and learning through sampling of work and observing lessons.
45. The school benefits from a well-informed part-time support teacher for pupils with special educational needs. She provides good leadership to all staff through her enthusiasm and

dedication. Support staff have very good relationships with special educational needs pupils. Most are suitably directed by the class teacher when the main body of the lesson is under way.

46. Finance is managed very efficiently. The most recent financial audit report (2002), undertaken by the local education authority to check budget control and monitoring, reflects good quality procedures and maintenance. The funds available to the school, including monies for special needs and additional government grants, are used well. The carry forward of the budget is within reasonable limits. Financial planning by the school secretary is carried out effectively and efficiently.
47. The school is judged to provide good value for money and there is good potential for the future.

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

<b>Income and expenditure (£)</b>	
Total income	230,000
Total expenditure	209,000
Expenditure per pupil	2,069

<b>Balances (£)</b>	
Balance from previous year	26,847
Balance carried forward to the next	21,000

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

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

**Provision** for four and five year old children is **good**.

48. There is a secure curriculum which is very well planned to cover all the areas of learning and to ensure a good balance between teacher directed activities and those which are chosen by the children. There are good procedures, based on national guidance, for keeping track of children's progress and assessing what children know, understand and can do as a result of taking part in activities. This information is used effectively to inform planning for future work. Together with the good teaching that they receive, the curriculum ensures that children acquire a firm foundation of literacy and numeracy skills and that they make good progress in all the areas of learning. This prepares them well for their work on the National Curriculum in Year 1.
49. The Reception class is very well organised and there is enough space for children to learn in practical ways. However, the outdoor area is too small to accommodate all the activities that young children need for their learning and development. Although the teacher works hard to compensate for this, the paucity of provision limits opportunities for children to explore the outdoor environment and develop their movements on a larger scale. Resources for outdoor play are barely adequate.

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

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

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

- Children receive positive and consistent responses from the teacher and this helps them to feel confident and secure from an early stage.
- The teacher has high expectations of the children and so children develop good habits of work and behaviour.

#### **Commentary**

50. The personal and emotional development of most children is mostly above the level expected when they enter school, but a significant minority of children find it hard to think and make decisions for themselves. Most children make good progress and exceed the goals set for them at the end of the reception year because of the support and care that is provided and the good teaching they receive in the reception classes. They quickly gain in confidence because of the consistent positive responses that they receive from the teacher. They gain a good sense of their own identity, and learn to respect themselves and others.
51. The high expectations of learning and behaviour that the teachers have of the children are consistently reinforced and, as a result, good habits are established from an early stage. They learn how to get along with their classmates because they are encouraged to work and play together in a range of situations and most understand the importance of turn taking and sharing. By the end of the reception year, most children are keen to do their best, respond well to their teachers' instructions and enjoy taking part in all the activities provided for them. There is good support for children with special educational needs and this helps these children to develop the confidence that they need to take part in lessons and ensures they make good progress.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- There are a wide range of opportunities for children to develop their speaking and listening skills.
- Children do not readily use language for thinking out loud and talking through their imaginative ideas.
- The basic skills of reading and writing are taught well.

### Commentary

52. Children's communication and language and literacy skills are above those expected for children of a similar age when they start school. Most children can express their ideas clearly and are familiar with books. By the end of the reception year, most children reach or exceed the goals set for them. This represents good achievement in relation to their starting points and is a result of the good teaching they receive and the well-focussed teaching of basic literacy skills.
53. There is a wide range of opportunities for children to speak and listen to adults and to each other. They listen with enjoyment to stories and sustain attentive listening during whole class literacy sessions when they respond with relevant comments to their teachers' questions. Children do not readily use language for thinking. Although they are able, with encouragement, to retell events to their classmates, they do not readily commentate of their actions or talk through their ideas and imaginative stories.
54. There are regular opportunities to take books home, to share high quality texts in whole class literacy sessions, and to read and share books with each other and with their teachers. This ensures that all children enjoy looking at books and are aware of how they work by the end of the reception year and some can read simple stories for themselves. As a result of the regular opportunities that are given for the development of basic literacy skills, most children learn the initial sounds of words and associate them with letters of the alphabet by the end of the reception year. Every opportunity is taken to draw children's attention to the written word and the letters that are within words.
55. The children are actively encouraged to make their own attempts at writing from an early stage. All their early attempts at making marks are valued, and as a result, children develop the confidence they need to begin to write. Children are formally taught how to form their letters correctly through interesting and practical activities such as tracing letters in sand, as well as the more formal activities of tracing or copying letters. As a result, most children write their own name by the end of the reception year and many, with support, begin to write short phrases or simple sentences.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The basic skills of numeracy are taught well.
- The outdoor play area is too small for children to explore early ideas about space, distance and speed on a larger scale.

