

INSPECTION REPORT

**LEVEN VALLEY CHURCH OF ENGLAND PRIMARY
SCHOOL**

Backbarrow

LEA area: Cumbria

Unique reference number: 112356

Headteacher: Mrs S Holohan

Lead inspector: Mrs B Magson

Dates of inspection: 13th – 15th October 2003

Inspection number: 256728

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|------------------------------------|
| Type of school: | Primary |
| School category: | Voluntary Aided |
| Age range of pupils: | 4 – 11 years |
| Gender of pupils: | Mixed |
| Number on roll: | 58 |
| School address: | Backbarrow Ulverston Cumbria |
| Postcode: | LA12 8QF |
| Telephone number: | 01539 531365 |
| Fax number: | 01539 531365 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | The Reverend D Goddard |
| Date of previous inspection: | April 1998 |

CHARACTERISTICS OF THE SCHOOL

A small voluntary aided primary school, situated in Backbarrow, a rural district of Cumbria. It admits boys and girls aged from 4 to 11, mostly from the surrounding villages. All pupils are of white British origin. There is a significant movement of families in and out of the area, affecting 20 per cent of pupils in the last school year. Since the last inspection numbers of pupils have declined by twenty-seven per cent, which reflects a general demographic trend. Attainment on entry to the reception year is average. The numbers of pupils with special educational needs is below the national average. Special needs of pupils include learning and behavioural difficulties. The school has been successful in gaining two achievement awards in recognition of its' high standards. In the last 3 years, the school has had 4 changes of headteacher, owing to the illness of the substantive headteacher. During this period there were two acting headteachers, and the newly appointed headteacher has been in post for only one year.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------------|----------------|--|
| 18143 | Mrs Bernice Magson | Lead inspector | English Information and communication technology Art and design Design and technology Music Special educational needs |
| 9952 | Mrs Lillian Brock | Lay inspector | |
| 17907 | Mr Michael Bowers | Team inspector | The Foundation Stage Mathematics Science History Geography Physical education |

The inspection contractor was

Primary Associates
Suite 13 West Lancs Technology Management Centre
Moss Lane View
Skelmersdale
Lancashire
WN8 9TN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

| | |
|--|-----------|
| PART A: SUMMARY OF THE REPORT | 1 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 3 |
| Standards achieved in areas of learning, subjects and courses | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 6 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 10 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS | 12 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 AND 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 24 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** quality of education for its pupils. Pupils **achieve well**, overall and reach **above average** standards by the age of 11. The quality of teaching and learning is **good**. Leadership and management is **satisfactory** overall. The school provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well overall in national tests at the ages of 7 and 11;
- Pupils have positive attitudes to their learning and are very tolerant of each other;
- There are good learning experiences to enrich the curriculum for pupils in Years 1 to 6;
- The headteacher is instrumental in creating a positive learning ethos in the school;
- The provision for children in the Foundation Stage is unsatisfactory;
- Whole-school assessment systems are at early stages of development;
- There are insufficient management systems in place.

There has been a **satisfactory rate of improvement** since the last inspection in 1998. The minor issue to improve the equipment in ICT has been addressed. Standards in national tests have shown good improvement at the age of 7, and very good improvement at the age of 11. Overall, the trend of improvement is above the national trend. Standards have improved in history by Year 6 to above average levels. Currently, standards are average by Year 6 in English and science. There has been a significant decline in the quality of leadership and management. Four changes in headship over a 3-year period, owing to illness of the substantive headteacher, have caused a lack of consistency of approach. The recently appointed headteacher has a clear vision of the way forward, and is providing satisfactory leadership. The management systems of the school are unsatisfactory.

STANDARDS ACHIEVED

The table shows the standards achieved by pupils at the end of Year 6 based on average points scored in National Curriculum tests.

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The achievement of all pupils is good overall. In the Foundation Stage most children reach the expected goals for their age by the end of the reception year. In Years 1 to 6 standards are above average overall. Standards in national tests are well above those of similar pupils at the ages of 7 and 11 in English and science and in mathematics by Year 2. Fewer Year 6 pupils achieved the higher levels in mathematics than in similar schools. However, care must be taken in comparing test results each year because of the small numbers of pupils, and the variations in make-up in each cohort. For example, one pupil with special educational needs can make a significant difference to overall averages. Currently by Year 2 standards are above average in English, mathematics and science, and average in ICT, geography, history and art and design. Because of the small number of pupils in the current Year 6 and the wide range of abilities, fewer pupils are in line to achieve higher

levels. Standards by Year 6 are now above average in mathematics and history, and average in English, science, geography, history, art and design, and information and communication technology (ICT). There was insufficient evidence to make a judgement on other subjects.

Pupils have **good attitudes to school**. The school is very effective in encouraging pupils to learn. All pupils work well together as a whole school community and are eager to learn. **Their spiritual, moral, social and cultural development is good**. Christian values are developed well, and pupils have a very good understanding of community responsibilities. They also have a very good understanding of right and wrong. **Punctuality is good, and attendance is above the national average**.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning is good overall, but satisfactory in the reception year. Here the planning of the exploratory play is unsatisfactory and activities lack sufficient purpose. In **Years 1 and 2** some good teaching takes place and pupils are making good progress. Some very good teaching takes place in **Years 3 to 6**. The teachers plan exciting and interesting activities with very good levels of practical investigation. Teachers have high expectations of pupils and they respond well, working hard to succeed. Literacy and numeracy skills are practiced well across the curriculum. Overall, teachers make insufficient use of assessment information to ensure that learning is matched appropriately to pupils' individual needs. **Parents** make a good contribution to children's learning in the home.

The school provides a **satisfactory curriculum**, overall with many good first-hand experiences, which enrich learning. However, in the Foundation Stage the curriculum and resources are unsatisfactory. There are too few opportunities for children to explore and discover for themselves. Throughout school participation in sports and the arts is good. This is helping to raise standards. Good attention is given to the curriculum for pupils' personal and social development. Teachers know their pupils well and provide good standards of care. The school is effective in seeking pupils' views, for example, through the school council, and as a result, they are keen to participate in all events. **Links with the community and other local schools are good**, enhancing the curriculum.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The governance of the school is good. The governors have a good understanding of the school's strengths and weaknesses and fulfil their roles well. The headteacher has a strong determination to succeed and is establishing a stable and positive staff team. However, her high teaching commitment is restricting her opportunity to establish appropriate management systems or monitor the quality of the school's provision. As a result, available resources are not always used appropriately.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The **parents are satisfied** with the work of the school, but would like more information about their children's progress. They are happy with standards achieved. **Pupils have positive views** of the school and its activities.

