

**INSPECTION REPORT**

**Lacock Church of England Primary School**

Chippenham

LEA area: Wiltshire

Unique reference number: 126333

Headteacher: Mrs Susan Worringham

Lead inspector: Jane Morris

Dates of inspection: 3<sup>rd</sup> to 5<sup>th</sup> November 2003

Inspection number: 256663

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:	4 – 11
Gender of pupils:	Mixed
Number on roll:	52
School address:	High Street Lacock Chippenham
Postcode:	SN15 2LQ
Telephone number:	01249-730271
Fax number:	
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Sarah Cooper
Date of previous inspection:	6 <sup>th</sup> July 1998

## CHARACTERISTICS OF THE SCHOOL

This is a small, rural, Church of England primary school with 52 pupils. Boys substantially outnumber girls. The village of Lacock is unusual in that it is mostly owned by the National Trust. Pupils come from the village itself and other surrounding areas. Their home backgrounds are very diverse. A number are from professional families and live in owner occupied housing. Others live in National Trust rented properties and local authority housing. The school also supports children from traveller families. The vast majority of pupils are of white British heritage and there are no pupils for whom English is not their mother tongue. The number of pupils joining and leaving the school at times other than those expected is variable and, at times, exceptionally high. The size of the different year groups varies considerably with a range from three in Year 5 to fourteen in Year 4. Attainment on entry to the school changes appreciably from year to year, and overall standards of the present reception pupils are well below national expectations. Thirty-four per cent of pupils are on the school's register of special educational needs. This is well above average. There are no pupils who have a statement of special educational need. Pupils' special needs are related to their behaviour and learning difficulties. In 2000, the school received an 'Achievement Award' from the DfES for its improved results.

During the last two years the school has been through a period of major change. It has changed from a three class to a two class school. A new headteacher took up her post at the start of the summer term 2001. She has a very significant teaching commitment. There are two other class teachers. One has been at the school for a considerable length of time and the other for just one year. The recently appointed class teacher shares responsibility for older pupils with the headteacher for three days a week. Pupils in Years 3 to 6 are taught in two groups for two mornings a week and as a class for the rest of the time.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18270	Mrs Jane Morris	Lead inspector	Foundation Stage, English, Information and Communication Technology, Geography, History, Religious Education.
31758	Mr Edward Tipper	Lay inspector	
32257	Mr Richard Chalkley	Team inspector	Mathematics, Science, Art and Design, Design and Technology, Music, Physical Education and Special Educational Needs

The inspection contractor was:

Cambridge Education Associates

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This school's effectiveness is good and it provides satisfactory value for money. The standards of Year 6 pupils were very low last year, but the current Year 6 pupils are on track to match national averages in English, mathematics and science. Very good teaching now makes certain that all pupils achieve well in relation to their ability and improve their attitudes to learning. The very good leadership and management of the headteacher are ensuring that this is an improving school. The school takes account of the needs of all its pupils very well.

The school's main strengths and weaknesses are:

- Teaching is very good and makes sure all pupils achieve well.
- Pupils' standards are rising.
- Past results were very low in English, mathematics and science.
- There is a shared determination to improve.
- A minority of pupils have low self-esteem and immature attitudes.
- The good curriculum is supplemented by a very wide variety of additional learning opportunities.
- The work of governors is making a strong contribution to the school's improvement.
- Marking does not always show pupils how they can improve.
- Some pupils take insufficient care over the presentation of their work.
- Links with and involvement of parents are very good.

The school has made satisfactory improvement since the last inspection. All the key issues have been addressed. The quality of teaching has improved as has the accommodation. Having been through a period of instability, the school is now settled and secure once again. There is a very strong sense of purpose and standards are now rising.

### STANDARDS ACHIEVED

*Caution is needed when interpreting data in this small school. National test results fluctuate depending on the number of pupils in the cohort and those with special educational needs. This is compounded here as the size of year groups of pupils varies dramatically from year to year.*

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

*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.*

**All pupils achieve well** for their ability. Standards at the end of Year 6 in 2003 were very low in comparison to all and similar schools following a trend of very low standards. The school met its targets for the number of pupils gaining the expected levels but not for the number to exceed them. However, the current Year 6 pupils are on course to reach average standards in English, mathematics and science by next summer. Standards at the end of Year 2 were well below average. Currently, Year 2 pupils' standards are below national averages. These Year 2 pupils are achieving well, but their attainment on entry was well below average. Overall, standards reached by different year groups of pupils range from well below average to above average and reflect the differences in their standards when joining the school.

The overall level of ability of reception pupils varies from year to year. The overall standard of the current reception children when they joined the school was well below national expectations for their ages. Although they are achieving well, the majority are not on track to reach the goals that children are expected to reach by the end of reception.

**Pupils' personal qualities and spiritual, moral, social and cultural development are good.**

Their attitudes and behaviour are good although a minority need further support to raise their self-esteem and develop more mature attitudes to learning. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

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

**The quality of teaching is very good throughout the school.** All children learn well because their teachers plan very thoroughly to address their individual needs, both the more and the less able. Teachers have high expectations and lessons are stimulating. Lessons have appropriate levels of challenge to ensure that all pupils achieve well.

The overall quality of the curriculum is good. Very good extra-curricular provision enriches and broadens pupils' learning effectively and this makes a significant contribution to their achievement. The care, guidance and support for pupils are good. Partnerships with parents are very good and links with other schools and colleges are good. These both have a valuable impact on pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher has the skills, knowledge and determination to move the school forward. She is using information about pupils' abilities to improve standards, and self-evaluation processes are effective in highlighting specific areas requiring development. The governing body is very supportive of the school as well as carefully monitoring its work.

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

Parents are very satisfied with the school. They have every confidence in the headteacher and the staff. Pupils are generally positive about school although, for some, there is still work to be done to improve their self-esteem and attitudes towards work and school.