## Commentary

56. When children enter the school at the age of four, their mathematical development is above the level expected for their age. They make good progress and many reach or exceed the levels expected by the end of the reception year as a result of the good teaching they receive.
57. Children gain a sound understanding of basic mathematical ideas as a result of well-focussed direct teaching and the provision of a wide range of well planned practical activities within the carefully planned environment. Children have regular opportunities to count and order objects. As a result, most can count accurately from zero to ten and many can count well beyond this. Opportunities for children to count real objects in a range of different ways help most children to develop an understanding that the last one in the count is the same as the number in the set. Children begin to gain an early understanding of addition and subtraction when they work out how many objects they have when one more is added to a set or one is taken away. Children are taught how to write numbers correctly and are gradually developing the skills that they need to record their own early calculations.
58. A good range of opportunities ensures that most children can identify and describe simple two-dimensional shapes such as squares, rectangles, circles, and triangles by the time they leave the reception classes. Play activities, which involve the use of balances, sand and water, are used well to help develop children's learning about shape, space and measure. Opportunities for children to develop their understanding of shape, space, and speed using larger dimensions are limited because the outdoor area is too small for large scale movements and explorations.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- There are a range of good opportunities for children to explore the world about them in the classroom and through visits to the local environment.
- The small size of the outdoor play area limits opportunities for children to initiate their own explorations of the outdoor environment.

## Commentary

59. Although most children have a satisfactory knowledge and understanding of the world around them when they enter the school, they need to be encouraged to ask questions about what they see and to actively explore the world about them. They make good progress and reach or exceed the goals that are set for the end of the reception year as a result of the good teaching they receive.
60. The teacher encourages the children to show curiosity and interest in their surroundings. As a result, the children develop the interest and confidence they need to explore, and find out about the world around them. For example, they have grown sunflowers and during the construction of a watering system they discovered that water would not flow up hill! Children have opportunities to explore the natural world, not only by looking in their own school grounds, but also by being taken to places in the immediate locality. Where there are weaknesses in provision, it is because the outdoor play area does not provide the opportunities that young children need to explore the outdoor environment for themselves.
61. They develop their early understanding of place by talking about where they live and walking around the village. Children develop a sound sense of the passing of time and of how things change over time by thinking about how they have changed as they grow older. They also look

closely of pictures from the past, such as pictures of how children used to spend their holidays.

62. Children in the reception classes have ample opportunities to investigate how a range of toy construction materials work and learn how they can be fitted together to make objects of their own choosing.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children's manipulative skills develop well.
- There is good use of teacher directed opportunities to promote children's physical development.
- The outdoor play area is too small to provide the opportunities for child initiated physical activity on a larger scale.

### **Commentary**

63. Children's physical skills are a little below the level expected when they enter the school, although their manipulative skills are mainly satisfactory, the children often have little sense of their own space in relation to others and find it quite difficult to control their larger movements. As a result of the good teaching they receive, they make good progress and achieve the standards that are expected by the end of the reception year.
64. There are opportunities for children to develop their manipulative skills when using construction toys and when drawing and cutting. They are taught how to hold pencils and scissors correctly and this supports their work in other areas of learning. Opportunities for pouring sand and water from one container to another, for picking small objects such as sequins out of sand, and for rolling and pressing play-dough, also help them to strengthen their fingers and improve their manipulative skills and their hand-eye co-ordination.
65. Children develop their skills further by taking part in lessons in the hall where they learn to move safely with control and co-ordination. Children improve skills such as jumping, skipping and running as they play alongside their classmates at playtime. However, there are insufficient opportunities for them to explore and refine their movements and actions outdoors on tricycles and climbing apparatus because the size of the hard play area that is available is too small and there is too little equipment.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- There are good opportunities for children to develop their own imaginative ideas through play.
- There are good opportunities for children to learn practical skills to help them to express their imaginative ideas in painting.

### **Commentary**

66. Children's creative development is a little below the levels expected for children of a similar age when they enter the nursery. As a result of the good range of activities that is provided and the

good teaching they receive, children make good progress to attain standards that are in line with those expected by the end of the reception year.

