

# INSPECTION REPORT

**LADY KATHERINE LEVESON CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Temple Balsall

LEA area: Solihull

Unique reference number: 104095

Headteacher: Mr Jeremy Bird

Lead inspector: Mrs Chris Field

Dates of inspection: 1st to 2nd March 2004

Inspection number: 256665

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	171
School address:	Fen End Road West Temple Balsall Knowle Solihull
Postcode:	B93 0AN
Telephone number:	01564 772374
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Elaine Winterbottom
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

The school which is smaller than most is located in countryside in Temple Balsall, some 10 miles from Birmingham. It has been serving its locality since Elizabethan times, and pupils travel from a wide area. Most of the 171 pupils are of White European heritage with a minority of mixed race, African or Asian heritage. The great majority of pupils in school speak English, although a very small proportion speak Punjabi at home. A below average proportion of pupils have special educational needs. Five pupils have a statement. Special needs include profound and multiple learning difficulties, specific learning difficulties such as dyslexia or speech problems; a few pupils have social, emotional and behavioural needs. At the time of the inspection 15 children were attending mornings only in the nursery and 25 children were full-time in the reception year. This provision is known as the *Foundation Stage*. The profile of children's attainment when they start school is average but covers a wide span of ability. The school changed its organisation from mixed to single age classes in September 2003.

The school was recognised with the Investors in People award in 2001. It received a Government Achievement Award in 2003 for raising academic standards for the third year running and was accredited with the Arts Mark (silver) and Healthy Schools Award in the same year.

The school successfully reorganised to single form entry in September 2003 with an agreed standard number of 25.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9479	C Field	Lead inspector	Personal and social education and citizenship.
9428	J Butler	Lay inspector	
32466	J O'Neil	Team inspector	Foundation Stage, art and design and history.
4099	R Braithwaite	Team inspector	Mathematics, science, information and communication technology and geography.
2818	G Warner	Team inspector	English, special educational needs, English as an additional language and design and technology.

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## PART A SUMMARY OF THE REPORT

### OVERALL EVALUATION

Lady Katherine Leveson Church of England Primary is an **effective** school with a very positive and caring ethos that places children's well being at its centre. Teaching is good and pupils learn well. Boys and girls from different backgrounds achieve well over their time at school and are encouraged, valued and counted as individuals. The headteacher provides very good leadership and is ably supported by the staff and governors in providing pupils with a rounded education and in building for the future. The school gives **good** value for money.

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

- The school is very well led by the headteacher with positive support from all other stakeholders.
- Good teaching is enabling pupils' good achievement over their time at school.
- Standards are above average in mathematics and information and communication technology (ICT) and well above average in English and science by the end of Year 6.
- Pupils have very good attitudes to their studies; they behave well and are growing into responsible future citizens.
- Good provision in the Foundation Stage enables the youngest children in school to make a good start to their education.
- The provision made for pupils with special educational needs is good and enables them to achieve well against their personal targets.
- The provision made for higher attaining pupils is inconsistent and too little is expected of these pupils in some years and this limits their achievement.
- The school's developing assessment and tracking systems are not being used rigorously enough to identify how well different pupils are learning and to target raised achievement.
- Senior managers usefully carry out classroom observations as part of performance management but have yet to extend monitoring activities to enable the best practice to be identified and shared.
- Pupils are extremely well looked after in school; excellent attention is paid to medical and first aid needs.
- Parents are very supportive of their children's education and the very good links with the community and other schools add enrichment to the good quality learning experiences provided.

There has been **good** improvement since the previous inspection in 1998, though assessment is rightly still on the school's agenda for action. Achievement and standards are better than they were, especially in ICT. The provision made for children in the Foundation Stage has been changed from a weakness, to a strength. Resources in school have been enhanced, although the location of the library and very cramped accommodation in some junior classes, a very small hall and restricted out door space are significant barriers the school is largely effective in overcoming.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A*	A	A
Mathematics	A	A	C	B
Science	A	A*	B	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.*

The standards attained in the 2003 national tests represent very good achievement in English and science and good achievement in mathematics when compared to the achievement of pupils in similar schools. Standards have been rising at a faster rate than seen in most schools. The government's award three years running for improving performance in the national tests is a key indicator of the school's effectiveness.

From a broadly average starting point, the overall achievement of boys and girls from different backgrounds currently in school is **good**. Quite a high proportion join in the junior phase and bring with them a range of skills that mirrors those of pupils already in school. These pupils are very well-integrated and achieve as well as others of the same ability. Pupils with learning difficulties do well because of the close attention paid to supporting their specific needs and targeting the next steps in learning. Pupils who are high attaining are not as consistently well provided for. The levels of challenge in the work they are set varies from year to year and this is limiting their achievements.

Pupils' attitudes, values and other personal qualities are **very good**. Pupils enjoy school, they try hard with their work and behave well. Relationships are very caring and the school is a happy community. Attendance levels are well above average. Very good attention is paid to pupils' spiritual, moral, social and cultural development.

## **QUALITY OF EDUCATION**

The quality of education provided is **good**. Teaching and learning are **good** overall with very good features in reception and Years 4 and 6 that enable pupils of different abilities to learn very well. The curriculum provides a range of worthwhile experiences across subjects and meets statutory requirements in all respects. Accommodation has strengths in the quality of the learning environment in the infant classes and in the quality of maintenance and standard of display. There are major issues the school is working to improve in the cramped space in the juniors, a very small hall and in the poor layout of other space in general. Pupils receive **very good** care and support. They are very well looked after during the school day. The provision for their personal and social development is a strength. The school has a **good** partnership with parents and has forged very strong links with other schools and its community to the benefit of pupils.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher provides very good educational direction, and has clear vision and high aspirations and enthusiastically motivates staff. A relatively new phase leadership team is working effectively and provides a very good role model for others. Subject leaders have developed good quality action plans and now need time and opportunity to monitor and evaluate the quality of standards, teaching and learning in the subject for which they are responsible. Governors led by the very effective chair, are good critical friends of the school and work in an effective partnership with managers. They are expanding their oversight of the curriculum through links with subjects and classes. They hold the school to account and ensure best value principles are applied.

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

Parents are **very happy** with the school, they hold very positive views about the all round education provided. A very few were concerned about behaviour and the information about their children's progress. Inspectors would seek to reassure parents that behaviour is good overall but agree that written reports would benefit from the inclusion of specific targets for improvement. Car parking is the main concern of parents and the school is alert to the need to make improvements in the interest of road safety at drop off and pick up times. Pupils **very much** enjoy coming to school, most say they like their teachers and find lessons interesting. Mathematics, ICT, physical education and art are the favourite subjects identified and some pupils told inspectors that they would like a bigger cloakroom and bigger playground.

## **IMPROVEMENTS NEEDED**

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

- Make more consistent the levels of challenge in the work set for higher attaining pupils so that they achieve more.
- Further develop the role of senior managers in rigorously monitoring and evaluating teaching, learning and standards to ensure that the features of best practice are identified and shared.
- Enhance assessment, tracking and target setting systems to underpin more even and consistently good achievement in all years and to involve pupils in self-assessment and parents in on-going review.
- Seek to relieve the pressure in teaching areas and work to develop safer car parking and traffic measures as soon as finances allow.



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

### **STANDARDS ACHIEVED BY PUPILS**

Pupils' achievement is **good**.

NB No judgements have been made about standards or achievement in music or physical education as these subjects were not a focus of the inspection.

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

- Pupils' achievement is good overall.
- Current standards are above average in mathematics and information and communication technology (ICT) and well above average in English and science by the end of Year 6.
- The children in the Foundation Stage achieve well and reach above average standards overall by the time they transfer to Year 1.
- Pupils with learning difficulties achieve well because of the close attention paid to supporting their specific needs and targeting their next steps in learning.
- Pupils who are high attaining are not consistently well provided for, especially at the end of the infant stage and this is limiting their achievement.
- The standards attained in the 2003 national tests represent very good achievement in English and science and good achievement in mathematics. Standards in national tests have been rising at a faster rate than seen in most schools.
- Very challenging targets have been set for Year 6 to reach in the national tests in May this year and they are on track to reach them.