IMPROVEMENTS NEEDED

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

- Provide a satisfactory quality of education for children in the Foundation Stage;
- Establish a comprehensive and consistent system of assessment in order to measure pupils' standards and track their ongoing progress;

- Introduce suitable management systems to monitor teaching and learning and influence the strategic planning of the school so that best use is made of all available resources.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The **achievement of pupils is good overall**. It is good in Years 1 to 6, but satisfactory in the reception year. Similarly **standards are good overall**, but satisfactory in the Foundation Stage. In national tests standards are above average and pupils achieve well. There are often significant differences between the attainment of boys and girls. However, with the very small numbers of pupils involved in the tests, it is difficult to make comparisons over time, and no discernable gender pattern is apparent. The trend of improvement in all core subjects is greater than nationally.

Main strengths and weaknesses

- By Year 6 standards in national tests in English and science are well above average, and well above results of similar schools;
- By Year 6 standards are above average in mathematics, although there are fewer pupils achieving the higher levels;
- There has been a very good rate of improvement in pupil performance over time in all core subjects by Year 6, and in reading by Year 2;
- In the 2002 national tests Year 2 pupils achieved well above average standards in reading, writing and mathematics;
- In reading the performance of pupils is in the top 5 per cent of schools nationally, with two-thirds of pupils achieving the higher levels;
- Standards have improved in history since the last inspection and are above average by Year 6.

Commentary

1. When children start school in the reception class they have standards appropriate for their age in all areas of learning. At the time of the inspection, children had been in school for only a few days. They make satisfactory progress and achieve all the early learning goals by the time they start the National Curriculum in Year 1. Nevertheless there is some underachievement in creative development and children show limited skills of imagination and observation. This is the result of lack of opportunity in lessons. By the end of the reception year the children are prepared satisfactorily for the next stage of learning.
2. Standards in Years 1 to 6 are good. With the small cohorts of pupils it is difficult to make comparisons in test results over time, nevertheless, an analysis of the school's average points score shows that improvement has been mostly consistent. Any fluctuations in the upward trend are because of the inclusion in test results of higher proportions of pupils with special educational needs. Moreover the provisional test results for 2003 indicate that standards for Years 2 and 6 have remained at well above average levels. Although by Year 2 the performance of girls in national tests is often above that of boys, by Year 6 gender differences vary. This is because of the movement of pupils in and out of school between key stages. In mathematics 11-year-old boys achieve well in tests, often better than the girls, because they enjoy problem solving activities. Standards at both key stages are average in ICT, geography, art and design, and in history by Year 2.
3. Pupils with special educational needs achieve similarly to all other pupils because of the good levels of adult support they receive. For example, there are high numbers of adults working in the school and pupils benefit from one-to-one discussions about their work.

Standards in national tests at the end of Year 2 – average point scores in 2002

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 19.2 (15.5) | 15.8 (15.7) |
| writing | 16.3 (14.8) | 14.4 (14.3) |
| mathematics | 18.3 (18.0) | 16.5 (16.2) |

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

4. Inspection evidence indicates that standards are above average for the current Year 2 pupils. All pupils are eager to learn and are making good progress. School based tests indicate that, apart from those pupils with special educational needs, all other pupils are on course to achieve nationally expected levels by the end of Year 2, and with a significant number achieving higher level. Pupils with special educational needs are working well towards their predicted targets. The pupils in Year 2 are showing good levels of independence and responsibility in all their work.
5. When pupils move into the mixed class of Years 3 and 4 their good progress is maintained, particularly in ICT, and art and design. This is because the teacher has good subject knowledge in these areas and the pupils are motivated to learn. In the current Year 6 cohort, the pupils are anticipated to achieve well to reach their predicted levels in all core subjects. School test results indicate that standards are average overall, and thus lower than in previous cohorts. However, this is because this small group of 6 pupils includes some with special educational needs. Inspection evidence shows that standards are above average in mathematics, and average in English and science.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 29.5 (29.0) | 27.0 (27.0) |
| mathematics | 27.7 (28.0) | 26.7 (26.6) |
| science | 30.5 (28.5) | 28.3 (28.3) |

There were 17 pupils in the year group. Figures in brackets are for the previous year

6. Standards by 11 years of age are average in ICT, geography and art and design. Pupils are achieving satisfactorily and appropriate to the amount of curriculum time allocated to each subject. Pupils achieve well in history and standards are above average.
7. There is insufficient evidence to make judgements on standards by Years 2 and 6 in design and technology, physical education, and music.

Pupils' attitudes, values and other personal qualities

The **pupils' attendance is good. Their attitudes and behaviour are good**, both in lessons and around the school. Their **spiritual, moral, social and cultural development is good**.

Main strengths and weaknesses

- Pupils enjoy school and want to attend;
- The school is characterised by good relationships between all members of the school community;

- The school is a civilised and orderly environment which is reflected in the good attitudes and behaviour of pupils;
- The moral and social development of pupils is very good.

Commentary

8. The reception children who have started school this term are on target to achieve the Early Learning Goals in personal and social education. Pupils mature well as they progress through school. By the time pupils reach Year 6, most are confident and have a caring attitude towards others. The school provides very well for pupils' moral development and pupils have a very good understanding of right and wrong. All pupils value fair play and all feel they have every opportunity to succeed. The behaviour of pupils is good overall, although it is satisfactory in the reception year. Pupils clearly respect their teachers and trust them. They readily accept responsibilities around the school, for example, preparing the hall for assembly each day. Pupils play and work well together and consider each other as equal. For example, each day at break and lunchtimes the youngest and oldest children play football together on the school field. In lessons there is good social interaction between pupils. In a good lesson in a mixed class of Years 3 and 4, pupils shared their ideas about human rights after listening to an account of an Ethiopian child at work. They made a good list of criteria they considered important, including food, warmth, shelter and family. Then pupils made a tally chart to collate their views. The School Council is an important part of the school and its ideas are valued and supported by pupils, staff and governors. For example, they set up and organise social events themselves.
9. Pupils' spiritual development is encouraged during assemblies and pupils spend time in quiet reflection on the main theme of the week. Pupils are clear about their own beliefs and have opportunities during religious education to understand other faiths through studying celebrations. Pupils have links with a school in Nepal, which helps them to understand how pupils are educated in another country. The school provides satisfactory opportunities for cultural development and enrichment through a wide range of community and after school activities. Good links with the wardens of the National Trust have encouraged pupils to see the beauty of nature and appreciate the need for care of the environment as they work together on the school's wildlife garden.

Attendance

10. Pupils' attendance is above the national average. Most of the authorised absence is due to holidays taken in term time, despite strong discouragement from the school.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 4.8 | School data | 0.0 |
| National data | 5.4 | National data | 0.5 |

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

| | | | |
|---|----------------------|-----------------------------------|--------------------------------|
| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|

| |
|-----------------|
| White – British |
|-----------------|

| |
|----|
| 58 |
|----|

| |
|---|
| 0 |
|---|

| |
|---|
| 0 |
|---|

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education for its pupils. The teaching is good overall, although satisfactory in the Foundation Stage. The curriculum is satisfactory, and pupils are introduced to a good range of enrichment activities, which add interest and excitement to their learning. The curriculum in the Foundation Stage is unsatisfactory because it lacks opportunities for children to explore and investigate to extend their learning independently.