## **IMPROVEMENTS NEEDED**

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

- Seek ways to further improve standards in English, mathematics and science, particularly with the groups of pupils who have very low attainment on entry.
- Ensure marking is consistent and tells pupils what they need to do to improve.
- Raise standards in the presentation of work.
- Provide additional opportunities to develop the self-esteem of pupils.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is good because all pupils are challenged by the teaching and gain knowledge, understanding and skills at a brisk rate. Test results for 2003 showed that standards at the end of Year 6 were very low in English, mathematics and science. They were also very low in reading, writing and mathematics at the end of Year 2. The standards of the present Year 2 pupils are below national averages in reading, writing and mathematics. The standards of the current Year 6 pupils match national averages in English, mathematics and science.

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

- All pupils make good progress and they achieve well because teaching is very good.
- Test results between 2001 and 2003 have been well below average.
- Standards are now rising in English, mathematics and science.
- There is now an overall trend of improvement in standards.
- Presentation of work is of an insufficiently high standard.

#### **Commentary**

1. Cohorts of pupils vary in size considerably and some year groups have a significant number of pupils with special educational needs. This makes the meaningful interpretation of data difficult. However, it is clear from the analysis of last year's Year 6 work that standards in the core subjects of English, mathematics and science have been too low both in comparison to all and similar schools over time. The school met its targets in 2003 for the number of pupils gaining the expected levels but not for the number to exceed them. Inspection evidence suggests that, although standards are still low in some year groups, there is an overall trend of improving standards throughout the school. The analysis of data and documentation relating to the progress of individual pupils supports this. Children from traveller families achieve well. It is important to note that pupils who have higher ability are identified and they receive appropriate challenge to enable them to achieve well.
2. The current Year 6 pupils are on track to achieve average standards in summer 2004 in English, mathematics and science. In Year 2 standards are below average in reading, writing and mathematics because the pupils' attainment on entry was well below average. Pupils in Years 1 and 4 are reaching standards above those expected for their ages. The evidence indicating better standards is not, however, reflected within some of the other very small year groups of pupils because of the number who have special educational needs.
3. Standards are rising for all pupils because the headteacher's very good leadership and management have resulted in improvements to the quality of teaching and learning, and to pupils' behaviour and attitudes towards work. Assessment information is used effectively to ensure that work is well matched to pupils' learning needs. Pupils' progress is tracked effectively. They are set targets and they know where they need to improve.
4. All pupils achieve well because teaching is very good. It not only takes account of pupils' academic ability but also recognises the need to inspire them to learn. This is a feature of the school's work that has suffered in the recent past as a result of issues within the school before the arrival of the headteacher. Some pupils had become disaffected and this had a direct impact on standards and led to some underachievement. Pupils' attitudes to learning are now good once again and this is enabling the school to promote better standards once more.



5. Pupils' books reflect a greater emphasis on the quality of work they produce and the effort they put into it although presentation is still unsatisfactory overall. Realistic but challenging targets are set at school, class and individual pupil level and these are supporting the school's determination to raise standards. There are no significant differences between the achievements of boys and girls, and pupils identified as having special needs achieve well.
6. Reception children are achieving well, in all the areas of learning. Their attainment on entry to the school is currently well below average in all areas other than personal, social and emotional development where it is below average. The relatively small numbers mean the overall character of the group can, and does, change quite dramatically from year to year. This is reflected within the very detailed assessment procedures that the school keeps. Information gathered from the completed Foundation Stage Profiles<sup>1</sup> for children starting Year 1 this year showed they made good progress and met or exceeded the anticipated goals by the end of their reception year. The majority of the current group will not meet the expected goals in any area of learning, although they will be closer to the expected level in their personal, social and emotional development.
7. Work was sampled in information and communication technology (ICT) and religious education (RE). Although insufficient information was gathered to make overall judgements about provision and standards in RE, indications from the display around the school, talking with pupils in Year 6 and work in their books are that standards are in line with national expectations for ICT.

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

The behaviour of pupils and their attitudes to their work and towards others in the school are good. Their overall spiritual, moral, social and cultural development is also good. Attendance is satisfactory this term. It was well below average during the previous year. Punctuality is good.

### **Main strengths and weaknesses**

- Pupils are given very good opportunities to develop an understanding of themselves and the world around them.
- There are good opportunities for pupils to take responsibility which they do so with enthusiasm.
- A number of pupils suffer from low self-esteem and a consequent lack of confidence.
- The school instils in its pupils a strong moral code and helps them to become good citizens.

### **Commentary**

8. Pupils gain a good understanding of themselves through the personal, social and health education and religious education programmes, and through the many activities which the school organises. They are regularly encouraged to explore their own and others' feelings, and to experience the wonders of life. For example, they visit a local farm to see lambs being born and mothers bring babies into the classroom. They also experience the wonders of nature through riverside walks with the National Trust warden and are encouraged to care for their environment through recycling schemes. Reception children's development in personal, social and emotional development is good and the majority reach or get close to the expected goals.
9. Pupils representing each class are elected by their classmates to serve on the school council. In addition, some operate as playground 'buddies' and support anyone who is feeling lonely or unhappy while others serve as school monitors carrying out jobs such as taking the games equipment into the playground and showing visitors around the school. Also, in Abbey class (reception to Year 2), pupils take it in turns to visit the shop across the road, with a teaching assistant, to purchase fruit for the class morning snacks. This is treated as a learning

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<sup>1</sup> Foundation Stage Profiles are completed at the end of the reception year to show whether children have reached the expected goals.

exercise introducing them to the social skills required and helping them with their mental mathematics. Pupils take the initiative in supporting other children. For example, one Year 6 boy was seen helping a younger one with his spelling before the start of school, and a girl in Abbey class helped to show another, who had only joined the school that day, around the school. Pupils' behaviour is of a good standard, and no pupils have been excluded in the last year.

10. Overall, pupils' attitudes to work are good. The school has identified several pupils who lack motivation in their approach to school work and, as a consequence, find it difficult to maintain concentration and suffer a lack of confidence in their abilities. To address the situation, an 'Emotional Literacy Nurture Group' was set up last year to improve the self-esteem of pupils within it. While this has had some success, the school still has some way to go to fully address these needs.
11. Pupils are taught respect for other people and their belongings through their lessons and by the direct example of adults within the school. They are also taught the principles of right and wrong through the constant reinforcement of the school conduct and class rules, which they themselves help to make. Pupils are taught well about life in a diverse multi-cultural society. The 'good citizen' certificates reward instances of pupils helping each other and adults within the school.