#### **Commentary**

1. There has been good improvement to raising standards since the previous inspection in 1998. Achievement and standards are better than they were, especially in science and ICT.
2. The children in the Foundation Stage achieve well and reach above average standards by the time they transfer to Year 1 in communication, language and literacy, mathematical development, creative development and their knowledge and understanding of the world. They reach well above average standards in their personal and social development. The children's physical development is at the level expected for their age. The tight accommodation indoors and outdoors, are limiting factors on the children's achievement in this area of their learning, that staff work effectively to overcome.
3. From a broadly average starting point, the overall achievement of boys and girls from different backgrounds currently in school is good. Quite a high proportion join at non-standard times, particularly in the junior phase and bring with them a range of skills that mirrors those of pupils already in school. These pupils are very well-integrated and achieve as well as others of the same ability. Pupils with learning difficulties do well because of the close attention paid to supporting their specific needs and targeting their next steps in learning. Pupils who are high attaining are not as consistently well provided for. The levels of challenge in the work they are set varies from year to year and across subjects and this is limiting their achievements. This variation was most noticeable in Year 2 both in the sample of work that inspectors scrutinised and in the lessons observed. In contrast, where additional support was available to these learners in a mathematics lesson their achievement was clearly good.
4. The table below shows that standards at the end of Year 2 in the 2003 national tests were average in reading, well above average in writing and above average in mathematics.

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

Standards in:	School results	National results
Reading	16.2 (15.4)	15.7 (15.8)
Writing	16.5 (14.3)	14.6 (14.4)
Mathematics	17.2 (16.7)	16.3 (16.5)

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

- The standards of pupils currently in Year 2 are average in the core subjects of English, mathematics and science and above average in ICT. Standards are average in art and design, design and technology, history and geography. Skills of speaking have been well developed and the pupils are articulate and confident in discussion. Their listening skills are not as well advanced and too often in lessons, the pupils were observed to shout out, often talking over one another and the teacher. The constant need to manage such behaviour has a limiting impact on the pace at which pupils build their speaking and listening skills. Reading and writing skills are developed soundly with some good support from parents through the good attention paid to homework.
- The table below shows that standards at the end of Year 6 in the 2003 national tests were well above average in English, average in mathematics and above average in science. The standards represent very good achievement in English and science and good achievement in mathematics. Standards in national tests have been rising at a faster rate than seen in most schools.

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

Standards in:	School results	National results
English	29.2 (30.5)	26.8 (27.0)
Mathematics	27.5 (29.8)	26.8 (26.7)
Science	29.9 (32.8)	28.6 (28.3)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

- The current standards achieved by Year 6 pupils in these core subjects are above average in mathematics and well above average in English and science. Standards are average in art and design, design and technology, geography and history. Literacy and numeracy skills are well-honed, though there are missed opportunities for pupils to write creatively and at length in subjects such as history and geography. In these subjects the sample of work scrutinised by inspectors showed poor presentation and untidy handwriting, both being very much in contrast to the quality of work seen in English books for example. Additionally, in these subjects an over use of worksheets that consolidate knowledge reasonably well, is capping the opportunity for pupils to demonstrate independence and initiative in finding out information for themselves. Pupils are developing good ICT skills. A good drive to improve ICT provision has resulted in standards being shifted from below average to above average since the last inspection.
- The school uses a range of testing and data to predict pupils' likely future performance in the national tests. All pupils benefit from booster classes organised in Year 6 to support their preparations. In Years 1, 3 and 5 additional strategies are used successfully to help some pupils advance their skills in literacy and numeracy. Managers are making useful checks to assess the amount of value the school adds to pupils' education over time. Targets are identified in all years to help focus on the rate of achievement expected of different pupils. The next step is for managers to focus more sharply on whether these targets are being met via their monitoring activities so that they can be revised upwards as necessary. Very

challenging targets have been set for the current Year 6 to reach in the national tests in May this year and they are on track to reach them.

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

Pupils' attitudes, values and other personal qualities are **very good**. Attendance levels are well above average. Very good attention is paid to pupils' spiritual, moral, social and cultural development.

### **Main strengths and weaknesses**

- Attendance is well above the national average.
- Pupils have very good attitudes to learning, and take their work seriously.
- Relationships throughout the school are very good.
- Personal development is very good, producing caring, responsible young people.
  - Behaviour is good overall, and best when pupils are appropriately challenged.

### **Commentary**

9. Pupils very much enjoy school, they try hard with their work and behave well. Relationships are very caring and the school is a happy community. Attendance figures are well above the national average. The school takes a very strong stance on the authorisation of holidays in term time, and as a result the unauthorised absence figure is slightly higher than average. Punctuality is good, but the school's procedures for recording late arrivals needs more rigor.

### ***Attendance in the latest complete reporting year 2002/3 (%)***

Authorised absence		Unauthorised absence	
School data:	4.0	School data :	0.6
National data:	5.4	National data:	0.4

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

10. Attitudes to school are very good. Pupils love school, especially being with friends. They are keen to learn, and bring to school an appetite for learning and for sharing new discoveries. They want to know why, and participate in investigative activities with enthusiasm. They take their work seriously and want to do well. For example in a science lesson in Year 4 nearly every child in the class made a contribution to the brainstorming session prior to designing an experiment to test the effect of friction.
11. Behaviour is good overall. In most lessons behaviour is very good, occasionally pupils become restless and lose their concentration if they are not appropriately challenged. Behaviour at playtimes is friendly and harmonious across age and gender barriers. Play equipment is generally used sensibly, although some pupils can be a little boisterous on occasions. However, pupils are always quick to apologise when they are in the wrong, and seem genuinely concerned for the comfort of their peers. Some parents seem to be unsure of, or concerned by the incidence of bullying. The school has a zero tolerance to instances of bullying and acts quickly should an instance occur. Pupils have confidence in the systems in place to prevent harassment, and are very quick to pick up any potential problems.
12. Relationships are very good, both between pupils and between adults and pupils. This provides the happy, secure framework into which new pupils are welcomed and nurtured. Pupils show high levels of respect for the feelings and views of others, and they are also confident in expressing their own hopes and dreams.

13. Personal development is very good. Pupils are confident, polite, happy and proud of their school. They have very mature speaking skills and a thoughtful approach to life. From the early years and throughout the school the provision to promote personal development is very good. Pupils respond very well to the opportunities for independence, and taking responsibility. The class councils and school council demonstrate their desire to improve their school environment wherever possible, and monitors can be trusted to carry out their duties with care. Assemblies and circle times are used well to promote moral, spiritual and cultural themes. On St. David's day, the translation of the school prayer into Welsh, and the invitation for pupils to listen out for the word meaning 'love' throughout the prayer, was a very moving and meaningful contribution. The beautiful and historic setting of the school is exploited well in the annual heritage weekends and other activities which give pupils a strong awareness of their own culture. Visitors to the school provide strong role models from other cultural backgrounds and overall pupils are well prepared for life as citizens in a multi-ethnic country.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**.

Teaching and learning are **good** overall with very good features in the reception and Years 4 and 6.

### Main strengths and weaknesses

- Teaching is never less than satisfactory and mainly good; the strengths identified at the time of the previous inspection have been sustained and weaknesses addressed.
- The very best teaching and learning takes place in reception and Years 4 and 6.
- Teaching is good throughout the school in ICT.
- Pupils with special educational needs, including those who join the school at non-standard times, are assessed early and taught well and this enables them to learn successfully.
- Higher attaining pupils are not consistently well taught and the progress they make should be more rapid, especially by the end of the infant stage.
- Teachers are assessing pupils' progress using a tried and trusted system but better use could be made of it to support the setting of challenging targets in all years.
- Pupils are not sufficiently involved in reviewing the progress they make in different subjects and this is a missed opportunity to enable them to gain better self-knowledge.

### Commentary

14. The strengths in teaching have been maintained since the time of the previous inspection. Staff work together as a committed team who show strong unity in striving to do their best for the pupils in their care. Classrooms are busy and purposeful places in which very good relationships underpin pupils' good achievement as they get older. A high number of pupils join the school part way through their education, mainly in the junior stage. They are given a very warm welcome and their needs are assessed quickly and well met. The school's inclusive and nurturing ethos ensures that personal achievements are recognised and celebrated. The provision for homework is good, parents are very supportive and this has resulted in some clear gains, for example in pupils knowledge of mathematics times tables in Year 4.

### Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	21	11	0	0	0

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

15. Teaching is good overall. It is very good in English and science in the junior phase because of the very good attention paid to enabling all pupils to work to the best of their capabilities. Lessons here proceed at a brisk pace and engage pupils in active learning from an early stage. The sample of pupils' work in books saved from September, confirms the qualities observed in both teaching and learning in lessons.
16. Teaching is good in the Foundation Stage with some very good features in the teaching of reception-age children that result in them making good progress by the time they transfer into Year 1. The children benefit from exciting and well-resourced early years experiences. Although the accommodation is not ideal, the teachers rise above the worst effects through the careful organisation of activities. They arrange for the children to do dance and gym in small groups because of the small size of the hall and the potential for health and safety risks. This is good practice in the circumstances.
17. Satisfactory teaching in the infants leads to satisfactory learning. Good lessons were observed in Year 1 in mathematics, geography and science. The small proportion of infant age pupils with learning difficulties achieve well against their personal targets due to the good support they receive. However, there is insufficient attention paid to meeting the needs of the significant group of potentially higher attaining pupils in otherwise satisfactory lessons. For part of the week, an additional teacher works in Year 2; this had a beneficial impact in enabling higher attainers to make rapid progress in a good mathematics lesson observed by inspectors.
18. There are strengths in the teaching of mathematics, science and information and communication technology in most years. The pupils enjoy *hands-on* experiences that not only enable their knowledge to be built systematically but also extend their investigative, research and problem-solving skills. Teaching is satisfactory in art and design except in Year 3 where it is very good. Here the expertise of the teacher shone through in a very effective lesson in which she set high expectations that pupils responded to successfully. Good links were made to science studies as they looked at the use of lines in illustrations and diagrams of body parts. The line, shade, tone and quality of one boy's observational drawing of a muscle was outstanding.
19. Support staff are highly effective in the part they play in supporting both teaching and learning. Their work adds considerable value to the learning experiences of those pupils with special educational needs, including those with statements. Good attention is being paid to supporting pupils' special needs. Personal and social targets are in place to help some pupils in Year 5 manage their behaviour more positively. The school is encouraging a very small number of pupils who are showing signs of disaffection to see themselves as effective learners and to improve their self-esteem. Volunteers, including parents and governors, add value to pupils' learning experiences through the good support they give. These features, together with generally small class sizes, have a very good impact on assisting pupils' achievements. Learning conditions are not ideal in Year 5 because of the large number of pupils and the very tight accommodation that restricts movement and narrows the range of learning styles seen in other classes. Satisfactory teaching is enabling satisfactory learning despite these barriers.
20. Teaching is good overall in the junior phase and leads to pupils making good progress. Very good teaching enables learning to accelerate in Years 4 and 6. Here lessons are a hive of activity with good use being made of time targets and very good use made of lesson round-ups to take stock of learning gains and to identify the next steps for improvement. The very good achievement in science and English is due to the very good levels of challenge set for pupils of all abilities in Year 6. Demanding targets have been set for pupils in Year 6 to work towards as they prepare for the national tests in May. The pupils are well on track to reach them because of the very good teaching they receive.
21. Teachers' assessment of pupils' progress is satisfactory overall. The school has rightly acknowledged that more development is required and has identified assessment as a priority

in the school improvement plan. The next step for managers is to inject more rigour into their monitoring and evaluation of teaching and the use of assessment so that the best practice in moving pupils' learning forward can be identified and shared. Targets based on national curriculum levels are shared with pupils in literacy and numeracy but are not well promoted in lessons, or in the marking of work. There are missed opportunities to involve pupils in reviewing how well they are doing and in sharing targets with parents, for example through the pupils' annual reports.

## **The Curriculum**

There is a **good** curriculum for pupils of all ages, capabilities and aptitudes.

### **Main strengths and weaknesses**

- Equality of access and opportunity is good for boys and girls from different backgrounds and enables those with learning difficulties and emotional needs to achieve well. The group who are not consistently well served are the higher attainers.
- The curriculum in English, mathematics and science are key strengths and are reflected in pupils' good achievement.
- There is a good range of extra-curricular activities that enhance pupils' experiences.
- Accommodation inadequacies are a barrier to be acknowledged; however the teachers' careful organisation alleviates the worst effects on pupils' curricular experiences.

### **Commentary**

22. The curriculum is in much better shape than it was at the time of the previous inspection. The curricular provision made for ICT and for children in the Foundation Stage have been improved from an unsatisfactory base to one that is solidly good. All subjects now have schemes of work in place and resources have been built to a good level in most subjects. Pupils' views about the quality of curricular experiences are upbeat. Most say that they find things out in lessons and mostly get the help they need. Mathematics, ICT, physical education and art are the favourite subjects of most pupils.
23. The curriculum offers a wide range of experiences that seek to broaden pupils' knowledge, understanding and skills. Planning is a collaborative process and one that has been given more attention since the school moved to single age classes in September. Medium term planning identifies worthwhile experiences across all subjects. Lesson planning is adequate overall but variable. It often lacks specific focus on what pupils of different capabilities need to learn to achieve at good pace. This is limiting the achievement of a significant group of higher attaining pupils, especially at the end of the infant stage. Since the move to single form entry, careful thought has gone into timetabling rolling programmes of study in subjects such as history and geography to avoid pupils duplicating earlier learning, though more work remains to be done in respect of innovation. Nevertheless, some good cross-curricular links are being built, for example those between literacy, art and design and ICT via the history topic on Ancient Greece being studied by Year 6 pupils. The curriculum in English, mathematics and science is a key strength and this is reflected in pupils' good achievement. The key skills of numeracy, speaking, listening and reading are well promoted across subjects. More emphasis could be given to enabling cross-curricular use of writing. Teachers place strong emphasis on enabling pupils to answer questions, discussing what they think and in putting forward their views and ideas. This approach very much helps build pupils' self confidence and good self-esteem and is a very positive feature.
24. Pupils with special education needs are provided with an appropriate curriculum that ensures they have the additional support required to work successfully towards the targets set for them in the well-written individual education plans. Additional strategies in literacy and numeracy are assisting those pupils who are just behind class-mates of the same age, to get up to scratch in building key skills.

25. Extra curricular activities include French, craft, recorders, choir, ICT, netball, art, garden club, soccer and schools council meetings. All of these add enrichment as does the well-planned programme of visits that tie in well to topics being studied. Year 5 pupils benefit from a residential visit to Dunfield House on the Welsh borders to study creative arts. Pupils in Year 6 are given a residential experience; last year it was to South Yorkshire and focused on sustainable resources and citizenship. The current Year 6 told inspectors how much they are looking forward to this opportunity later in the year. The school shares its foundation with the Church of St Mary the Virgin, The Sheltered and Residential Court of Lady Katherine Leveson and the Leveson Centre for the Study of Spirituality and Social Policy. The links between these add enrichment to pupils' education.
26. The school has worked hard to improve accommodation within the constraints of finances and the legislation affecting a listed building of such architectural and historical importance. The library flagged as a weakness in 1998, has been improved but its location in a junior classroom restricts open access for pupils to borrow books to support independent enquiry. A few parents at the meeting with the registered inspector raised car parking and road traffic issues as concerns. Governors are trying to make improvements to the accommodation but do not have the funds available to tackle everything. Car parking and road safety are key aspects that they are currently giving their attention to. Pupils told inspectors they would like to see a bigger playground and larger cloakrooms. The school has recently been unsuccessful in a bid that would have provided funds to support building proposals and has had to go back to the drawing board.

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

The overall provision for welfare, health and safety is **very good**.

### **Main strengths and weaknesses**

- The care, welfare, health and safety of pupils are very good.
- Excellent attention is paid to medical and first aid needs.
- Support and guidance for personal development is very good.
- Guidance for academic development is good overall, but more could be done for the highest attaining pupils and there are some missed opportunities for sharing meaningful targets.
- Pupils' involvement through seeking, valuing and acting on their views is good.