Teaching and learning

The quality of the **teaching and learning are good overall.** They are good in Years 1 to 6 but satisfactory in the Foundation Stage. During the inspection teaching varied between very good and unsatisfactory. No unsatisfactory teaching or learning took place in Years 3 to 6. In over half of the lessons seen the teaching and learning was good or better. There is insufficient information about how pupils are progressing in each subject, because **assessment is unsatisfactory.**

Main strengths and weaknesses

- The pupils are attentive in lessons and work hard. They are eager to receive a 'Good Work Sticker' as acknowledgement of their good achievement;
- The teachers have good subject knowledge and plan interesting activities, which motivate pupils to learn;
- The teachers ensure that pupils with special educational needs undertake carefully planned activities matched effectively to their individual education plans;
- The teaching assistants and voluntary helpers work well with teachers, and there are many adults available to help pupils in lessons;
- Good use is made of homework tasks to extend pupils' learning;
- In lessons good links are made across the curriculum to extend and reinforce new skills and knowledge;
- Assessment systems to measure standards in each subject and track pupils' progress are at early stages of development;
- The teachers make insufficient use of their assessment information in planning to ensure that learning tasks are effective in challenging pupils of all abilities.

Commentary

11. Some good teaching took place during the inspection. Teachers gave clear instructions, and through example explained to pupils their expectations of good achievement. As a result, the pupils had a good understanding of the criteria of good work, learnt new techniques successfully, and used equipment more precisely. For example, in an art lesson pupils were shown how to choose pencils of different thicknesses for various tasks, and along with charcoal effectively produced many levels of shading in their pictures. Pupils had a better understanding of line and tone because the teacher skilfully questioned them, and directed their attention to good technique. However, in some lessons independent work does not provide the depth of challenge of which some pupils are capable.
12. Achievement is good overall. Pupils work hard to succeed both at school and at home, skilfully encouraged by their teachers. For example, Year 6 pupils undertook research for a homework task as part of a history topic, and later in an English lesson, encouraged by teachers to develop their speaking and listening skills, they explained to other pupils about 'scarlet fever' and 'carbolic soap.' All teachers discuss informally with pupils their successes and errors so that they understand how to improve their work. In Years 3 to 6, the teachers' marking gives a clear indication of National Curriculum levels, and offers some guidance to pupils about how to improve. In Years 5 and 6 learning targets are displayed well in the

classroom and in exercise books, so that pupils are reminded consistently about what they are aiming to achieve.

13. For children in the reception year teaching is of a satisfactory quality. Teachers have a satisfactory understanding of the curriculum for the early years, but with no one in charge of co-ordinating the provision for the Foundation Stage to ensure continuity. There is limited leadership and management of this key stage. In teacher led activities relationships are good and the children are learning at an appropriate rate. However, in exploratory play there is a lack of challenge in some activities. Many resources are unsatisfactory, and teachers do not make best use of what they have. The resources have insufficient depth to stimulate and promote the curiosity and interest of the younger child. Overall, there is insufficient acknowledgement of the needs of this age group within the school.
14. For pupils in Years 1 to 6 accommodation and resources are sufficient. The expansion of equipment for the teaching of ICT is proving beneficial because pupils have regular access to machines. As a result of frequent practice, pupils are now more confident and standards are improving at a rapid rate.

Summary of teaching observed during the inspection in 28 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 2 | 13 | 11 | 2 | 0 | 0 |

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

15. Assessment systems are at early stages of development and this is restricting rates of progress over time. In some foundation subjects the procedures are inconsistent across the school. Although all teachers check carefully to ensure that there is no repetition in the teaching of subject knowledge, there is insufficient attention given to the use of assessment data in planning to ensure that the learning of new skills is continuous.

The curriculum

Overall, the **curriculum is satisfactory**. It is effectively planned to make learning worthwhile and meets the needs of pupils in Years 1 to 6. The curriculum includes many good experiences, which enrich learning. Although the curriculum for the reception year is planned to the Early Learning Goals, which are appropriate for children of this age, there are insufficient opportunities provided for exploratory and independent play. Teacher directed activities have a better match to the curriculum and offer sufficient depth and challenge in learning.

Main strengths and weaknesses

- A good range of learning activities outside the school day enrich the curriculum, creating good opportunities for the development of the arts and physical education;
- A good scheme of work helps pupils develop their understanding of personal, social and health education and citizenship (PSHCE) to become responsible and tolerant individuals;
- There is not enough teaching time in the school day;
- Teachers do not organise the curriculum sufficiently for the reception children who are taught in a mixed-aged class with Years 1 and 2.

Commentary

16. In Years 1 to 6 all National Curriculum subjects and religious education are taught. Although pupils are taught in mixed aged classes the curriculum is mapped out carefully and monitored by the headteacher to ensure all National Curriculum requirements are met.

However, because of the low allocation of teaching time, there are insufficient opportunities to develop some foundation subjects. This limits the depth of learning in some topics, and restricts some cross-curriculum links. The school is aware of this weakness and recent work has resulted in the review of the curriculum and updating of subject schemes of work. Long, medium and short-term planning of the curriculum is now matched to the knowledge and skills appropriate for each age group. Commercial materials, which are used to supplement the curriculum in many subjects, are of good quality, effectively structuring the activities for pupils so that there is a progression in pupils' learning of knowledge. The curriculum experiences for the reception children are not stimulating enough and the logical links between areas of learning are not always fully exploited.

17. Good progress has been made in the development of the ICT curriculum. Standards are rising because of the regular use of the computer suite and some practice of ICT skills in other subjects. Because of clear planning for different ages in each class, pupils in Years 1 to 6 are working at appropriate levels of challenge. This is an improvement since the last inspection. Teachers are now able to extend the learning for those pupils who are making quicker progress.
18. The curriculum promotes pupils' personal and social skills well, giving them good opportunities to undertake special responsibilities and learn about citizenship. There is an agreed scheme of work for personal development. The school follows the sex education and drugs awareness policy agreed by the governing body. The school promotes and ensures racial equality in its curriculum in line with the school's policy. Good attention is given to promoting an understanding of the needs of wider world communities. For instance, in Years 3 and 4 work on Ethiopian children led to a general review of the human rights of children across the world.
19. Pupils with special educational needs participate in a full curriculum. They take part in all activities and take their turn to carry out duties and help the school to operate efficiently. Pupils who have been identified as gifted and talented have specific tasks to extend their learning. They enjoy opportunities to join in class discussions, often providing clear and concise explanations to questions, helping classmates to improve their understanding. This raises their self-esteem.
20. The school makes good use of people, places and events in the community to support its work. There is good involvement of the pupils in 'The Arts' through the use of themed weeks, visits to classical plays, galleries and exhibitions. Recently the school presented an art exhibition for the community in the church hall. The school is situated in an area with good educational opportunities and increasingly teachers are using these facilities, for example in history and geography fieldwork visits. National trust volunteers have supported the school in science work. These activities extend the curriculum effectively.
21. There is a good range of extra-curricular activities and sports events, together with ICT, French and Craft clubs that meet regularly. Pupils in the art club have made tapestry wall hangings which record the events of the school very effectively. The ICT club is popular helping to raise standards in activities, such as emailing other schools. Good use is made of available funds to enable these activities to operate effectively.
22. Whilst staffing levels are adequate, the level of expertise in respect of teaching the Foundation Stage is not as secure as in Years 1 to 6. The accommodation is spacious for the number of pupils currently being taught. However, the use of accommodation and resources to support children's own directed learning are not sufficiently challenging nor allow for flexibility in learning. The organisation of exploratory play resources in an adjacent classroom makes it difficult for the teacher in charge to oversee the activities and assess the progress of children.