### Attendance

12. Attendance was well below the national average and unauthorised absence was above. This was mainly as a result of very low attendance by a small number of pupils. This unsatisfactory situation has been dealt with by the school. It has worked closely with the traveller support and educational welfare services to resolve the situation. Figures for the first half of this term indicate that attendance rates have already improved and are now satisfactory.

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

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	1.8
National data	0.4

*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
Mixed – White and Asian
Any other ethnic group

#### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
48	0	0
2	0	0
2	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 good. The quality of teaching is very good as is the commitment of the staff to improving the quality of education that the school provides. There are very strong links with parents and good links with other local schools. The ethos for learning is good. It reflects the family atmosphere and caring environment created by all who work within this small village school.

### Teaching and learning

The quality of both teaching and learning is very good throughout the school. Assessment is good.

### Main strengths and weaknesses

- Teaching takes account of every pupil's needs and ensures challenge and support are focused appropriately so all achieve well.
- All pupils are treated equally and fairly. Those with special needs are supported well.
- The commitment of all staff, whether part-time or full-time, is very strong.
- Monitoring of classroom practice has a beneficial impact on the quality of teaching.
- Procedures for tracking pupils' progress and setting targets for improvement are very good.
- Planning is very thorough and takes account of all the abilities and ages within classes.
- Marking does not always inform pupils about what they need to do to improve.

### Commentary

#### *Summary of teaching observed during the inspection in [number] lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	4	3	0	0	0

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

13. Very good teaching ensures the very small number of reception children settle into school routines quickly. They are taught within a class that caters for them and Years 1 and 2 pupils. The teacher and her assistant know the children very well. There is very good planning for these youngest children because the teacher has a thorough understanding of the curriculum and ensures that teaching matches the learning needs of individual pupils. This ensures they experience high quality lessons with activities that are particularly stimulating, varied and challenging. Teachers and helpers place great emphasis on giving additional opportunities to pupils who experience language and literacy difficulties. They are continually looking for ways to improve their ability to speak in sentences and to structure questions.
14. Additional volunteer helpers also support these young children effectively. This ensures they have a wealth of learning opportunities to achieve well. Pupils in the current Year 1 are confident in their approaches to learning because teaching has made sure they have had a thorough grounding in the basic skills in their reception year. They did well and the vast majority achieved or exceeded the expected goals. Assessment procedures are very thorough and the outcomes are recorded systematically in order to help children build on their previous learning.
15. Teaching in Years 3 to 6 is very good as it is in Years 1 and 2. The headteacher and part-time teacher share the teaching of the junior class. They collaborate closely over curriculum planning and assessment, and provide very good teaching. Inspection findings support parents' very positive views that teaching is good, and that their children are expected to work hard. Teachers' planning is very secure and makes certain that the work in each lesson is

very well matched to pupils' differing learning needs. The successful deployment of effective teaching assistants ensures that pupils with special needs are supported and they too achieve well.

16. Teachers have high expectations of behaviour in class and pupils respond to this so they are focused on their learning. Teachers have rightly concentrated on re-establishing pupils' positive attitudes and confidence in themselves. Very good teaching ensures that pupils' previous underachievement has been addressed successfully. It makes certain that pupils' progress is good. It also makes sure that children from traveller families are integrated well into the school and their needs are met successfully. The two teachers who share the class for the pupils in Years 3 to 6 take responsibility for subjects that allow them to use their expertise and this has a favourable impact on pupils' learning. For example, in music the part-time teacher's expertise provides very good learning opportunities.
17. Timetable arrangements during the inspection meant overall judgements on teaching were not made in subjects other than the core ones. English, mathematics and science are taught very well. Teachers are committed to the national strategies for literacy and numeracy. They are very keen to develop ICT opportunities in all their lessons and this means it is integrated into all areas of the curriculum at every available opportunity. They use it profitably. Teachers make links between subjects. These are fostered especially well in Years 1 and 2 and help pupils view their work in a cohesive way. Language and literacy skills are promoted well across all areas of the curriculum so pupils can practise these skills effectively. Assessment procedures are good. They have been a major feature of the school's development. Staff continue to work on this aspect of their work so that achievement continues to improve and standards are raised. Marking, although conscientious, does not always help to promote pupils' understanding of what they need to do next to improve.
18. The school's monitoring of the quality of teaching and its impact on learning through lesson observations and work scrutiny has paid dividends. This is reflected in the higher proportion of very good lessons seen during this inspection than at the time of the last one. The use of the 'Primary Strategy' format for lessons, in particular, has had a beneficial impact on the way in which pupils are told about what they are going to learn in the lesson and their how their progress is reviewed with them at the end of lessons.

## **The curriculum**

The overall quality of the curriculum is good. It meets statutory requirements and is enriched by very good extra-curricular provision. The recently refurbished accommodation is satisfactory as are the learning resources.

## **Main strengths and weaknesses**

- Opportunities for learning beyond the classroom are very good.
- Provision for those pupils with special educational needs is good.
- Participation in arts activities is particularly noteworthy.

## **Commentary**

19. The small team of three teachers has successfully adapted curriculum planning to meet the needs of all seven age groups within the two classes. They have established a comprehensive planning structure that not only ensures the required curriculum coverage is in place but that it is supported very well by other purposeful and productive activities, particularly those related to the arts. The curriculum follows the local agreed syllabus for RE and meets the requirements of the National Curriculum. The school's planning is promoted by the local education authority (LEA) as an example of good practice.