### **Commentary**

27. The school places the needs of each child at the heart of its work and in an ethos of friendly, caring support, pupils' welfare is the top priority. Pupils are very well looked after by teachers and support staff, who consider their individual medical and social needs. Child protection arrangements are good, and follow the local area guidelines. A feature of the school is the way pupils who are new to the school, in every age group, settle in very quickly and benefit from the supportive welcome they receive. This includes a successful re-introduction to school of some pupils from outside the catchment who have had unhappy experiences elsewhere.
28. Parents have expressed concerns about the safety of pupils at the end of the school day, when roadside congestion is an issue. The school is monitoring this situation closely.
29. The quality of guidance is good overall, and reflects the way pupils are so well-known by the staff. There are consistently good role models to promote good behaviour and personal development. Pupils are encouraged to do their best and are very proud of the certificates they can win for good work or effort. In English, pupils say they know exactly what they need to do to improve their work, but this clarity of personal targets does not extend to mathematics. In some classes the highest attaining pupils are not given enough challenge to enable them to work at the levels of which they are capable. Some parents do not feel they know enough

about how well their children are doing, or how to help. The sharing of targets could usefully provide information about their children's next steps in learning.

30. Pupils with special educational needs are well-integrated into all classes. Early assessment and good provision ensures their needs are well met. One parent told inspectors she feels her child is *treasured* by the school.
31. Pupils have very positive views of the school and said that they are consulted regularly about ways in which things could be even better. Fortnightly school council meetings based on findings from class councils and suggestion boxes give pupils an understanding of democratic decision-making and a sense of ownership which creates the climate of trustworthy behaviour.

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

The school has a **good** partnership with parents and has forged strong and effective links with other schools and its community to the benefit of pupils.

### **Main strengths and weaknesses**

- Parents are very happy with the school. They hold very positive views about the all-round education provided and family values promoted.
- Parents are provided with good quality information.
- A significant number of parents support learning at home but only a few work as volunteers in school.
- The Parent Teacher Association supports the school very well with social and fund raising events.
- Visitors to school from the community and a range of educational visits add to the richness of the curriculum.
- Very good links with other schools and colleges benefit pupils' learning.

### **Commentary**

32. The communication from school to home is regular and informative. The prospectus is of high quality. It sets out very clearly what the parents can expect and shares the school's aims in a user-friendly style. The inclusion of the home school agreement is a positive feature. In contrast the governors report is a rather lacklustre publication although it does include all that is legally required. Newsletters are rated by the parents as telling them all they need to know about the life and development of the school. The annual written pupil report shares information about pupils' experiences in the different subjects they study and involves the pupils in identifying what they have been pleased with over the year. There are missed opportunities within subject reporting to identify the targets that pupils are working towards and that parents could support. The parent-teacher association (PTA) is active in support of the school with a substantial amount of money raised annually and used to support the purchase of agreed items, for example computer chairs and reading materials.
33. The school is outward looking and has very good links with the community. These include churches, pre-school providers, local business and charitable organisations. The pupils have many opportunities to visit and talk with the senior citizens who live in the alms-houses behind the school and this helps develop a good sense of community. There is a supportive programme in place assist the transition of pupils in Year 6 to their different secondary schools within the private and public sectors. Many visitors to the school and a range of educational visits add another important dimension to pupils' learning as well as enhancing their social and personal development. For example, the whole school visited Warwick Castle as part of their topic work in history. The school makes an effective contribution to the initial training of teachers and pupils benefit from more adult support in classrooms of up to six over the course of a year. Very good links with other primary schools enrich the curriculum and provide pupils with opportunities to take part in sporting and musical events.



34. Further development outlined in the school improvement plan includes a web site for parents to access, greater involvement in PTA meetings and exploration of strengthening links with private enterprise.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is **good** overall. Governance of the school is **good**.

### **Main strengths and weaknesses**

- The leadership of the headteacher is very good, particularly in the development of a caring, family ethos.
- The leadership of the phase leadership team is good, and they are very good teaching role models.
- The management of the school is good overall.
- Subject leaders have insufficient opportunities to monitor teaching and learning.
- The governors are effective contributors to the leadership and management of the school, and are well led by the very experienced chair.
- The school gives good value for money.

### **Commentary**

35. When the headteacher was appointed five years ago, the school was facing a falling number of pupils on roll, with a consequent effect on the budget, as well as problems with accommodation and resources. The headteacher, through his very good leadership skills and with the strong support of the staff and governors has transformed that rather gloomy picture. The school is now oversubscribed, as a result of its growing reputation for providing a happy and caring learning environment for its pupils, and reaching consistently high academic standards. The school has recently been re-organised to one form entry and granted permission by the local education authority to increase its annual pupil intake to 25. As a result, all classes in the school are now single age year groups and the curriculum is being adapted accordingly. This major change is being managed well despite shortfalls in the accommodation. Whilst accommodation is good for younger pupils, being recently built, it is barely adequate for some older pupils. Several classrooms in the older building are small and cramped and will seem more so when all classes have a full complement of pupils. The school has been deeply disappointed that a recent major bid for funding for an ambitious building project, in a very competitive marketplace, has failed. However, the headteacher, senior managers and governors are absolutely determined that they will press on with realistic targets to improve this aspect of the school.
36. A strength of the school is that in spite of such problems, the high standards attained by Year 6 pupils in recent years in English, mathematics and science are being maintained, and a very effective learning ethos is present throughout the school. In addition, considerable improvement has taken place in the provision for ICT since the previous inspection, which is a clear pointer to the effectiveness of the headteacher's very good educational direction and clear vision for the future.
37. A relatively new phase leadership team is working effectively and provides very good role models for others. The team of three comprises the headteacher, assistant head who oversees the work of both Foundation and infant stages and leads on mathematics and the junior phase leader with responsibility for ICT. They both have good leadership qualities and have shown their good management capabilities through leading successful improvement since the last inspection in their major areas of responsibility.
38. Subject leaders have shown great consistency in recent years in ensuring that good standards have been attained regularly, especially in core subjects, and that weaknesses, as for instance

in resources for science and geography, have been remedied. However, they have limited time for monitoring teaching, learning and standards in their subjects. As a result they have insufficient opportunities to identify and deal with several areas for improvement. These include some inconsistencies across the school in planning for the needs and aptitudes of all pupils. For example, the school supports pupils with special educational needs very well, but is not so effective at providing consistently for higher attaining pupils. Subject leaders, with more time, could also identify more clearly inconsistencies in the setting of targets for pupils thus enabling them to review their own progress more effectively.

39. Teachers are well supported by a group of competent and dedicated learning support assistants. Pupils benefit from good adult-pupil ratios and carefully tailored support for their special needs. However, although some very good extension work was seen with a group of high attaining pupils in Year 2, this practice is not sufficiently widely used.
40. The governors are very well led by a very experienced chair who has a deep knowledge of the school and works closely with the head on an almost daily basis. The governing body is very proactive in its dealings with the school, and there is a very close relationship with the Educational Foundation of Lady Katherine Leveson. The governors are fully involved in the process of school improvement planning and several have received recent training in this and in other areas of governor responsibility. The governors are rightly proud of the school but nevertheless are prepared to challenge senior managers where necessary. They are strongly supportive of the total, and very good, commitment of the staff of the school to all aspects of inclusion, equality and the needs of all individuals. They have a strong commitment to maintain high standards and also to improve the buildings. There is much professional expertise and determination in the governing body which should help to secure a positive outcome in future proposals.
41. The school generally evaluates its own performance effectively. It has, correctly, identified its provision and use of performance data of pupils' progress through assessment as an area for improvement. The procedures for performance management, including the detailed links to the professional development of staff are good. The school has a loyal and unified staff, which is strengthened by the good induction procedure to settle new staff into the ways of the school.
42. Financial management shows prudence and has clearly established priorities, evident throughout the strategic planning. The carry forward in the budget is justifiably being set aside as planned savings to support the re-organisation to single form entry and upgrading of accommodation and to support current levels of staffing.