Care, guidance and support

The school is good at ensuring pupils' care, welfare and health and safety. The school makes good efforts to involve pupils in its work, but there is insufficient advice and guidance given to pupils about their learning.

Main strengths and weaknesses

- Teachers know pupils well and give good pastoral care;
- There are good procedures to ensure the health and safety of pupils;
- Through the good efforts of the School Council, pupils are successfully involved in the school and in its development;
- Monitoring of academic progress is unsatisfactory.

Commentary

23. The school gives a high priority to health and safety and pupils work in a safe, secure environment. Teachers have a good knowledge of the personal needs of pupils in their care and pupils confirm that there is always someone they can turn to if they have a problem. The governing body conducts regular risk assessments of the premises and any issues raised are dealt with according to urgency or available finance. Induction arrangements are good and pupils settle happily into school. The Year 6 pupils confirm that they feel confident about the transfer to secondary school. Personal safety, sex and drugs education are features of the good personal and social education programme. Pupils are equipped with the skills and knowledge for life at school and beyond. Pupils are learning to be good citizens. For example, they have good links with older people in the community when they deliver Harvest gifts, invite them to their concerts and offer them afternoon tea.
24. The provision of support, advice and guidance based on monitoring of pupils' academic progress is unsatisfactory. There are some systems of assessment to record pupils' progress but these are insufficient and restrict the school's understanding of pupils' strengths and weaknesses. As a result, whilst some pupils have targets for their personal and academic development, these are too broad and lack clarity. However, the school's practice of getting to know children before they begin school and settling them into everyday routines is good. Additionally the school seeks and acts on pupils' views. The School Council offers suggestions to the teachers and the governing body. For example, outdoor play facilities have improved because of their efforts. Pupils with special educational needs are given good support and teachers review their individual education plans regularly. Pupils are enabled to grow and thrive within the caring community of the school.

Partnership with parents, other schools and the community

Links with parents are satisfactory. Links with the community and other schools and colleges are good and enhance pupils' learning. Most parents support their children well with the work they do at home.

Main strengths and weaknesses

- There is a good partnership with the community and other schools, particularly in extra-curricular activities;
- The school's support for parents of children at the Foundation Stage is good;
- Parents support children's learning at home well;
- There is insufficient information offered to parents about the progress their children are making.

Commentary

25. Whilst there is a good general level of communication with parents, they would like more information about the progress that their children are making. The timing of the parents' consultation evenings is too widely spaced for parents to check effectively on their children's progress. The school has made plans to offer an additional formal consultation evening during the spring term. The open evenings offered by the school have been poorly attended, although the school has tried to vary its approach. However, the school has not yet sought parents' views as to why this is. Only a small number of parents help in school, but there is a thriving and committed parent teachers' association, which provides good social and financial support to the school. Not all parents are confident enough to approach the school when they have a concern.
26. This is a school at the heart of its community. Plans are in place for the opening of a 'Mother and Toddler Group' later this term. Parents and governors help with the good range of sporting events and extra-curricular clubs. The village art group and wardens from the National Trust support the work of the school. The school opens its doors to members of the community. With the support of two further education colleges, adults can participate in learning about childcare, ICT, keep fit and arts and craft. The school is part of a consortium of small schools and it shares joint ventures such as sporting, arts and musical events. For example, an African artist in residence is to work with the consortium of schools. There are also good links with the local comprehensive school and staff visit each school for lessons and meetings. All these good links raise pupils' awareness of the importance of the school to the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory overall. Governance of the school is good. The headteacher and key staff provide sound leadership, but the management of the school is unsatisfactory. Leadership and management of the Foundation Stage are unsatisfactory.

Main strengths and weaknesses

- The headteacher has a clear sense of direction and a good understanding of the school's strengths and weaknesses. She has been effective in developing a positive school ethos among the new staff team;
- Governors have a good understanding of the long-term needs of the school. Their decision making is good, enabling them to introduce well conceived plans which are bringing stability to the school;
- There is insufficient monitoring of teaching and learning and analysis of pupil performance in order to identify priorities for the School Development Plan and ensure appropriate use of all resources, including human resources;
- There is no identified manager responsible for the leadership and management of the Foundation Stage.

Commentary

27. The headteacher places a good emphasis on the development of Christian values. There is a good family ethos, which supports inclusion and care of individuals. This is shared and promoted by the headteacher, staff and governors. Members of the church and local community are welcomed into the school and a strong community spirit prevails in support of the pupils. As a result, pupils are confident, happy and secure. The headteacher and governors have worked hard to include the ideas of pupils in their planning. For example, the School Council was invited to attend and contribute to a governors' meeting. Together governors and pupils discussed the school's mission statement so that all understood its

purpose. These links are developing the pupils' understanding and ownership of their decisions.

28. After a 3-year period of considerable instability in senior managers and staff, the current headteacher has created a consistent approach to the school's leadership and management. However, since the last inspection, there has been a complete change of teachers. Financial restraints have prevented the appointment of senior managers and there is no deputy headteacher. This places additional strain on the headteacher, who has many responsibilities. She has a purposeful determination to succeed but limited opportunity to manage because of a very high teaching commitment. As a result, she has not yet been able to fully establish appropriate management systems during her first year of headship. However, she has shown good leadership skills in the development of effective staff teams, and in her support of the Toddler Group, which will develop further links within the community.
29. The leadership and management of special educational needs provision are good and these pupils are fully involved in all school activities. However, subject leadership by the co-ordinators is unsatisfactory. Co-ordinators have a limited understanding of subject strengths and weaknesses, because there is insufficient monitoring of teaching and learning undertaken. The co-ordinators are fully supportive of the headteacher, but most are still developing their roles. Apart from the headteacher all staff are in the school on a part-time basis, and consequently the opportunities for demonstrating subject leadership and management are limited. In conjunction with performance management procedures, a good programme of professional staff development is underway linked effectively to school priorities and local needs. For example, local adult education courses are offered in ICT and school staff participate. Additionally the school is committed to the support of initial teacher training.
30. The leadership and management of the Foundation Stage are unsatisfactory because there is a lack of co-ordination in the key stage. There is a general lack of understanding among the teaching staff of the needs of younger children and as a result their needs are not addressed satisfactorily. The two part-time teachers provide satisfactory teaching, but there is a lack of direction in the curriculum and a limited challenge in many resources in this key stage. This is restricting children's rates of progress.
31. The governing body has a good committee structure and all statutory duties are fulfilled. They visit the school regularly and are active in supporting all events. The headteacher and governors manage the school budget successfully. They are adept at managing a limited school budget but find it increasingly difficult each year particularly with falling pupil rolls and the resulting drop in funding. Good attention is given to the use of capital funds and the recent upgrading of the heating system has benefited the whole school. They make good use of all available funds although monitoring of their impact could be improved. The office manager provides good day-to-day administration.