20. Great emphasis is placed on ensuring all pupils can succeed at what ever level is appropriate for them. Teachers' planning for coverage of the curriculum in mixed-age classes effectively matches the work to the learning needs of all pupils in the mixed-age classes and makes links between subjects whenever possible. The adaptations and attention paid to curriculum planning ensure that the provision for pupils with special educational needs is good. The successful introduction of the national strategies has made sure that pupils develop their numeracy and literacy skills by building on prior knowledge. This has led to improvements since the last inspection when this was a key area of concern.
21. A high priority is placed on providing learning opportunities beyond the classroom, particularly through the very close partnership the school has with the National Trust and the activities that the school takes part in at Lacock Abbey. Pupils gain a great deal from events such as a recent dance workshop, and the activities that promote their knowledge and understanding of history and cultural awareness. The local agricultural college is also very supportive of the school and hosts many events that support pupils' learning in a variety of ways. The parents' view is that the school provides a very good range of activities that their children find interesting and enjoyable.
22. The school provides many additional drama and arts activities for the pupils. They take part in a wide variety of visits that encourages them to 'dress-up' and take part in role-play. For example, they took part in a 'themed' day at a local large house and dressed up as Victorians. They have also made clay tiles of features of Lacock and then visited and worked with the local pottery to 'fire' them. An after-school art club, run by a skilled parent, offers extra opportunities.
23. The provision for the personal, social and health education of pupils is good. It is linked to the school's current emphasis on raising pupils' self-confidence and raising expectations in terms of their own behaviour, attitudes and standards of work. Links with the pre-school setting and the local secondary school are good and prepare pupils well for the next stages in their education. Secondary school links are well-established. For example, they enable pupils to take part in good quality French lessons and also shared projects in the summer term help Year 6 pupils prepare for transfer.
24. The school provides a good range of after-school clubs for pupils even though this is such a small school and pressures on all staff are demanding. Teachers and other adults make time to offer art, music and ICT clubs. Their commitment is noteworthy.
25. Visitors from the community and friends of the school make a valuable contribution to pupils' experiences and learning. Members of the church attend school regularly to help pupils gain further awareness of the Christian faith. Assemblies provide very good opportunities for pupils' spiritual development. The pupils' preparation for a music festival is promoting their understanding of cultural diversity very effectively
26. Resources are of a satisfactory quality. They are of an especially high calibre in the outside play area for the reception class. The purchase of lighter and easily manoeuvrable physical education equipment has improved the provision for this subject as has a recent teacher-training session. Displays enhance the learning environment. Accommodation has been improved to ensure classrooms are better equipped, brighter and in the case of the younger pupils, enlarged. This has had a significant impact on staff morale and pupils' attitudes. Pupils now have a separate and welcoming library area. The school continues to use off-site facilities for physical education as there is no hall and no scope to build one within the school setting.

## Care, guidance and support

The school makes good provision for the care, welfare, health and safety of pupils and also provides them with good support, advice and guidance. Pupils are involved in the life of the school effectively.

### **Main strengths and weaknesses**

- Pupils are well cared for in a safe and healthy environment.
- The school is successful in providing personal support and guidance for its pupils.
- Pupils' views are regularly sought and they are involved in setting their own personal and learning targets.

### **Commentary**

27. There is a clear commitment to ensuring pupils' health and safety within the school. The annual local education authority health and safety assessment and regular school audits identify areas of concern which are then prioritised for action. Governors monitor the steps taken by the school to make certain any aspect needing attention is dealt with properly. In general good records are kept but risk assessments for visits are rather limited. A new health and safety governor, who has relevant professional expertise, is keen to address this situation. The school itself is a very secure building and the playgrounds are well supervised during playtimes. However, there is a potential danger to pupils when arriving and leaving the school from traffic on the busy road. The situation is made worse by some double-parking of cars. Outline approval has finally been given to erect signs warning of the school's location on the main road, and it is hoped to have them erected soon.
28. As might be expected in such a small school, the adults get to know each of the pupils well ensuring they have someone to turn to if they have any problems or concerns. Teachers maintain individual personal profiles, which identify areas of personal development where improvement is required, and constantly work to address these.
29. The school seeks the views of its pupils annually through a questionnaire and the school council enables them to raise issues throughout the year. The suggestion box for the next council meeting was seen to be full of interesting ideas demonstrating an enthusiasm for the opportunity to be involved. The school is taking account of pupils' suggestions as they buy additional equipment for the playground. Pupils are also involved in the setting of their own individual targets in English and mathematics and in commenting on their annual reports.

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

The school has developed very good relationships with its pupils' parents and carers, and the wider community. Its links with other schools and colleges are good. These all have a beneficial effect on pupils' learning and achievement.

### **Main strengths and weaknesses**

- Parents are provided with a high standard of information about the school and the progress made by their children.
- Links with the local community are doing much to enrich pupils' learning and develop their social skills.
- Parents are fully involved in the life of the school and in helping to shape its future direction.

### **Commentary**

30. All written communications with parents are very informative. The prospectus, which is used as an example of good practice by the local education authority, provides all the information parents require in a very readable format. Parents were involved in its production and it includes an introductory letter written by some of the children. Similarly, regular newsletters keep parents updated on forthcoming events. The school helps parents to become involved in their children's learning by running workshops for them on topics such as the teaching of
31. reading and spelling, supported by termly meetings on topics such as homework, behaviour and target-setting. Information gathered at these meetings is then distributed to all parents so that those unable to attend can still benefit.
32. Pupils' individual targets are shared with their parents, along with the steps needed to achieve them, at meetings in the autumn term. These targets are then reviewed throughout the year. Good quality annual reports for pupils are produced at the end of the spring term, and these are clear about what pupils need to do in order to improve their standards. They also include detailed descriptions of pupils' personal and social development and a contribution from the pupil and the parent. Parents are very appreciative of the information they receive.
33. The school is very much at the heart of the local village community. The traveller community have confidence in the school and what it offers their children. It also has good links with the local colleges and other schools in the area. There are regular links with the church with pupils attending services at major festivals, and the curate takes assemblies. Very good use is made of the nearby Lacock Abbey and photographic museum as part of the learning process. There are good links with local businesses such as the village shop, garden centre and pottery, where the school's clay-work is fired. An excellent example of how the school works with the local community is the 'scarecrow trail'. With the support of traders and residents, thirty scarecrows based on nursery rhyme characters were produced by the school and placed around the village. A map along with a quiz, put together by the school, were sold for £1 to parents, villagers and tourists. The fact that £2000 was raised in four weeks demonstrates the unique relationship the school has with its local community.
34. Parents feel very involved in the life of the school. Few are able to work in school during the day, although some do, but several carry out practical tasks outside school hours such as painting a mural in the playground in the summer holidays. Also, most are committed to supporting the events organised by the Friends of Lacock School, such as the May Fair and annual duck race, which raise considerable sums for such a small school. Parents are invited to put forward their views by completing an annual questionnaire and are fully consulted about any major changes. In particular, they felt they were kept very well informed about the decision to reduce the number of classes from three to two and how it was to be implemented. Parents make a very good contribution to their children's learning. They are very supportive of the school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. The governance of the school is also very good. The quality of leadership by staff with responsibilities is good. The effectiveness of management is very good.