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

Income and expenditure (£)		Balances (£)	
Total income	395,797	Balance from previous year	55,018
Total expenditure	411,088	Balance carried forward to the next	47,569
Expenditure per pupil	2,569		

43. School management has a very clear understanding of the principles of best value. This, combined with consistently good standards, average overall funding per pupil and the school's effectiveness, ensures good value for money.

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

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

Provision for children in the Foundation Stage is **good**.

#### **Main Strengths and Weaknesses**

- Good leadership has built the Foundation Stage provision from an unsatisfactory to a good base.
- The curriculum and resources have improved significantly since the last inspection.
- Overall, the teaching is good and leads to children achieving well, particularly in their personal, social and emotional development.
- Shared planning, assessment procedures, target setting and good teaching practice have yet to be fully developed across the Foundation Stage.
- There are insufficient resources and opportunities for the children's physical development to be more than satisfactory.

#### **Commentary**

44. The school has built and opened a nursery since the previous inspection. The reception class is now a single age group of rising fives, instead of being a mixed aged class taught as part of Year 1. The development of a Foundation Stage has been well managed and it is working effectively, although the location of the nursery at the opposite end of the school to the reception class is a barrier to a fully effective provision that the staff do well to overcome.
45. At the time of the inspection there were 16 part time nursery children who attend during the morning session and 25 reception children who are full time in the Foundation Stage. When the children start in nursery their attainment is average overall, but covers a wide ability span. Emphasis is given to developing the children's personal and social skills and these are very well promoted. The teaching in the nursery is satisfactory and the children make steady progress and are prepared well for their move to full-time education in the reception class. Children with special educational needs benefit from the effective one-to-one support being provided.
46. Children start in the reception class with average attainment. By the end of the Foundation Stage, the majority of children have made good progress and achieved well. They reach above average standards by the time they transfer to Year 1 in communication, language and literacy, mathematical development, creative development and their knowledge and understanding of the world. They reach well above average standards in their personal and social development. The children's physical development is at the level expected for their age.
47. Overall, the teaching is good and the children build their knowledge, understanding and skills successfully. The teaching assistants make a strong contribution to the children's learning. The Foundation Stage team are happy in their work and are reflective about their practice. Good leadership and management have resulted in more liaison between nursery and reception and more is planned. The staff are developing shared planning, assessment procedures and joint activities. Staff overcome the problem of being located at opposite ends of the school site well. The accommodation is bright and stimulating. However, although great strides have been taken to create outdoor play areas since the last inspection, the children do not have access to large play equipment or wheeled vehicles to develop fully all aspects of physical development.

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

Provision for personal, social and emotional development is **very good**.

## **Main strengths and weaknesses**

- The great emphasis on personal, social and emotional development provides a very good underpinning to the work of the Foundation Stage.
- Staff provide very good role models and are committed to providing mutual respect and secure systems of routine for the children in their care.

## **Commentary**

48. The majority of nursery-age children have good interpersonal skills when they start school. The teaching is consistent and staff instill clear expectations of behaviour, courtesy and mutual respect when working together. The children soon realise that they have to treat others fairly and show consideration. A good example of this was seen during the inspection when the children sat ready to share fruit and milk; the children ensured that everyone was in the circle, making space for friends to join in as they listened to music. The same positive values and very good ethos are replicated in the reception class. The staff have organised a learning environment that gives responsibility to the children to show initiative and develop independence when they are ready. The children show confidence when they tackle new situations. They make choices and decisions without fear of failure. They work very well together, they listen to the contributions of others and know how to wait their turn. The children are willing to share with others. Teaching is very good and is enabling most children to exceed the early learning goals before transferring to Year 1.

## **Communication, Language and Literacy**

Provision for Communication, Language and Literacy is **good**.

## **Main strengths and weaknesses**

- Staff take every opportunity to develop children's speaking and listening skills.
- Good strategies are in place for developing early reading.

## **Commentary**

49. The teaching of communication, language and literacy in nursery is satisfactory and the children make sound progress in developing speaking, listening, reading and writing skills. A good focus on developing active listening skills was observed as the children were asked to play the same short notes as the teacher when using a range of un-tuned instruments. They enjoy being the secretary in the building site office as they write letters and take orders from the workers, noting down what they want to eat and drink from the café. In reception, speaking and listening skills are further developed and staff take every opportunity to extend children's purposeful talk and growing vocabulary. Adults in reception continue to develop children's speaking skills with good, challenging discussions during literacy sessions. This was well illustrated during a lesson about similarities and differences. By using "Elmer", the elephant character from the story the children were reading, the teacher was able to draw on their personal experiences. The children used good vocabulary to explain the differences and similarities between a real elephant and Elmer. Reception children have a good appreciation of books and understand that text conveys meaning. They have their own reading books which they take home regularly. Parents' comments are welcomed and a good home partnership is being built. The promotion of early writing skills is good and the children are encouraged to write in a variety of contexts. Most children will reach the levels expected for their age and around a third will exceed it because of good teaching and the good provision being made.

## **Mathematical development**

Provision for Mathematical development is **good**.

## Main strengths and weaknesses

- Staff develop mathematical vocabulary well.
- Teaching is of a good standard and places emphasis on learning through practical experiences.
- The needs of individual children are being well met in this area of development.

## Commentary

50. The children's attainment on entry to school is average in mathematics. Children in the nursery are keen to go to do mathematical tasks with the teacher. They count bricks, choosing two colours and adding them together. Some children can do this speedily and accurately whilst others cannot match one brick to the number one without adult support. Nursery children are proud of their achievement because of the good encouragement and positive praise given by the nursery staff. The teaching is effective but there are missed opportunities for expanding number activities. For example, the use of rhymes being sung when children are lining up, entering the group in a morning or waiting for a new activity to start. In reception the teaching and learning are good. There is a strong focus on helping children to use mathematical language more confidently and develop ideas to solve problems. The good resources impact very positively on children's achievement. Skilled questioning helps children develop an understanding of number and shape. During one very good session the children were totally absorbed when playing a shape game with the teacher. The task was changed with each group to address the individual needs of the children. Most children are on track to reach the goals set for them and some will exceed them by the time they transfer to Year 1.

## Knowledge and Understanding

Provision for knowledge and understanding is good.

## Main strengths and weaknesses

- A range of visitors enrich learning.
- Children have good opportunities to explore and experiment with equipment of their choice.

## Commentary

51. The vast majority of the children enter nursery with a wealth of experiences of the world in which they live. Teachers build on this well and expand the children's knowledge and understanding through the stimulating activities they provide. Visits and visitors, along with high quality resources, strongly support this area of learning and help many children to reach the early learning goals by the end of the reception year. The imaginative play area in nursery is changed regularly. During the inspection it was a building site, but the children talked about previous areas with great enthusiasm and enjoyment. In reception it was good to see children freely moving into "the jungle shelter" taking photographs of the tiger and discussing other animals they knew about. The children were curious and questioning of their environment. During playtime in the nursery, great excitement ensued when a child found a stone encased in ice, the teaching assistant immediately made use of it as a resource for a stimulating discussion. The children's use of ICT is evident in display, for example in art work, but no use of computers was observed during the inspection.

## Physical Development

Provision for physical development is **satisfactory**.

## Main strengths and weaknesses

- Outdoor areas have improved significantly since the last inspection. However, further developments are needed to extend physical development opportunities.

### **Commentary**

52. The children achieve satisfactorily and by the time they transfer to Year 1 most will meet the goals set for them. The children's attainment and achievement is hampered by the lack of access to a designated play area where they can play with large pieces of apparatus and equipment. The children have no access to large wheeled toys for example. Presently there are no storage areas for such equipment. School managers are aware that further work needs to be done in order to provide a structured outdoor play programme. Indoor space is also tight for the number of children. Staff plan and organise activities carefully to ensure health and safety. Only two out of five groups took part in a dance lesson that enabled the children to go on a jungle hunt whilst the rest read with the teacher until it was their turn. The children have good opportunities to develop their physical skills in handling pencils, scissors, brushes, and other tools through art and design, for example in making the good quality paintings of jungle animals.

### **Creative Development**

Provision for creative development is **good**.

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

- Children are provided with a range of activities that enrich their learning.
- Effective teaching of direct skill is combined with good opportunities for children to learn through play.