Financial information

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 157,470 |
| Total expenditure | 170,991 |
| Expenditure per pupil | 2630 |

| Balances (£) | |
|-------------------------------------|-------|
| Balance from previous year | 18201 |
| Balance carried forward to the next | 4680 |

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 **unsatisfactory**. However, **the achievement of children is satisfactory in all areas of learning**, because overall, **the teaching is satisfactory**. The two teachers who share the post of the reception teacher are committed to the development and progress of the children. In conjunction with the teaching assistant they form a satisfactory team. However, although teaching is judged to be satisfactory in all areas of learning, there are too few opportunities for children to take part in exploratory play. Many activities are over-directed by the teacher and there is a lack of purpose or depth of discovery to any exploratory play.

The curriculum for the Foundation Stage is unsatisfactory because of this lack of balance in the learning. Resources for the reception children are unsatisfactory as few have graded levels of difficulty. Teachers have some knowledge of the progress which the reception children are making in each area of learning, but this information is maintained inconsistently and lacks rigour. Most of the assessment information is collected and recorded informally, and formal strategies to assess children's progress in each area of learning are insufficient. **Overall assessment is unsatisfactory**. **The leadership and management of the Foundation Stage are unsatisfactory** because there is no identified leader or manager of the Foundation Stage and no monitoring of teaching and learning.

Currently there are five children in the reception year. They are taught alongside the pupils in Years 1 and 2. The school has devised good systems for introducing them to school. Evening meetings for parents, leaflets explaining the curriculum and many school visits help children to feel confident and happy. Home visits give parents opportunities to discuss their child's needs. The curriculum follows the national guidelines for the Foundation Stage. Children are on line to achieve the Early Learning Goals in their personal and social development, communication, language and literacy skills, mathematical and physical development, and in their knowledge and understanding of the world, but not in their creative development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children develop positive relationships with each other and with adults;
- Children can stand up for their own rights and make choices about what they want to do;
- Adults help children to become familiar with the rules and conventions of the classroom.

Commentary

32. Reception children are usually taught in a discreet group. Each day the teacher explains the tasks they are to attempt supported by a range of adults, sometimes the teacher or her assistant. Within this group they are curious and respond well to instructions, demonstrating a sense of trust in adults. Children show care and concern for themselves and are able to express their needs and feelings and confidently stand up for their rights. When they are able to make choices about which activity they want to do, children are able to select and usually carry out the activity independently of classmates but are able to share the tools and resources. They enjoy visits to places of interest and are able to look after their personal needs. Adults have developed positive relationships with the children. They are friendly and courteous to them, helping them to share and co-operate with others and listen to instructions. The quality of the teaching is sound and children make steady progress to achieve the Early Learning Goals for this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are soundly taught early writing skills;
- The quality of teaching is satisfactory;
- Insufficient opportunities are planned to enable children to extend their talking skills and enjoy conversation;
- Insufficient use is made of assessment information to plan a more challenging range of activities.

Commentary

33. Children enter school with attainment just below expected levels in communication, language and literacy. Steady progress is made in each of the stepping stones to ensure that they will achieve the Early Learning Goals by the time they complete the reception year. Already their talk includes simple statements and questions. They show emerging self-confidence, but still talk alongside others rather than in a form of conversation. Opportunities to promote skills in speaking and listening are sometimes missed because in planning the teacher fails to plan sufficiently for its development. Children often talk to gain attention. In lessons there are insufficient opportunities for them to listen to favourite nursery rhymes or stories. As purposeful play is limited they have few opportunities to practise skills of conversation. For example, in situations such as, role play an introduction to new vocabulary is not planned, nor activities organised so that they can practise their skills of conversation by taking on the roles of adults they observe in their environment. Children enjoy using familiar words and are soundly taught technical vocabulary. They quickly recognise groups of rhyming words and make steady progress in developing their knowledge of initial sounds. There is good attention to the teaching of letter formation so that handwriting skills are developing appropriately. They form their letters correctly and the more advanced quickly progress to writing simple sentences. Whilst children all handle books from the school's reading scheme and are becoming aware that words carry meaning they have insufficient opportunities to choose a well illustrated and colourful book and spend time immersing themselves in the pages. Nevertheless most children are developing an appropriate sight vocabulary for their age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children make good progress to develop their knowledge of number;
- Other elements of this area of learning are not planned systematically enough.

Commentary

34. Children enter school with an appropriate understanding of numbers for their age. They count objects accurately, matching the number of objects arranged in a line correctly and matching the mathematical value to the number symbol. They think of ways to sort and classify sets of small dolls accurately by colour and the clothes they wear. They roll out play dough to make long and short 'snakes', then place them in line according to their length. Children understand such mathematical vocabulary as 'longer than' and 'shorter than'. However, other mathematical learning is not systematically planned. For example, learning about volume is not maximised when children are filling and emptying containers of different

sizes in water play. The occasional lack of co-ordination between the teacher and other adults results in time not being managed well. During the inspection, at the end of a mathematics lesson, the class sang 'Ten Green Bottles' but the reception group were still occupied in the adjacent room and missed the opportunity to reinforce their knowledge of number sequences. Overall, however, children are on course to achieve the Early Learning Goals for this area of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of the immediate locality;
- Children have good knowledge of the patterns of growth in nature.

Commentary

35. Children have good knowledge of the world around them. They investigate the world of living things, looking closely at the changing patterns of nature. They know about the sequence of night and day and can list an increasing number of light sources. They confidently name the parts of their own bodies. Adults prepare interesting activities including basic geographical fieldwork, enabling children to gain greater insights into the layout of the school and the structure of the village. They develop early mapping skills, drawing a visual plan of a nearby lane. Children have opportunities to experiment with sand to assimilate knowledge about the properties of malleable materials. Some opportunities are planned for the children to work on the computer, and to use construction materials. However, many of the activities are taught in isolation and children fail to recognise the relevance of their learning to real life situations. One good initiative is 'The Freddie Book' where children record experiences in the home shared with Freddie, the fox. This initiative provides a good link with parents and enables the class to widen their knowledge about a range of out of school activities. Children are on track to achieve the Early Learning Goals in this area of learning.

PHYSICAL DEVELOPMENT

Overall the provision for children's physical development is **satisfactory**.

Main strengths and weaknesses

- Children benefit from regular access to the outdoor play area where they can run, jump, climb, slide and roll on the varied playground equipment;
- There are unsatisfactory opportunities for children to develop skills appropriate to their age and ability in gymnastic lessons.