### **Main strengths and weaknesses**

- The headteacher provides very strong and purposeful leadership.
- Very effective teamwork ensures a consistent approach to teaching and learning.
- Improved accommodation, in-service training and very strong leadership have revitalised approaches to teaching.
- There is good management of special educational needs.
- Governors help shape the vision and direction of the school because they have a very good understanding of its strengths and weaknesses.

- The thorough approaches to financial and resource management help the school to achieve its educational priorities.

## Commentary

35. The headteacher has a very clear vision for the improvement of the school. She is a leader who is constantly self-evaluating and seeks out ways to improve. In the time she has been at the school, she has already achieved a great deal. She has concentrated on revitalising approaches to teaching by facilitating in-service training for staff and improving accommodation. She has also introduced effective data analysis and assessment systems. These monitor the progress of each pupil. The good management of the provision for pupils with special educational needs plays an important part in making sure these pupils' learning is followed closely. These processes are ensuring that a legacy of underachievement she inherited has been reversed. As a result, all pupils are achieving well and standards are rising.
36. The headteacher is a firm and caring leader, with a very good level of professional knowledge and expertise. In particular, she sets a very good example to others through her own very good teaching. She ensures that all staff share her high expectations of what children can achieve. Honest and open relationships result in staff valuing one another and feeling valued themselves. Currently, considerable importance is being attached to further developing pupils' self-esteem which suffered during the school's period of instability. This aspect of the school's work is recognised as a very important factor in the drive to raise standards.
37. Governors share the same hopes and aspirations as the headteacher. They are fully involved in shaping the vision and direction of the school, and ensure that all statutory requirements are met. The governing body works very hard to ensure that the school runs efficiently for the benefit of all the pupils. They gather first-hand evidence about the school's performance through their regular visits to the school. Governors act as true 'critical friends' in identifying strengths and aspects where further development is needed. The chair of the governing body is very knowledgeable, energetic and enthusiastic and has introduced a good quality cycle of monitoring work for the academic year. Her determination has seen the school come through an unsettled period caused changes to the school's staffing and the number of pupils. The drop in the number on roll led to a deficit budget and the need to reduce the school's organisation from three to two classes. Pupils' attitudes and standards suffered as a result of these events but are now firmly back on track.
38. The school development plan is well focused and identifies appropriate priorities. It is carefully costed, realistic and is based upon a thorough review of the school's needs. Governors' decisions are appropriate because they keep themselves well informed. Financial management is very good. Specific grants and additional funding is spent appropriately. Budget issues that occurred because of the sudden drop in numbers were dealt with efficiently and far more quickly than had been anticipated due to prudent management. The school's approaches to financial and resource management help it to achieve its educational priorities.
39. Parents feel that the school is well led and managed, and that the headteacher and staff work very well together as a team to provide the best quality of education for their children. Inspection findings support their views. The school is strongly led and managed as it was at the time of the last inspection.

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

Income and expenditure (£)	
Total income	192,627
Total expenditure	201,474
Expenditure per pupil	3,731

Balances (£)	
Balance from previous year	15,605
Balance carried forward to the next	6,758





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

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

Provision for the Foundation Stage is **very good**.

There are six children in the reception year following the Foundation Stage curriculum. Two of these started part-time on the morning of the first day of the inspection. The overall attainment on entry of this particular group is well below average, especially for their communication, language and literacy and mathematical skills. Although the provision for these children is very good and they achieve well and sometimes very well, they are unlikely to reach the goals children are expected to reach by the end of reception. At present, the indications are that they will still be well below average as they enter Year 1 in all areas of learning except for their personal, social and emotional development where progress is better and they will achieve the goals. The overall attainment of children joining the reception class varies from year to year and was, for example, considerably higher for the current Year 1 pupils. Reception children are taught very well within Abbey Class, (the class for reception and Years 1 and 2 pupils). Provision has improved since the last inspection because of the additional classroom space and the extra, high quality, outside facilities and equipment. These provide very good opportunities for imaginative play and physical activity. There is a 'house' equipped with furniture and utensils, a space for a 'den' to be made from blankets and other objects. There is also a covered area, a skittle alley and a playground marked with a road and painted with games such as 'Snakes and Ladders'.

### **Main strengths and weaknesses**

- Teaching is of a high quality.
- The teaching assistant and other volunteer adults offer very valuable and effective support.
- Activities are extremely well planned and stimulate the learning of every child.
- The classroom provides a wealth of very well organised and easily accessible resources.
- The outside play area is very well equipped and is used very productively to support physical development and imaginative play.
- Opportunities to develop children's language are fostered whenever possible.
- Children's individual needs are identified and appropriate action is taken to help them achieve well, and sometimes very well.

### **Commentary**

40. Children's personal, social and emotional development is fostered well. It builds on the successful transition from the pre-school setting. Many, but not all, children attend this setting where great emphasis is placed on their social development. This means their standards are not as low in this area as in others when they start school. There is close liaison with the setting, and children who require additional support are identified early. All children take part in a very wide selection of directed activities as well as self-initiated tasks. These help children to reach the standards expected, and which are better those seen in other areas. The classroom is well organised and equipped with high quality, easily accessible resources. Children are supported admirably because all adults really know them and their needs well. Great care is taken to foster the children's self-confidence and encourage positive attitudes to learning.
41. Communication, language and literacy and mathematical development are both promoted very effectively through activities that interest and stimulate the children. For example, when they explored the sand tray to find hidden little bears, they were really motivated to sort them according to their colour. Counting them was a very stimulating game. Children were also excited by the sounds, colour and movements of sparklers which they were asked to describe. Although children are not on track to reach the expected goals, they have had access to a

curriculum that supports future learning and their confidence is promoted effectively. Very detailed planning and adult-led discussions give children numerous and productive opportunities to talk about their activities. They begin to learn nursery rhymes, handle books and gradually develop their awareness of sounds, letters and words which is at an early stage of development for some children.