### **Commentary**

53. The teaching of creative development is good in nursery and reception and enables the children to achieve well. The nursery children are freely able to cut, colour and paste. Children enjoyed drawing food of their choice onto plates. Their achievements were shared with the group and much praise given to raise children's self esteem. In reception the staff plan a wide range of activities to promote the children's creativity. Some lovely paintings are on display that have involved the children using skipping ropes and string to make patterns and some clearly recognisable skeletons have been drawn using chalk on black paper. The children in nursery and reception benefit from a fortnightly session with a music specialist from the peripatetic service. In a lesson observed, the children were invited to go with Mowgli to the jungle to learn a new song. The children sang really well and were keen to perform to one another. They were very enthusiastic instrumentalists and created a planned effect to match the storyline of the song. Other children applauded spontaneously; there was much enjoyment and celebration in this very good lesson. Most children are well on track to reach the goals expected and some will exceed them by the time they transfer to Year 1.

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

### **ENGLISH**

Provision in English is **good**.

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

- Standards are well above average by the end of Year 6.
- Achievement is satisfactory in the infants and very good in the junior stage and this reflects the quality of teaching and learning.

- Higher attainers are not being consistently challenged in their studies.
- Pupils with literacy needs are well supported and achieve well.
- Subject leadership is good but more attention is required to promoting pupils' targets in lessons and engaging them in critical self-review.

## Commentary

54. The school has focused clearly on this subject and standards have risen as a result. National test results for 2003 indicate that standards for Year 2 are average in reading and well above average in writing. The results for Year 6 indicate well above average standards in English. Over the last three years Year 6 pupils have consistently outperformed their peers in similar schools. This represents very good progress from a broadly average start at the beginning of Year 1. A high proportion of pupils joins in the junior stage but this does not adversely affect the schools' overall profile in standards in English as similar proportions of lower and higher attainers join at non-standard times.
55. The standards by the end of Year 2 are average but rise to well above average by the end of Year 6. Demanding targets have been set for the current Year 6 pupils and lesson observations and pupils' workbooks indicate that they are well on track to achieve them. This is due to very good teaching that ensures all pupils are set tasks that result in high quality work being produced. Teachers in junior classes teach well, they pay good attention to the needs of all pupils by preparing different levels of work that are challenging enough for everyone. Pupils with literacy needs are able to access tasks at an appropriate level because of the sensitive support that they are given. The small number of pupils who come from homes where English is only one of the languages spoken are competent in all strands of English. These pupils are represented across the ability spread and they make the same progress as their peers. In Years 1, 3 and 5 additional strategies are used to help some pupils advance their skills in literacy and these work effectively in boosting pupils' achievements and confidence.
56. Pupils achieve satisfactorily in reading by the end of Year 2. There is a structured reading programme with a scheme that is supplemented by guided reading in small groups. The guided reading times allow teachers to focus on particular aspects that need to be developed by individual pupils. However, in the infant classes not enough attention is being paid to the skills of building words and blending sounds together. As a result the pupils are not moved beyond a satisfactory level of achievement. The library is located in the Year 4 classroom because of lack of space in the school. This inevitably means that the library cannot be used freely as the teachers would like it to be to enable pupils to access books at will. All pupils are encouraged to read at home and the majority benefit from the good level of support from parents. A display board in class shows the good level of home support for reading and this is a very positive feature.
57. In Year 3, the pupils make a good start in developing reading skills effectively. The regular practice in reading both individually and in groups in Years 3 and 4 supports the pupils' systematic skills development at a much more rapid pace than in earlier years. By the end of Year 6 most pupils read fluently and accurately. Many have good understanding of story line and plot and understand nuances and sub text. Pupils show pleasure and enjoyment in reading.
58. Standards in speaking are well above average in all years. Listening skills are broadly average by the end of Year 2 and above average by the end of Year 6. Pupils make sensible contributions to whole class discussions. They are able to talk to adults in an informed way about their tasks when they are working in groups or pairs. However, listening skills are not as well developed. There are missed opportunities for pupils to learn from one another. This is particularly the case in Year 2 when pupils have whole class discussions. They talk at the same time as one another and often when the teacher is talking. Good emphasis is placed on active listening in the junior classes. Teachers systematically encourage active listening skills in whole class discussions and use positive praise to reward good practice. Teachers and

support staff act as good role models by listening to one another as well as the pupils at these times. Pupils are articulate in conversation and use good vocabulary to put forward their views and opinions. They show very good levels of confidence in speaking in front of their peers.

59. Staff have worked hard and successfully to drive up standards in writing. Standards are average by the end of Year 2. They are well above average by the end of Year 6. Some good work has been completed, for example the pamphlets produced in Year 2 about ways to speed up moving objects but more focus is required in enabling pupils to show independence in writing across the subjects they study. A lot of work is recorded on activity sheets that are the same for everyone and this is limiting personal creativity, especially for the higher attainers. From Year 3 onwards the pupils are given interesting tasks that provide ample opportunities for them to become more independent writers. A much wider variety of tasks than previously in evidence, support the pupils in becoming creative writers of poetry, skilful diary keepers and imaginative story-writers. These skills are gradually built upon so that by Year 6 the pupils are beginning to write extended pieces of work. At the same time teachers pay good levels of attention to the conventions of writing. This is enhancing the pupils' understanding of the skills needed to become mature writers. Grammar and comprehension skills are being usefully added to the armoury of skills that the pupils are building. Appropriate levels of attention are being paid to the systematic development of handwriting and spelling skills. However, there is too little use of ICT, for example word processing, to help in note-taking and re-drafting.
60. The quality of teaching in infant classes is satisfactory whilst in junior classes it is never less than satisfactory and more often good. It is very good in Years 4 and 6 where very high expectations enable the pupils to learn at a cracking pace and make very good progress. The level of challenge for higher attaining pupils is given particularly good attention in Year 6 planning and in practice and this accelerates the pupils' learning and gives rise to rapid achievement. In all classes teachers deploy support staff very effectively. Planning is initially well structured in Year 1 but then becomes less detailed in Year 2. As a result there is a lack of clarity in the way that the learning of pupils of different capabilities is to be developed. In most junior years planning is very detailed although this is not the case in Year 5. Where it is best there is a very clear structure to the learning opportunities being created for pupils. Careful attention is paid to the different levels of tasks that will move the progress in learning forward successfully. Assessment opportunities are shown explicitly and used to plan the next lesson.
61. The subject is well led and satisfactorily managed. The subject leader has fairly recently taken over responsibility for developments in English. She has a clear view of where improvement lies and is well informed about the next steps to take to action these. However, as yet there has been too little opportunity given to enable a sharp focus on monitoring teaching and learning in order to gain deeper insights into the progress being made across the strands of English and to ensure that the features of best practice are identified and shared.

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

The National Literacy strategy has been implemented well and adapted appropriately to support effective learning. Good support is being given to pupils who have literacy needs through a wide range of additional strategies. Pupils take books home regularly and are encouraged to use them as sources of information. However there are missed opportunities for the pupils to develop their skills as writers in subjects such as history and geography.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are average by the end of Year 2 and above average by the end of Year 6.



- Achievement is good overall but is satisfactory in Years 1 and 2 because higher attaining pupils are not challenged enough.
- The quality of teaching and learning is good overall, and teachers have good subject knowledge.
- Assessment and the setting of individual pupil targets need further development.
- Leadership is good but a more critical review of teaching, learning and standards is required.