Commentary

36. Standards in different aspects of physical development are varied, but satisfactory overall. Children have satisfactory skills with pencils and crayons, but find it harder to use glue sticks and scissors. Their skills with large equipment are satisfactory as they have regular access to wheeled vehicles, and other equipment. Children play well independently with balls and bats, and have good hand and eye coordination skills. However, overall, their gymnastic skills and agility are below average for their age and developing slowly. This is because they are taught with pupils in Years 1 and 2 who have a better understanding of their own personal space, and greater levels of confidence, agility and speed. The reception children do not have sufficient time or opportunity in lessons to practice their movements and they respond slowly to instructions. When teachers are planning lessons they give insufficient

attention to providing activities where the needs of the younger children are considered sufficiently and they are challenged appropriately. For example, in the use of mats, balance beams and other equipment children's learning is restricted by the pace and speed of the older pupils. Although the children are set to achieve the Early Learning Goals for this area of learning, in gymnastic skills they are not achieving to their full potential.

CREATIVE DEVELOPMENT

Provision in creative development is **unsatisfactory**.

Main strengths and weaknesses

- Insufficient opportunities are created for children to develop their own ideas.

Commentary

37. Children make unsatisfactory progress in this aspect of their curriculum. Some teacher directed activities are planned for them to create pictures and patterns using glues and paint. However, planning for this aspect of the curriculum is insufficient and fails to address the needs of these children. Frequently the teacher directs the learning and there is little opportunity for children to work independently on challenging and increasingly more difficult tasks. Additionally children have little opportunity to choose materials independently. In some lessons sand and water play are available but there is a lack of challenge in the activities available and children are not stimulated by new discoveries. Adult helpers who support in the classroom lack sufficient skills to develop this aspect of the curriculum. For example, they do not intervene with well chosen questions to make children reflective and help them improve their performance. Few adults make useful responses to what the children have already achieved. In imaginative play children are over directed and, consequently, do not have the confidence to investigate and develop their own ideas. In the classroom organisation there are few specific themed activities. Children enjoy weekly music lessons. However, they have little opportunity to make music for themselves or explore sound independently.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The pupils achieve well above average standards in national tests in Years 2 and 6;
- Some staff demonstrate good levels of subject expertise in their teaching;
- Pupils have a mature vocabulary for their age and use technical terms well;
- There are insufficient opportunities across the curriculum for pupils to write at length;
- Teachers fail to take note of what pupils can do when they plan lessons.

Commentary

38. Standards are above average overall. Since the previous inspection there has been very good improvement in reading, by Year 2 and in English overall, by Year 6. In writing the improvement has been good, especially for girls. By Year 2, the performance of girls in tests is better than boys in reading and writing, but gender differences vary by Year 6. Pupils have good skills of communication although their listening skills are mainly satisfactory.

39. The literacy strategy provides a good structure to the development of pupils' knowledge and skills. Their grammar, punctuation and reading skills are practised regularly and improve gradually. The school has purchased a good range of reading material to share in lessons and pupils have a sound knowledge of children's classics. They enjoy reading for pleasure, and choose books well to satisfy their thirst for knowledge. For example, a higher attaining Year 5 pupil chose to read a book about Mother Teresa because of her forthcoming beatification by the Catholic Church. By Year 6 pupils have good skills of comprehension and research. They collate information and record accurately in written reports. However, handwriting skills are inconsistent across the school and pupils have a limited appreciation of a good handwriting style.
40. The quality of teaching is good and as a result pupils achieve well in lessons. Teachers analyse and grade pupils' written work well, because they have a good understanding of the National Curriculum levels. Lessons are planned well, topics are interesting to pupils, and resources are used appropriately. Pupils with special educational needs receive good support. Assessment information is detailed and teachers have a good knowledge of pupils' standards. However, there is insufficient use made of assessment data to track pupils' progress or set clear small steps for improvement. Only in Years 5 and 6 do pupils have individual targets and understand what they must do to improve.
41. The leadership and management of the subject are satisfactory. Developments in the subject are slowed because there is insufficient monitoring of teaching and learning

Language and literacy across the curriculum

42. The school makes some good links to enable pupils to consolidate and improve their language and literacy skills in other subjects of the curriculum. For example, good links were made between history and English for pupils in Years 5 and 6. As part of a study in the development of transport since 1950, they researched information to write an historical account. In literacy previous work on autobiographical accounts had also included the study of the 'Diary of Anne Frank.' Particularly good links are made to ICT to record written accounts in word processing, or to improve spelling knowledge.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and pupils, including those with special educational needs, achieve well;
- The quality of teaching is good and work is well planned to challenge the pupils' ranges of maturity and achievement present in each class;
- Good use is made of numeracy skills across the curriculum;
- Assessment procedures are not used effectively to help pupils identify what is their next learning target.

Commentary

43. Pupils achieve well and standards in mathematics are above average by Years 2 and 6. Pupils accurately sort out the value of two or three toys, to add accurate totals and then subtract this precisely from 50p and then £1. They have good understanding of mathematical language, confidently ordering sets of objects by length, identifying which objects are longer than one metre. Higher attaining pupils have an accurate understanding of subtraction, realising that in a formal calculation, the larger number is placed before or above the smaller number. They are gaining an initial understanding of place position.

44. By Year 6, pupils' achievement is good. They can accurately solve number problems using long multiplication strategies. They use geometrical instruments, for example protractors, accurately to measure the number of degrees in angles and accurately translate geometric shapes between each of the four quadrants within vertical and horizontal axes. This is a good improvement on the findings of the previous report.
45. The quality of teaching is good across the school. Teachers have good subject knowledge and, on most occasions, plan work that challenges and stimulates the pupils. Effective grouping of more advanced and slower learning pupils, usually in Year 1 and Year 2, means that pupils are given tasks appropriate to their current levels of achievement. Year 1 children, for example, can calculate the difference between 14p and 5p. In Years 3 and 4 pupils complete written calculations accurately to record purchases of three or more items to various monetary values and then calculate the change they will receive. These activities particularly challenge the younger pupils who often work with genuine coins, completing the task practically to achieve the correct solution. This ensures that they gain a clear understanding of the tasks.
46. In some lessons in Years 3 to 6 teaching is not sufficiently stimulating, because although a lesson is technically well planned and delivered, pupils sometimes fail to see its relevance to their daily lives and learning is less intense or rapid. Nevertheless they persevere to complete their tasks. In other lessons, the pace is brisk and clear explanations, together with carefully chosen diagrams from published texts, enable pupils to see mathematical relationships such as between fractions and decimals of the same value. Very good use is made in lessons of pupils who have a well developed understanding of mathematics. For example, they are asked to explain to others the place values of the columns to the right of the decimal point. This raises pupils' expectations of themselves and improves their self-esteem. Where they are available, well trained learning support assistants made good contributions to pupils' learning, helping them to continue to make good progress.
47. Teachers are aware of the levels of achievement of pupils in their class but systems for assessing children are at an early stage of development and are not yet used effectively to help pupils understand their achievements and identify the next target for their learning.
48. Leadership and management of the subject are satisfactory. The co-ordinator has good subject expertise and has initiated good strategies to share and improve general subject expertise among staff. Training in mental mathematics for example has proved beneficial in making activities in class more challenging. However, there have been insufficient opportunities for the coordinator to monitor teaching and learning. Although pupils' performance is analysed for strengths and weaknesses, improvements in the curriculum are slow to develop.