42. Provision for children's knowledge and understanding of the world and their creative development are very good. For example, children did not just look at conkers, they explored a tray full of bark chippings to find them before describing them. Children have ample opportunities to use the computer both on their own and with adult help. They cook, build models and visit places beyond the school. They are introduced to the jobs people do. For instance, a nurse visited the school to talk to the children about her work. She helped them become familiar with her equipment such as bandages, plastic gloves and plasters. These are available now in the role-play area of an imaginary 'Lacock Health Centre'. The teacher ensures children develop an awareness of the Christian faith and other beliefs. Children paint, use musical instruments, dress-up and use 'small world' toys such as farmyards to develop their imagination and creativity. The school rightly places significant emphasis on developing children's physical development and provision is very good. This is necessary because some children have very limited skills. Children have access to a very wide selection of 'ride-on' toys in the outside play area. They also climb, balance and use large equipment when they visit the village hall for physical activities.

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

### **ENGLISH**

Provision in English is **very good**.

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

- Teaching is very good.
- The headteacher has very good knowledge of the subject and is in a strong position to lead it.
- Standards have been too low in the recent past but are now rising quickly.
- There is some lack of self-esteem that inhibits pupils' ability to speak to an audience.
- Planning to meet the needs of different abilities is successful.
- Strategies to track pupils' progress are effective and are supporting improvement in writing well.
- Marking does not always inform pupils about how they can improve their work.
- Some pupils take insufficient care over the presentation of their work.

#### **Commentary**

43. Standards in speaking and listening are below expectations at the end of Year 2 and in line with them at the end of Year 6. Achievement is good. In Years 1 and 2, there are many high quality opportunities for discussion with both the teacher and the teaching assistant. This was seen when younger pupils explored the idea that 'The Three Bears' had arrived at the school during half-term and had taken up residence in the house in the outside play area. It was interesting to hear pupils' comments as they explained the clues that had been discovered, such as porridge in the corridor! Older pupils, on some occasions, do find it difficult to speak to an audience. Year 6 pupils usually express themselves clearly although, for a small minority, a lack of self-esteem and an immature approach to work is evident.
44. Reading standards are below the national average at the end of Year 2 and in line with the national average at the end of Year 6. Pupils are making good progress. However, throughout the school there are a few pupils in particular year groups who struggle and their reading lacks fluency. They have difficulty sounding out unfamiliar words. This is recognised

45. by teachers. They work hard to ensure pupils are heard to read as often as possible. Most pupils have the strategies to work out unfamiliar words and have developed appropriate word-building skills. Members of the community support the school by coming in to lessons to hear pupils read. This has a positive impact on standards as the opportunities to read aloud to an adult are increased. For some pupils this has a significant effect on their learning because they are not encouraged to read at home.
46. Standards in writing in Year 2 are below average and in Year 6 they are average with some examples of high standards. Teachers follow the National Literacy Strategy successfully and this enables all pupils to achieve well, whether they are more able or experience some learning difficulty. Pupils in Years 4, 5 and 6, work quickly when the headteacher challenges them to complete tasks in a specified time, giving them no opportunity to lose concentration. Teachers are very well-prepared for lessons. For example, pupils were able to draw on their experiences of visiting the cloisters at Lacock Abbey to create powerful lines of poetry because the teacher had arranged a visit that enabled pupils to experience the atmosphere of the building. They had successfully used note-taking techniques and recorded their thoughts on to a 'dictaphone' in order to prepare them for this work.
47. Pupils produced these evocative lines,  
*'The wail of a ghost grieving in the darkness'*  
  
*'Bumps in the floor, ready to strike.'*  
  
*'Ghostly cows moaning, "stay away, stay away".'*  
  
*'Ancient, crumbling, worn out walls.'*  
  
*And ..... 'A crow's call is the sign of death.....*  
*as a cold draught sends a shiver down my spine'.*
48. Teachers' questioning techniques are very skilful, as when the Years 1 and 2 teacher prompted pupils to pose questions to the mothers who had brought their babies to school. Older pupils often discuss the features of a written text or a poem in response to specific questions posed by the teacher and they annotate passages and make notes to prepare their responses. They also contribute well in 'circle time' activities when they are given the confidence to share their feelings aloud. This was seen in a lesson when they were encouraged to rationalise their fears. Younger pupils in a class discussion about friendships were very well supported by the teacher, her assistant and a volunteer helper who used puppets to stimulate discuss about friendships.
49. Since her arrival at the school the headteacher has introduced systems and strategies to improve the very low standards in writing that have been evident over the recent past. These are having a significant impact. Much has been already done to eliminate low standards. The majority of pupils are now keen to learn and apply themselves well. However, it is taking time for the impact of a legacy of negative attitudes towards learning to be dealt with completely. The spelling by older pupils of basic vocabulary is still below average. A very effective way of motivating and supporting pupils to achieve well and thus improve their standards was seen when older and younger pupils were paired together. This was observed when an older pupil provided additional support for a classmate who struggles with spelling and reading. It was not only a very useful tool to aid the younger pupil's skills development but also boosted the self-esteem and speaking skills of the older pupil.
50. The headteacher has developed further the use of 'Writing Assessment Books'. These are completed regularly. Pupils complete specifically targeted pieces of work that are assessed to common criteria. The outcomes of these assessments are used to set targets that are discussed with pupils and help them to identify what they need to do next to improve. These assessment books show that standards in writing are rising and that pupils are making good

progress. However, there is still more to be done to raise standards in the presentation of work and day-to-day marking does not always inform pupils about how they can improve. The school is in a strong position to move forward and these issues have already been identified by the school as requiring attention. The school is now dealing effectively with a past history of unsatisfactory standards.

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

51. This area is promoted well. However, some pupils do not always remember to transfer and use their knowledge of spelling and handwriting in other subjects. There is good use made of role-play and drama with older pupils. This improves their speaking and listening skills. Younger pupils are given ample opportunities to play imaginatively and practise their speaking skills. They use their shop, the class role-play area of 'Lacock Health Centre' and 'The Three Bears' House' plus the 'den' outside the classroom in their separate play area. Adults interact with pupils to promote their language development well.