### **Commentary**

62. Standards in mathematics are average in Year 2 and above average in Year 6. This is a similar picture to that of the last inspection in the infants but is an improvement in the juniors. This reflects the picture over several years although in 2003 pupils' attainment in the national tests for Year 6 pupils was slightly lower than in English and science.
63. Pupils' achievement is good over their time at school, though progress is better in the later stages of their education. Pupils with special educational needs are well supported in lessons, and their achievement throughout the school is good.
64. Teaching in Years 1 and 2 is well focused on lesson objectives and enables pupils of average and lower abilities to learn effectively. However, although higher attainers occasionally are stretched when there is additional support, this does not happen consistently enough. As a result, there is evidence that some pupils in Year 2 are not doing as well as they should. A few of these pupils have an understanding of numbers over 1000, and talked to inspectors about "infinity and beyond". This shows a well above average level of mathematical knowledge that is not reflected in their work in lessons or in books. In junior classes work is carefully planned by teachers to cater for pupils of all abilities. This leads to tasks being well matched to needs and aptitudes and injects good challenge into the learning process. Teachers have good subject knowledge, deliver short sharp mental mathematics sessions that engage pupils' purposeful learning and promote mathematical language to enable pupils to build a good vocabulary. Pupils in Year 3 for example are encouraged to set their own problems when adding several three-digit numbers, and then explain to the class how they have done it. Pupils apply their knowledge well to practical activities, as in Year 4 when pupils used their good knowledge of right angles to indicate different directions on the points of a compass.
65. Pupils enjoy mathematics and display very good attitudes to problem-solving activities. They show very good perseverance and work with sustained interest. They are enthusiastic contributors in class discussions, and when on task they nearly all concentrate hard and try their best. On a few occasions, though, some pupils were observed "taking it easy" because they had not been given specific time targets for completion of their work.
66. Assessment of mathematics is satisfactory. A good data bank of pupil progress is being built up with corresponding indicators as to how well year groups are achieving towards predicted levels. Pupils are set individual numeracy targets but in discussions with inspectors were very unclear about these and said they had not undertaken any review or evaluation of their own progress.
67. The leadership of mathematics is good. Some paired lesson observation with the numeracy consultant has taken place that can be used as the platform for on-going rigorous monitoring of teaching, learning and standards. The school has recently appointed a "shadow-leader" which should be very beneficial to the management of mathematics.

### **Mathematics across the curriculum**

The mathematics curriculum is well linked to science, design and technology and ICT, and the use of data handling is very effective. The basic skills of numeracy are taught soundly across the school and are related well to problem solving. Opportunities for the use of mathematics in subjects such as geography and history are infrequent and need to be developed.

## SCIENCE

Provision for Science is **good**.

### Main strengths and weaknesses

- Standards are average by the end of Year 2 and well above average by the end of Year 6.
- Achievement is satisfactory in the infants and very good in Years 3 to 6.
- Higher attaining pupils are not challenged enough in Year 2.
- Too little focus is given to setting targets in science geared towards pupils' next steps.
- The quality of teaching and learning is good overall and often very good in the junior stage.
- The curriculum is broad, and links effectively with other subjects.
- Leadership and management are good.

### Commentary

68. Standards in science are average by the end of Year 2 and well above average by the end of Year 6. Standards in science have improved significantly since the time of the previous inspection. High standards in science have been a consistent feature at the end of school over several years in national tests and reflect well the school's good drive for improvement. Quite a high proportion of pupils join at non-standard times, particularly in the junior phase. These pupils are enabled to make the same very good progress as others of the same age in science because of the school's good provision. Very challenging targets have been set for the current Year 6 to reach in the national tests in May this year and they are on track to reach them.
69. Achievement is very good overall and becomes stronger as pupils move through the school. In infant classes, pupils show a good knowledge of basic scientific facts but their scientific skills are less well developed. Some of their recording of investigations is not well presented and higher attaining pupils usually attempt exactly the same tasks as all other pupils, and are rarely extended. Inspectors' discussions with pupils indicate some very detailed knowledge of the world around them which is not reflected in their written work. In junior classes, there is rapid development of skills and knowledge, and pupils have a regular diet of investigation, testing hypotheses and using ICT in their experiments. Consequently, by the end of Year 6, pupils have great familiarity with the skills of being an effective scientist which is evident in the high standard of work.
70. The quality of teaching across the school is good overall and usually very good in the junior stage. Teachers have good knowledge and understanding of science. There is a strong focus on practical and investigative work such as finding the best way to clean dirty water in Year 6, and measuring the forces of pull and push in Year 4, that stimulates enquiry and thinking skills very well. Pupils very much enjoy their science lessons and show very good attitudes and a sustained and productive work ethic. A key feature of the science teaching is the regular use of ICT in data analysis such as when measuring levels of fitness in Year 5. Pupils work well in small groups and independently, and show considerable enthusiasm and concentration as they plan, investigate and evaluate their learning. Presentation of their work is usually good, but their spelling is occasionally careless and marking frequently does not correct this. Teachers' assessment in science is satisfactory and shows which individuals are meeting the levels expected for their age and who falls below or exceeds the level. However, there is no use of targets to support pupils' next steps in learning and this is a missed opportunity.
71. The leadership of science is good as it has been for several years. The subject leader has been successful in improving science resources since the last inspection when they were found to be unsatisfactory. Management of science is satisfactory, but there has in the past been insufficient time allocated to monitor teaching, learning and standards. The curriculum is well planned and broad, providing regular opportunities for all pupils to develop their skills and knowledge of life processes, materials and physical processes. Good links are consistently

made to mathematics, ICT and health education. The subject considerably assists the spiritual, social and moral development of the pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Improvement in ICT since the last inspection has been very good.
- Standards are above average and the achievement of pupils is good throughout the school.
- Teaching is good and encourages successful learning.
- The leadership and management of ICT are good.

### **Commentary**

72. The quality of provision for ICT in the school has improved considerably since the last inspection and is now good. At that time pupils were leaving the school at the age of eleven with standards below average. There was a lack of subject knowledge amongst teachers and there was neither a subject leader nor a scheme of work. All this has been changed dramatically in the last few years. The quality of provision across all strands of the subject is good and there are several strengths.
73. Pupils throughout the school have regular good quality learning experiences, and so achieve well. Standards at the ages of seven and eleven are above average. Pupils use ICT with confidence, both in the dedicated ICT suite and on the computers located in classrooms. Pupils are developing good independent ICT skills. Many work confidently on computers with minimal adult support.
74. Staff are now much more confident than they were about ICT and their knowledge is good. There is substantial evidence of good teaching in lessons observed, in pupils' saved work, and in the many displays seen throughout the school. As a result of the good teaching, pupils learn effectively. They show great interest in their work, and in their frequent paired opportunities they are constantly exchanging views and helping each other. Equally, many can work independently and show great care and responsibility in their use of equipment. They show very good attitudes to learning and are keen to research and find out new things. They show a healthy respect for the power of new technology. Pupils show good initiative and use ICT enthusiastically in other subjects. Pupils in Year 5 have applied their mathematics to the production of good quality graphs on aspects of their health and fitness. Pupils in Year 6 have produced newspapers using their own digital photos, and high quality invitations to their graduation ball ( circa 2013 ) using a variety of fonts and styles in their presentations. Many pupils in Year 1 have used mapping software to show their versions of "My Town".
75. There is now an appropriate and effective scheme of work of a practical nature which encourages all pupils in their learning. Pupils with special educational needs are well supported and like almost all other pupils their achievement is good.
76. This major improvement has been driven initially through a consistent approach by the school management towards a coherent plan of improvement year by year. Added impetus has been provided recently by the appointment of a highly effective subject leader. Her leadership and management is good, because she is a very good practitioner in the subject herself, and as a very good teaching role model is able to give a strong lead to the rest of the staff. She has identified further areas for improvement in a new three year action plan which should help to maintain present progress. This will include enhancement of ICT equipment, improvement of assessment and target setting for pupils and more regular opportunities for her to monitor teaching and learning.

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

Skills and knowledge of ICT are regularly promoted across the school through subjects. There is considerable evidence of this in mathematics, science and art and design. There is some evidence of pupils being encouraged to find information through using the Internet and computers at home. There is less evidence of effective use of ICT in English, geography and history. The school has highlighted more cross-curricular use of ICT as a target for improvement.

## **HUMANITIES**

### **Religious education**

This subject was not inspected because of the school's voluntary status. A section 23 inspection later in the year will report on the provision being made in religious education.