67. Many children find it hard to use their imagination when they enter the school. The teacher gives good encouragement to help the children make up their own imaginative stories when using the role-play area and small world equipment. Children enjoy painting and drawing and respond well to the opportunities that they have to paint what they see and imagine. They make collages with a range of materials. Some good work was seen where they had explored colours of Autumn leaves and developed their understanding of how to vary the tones of colours to create different effects. The children readily join in with action songs and rhymes. They enjoy their singing and moving in response to the sounds that they hear.

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

### **ENGLISH**

Provision in English is **good**.

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

- The results of national tests are well above average.
- Standards are well above average in reading and speaking and listening and above average in writing.
- Pupils achieve well because of the good teaching they receive.
- Assessment is good and it is used well to help teachers plan for pupils' different needs.
- There is insufficient use of ICT to support pupils' learning in English.
- Pupils are not yet sufficiently involved in evaluating their own learning and their thinking skills and skills of independent learning are not developed systematically.
- The subject is well led and managed. Good use is made of assessment and test data to identify areas for improvement, however, the co-ordinators' role in observing lessons is less well developed.

#### **Commentary**

68. The school's results in national tests for Year 6 pupils were well above average in 2003 and have been consistently well above average for the last four years. In 2002 they were in the top five per cent nationally. In tests for Year 2 pupils the school results for reading have also been consistently well above average and were in the top five per cent for 2002. Test results for writing have been either above average or well above average for the same period. The differences in results reflect the nature of the cohort from year-to-year. More pupils achieve at above average levels, which is an improvement since the last inspection.
69. Standards in reading are well above average and pupils throughout the school achieve well. By the end of Year 2, pupils' good knowledge of the sounds that letters and groups of letters make, together with their ability to deduce meaning from the illustrations and the context of text enables them to read simple texts aloud fluently and confidently. Their familiarity with the basic grammatical structure of sentences, including basic punctuation, results in pupils being able to read with good expression and phrasing. As they move through the school in Years 3 to 6 they are introduced to an increasingly wide range of good quality literature during the course of their work in English. As a result, pupils develop the skills they need to recognise the organisational features of different kinds of texts. By the time they reach Year 6, most pupils have well-developed skills in the critical analysis and appreciation of many kinds of fiction and information texts. They have a very good understanding of how authors achieve particular effects when writing fiction. They read reasonably widely for their age in their own time, and as a result of



this experience are able to justify their reading preferences, giving clear explanations of the books they like best.

70. Pupils achieve well in writing and standards are above average. Pupils use their knowledge of how books work well when they produce writing of their own. In Year 2, most pupils use capital letters and full stops accurately, and higher-attaining pupils use speech marks, apostrophes and commas with growing confidence. Most pupils can adapt the overall form of their writing to match different purposes, for example to write instructions, lists, stories and reports. Pupils make good progress in developing their writing skills so that by the time they are in Year 6 they use their well-developed knowledge of vocabulary and grammar to write with accuracy and relevance. Most pupils endeavour to use interesting choices of vocabulary in their writing and higher-attaining pupils produce well crafted stories to engage the reader. The stories written by average or lower-attaining pupils are competent and are usually correctly punctuated, but sometimes lack fluency because pupils do not have the skills to extend their ideas, and their spelling and use of grammar is not fully secure. For example, there is an over dependence on adults to find the spellings of new words and some pupils seek regular reassurance that they are carrying out tasks correctly. Throughout the school, pupils present their work well and their handwriting is good. They use different forms of writing well, not only in the course of their work in English, but also in other subjects of the curriculum. However, they make insufficient use of ICT to support their work in English.
71. Pupils throughout the school achieve well in speaking and listening and standards are well above average. The school gives its pupils ample opportunities to speak with confidence and to listen carefully. As a result, pupils express and discuss their ideas clearly and confidently. Pupils with special educational needs achieve well in relation to their starting points in all aspects of English because of the good support that they receive. Many attain standards that are in line with those expected for their age.
72. Teaching is good across the school and pupils learn well because of this. Teachers use a rich and wide vocabulary to promote pupils' interest in new words. They insist that proper terms for language are used and they encourage pupils to find and select new and adventurous words and use them accurately to make their writing more interesting and relevant. In most lessons, teachers use interesting and varied approaches to writing, for example, good use of drama to re-enact moments in stories, and this helps pupils to explore the feelings of the characters as events unfold. However, in some lessons, there is an overuse of worksheets and this then limits the extent to which pupils can develop their own ideas. Teachers have very high expectations, know their pupils very well and ensure that they all have the opportunity to succeed. Planning is good and there is very good use of marking to help pupils know what they have got to do to improve. There are good assessment procedures. The recently developed system for pupils to evaluate their own work is good but has not yet been implemented.
73. The management of English is good. The literacy co-ordinator has a good overview of the subject. She analyses test results and uses this information appropriately to set targets and plan for improvement. However, her role in monitoring the subject through the observation of lessons is insufficiently developed.