### **MATHEMATICS**

Provision for mathematics is **good**.

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

- Teaching is very good and so pupils achieve well.
- Standards were very low last year but the overall standards of Year 6 pupils are now average.
- Good leadership ensures the subject is well monitored.
- Pupils enjoy the subject and their enthusiasm is obvious.

#### **Commentary**

52. The Year 6 pupils are on track to reach average standards by the summer, although standards vary from year to year because of the large differences in the ability of each year group. For example, despite good achievement, the current Year 2 pupils' standards remain below those expected nationally. There are some year groups that have pupils who enter the school with well below average attainment. They and higher attaining pupils all achieve well.
53. Teaching is very good because teachers plan their lessons carefully, based on the Numeracy Strategy, and they meet the needs of the very wide range of ability of the pupils in their classes very well. They provide very good opportunities for pupils to work independently and in groups. Mental mathematics sessions are usually very well paced and challenging. These short sessions at the start of each lesson not only effectively develop pupils' mental mathematics skills but also help them to settle down to work quickly and quietly in preparation for the main session that follows. Teachers' very good use of questions and practical activities helps to develop pupils' knowledge and understanding. Higher attaining pupils are further challenged through extension work.
54. Pupils enjoy mathematics and are enthusiastic about it. They are set tasks – many of them of a practical nature – that are both challenging and appropriate to their level of ability. This results in the full participation of all pupils in lessons and raises their sense of success and self-esteem, which is currently an important area of focus for school improvement. This in turn, positively influences their interest and desire to do well.
55. Leadership of mathematics is good. The subject leader has established good procedures for tracking pupils' progress. She is knowledgeable and enthusiastic, and is eager to find ways to raise standards. Data is used to analyse pupils' performance. This information then informs teachers of areas requiring improvement for both individual pupils and the school as a whole.

56. Pupils are grouped according to their levels of attainment, rather than age. This ensures that they are working at levels appropriate to their need and helps to improve overall results. Standards and provision are similar to those reported previously.

### **Mathematics across the curriculum**

57. Mathematics is used well to support and develop pupils' learning in other subjects of the curriculum. Pupils use their knowledge of shape and their skills in calculation and measuring in design technology. In science, pupils use graphs and tables to record results of investigations. Younger pupils use a robot to develop their skills in estimating and measuring, and older pupils use computers to produce graphs and charts.

## **SCIENCE**

Provision for science is **good**

### **Main strengths and weaknesses**

- Teaching is good and so pupils achieve well.
- Results in tests were very low last year but standards are now average in Year 6.
- In a minority of year groups standards are still below average.
- Pupils are particularly keen to take part in investigations.
- Very good leadership has a positive impact on classroom teaching.

### **Commentary**

58. Given that some groups of pupils enter the school with well below average levels of attainment, they achieve well. Although the standards of the current Year 2 pupils remain below national expectations, Year 6 pupils are on track to reach average standards by the summer. The oldest pupils have a thorough understanding of how to predict, devise a fair test, investigate, draw conclusions and record their work in appropriate ways. This is because of the good teaching they receive as soon as they enter the school. From the start, teachers provide appropriate opportunities for pupils to develop scientific skills that are consistent with what follows as they progress through the school. Older pupils investigated friction over different surfaces. With clear guidance from the teacher, groups of mixed-ability pupils established 'the rules' of the test and then carried out their investigation. They talked about their findings with others in the group and recorded them accurately. All areas of science are covered well with an emphasis on practical activities and encouragement for pupils to talk and listen to each other about their investigations.
59. In the limited number of lessons, all pupils were seen working enthusiastically and with enjoyment. Good teaching ensured that they concentrated well and responded eagerly to the teachers' questions about what they knew and what they had learnt. Older pupils' presentation of work is showing improvement which is an indication of their developing enthusiasm and desire to do well, which is supported by the teachers' determination to raise standards. When working with others, pupils from the earliest years are encouraged to listen to and share ideas and knowledge with each other.
60. The leadership and management of the subject are very good. The subject leader is knowledgeable and experienced, and has led the effective improvement of the subject during the previous twelve months. Assessment procedures are established and pupils' work is evaluated regularly. The subject leader makes good use of test results to identify the overall strengths and weaknesses in standards and the needs of individual pupils in order to plan future lessons. Although standards are not as high as they were at the time of the previous inspection, the school is now in a strong position to remedy that situation.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

61. It was not possible to see lessons dedicated to the teaching of **information and communication technology (ICT)** during the inspection, therefore no overall judgements can be made about provision.
62. Evidence about pupils' standards in ICT was gathered from a range of sources. A portfolio of work that teachers have examined to come to an agreement about standards and pupils' work in books were scrutinised as were displays of pupils' work. Inspectors also spoke to a group of Year 6 pupils in the school's small, recently improved computer area. Evidence gathered from these observations indicates that standards are in line with national expectations at the end of Year 6 as they were at the time of the last inspection. Standards are currently lower within Year 2 because of the needs of this particular group.
63. Pupils are very enthusiastic about ICT. They are confident about using the skills they have developed. Year 6 pupils can send e-mails with attachments without any help and are able to access information from the internet using a 'search engine'. They produce graphs and charts to support their work in mathematics. In Year 1, pupils are able to switch on the computer and open up a word processing package independently. They start writing sentences about Zaccheus in a follow-up to their religious education lesson without any adult support. After the same religious education lesson, Year 2 pupils have a go at a similar task but with adult assistance as their skills are not as secure as the Year 1 pupils, and they require help to enable them to use the computer.

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

64. ICT featured as an integral part of almost every lesson seen. For example, pupils used their skills to help them re-order lines of poems to increase the impact of their writing. In other lessons, they used spelling programs, data handling and reading support packages confidently and productively. Younger pupils also used a programmable toy in a mathematics lesson to develop their estimation skills. They were able to select, unaided, the correct track on a CD to accompany a class song. ICT is becoming an effective feature of the work of the school.