Mathematics across the curriculum

49. Mathematics is used well in other subjects, for example, in science, where pupils compile sets of toys that can be moved by specific forces. In these instances, pupils compile tables of results and construct bar charts. Mathematics is also used in geography to locate landmarks on maps using grid referencing and co-ordinates.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- By Year 6, pupils have a good knowledge and skills in planning a scientific investigation and of the need for fair testing;

- There are good links between science and other subjects, particularly English, mathematics, ICT and PSHCE;
- The lack of a whole school approach to assessment prevents pupils from using targets to help them understand how they can improve further.

Commentary

50. Pupils are making good progress in science to achieve standards at age 7 and 11 that are above the national average. By Year 2 pupils are successfully developing their ideas about 'fair testing', such as in an investigation to find out which toy car is the best runner when they measure the effect of changing the gradient of a ramp. They realise that if they give one car a push as it stands on the ramp but not the other, then this is not a fair test. They agree a method of release for each car and accurately record the distance each car travels once it had left the ramp, building up tables of results and compiling bar charts to compare performances.
51. In Years 3 to 6 pupils continue to make good progress and by Year 6 they achieve above average standards. Year 6 pupils speak confidently about the function of the heart and the importance of a balanced diet to remain healthy. More advanced pupils have a higher level of understanding about the functions of the major organs of the body and speak about the link between the heart and the lungs and the function of the blood vessels. However, because of the small number of pupils in the current Year 6 and the wide range of their abilities, fewer children are in line to achieve the higher level in the 2004 national tests than in the previous year.
52. The quality of teaching is good across the school. Lessons are very well planned to link the processes of science with the acquisition of scientific knowledge. The good planning and organisation within lessons ensures that sufficient and appropriate materials are readily available, enabling investigations to continue without interruption. The needs of younger pupils are clearly understood by teachers and pupils are challenged to record their results in different ways. There are very high levels of collaboration among pupils; in devising their own fair tests, or in constructing their own apparatus. There is good teaching of scientific terms such as 'transparent, translucent or opaque' and pupils are expected to use this vocabulary. In the better lessons very skilled teaching and very good use of whole class meetings enables pupils to demonstrate their investigations in front of their class colleagues in a 'scientific conference.' This helps pupils to consolidate their own ideas and to learn from others. Teachers are very effective in involving mathematics techniques, such as data handling, in science lessons and applying graphical analysis or helping pupils to analyse their earlier predictions and test their hypotheses. The subject makes a good contribution to pupils' understanding of healthy bodies and the importance of drugs and medicines.
53. Pupils with special educational needs make good progress and teachers are aware of their current levels of achievement. However, their progress is not systematically recorded to ensure that they make consistent long-term improvements or to identify specific targets to help them understand what they need to learn next.
54. The school continues to build on the good progress reported in the last inspection. The leadership and management of the subject are satisfactory. Although the coordinator has good subject expertise and an enthusiasm for the development of the subject there has been limited opportunity to monitor teaching and learning or make suggestions for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils' standards are improving at a rapid rate because of improvements in equipment;
- The minor issue of the last inspection has been addressed and pupils are improving their knowledge of control technology;
- Extra-curricular activities are supporting improvements in standards. For example, pupils have used email to develop links with other schools;
- There is limited assessment of pupils' standards and progress so that their achievement can be measured.

Commentary

55. Standards in ICT are average by Years 2 and 6 and the achievements of pupils are satisfactory overall. However, standards are above average for pupils in Year 1 because they have had more consistent access to machines. Independently these pupils can access a programme from the menu, create a graphic design, change its size and colour, save to file and then print their final picture. Other pupils enjoy working on machines but are less confident and independent because computer skills are used insufficiently in lessons. Although their knowledge and skills are satisfactory and they work logically, there are few Year 6 pupils with higher attaining skills who are able to explore, write or create pictures independently of the teacher. Extra-curricular activities are popular and are raising standards.
56. The quality of teaching is satisfactory overall. The co-ordinator has good expertise and monitors teachers' planning, but there is no monitoring of teaching and learning in lessons. Teachers and their assistants are confident and teach new skills well. They plan some good curriculum links, although not yet frequently. In those lessons where links are planned there is too little attention given to pupils' previous abilities to ensure that tasks are challenging and appropriate. Assessment is at an early stage of development and information about pupils' standards and progress is shared informally by teachers. As a result, a consistent approach has not yet developed in assessment. In some lessons the needs of more able pupils are not fully addressed.

Information and communication technology across the curriculum

57. The school is working hard to extend its use of ICT across the curriculum. Currently it is satisfactory. Some good links are made but these could be extended for classroom use. As access to the computer suite is timetabled, opportunities do not always occur appropriately. However, during the inspection, some good links occurred in Years 3 and 4 where pupils learnt about directions and coordinates, linking ICT very effectively with mathematics and geography.

HUMANITIES

History

Provision in history is **good**. Pupils achieve well as they move through the school.

Main strengths and weaknesses

- Good subject planning enables pupils to develop good skills of enquiry and identify facts of historical significance;
- Younger pupils have a good understanding of the positive effect on life today made by key people who existed beyond their living memory;
- Good use is made of other subjects and events to enrich the teaching and learning in the subject.

Commentary

58. Achievement in history is good. By the age of 11, standards are above expected levels, although average at the age of 7. This is an improvement on the standards reported at the last inspection. Good teaching ensures that pupils in Years 5 and 6 have a wealth of knowledge.
59. By the time they are 7 years of age, most pupils know about a range of famous people. They can describe how they influenced the times in which they lived and later benefits of their work. For example, they explain how Florence Nightingale influenced politicians in her generation and how her work has led to the establishment of a nursing profession. Pupils develop their skills of enquiry as they examine toys from times beyond their living memory to identify similarities and differences.
60. The curriculum is exciting for pupils in Years 5 and 6. They systematically examine photographs, newspapers and books from the 1945 - 2000 period, creating a time line of key world events and identifying influential politicians. There is particularly good use of video clips that challenges pupils to record historical facts and identify important aspects of the later phases of this period.
61. Skills of investigation are developed across the curriculum and these develop pupils' historical understanding. For example, in art and design lessons, pupils examined the culture of 'pop art' and the influence of such celebrities as Andy Warhol and Roy Lichtenstein. They begin to create images in their style. Opportunities for pupils to dress in the style of pop culture as they prepare for a fashion parade add to the feeling of empathy for this period in British history.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the local environment to enrich the curriculum;
- Good links are made between subjects of the curriculum.