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

Pupils make **good** use of language and literacy in the other subjects of the curriculum.

### **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are well above the national average in national tests at the end of Year 6.
- Teaching and learning are both good.
- Leadership and management of mathematics are good.
- Recent improvements in assessment procedures and performance data analysis have given a more accurate picture of strengths and areas for development.
- The subject leader has undertaken some monitoring of teaching, but more remains to be done.
- There are limited opportunities for higher attaining pupils to undertake their own mathematical investigations.
- There is insufficient use of ICT to support pupils' work in mathematics.

## Commentary

74. Inspection evidence clearly indicates that the school has introduced good qualitative strategies to boost provision in mathematics amongst all groups of pupils. Pupils achieve well and attain standards above the national average. There are no significant differences between the attainment of girls and boys or between different groups. At the time of the previous inspection, the percentage of pupils achieving the higher levels was judged an area for improvement. However, the school has rightly focused attention on the implementation of the numeracy strategy and, coupled with the introduction of a new commercial scheme to aid progress and continuity of learning, standards have continued to rise. Factors that also contribute to these rising standards also include good teaching throughout the school and the very good working relationships between teachers and pupils. The school has set very challenging targets for Year 6 in 2004 that reflect well on its ambitions to drive forward improvement in the provision for mathematics. The school has rightly identified the need to develop pupils' mental and problem solving skills. There is greater emphasis on making pupils think for themselves and developing numeracy skills right from the start. However, opportunities to share pupils' strategies during mental oral sessions are limited.
75. The quality of teaching and learning is good. Teachers transmit their enthusiasm for the subject and the majority of activities capture pupils' interest, especially during the early stages of a lesson. Class teachers and teaching assistants work well as a team in the majority of lessons. Teachers know their pupils very well and there is very good support to enable pupils of differing abilities to learn. In the best lessons, teachers have high expectations of their pupils and use a range of interesting and practical methods to help pupils learn. However, in some lessons there is an overuse of worksheets, which limits opportunities for pupils to think for themselves and develop their own ideas. Whilst assessment in mathematics is generally good and there is some very good use of marking to help pupils know what they have to improve, pupils are given limited opportunities to evaluate their own work, either at the end of lessons or over a period of time. Across the school, the management of pupils is very good and teachers build upon a very positive rapport with their pupils. Most classroom displays reflect a range of useful mathematical language and support material related to multiplication tables; however, displays could be further enhanced by displaying a range of pupils' work, including investigations undertaken during problem-solving activities.
76. Good subject leadership has successfully moved the subject forward and there is good capacity for further improvement. Greater precision in the analysis of test results and better evaluation of strengths and weaknesses has started to impact positively. Limited lesson observations by the subject leader have gone some way towards identifying the standards achieved and the rate of progress of different activities. The use of information and communication technology does not yet make a good contribution to pupils' learning.

### Mathematics across the curriculum

77. The basic skills of numeracy are well taught in all classes. However, more focus is required in enabling pupils to have opportunities to use their wider mathematical skills. For example, although there is use of bar graphs and tally charts in science topics, such opportunities are not yet developed sufficiently well across the curriculum.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Science is an improving subject with a high proportion of pupils reaching well above average standards by the end of Year 6.
- Good teaching is driving good learning throughout the school.

- Good guidance has been provided for planning and this is having a positive impact on supporting more effective teaching.
- Leadership and management of science are good.
- The subject leader is aware of the need to monitor the quality of teaching and standards throughout the school in a regular systematic manner to identify good practice.
- The consistent use of information and communication technology to underpin ongoing skills in science requires further development.