### **Geography**

77. As only two lessons were seen in the infant stage a judgement on overall provision in geography cannot be made. However the sample of work, together with displays around the school confirm that standards are average at the end of Years 2 and 6.
78. Pupils in Year 1 have used computers very effectively to make maps, with symbols of the buildings found in villages. In a lesson observed, the pupils worked productively and purposefully as they described ways to control traffic and ensure road safety. Pupils in Year 2 have developed their mapping skills soundly through work about Katie Morag's Isle of Struay and have looked at the settlement patterns and transport systems. In a lesson in Year 2, the pupils showed secure knowledge about the location and physical features of Tocuara in Mexico. They were clear about how to get there by air and that the plane had to fly over the Atlantic ocean, although they were sketchy about how long it might take, with views ranging from nine hours to nine weeks! Pupils in Year 2 are lively in their lessons and eager to answer questions and join in discussions. However, occasionally their exuberance boils over and there is too much talking over one another and not enough attentive listening.
79. The work in the books of pupils in Years 3 to 6 is of varying quality but satisfactory overall. Pupils' work is recorded in folders that also contain history topic work. Year 4 pupils have used mapping skills to locate features in Egypt today and this complements the more major pieces of work completed about its history since Ancient times. Pupils in Year 6 have used the Internet to find out about key features in Greece and have used activity sheets to record what they have learnt about Epidavros, a Greek locality. Pupils are clearly developing their geographical knowledge, but the building of skills is inconsistent. Most of their work is based upon completion of worksheets, and there is little evidence of extended writing or personal research and enquiry in their geography studies. Some of their presentation is careless and untidy and marking is inconsistent and seldom indicates targets for improvement. The presentation of work in Year 5 is poor. The leadership and management of geography are satisfactory, but the subject leader has had few opportunities to monitor teaching and learning across the school. The well-conceived action plan for the subject identifies that a portfolio that will include pieces of work from all years is to be built. Inspectors agree that this will be a useful tool to enable checks on quality and standards to be made. There has been an improvement in resources since the last inspection and these are now satisfactory. However, accommodation in some of the classrooms is very cramped for a practical subject such as geography.

### **History**

80. With only one lesson seen in this subject it is not possible to form an overall judgement about provision. Evidence from discussion and observations of the pupils work and displays, indicates that the curriculum is appropriately planned and standards are average at the end of

Years 2 and 6. Pupils cover the topics set in the national guidelines for the subject. Infant pupils learn about toys both old and new and about the Fire of London for example. Work in books suggests that pupils of different abilities carry out exactly the same tasks. Higher attainers are neater in their presentation and do more complex drawings but are not reaching significantly higher standards as might be expected. In the junior stage there is too much emphasis placed on using work sheets and little evidence of personal choice in the way the work is presented. Pupils' work is recorded in folders that also contain geography topic work. Some of the work samples were untidy and showed a lack of pride in the presentation. A very good history lesson was observed in Year 4 where pupils were interpreting the details present in photographs of World War 2 to give clues about the past. Visits made by each year group enhance the history curriculum and bring history to life for the pupils. The school is currently tying these better into the topics now being taught to separate year groups following the school's re-organisation. The leadership and management of the subject are satisfactory. Assessment is satisfactorily used to show which pupils are meeting the expectations for their age. There is no overview being taken of progress year on year and this is a missed opportunity. History has been low status in the school and the subject leader has not yet monitored directly work in classes. The subject leader aims to build a portfolio of work in history to better support improvement.

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

### **Art and design**

81. Only one lesson was seen in art and design, therefore it is not possible to make a judgement about provision. Evidence from discussion and observations of the pupils work and displays, indicates that the curriculum is well planned and standards are average at the end of Years 2 and 6. The colourful displays of the pupils' work make a good contribution to the vibrant learning ethos in the school. The award of the silver arts mark is reflected in the quality of pupils' paintings and drawing.
82. In the lesson observed in Year 3 pupils were keen to learn and the teaching and subsequent achievement were good. The pupils worked skilfully and patiently as they made observational drawings of internal body organs, replicating diagrams they looked at in books. The dazzle program in ICT has been used well to support artwork in most years. Some good cross-curricular links with history, for example help pupils in gaining better understanding about the lifestyle of the Ancient Egyptians. The leadership of the subject is good. The management of art is satisfactory. So far there has been limited time for monitoring teaching, learning and standards or to disseminate good practice.

### **Design and technology**

83. It was not possible to observe any lessons during the inspection. However the sample of work, together with displays around the school confirm that standards are average at the end of Years 2 and 6. Inspectors' scrutiny of a sample of work confirms that pupils follow through the whole process of planning, designing, choosing appropriate materials, making and finally evaluating their work.
84. Work in infant classrooms includes puppet-making, wheeled vehicles with axles and models of houses with hinges that work on doors and windows. Pupils enjoy talking about their work and show pride in the finished results. Displays show some imaginative task setting for junior-age pupils by teachers such as the *Moving Monsters* in the school foyer that involve the use of pneumatics to enable the monster's mouth to open and close. One pupil's evaluation proudly says "When I inflated the balloon with the syringe the mouse's head popped out". In Year 4, pupils have designed totem poles as part of their studies on Native Americans and have researched and designed Coats of Arms that use symbols to show the adjectives within the family mottos such as *owl* for clever and *lion* for brave. The subject leader has a clear view of

work across the school and has identified the next steps for improvement in a well thought out action plan.

## **Music**

85. It was not possible to observe any lessons during the inspection. However, from written planning and in discussion with the subject leader and pupils it is clear that music has a high profile in the school. Pupils have a wide range of worthwhile experiences, including instrumental tuition in guitar, flute, keyboards, clarinet, ocarina and violin tuition. A peripatetic teacher also teaches music to all classes over the course of a week. A teacher and volunteer help a small group of pupils to learn to play the recorder. Some Year 6 pupils have particular gifts in music and have won scholarships to specialist schools. A good scheme of work enables the pupils to participate in a range of music-making. Pupils in Year 6 are currently working on a repertoire of songs from the Victorian period which they will perform to the rest of the school at the end of term. Pupils sing sweetly in school assemblies, and with clear understanding of pitch and rhythm. They very much enjoyed making the actions to the words of the song "If I was butterfly". There is a good range of resources to support pupils' learning in music, including an appropriate selection of instruments to support multicultural experiences.

## **Physical education**

It was not possible to observe any lessons in physical education during the two days of inspection.

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

Provision for personal, social and health education is **very good**.

### **Main strengths and weaknesses**

- The school is a happy, friendly and caring community where all pupils are encouraged to give of their best, and to consider the needs of others.
- Pupils are encouraged to adopt a healthy lifestyle, and to make sensible, well-informed choices through a very good programme of health education.
- The school and class councils introduce them to the idea of responsible citizenship.

### **Commentary**

86. Personal, social and health education (PSHE) is very good overall. All adults who have daily contact with pupils provide consistently good role models and encourage pupils to play their own part in making the school community one to enjoy and be proud of. There is a very good balance between specialist teaching, for example by the school nurse and her colleagues, class teaching and circle times, and promotion of positive role models through activities like the merit assembly. The PSHE policy makes clear the attention paid to drugs, sex and relationships education. A good range of extra curricular activities, including a residential opportunity, provide many opportunities for social development.
87. Very good emphasis is placed on the importance of a healthy lifestyle. The school received the Healthy Schools award in 2003. School lunches present pupils with a healthy choice and the policy for only fruit snacks at break-time is understood and respected by the pupils.
88. Conflict resolution is dealt with well in circle times. From the time of entry into school pupils are sensitively encouraged to develop confidence and self-esteem, as well as an empathy for the feelings of others. Circle times allow pupils to listen to, and to give ideas which are gradually formulated into a wide range of strategies to help them cope with difficult issues at school, at play, and in life beyond school.

89. The school and class councils introduce pupils to the idea of responsible citizenship. Representatives are elected democratically, and ideas are discussed by all pupils before being carried forward to the school council. Pupils thus develop a mature understanding of the many considerations which need to be weighed up by people in authority. This was well illustrated by the compromise pupils had to face when the suggested playground football rota was introduced, such that pupils have to accept there will be days when they cannot play, in order to provide a good session for each group once a week.

## PART D SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<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	2
Attitudes	2
Behaviour, including the extent of exclusions	3
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	2
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
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). When judging standards- 1 is very high, 2 - well above average; 3 – above average; 4 – average; 5 – below average; 6 – well below average; 7-very low*