## **HUMANITIES**

65. In humanities, work was sampled in religious education (RE), history and geography as timetable arrangements meant it was only possible to see one lesson in RE and one in geography.
66. There is every sign from talking with pupils, looking at their work and studying photographs that there is a good coverage of the curriculum for history and geography. Indications are that standards in these subjects at the end of Year 6 are satisfactory as they were in the one geography lesson observed.
67. The school meets the requirements of the local agreed syllabus in RE. Work undertaken reflects the Church of England status of the school. Pupils' awareness of Christianity is reinforced through assemblies that develop their understanding of Christian festivals such as 'All Saints' Day'. The local minister, who is a parent and school governor, makes a significant contribution to pupils' learning in this area. Assemblies offer pupils a strong spiritual dimension to their learning. Pupils are taught about other faiths and religions. For example, they have a satisfactory knowledge of Judaism and Islam.
68. In the one RE lesson seen with pupils in reception and Years 1 and 2, the teacher was very well prepared. She used the idea of an imaginary child's belongings to clearly explain what

being a Christian means in terms pupils could understand. Pupils were engrossed in the story of Zaccheus and once set on supportive literacy tasks, applied themselves very well. Year 1 pupils wrote confidently and capably about the story showing an appreciation of its meaning.

69. Year 2 pupils used the computer with an adult to write their short version of the story. Pupils achieved well and Year 1 pupils reached satisfactory standards. Year 2 pupils' standards were below average.
70. In **history**, a range of visits and visitors play an important part in making the work interesting and relevant. Pupils recall enthusiastically the work they did on the Victorians. They re-enacted the lives of the children when they visited a local large house having visited a museum previously in the day. They also remember the opportunities to borrow clothes from a theatrical costumier when the school took part in drama work about World War II. Parents described some of the exciting work undertaken by the school at the meeting held for them before the inspection. Parents are keen to be involved.
71. In **geography** a visit to Weston-super-Mare enabled pupils to understand some of the physical and human features of a tourist type of environment. In the one lesson seen, pupils compared and contrasted successfully their observations of a large, seaside resort to their own National Trust village's involvement with tourism.
72. Subjects have been highlighted for scrutiny within the school's prioritised improvement plan. This is necessary in this small school where three teachers share all responsibilities. Work has been started to monitor subjects productively through discussions with pupils and the examination of samples of their work. Useful assessment procedures have been introduced but factors beyond the control of the school have had a negative influence on standards in the recent past. Indications are that they are now improving in all these areas.

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

73. Only one lesson was seen in each of the following subjects: art and design, design and technology and music. Physical education was not seen. It is not possible, therefore, to make firm, overall judgements about provision in these areas. Inspectors, in addition to observing lessons, did speak to co-ordinators about their work. They talked to pupils about their learning and examined pupils' current work. An extra-curricular activity for art was also visited. This evidence shows that the school is providing similar opportunities for learning to those seen at the previous inspection.
74. Pupils enjoy art and design and benefit from a wide range of interesting activities as a result of a careful curriculum planning. They are enthusiastic about the subject and say they enjoy lessons. Displays show that they use paint, pastels, charcoal, fabric, clay and drawing pencils effectively and reach satisfactory standards. Good use is made of computer software to explore the impact of colour in designs. Effective links are established with the local pottery which the pupils visit in order to use the kiln to fire their good quality clay tiles depicting buildings within the village. Pupils learn about famous painters and imitate their styles. In the previous year, pupils enjoyed a full day's focus on art and design. They used the areas surrounding the school to produce art work from items found in the environment. Pupils learn to mix colours as soon as they enter the school. This was seen in a lesson with the younger pupils when the teacher lit sparklers, drew attention to the colours and inspired very colourful paintings. In the art club pupils mixed powder paints skilfully in order to represent the colours seen in autumn leaves. The work produced with an artistic visitor indicated good standards.
75. In design and technology pupils experience a range of materials and techniques. Work is based upon national guidance with useful links made with other subjects. For example, the younger pupils listened to the story of 'The Three Bears' and then used 'left over' porridge to make flapjacks. They made good use of their literacy and numeracy skills as they read and followed the recipe, and measured the ingredients. Pupils have designed and made models of



playground apparatus from construction kits. Overall, pupils are developing appropriate subject knowledge through designing and making a variety of products.

76. In music, pupils were observed in Talbot class (Years 3 to 6) and the whole school was heard singing in assemblies. Work is planned around the adaptation of a commercially produced teaching scheme. Pupils hear the work of famous composers as they enter the hall and listen to it thoughtfully. They sing gently and in tune. In one lesson, pupils were developing their knowledge and understanding of melody and rhythm. This was a good lesson because the teacher has very good subject knowledge and she demonstrated rhythmic patterns and introduced musical notation effectively. At the end of the lesson, pupils performed their compositions enthusiastically and were able to maintain their own part as well as listening to, and singing with, others in the group. As well as producing annual musical events, the school joins with other local schools to perform at a local college which has specialist music status. Currently, pupils are working on a production to celebrate cultural diversity. Pupils have opportunities to learn to play the recorder.
77. In physical education the school works hard to overcome the significant limitations of the site. It uses the local village hall and playing field. From discussion with teachers and pupils, it is evident that all aspects of the subject are taught regularly. Pupils visit the local baths for swimming lessons. Strong emphasis is placed on dance. Residential visits are planned to include adventurous outdoor activities. The school welcomes the visits of an experienced judo coach to teach the pupils. Physical education was recently the focus of a successful training day for staff when new equipment was explored for its potential. Photographs of pupils using this new apparatus successfully are on display in the school.

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

78. Only one lesson to support personal, social and health education was seen and therefore no judgement is made about overall provision. In the lesson observed with older pupils, good attention was paid to creating a confidential and secure setting so that pupils felt they could talk about their fears within a supportive atmosphere. It is clear from the curriculum planning that pupils are offered appropriate and valuable opportunities to foster this aspect of their learning.
79. The school sees pupils' personal development as an important part of its work and promotes it well. It is working hard to ensure that a legacy of disaffection towards learning initiated by a very small minority of pupils who have recently left the school has been halted. The less than positive attitudes to learning have been turned around, although more has to be done to raise some pupils' self-esteem.

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

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