## Commentary

78. In the 2003 national tests, pupils in Year 6 achieved results well above the national average. The percentage of pupils achieving the higher levels of attainment in Year 2 and Year 6 was also well above the national average, reflecting good improvement since the previous inspection. The provision for science throughout the school is good, clearly meeting the needs of lower and higher attaining pupils. There are very encouraging signs that high standards will be maintained in the present Year 6. These high standards reflect well on the school's ambitions to drive forward improvement in the provision in science. Factors that contribute to these standards include good teaching throughout the school, good implementation of all aspects of the curriculum including scientific enquiry and very good relationships both between teachers and pupils and amongst pupils.
79. By Year 2, pupils have developed a good understanding of how to carry out investigations and how to ensure their test is fair. The recording of results, for instance by the use of graphs, also makes a good contribution to pupils' basic numeracy skills. By Year 6, pupils can identify key factors and base predictions on their scientific knowledge and understanding. For example, during a well-planned lesson observed that involved the controlled burning of materials, pupils' observations were both accurate and detailed.
80. Teaching and learning are good. Higher attaining pupils and those with special educational needs are fully involved in the work and appropriately challenged and extended. Good teaching motivates pupils well and it was clearly evident during the Year 5/6 lesson observed that pupils find the work interesting and enjoyable. Throughout the school, pupils show very good attitudes to their work. They work well in groups and pairs, sharing and co-operating well. This kind of work makes a very good contribution to pupils' social development, while the discussion and questioning helps them develop basic literacy skills. These good aspects of teaching and learning all contribute positively to the high standards achieved, but the use of information and communication technology to support learning is an area which the school has rightly identified as an area for continued development.
81. Leadership of science is effective and the co-ordinator works hard to support learning throughout the school. The school has made a good start in analysing scores achieved in national tests, taking stock of strengths and areas for future targeted learning. Systematic monitoring of teaching and learning is also an area for continued development. The marking of pupils' work by teachers celebrates success; however, it rarely states how improvements can be made. Pupils' own knowledge of their learning is at best satisfactory. They do not all have a good understanding of how they are achieving against national expectations and are typically unclear about what they need to do to reach higher standards. Science has a bright prospect for the future and there is a good shared determination to strive for improvement.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

### Main strengths and weaknesses

- Standards are below average and pupils are not yet achieving as much as they should.

- The use of a specialist teacher in Year 3 and Year 4 is good, and this is having a positive impact on improving standards.
  - Insufficient use is made of the computer suite.
  - There is insufficient use of ICT to support learning in other subjects.
  - The determination of staff to improve standards is very positive; however, the monitoring and evaluation of the subject's performance is unsatisfactory.
  - Assessment systems are weak.
82. The previous inspection found standards at the end of Year 2 and Year 6 to be below average. There has been an improvement in standards since that time, but present standards are still below average. Although some progress has occurred, it has been relatively slow, reflecting the impact caused in part by the computer suite being out of action during the recent building programme but also by a lack of resources for information technology in the areas of control and monitoring and insufficient use of ICT into other subjects of the curriculum.
83. The quality and quantity of computers available in the school has improved since the last inspection although the school recognises that more needs to be done. Pupils benefit from good specialist teaching in Years 3/4 and this is assisting the raising of standards.
84. Assessment is at an early stage of development, most teachers having a shared understanding about what needs to be assessed, but pupils' learning is not consistently tracked or evaluated at sufficiently regular intervals to identify those who need more practice as opposed to those who need to refine and extend their skills further. Pupils are not as involved as they should be in reviewing their own targets and setting goals for future learning.
85. Teaching in the specific ICT lesson seen during the inspection was good. However, insufficient use is made of ICT to support learning in other subjects. The nationally recommended guidelines for ICT have been adopted; however, the aspect of the curriculum covering making things happen through computer control is unsatisfactory at present. Pupils are given experiences that contribute to this area during their residential visit and during their annual visits to Land Rover. However, they do not develop these skills and knowledge in a systematic way throughout the year and they make insufficient use of them in other subjects of the curriculum. Teachers' confidence in dealing with this aspect of the curriculum is not fully secure. Pupils from Year 2 and Year 6 have very positive attitudes to lessons and particularly enjoy using computers. In the computer suite, pupils were observed working hard and concentrating well with very good behaviour. They collaborate well in pairs, sharing ideas and equipment amicably. When they meet problems they show persistence and patience in attempting to solve them. Many pupils have computers at home and are confident in basic operations.
86. The quality of leadership and management of the subject is satisfactory, and the school has a clear vision for future development. However, there is insufficient checking of work in the subject and so the subject co-ordinator does not have a sufficient clear view of teaching, learning and standards.