Commentary

62. Inspectors only saw one lesson in geography. They looked at the work pupils had already done in this subject and talked to some about it. Inspectors also discussed this subject with teachers. Inspection evidence indicates that standards in geography are typical of those achieved by pupils of a similar age.
63. In Years 1 and 2 pupils study a location in contrast to their own. They climb to 'The Heights' to look at geographical features in their neighbourhood and then study the physical features of a seaside beach. They begin to write about their own experiences using geographical vocabulary. They analyse their preferences for certain holiday venues and collect information about the places visited. They construct bar charts to identify their favourite location and develop their mathematical understanding of graphs. In Years 3 and 4 pupils have completed a study of their locality, which includes good quality fieldwork and research into the course of

the local River Leven. They create sketch maps of the locality and identify specific natural features caused by river flow. Pupils show their skills, knowledge and understanding of these studies, writing accurately using geographical vocabulary to describe and compare the various physical features. They show good skills in analysing Ordnance Survey Maps using keys well to interpret map symbols. This work links sensibly to a study of co-ordinates in mathematics and directional planning in ICT.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No overall judgement can be made on provision for **physical education** and **design and technology** because insufficient evidence was available to judge standards and the quality of teaching and learning. Pupils say that they enjoy physical education lessons. There is a good range of sporting activities and pupils regularly take part in inter-school competitions.

Commentary

64. Insufficient evidence was collected during the inspection to make an overall judgement about standards in physical education or on the quality of teaching and learning. Inspectors observed one lesson in physical education. They scrutinised subject plans and talked to pupils about swimming and adventurous activities. Inspectors also discussed the subject with teachers and pupils. Planning in the subject indicates that the full range of aspects of physical education is taught throughout the academic year. Specialist teachers provide teaching in some aspects of the curriculum. Pupils are introduced to team building experiences during organised sporting activities.
65. In the gymnastic lesson observed the pupils in Years 1 and 2 achieved standards appropriate for their age. In Years 3 to 6 pupils achieve the expected national standards in swimming. Many pupils continue to attain high standards in distance swimming and personal survival and all of these older pupils say they enjoy swimming. Pupils are gaining in confidence and self-esteem through their involvement in rock climbing, abseiling and canoeing and other adventurous activities. At break and lunchtimes all pupils enjoy playing team games together.
66. In design and technology, a scrutiny of teachers' planning and an observation of 2 lessons indicates that pupils are taught the skills of designing, making and reviewing. Teachers' subject knowledge is satisfactory overall, but good in the Years 3 and 4 class. In the good lesson seen in Years 3 and 4 pupils were challenged well and questioned skilfully so that they considered strength and durability as they applied their knowledge to new situations. However, there are no opportunities for pupils to extend their learning beyond the initial challenge and pupils' recording of their activities is insufficient. No procedures are in place for the assessment of pupils' work so that skills and knowledge can be developed progressively. There is no monitoring of teaching and learning in this subject.

Music

Provision is **satisfactory**.

Commentary

67. Only one lesson was seen in music during the inspection and there is insufficient evidence to make judgements about standards by Years 2 and 6. In the one lesson seen in a mixed-class of reception children and pupils in Years 1 and 2, the pace of learning was slow and some activities tedious. Standards in this lesson were unsatisfactory for pupils of all ages. However, in assembly standards of singing are satisfactory. Some pupils learn musical instruments from specialist staff, and others learn to play the recorder. By Year 6 most pupils are able to read some music, showing good achievement. Discussions with pupils indicate that pupils enjoy musical performance. They sing at special church services and to

entertain senior citizens. A video of the summer concert shows all pupils participating in items chosen to entertain other pupils, parents and friends. The school is making good progress in extending its current range of musical instruments. At present the provision is satisfactory. However, some instruments are in need of repair or replacement, and there are few musical instruments representing music from other parts of the world. The progress of pupils in music has not yet been monitored or evaluated.

Art and design

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

Main strengths and weaknesses

- Pupils achieve well and enjoy art lessons;
- Teachers have good subject knowledge and they introduce pupils to a good range of techniques used by famous artists;
- Good links are made to community events to provide good opportunities for pupils to display their artwork.

Commentary

68. Standards in art and design are average by Years 2 and 6. In some lessons, particularly for older pupils in Years 3 to 6, standards are above average, although this is not consistent in all aspects of the art curriculum. Pupils start the National Curriculum with poorly developed skills of observation and limited development of their creative and imaginative skills. During Years 1 and 2 they are shown how to look in more detail and draw accurately. Through good links to ICT they are taught about the use of colour and begin to use colours effectively and with purpose. Because the teacher has good knowledge of art techniques she questions pupils skilfully so that they are becoming more perceptive in their understanding of line and tone. During Years 3 to 6 pupils are encouraged to be more reflective about their work and appraise their pictures to improve their performance. By Year 6 they are able to create and imitate the work of a famous artist with effective use of colour, tone and line showing a good interpretation of their own ideas. A good range of resources enables the pupils to achieve their objectives. Although pupils enjoy art and design, standards remain at average levels, because art and design receives a limited time allocation in the present curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHCE is **good**.

Main strengths and weaknesses

- A good programme of study has been designed to deliver PSHCE;
- Other subjects support this area of learning well;
- Outside specialist agencies make good contributions to the curriculum;
- Circle time and the school's council help pupils to understand and appreciate the needs of others.

Commentary

69. Pupils make good progress because the school has built up a good scheme of work that ensures that all aspects of personal social and emotional development are covered. Additionally key elements of the science programme support learning in PSHCE effectively. For example, in a project called 'Living Things' Year 6 pupils learn about themselves in discussions about reproduction, whilst younger pupils learn about how the body changes

and grows. A topic on drugs awareness incorporates learning about the dangers of drug use and how prescribed drugs, when taken according to medical instructions, can be vital in keeping healthy. Some scientific programmes of study deal with the importance of a balanced diet and exercise. Outside speakers, including the nurse, play an important role in this aspect of learning.

70. Good opportunities are provided to encourage pupils to work together. Many pupils are able to sustain their collaborative work by involving themselves in discussions and decision making. Pupils socialise sensibly together at lunch times and during play times. Younger children are involved in games organised by older pupils. Older pupils show positive attitudes of toleration and patience towards the younger children.
71. Pupils are encouraged to take on responsibilities around their classrooms and in the daily school routines. This develops their sense of community responsibility. The School Council also develops the concept of community responsibility. Representatives from each class debate issues affecting the school and agree action. The school contributes to local community events, recently staging an art exhibition in the church hall. In this way the concept of citizenship is introduced. The technique of circle time is incorporated well into classroom practice, encouraging pupils to take their turns in debate and to listen to the opinions of others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 4 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 3 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 4 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 5 |
| How well the curriculum meets pupils needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 4 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 4 |
| The governance of the school | 3 |
| The leadership of the headteacher | 4 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 5 |

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