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

87. Pupils' skills in using ICT across the curriculum are unsatisfactory. The school has not kept pace with developments and there is insufficient use of ICT to help pupils develop their skills and to support their learning in other subjects. During the inspection many opportunities were missed to make use of computers to support work in different subjects.

## **HUMANITIES**

### **History**

Provision in history is **satisfactory**.

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

- Pupils achieve average standards.
- Pupils' achievement in the development of knowledge, skills and understanding is satisfactory.
- Visits and visitors enrich the curriculum.
- Assessment requires improvement.
- Procedures for monitoring and evaluating provision and standards are not established.
- There is a need to integrate information and communication technology more systematically into the development and consolidation of basic skills.

#### **Commentary**

88. At the ages of seven and eleven pupils show average standards, reflecting a similar picture to that of the previous inspection. Pupils of all abilities make satisfactory gains in their knowledge of history and develop a secure understanding of people and events in history, and an awareness of them through the use of dates and time lines in their work to illustrate sequences of events. On occasions, progress in writing is hindered through the overuse of worksheets. Pupils find history lessons interesting and enjoy the good range of activities provided. The subject contributes well to pupils' cultural development.
89. The quality of teaching and learning is satisfactory overall. Lessons are soundly planned with suitable attention to the school's schemes based on recent government guidelines. On occasions, the learning objectives for lessons lack precision and need to reflect more accurately what is to be learned by different groups of pupils. Some lessons provide stimulating and interesting experiences for pupils through the use of well planned, appropriate resources and artefacts. Visits to local museums are particularly well used to develop pupils' understanding of local history. Teachers enjoy very good relationships with their pupils and manage them very well.
90. There is satisfactory management of the subject by the subject co-ordinator who ensures there are sound levels of support for the subject and her colleagues. Useful links with the local community provide valuable additional experiences that improve the learning for pupils and bring the subject alive. She is aware of the need to improve the systematic monitoring of teaching and learning and has plans to put in place assessment procedures to track the progress pupils are making to ensure that historical skills are systematically developed. Pupils are not as involved in reviewing their own progress as they could be, and this is a further area for development in order to raise standards higher.

### **Geography**

91. No lessons were seen in geography and so the subject was sampled. It is not possible to give an overall judgement about the quality of provision. However, scrutiny of work and discussions with pupils shows that pupils' achievement is satisfactory and they reach average standards in Year 2 and Year 6.
92. The school has maintained the standards reported at the time of the previous inspection. Pupils know where places are and how environments change over time. They are aware of patterns in human and physical geography.

93. Pupils of varying abilities make steady progress overall as they move through the school. They use maps and plans, recording sources to support their investigations. Pupils show a very positive attitude to geography. The subject gives good opportunities for pupils to learn about the way of life in other countries and this has a very positive influence on pupils' cultural development.
94. From scrutiny of work, teaching is satisfactory across the school, and basic geographical skills are taught soundly. However, the work in books is often very similar for all pupils in a year group and there are limited planned opportunities for pupils to carry out their own research. There is also insufficient use of ICT to support learning in the subject and to promote individual research and investigation.
95. Management and leadership of the subject are satisfactory. Since taking on the responsibility for the subject, the co-ordinator has put the revised government guidelines for geography into place. She is aware that assessment procedures need to be consistent across the school in order to track the progress of pupils, to set targets and to feed this information forward into planning. At present, pupils are not actively involved in reviewing their own progress and targets. The subject leader's role is currently underdeveloped as she has not yet had the opportunity to monitor the quality of teaching and learning to help focus future action on raising standards.

## Religious Education

Provision in Religious Education is **good**.

### Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- The quality of teaching in religious education is good.
- The Vicar makes an effective contribution to the schools' provision.
- The subject is well led and managed but procedures for monitoring teaching and learning are not formally established and there are no formalised assessment procedures.

### Commentary

96. Evidence from the two lessons seen and from pupils' work shows that pupils achieve well and reach standards that are above the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. This is similar to the findings of the last inspection.
97. Pupils have a good knowledge and awareness that religious traditions in the United Kingdom are mainly Christian and know about some of the other principal religions which are represented in British society. Their knowledge of the traditions of the Christian faith as celebrated in the Church of England is good. They also have a good awareness of some of the stories and festivals of other faiths.
98. Pupils have a good understanding of the distinctive features of religious traditions and how they relate to people's lives by the end of Years 2 and 6. They have learned why harvest is a special time of year for Christians and recognise the importance of being thankful and of giving to others as part of the traditional festival service. They have also learned about some of the traditions of other major faiths, such as the Jewish Sukkot.
99. Pupils have a sound grasp of basic religious concepts and symbolism. Their ability to form thoughtful views on religious issues is good. Pupils in Year 5 and 6, for example, asked complicated questions about the meaning of the Pentecost which led them to a deeper understanding of its importance to Christians. All of their discussions are underpinned by a clear sense of respect for the beliefs of others which is consistently promoted by teachers.

100. The quality of teaching is good. Teachers explain quite complex ideas clearly and make particularly good use of resources to illustrate what they are saying. The school does not have a secure assessment system for religious education and this limits teachers' capacity to plan precisely for pupils' differing needs and abilities in the subject.
101. The subject is generally well led and managed, although the co-ordinators' role in monitoring and evaluating teaching, learning and attainment has not yet been developed. There is an appropriate range of resources to support the teaching of religious education. Well-planned assemblies make a significant contribution to pupils' religious education.

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

### **Art And Design / Design And Technology**

102. Work was sampled in art and design and design and technology. Only two lessons were seen in art and design and no lessons were seen in design technology. It is not possible to form a judgement about provision in these subjects.
103. A scrutiny of displays and developing subject portfolios indicates that standards are broadly average. A well-planned programme of work indicates that the subject receives a regular time slot on the timetable. Standards for pupils in Years 2 and Year 6 appear to have improved in design and technology. The subject also appears to make a good contribution to pupils' moral, social and cultural development.
104. The subject leader, who is the headteacher, works hard to ensure that the subject is well planned, meeting the needs of all pupils. In her subject leader's role she has not as yet had time to regularly monitor the quality of teaching and learning across the school in these subjects. Monitoring at present is undertaken in rather an informal manner and there are no formalised assessment procedures. There is insufficient use of information and communication technology to underpin pupils' skills and extend learning in the subject.

### **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- The pupils receive a broad and balanced range of opportunities to develop their physical education skills.
- Good use is made of after-school provision and links with other schools to support the physical education curriculum.
- Formalised assessment systems and systems for monitoring and evaluating teaching, learning and standards are not in place.
- The hall is too small for whole class lessons in physical education.

### **Commentary**

105. Pupils' achievement is satisfactory in physical education and standards are average in Year 2 and Year 6. This is similar to the previous inspection.
106. By the end of Year 6, pupils experience a wide range of activities in gymnastics, dance and games. The school hall is too small for whole class lessons for older pupils; however, there are good organisational arrangements to overcome these difficulties. There is also good use of after-school clubs to enrich the physical education curriculum. Pupils in Years 3 to 6 attend the local swimming pool and nearly all pupils learn to swim well as a result of this.



107. In the lessons seen, teaching was good. The school follows a published scheme and this ensures that all lessons are carefully structured to develop learning. For example, a gymnastics lesson seen involved pupils developing a series of curling and stretching movements balancing on different part of their bodies. They were then required to develop their control further by moving on to apparatus. The lesson was appropriately organised and the work challenging. A particularly good feature of lessons is the regular opportunities provided for pupils to observe each other working in order to learn from each other's ideas. However, more needs to be done to help pupils to evaluate their own work and to look for ways of improving their performance. Good account is taken of health and safety factors and the pupils used the apparatus with care. Throughout all lessons seen and in after-school clubs, pupils' behaviour was very good. They work well together, both in pairs and small teams and listen attentively to the instructions of the teacher.
108. The subject is soundly led and managed. However, assessment systems are not formalised and the subject leader's role in monitoring teaching and learning is not sufficiently developed.

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

109. Provision in personal, social and health education is **good**. Insufficient lessons were seen in the subject to form a view about overall provision and so the subject was sampled.
110. Evidence from planning and discussions with the co-ordinator indicate that there is a well-planned programme of personal, social and health education. Discussions with pupils show that the school is effective in helping pupils to develop an understanding of their responsibilities towards themselves and others.
111. Pupils benefit from a well-planned programme of personal, social and health education. There is appropriate attention to encouraging pupils to eat healthily and road safety is appropriately covered. The attention is given to drugs and sex education at an appropriate level. Pupils also benefit from a whole school ethos which instils a sense of responsibility for themselves and for others.

## 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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
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).*