

# **INSPECTION REPORT**

## **Pyworthy Church of England Primary School**

Pyworthy, Holsworthy

LEA area: Devon

Unique reference number: 113383

Headteacher: Mrs B Elliott

Lead inspector: Mr J R Francis

Dates of inspection: 7<sup>th</sup> and 8<sup>th</sup> June 2004

Inspection number: 257247

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	48
School address:	Pyworthy Holsworthy Devon
Postcode:	EX22 6ST
Telephone number:	01409 253681
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Appropriate authority:	Governing Body, Pyworthy (CE) Primary
Name of chair of governors:	Mr G Alvsakar
Date of previous inspection:	7 <sup>th</sup> and 8 <sup>th</sup> May 2002

## CHARACTERISTICS OF THE SCHOOL

This very small Church of England (Controlled) primary school has 48 pupils in two classes, including six children of Reception age in a class with Year 1/2 pupils. There are the same number of boys and girls. The school is an old building in the centre of the village and has very limited space inside or around it. The school serves the village and the surrounding rural area. There are no pupils from minority ethnic groups. There are fewer than five per cent of pupils receiving free school meals. The proportion of pupils who have SEN (mainly moderate learning difficulties), including statements of SEN, is below average. Attainment on entry varies widely due to the very small numbers in the year groups but in language skills is generally below what is normally expected for children of this age. Normally, few pupils enter or leave the school at other times than those normally found, although last year there was a higher than usual number.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17076	Mr J R Francis	Lead inspector	Mathematics, science, information and communication technology, design and technology, geography, physical education, special educational needs.
9691	Mr J Vincent	Lay inspector	
18083	Mrs J Howell	Team inspector	English, art and design, history, music, religious education, personal, social and health education, Foundation Stage.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This school now provides its pupils with a satisfactory education** and gives sound value for money. It no longer has serious weaknesses in the aspects of its work identified at the last inspection. The pupils make steady progress and achieve standards broadly in line with those expected by the age of seven and 11 although there is scope for standards to be better than this. Teaching is satisfactory overall. The headteacher provides sound leadership.

The school's main strengths and weaknesses are:

- standards are improving in English, mathematics and science.
- standards of presentation and spelling are not good enough, particularly in Year 2.
- pupils' personal development is good and they have good attitudes to learning.
- improvements to subject leadership are leading to better standards.
- teachers' marking and target setting do not give pupils sufficient guidance.
- there is good enrichment of the curriculum but the oldest pupils have not covered the required curriculum in information and communication technology (ICT).
- the governing body is knowledgeable about the school and provides good support.
- links with parents, the community and with other schools are good.
- pupils are not adequately prepared for life in a multicultural society.

The school has made good improvement since the last inspection in 2002. Standards in English and mathematics have been maintained, while, in science, they have risen. The quality of teaching and learning has improved and no unsatisfactory teaching was seen. There are improvements in the way the school is led and an improved role for subject leaders. Attendance and parental links are better. Other issues have been satisfactorily addressed.

### STANDARDS ACHIEVED

**Overall achievement is satisfactory.** Current standards in English, including reading at Year 2, mathematics and science are broadly average but further improvements are needed, particularly in writing at Year 2 and skills of presentation and spelling generally. Improvements are now being seen, particularly in Years 2, 3, 4 and 5. Standards in ICT have improved across the school. However, they do not reach the expected levels in Year 6 because of gaps in pupils' knowledge resulting from previous underachievement. Those few pupils who have SEN needs make satisfactory progress and achieve appropriately because they are well supported.

#### Year 6 results

Results in National Curriculum tests at the end of <b>Year 6</b> , compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	C	C	C
mathematics	E	E*	C	C
science	D	E	E	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average; E\* - in the bottom five per cent of schools nationally*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' performance in English and mathematics tests has improved over the past two years but the trend for improvement has not kept pace with schools nationally. However, with the very small

numbers in each year group, test results have to be viewed with caution as one pupil can have a significant effect on the overall scores.

Children start in Reception with lower than average skills on entry in communication, language and literacy and are not in line to achieve the expected level by the time they move into Year 1. However, most achieve the goals they are expected to reach in personal, social and emotional development, mathematical development, creative development, knowledge and understanding of the world and physical development by the end of Reception.

**Pupils' personal development is good**, as are their attitudes to school and their behaviour. Spiritual, moral, social and cultural development is satisfactory overall. Social and moral development are good but pupils are not adequately prepared for life in a multicultural society. Attendance is well above average.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory education. Teaching and learning are satisfactory** but with strengths in the practical aspects of mathematics and science and good teaching in English and ICT. Teachers' questioning is also effective. In partnership with teaching assistants, they offer good support for pupils. Good relationships enable pupils to work well together. The curriculum is satisfactory overall and is enriched by many additional activities. However, pupils in Year 6 have not covered all the requirements of the National Curriculum for ICT. Systems to assess pupils' progress and track this through the school are good. Marking is less effective and does not identify sufficiently clearly what pupils need to do to improve or set suitable targets for them.

There are good links with parents and the community. Links with other schools are also good and there are good procedures for pupils when starting school.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management are satisfactory.** There is a firm commitment to raising standards and the enhanced roles for subject leaders are beginning to have a positive impact on this. Governance is good. Governors are well informed and supportive of the school and meet all statutory requirements. They have good systems to find out about the work of the school for themselves.

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

The school is popular with parents and pupils. Parents find the school open and approachable. Pupils like school and have good relationships with staff. They are confident about turning to adults if they need advice or support.

## **IMPROVEMENTS NEEDED**

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

- continue the drive to raise standards in English, particularly handwriting and spelling, and in mathematics and science.
- improve the quality and use of marking and target setting.
- improve the provision for pupils to understand about life in a multicultural society.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is satisfactory overall. Standards in English, mathematics and science are broadly in line with the national average at the end of Year 2 and Year 6. Children in the Reception class attain the expected levels in all areas of learning with the exception of communication, language and literacy.

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

- standards in mathematics and science are improving through the greater use of investigative work.
- pupils in Year 6 achieve well in English.
- writing skills are below average at Year 2.
- standards in ICT have improved.
- standards in RE are good at Year 2;

#### **Commentary**

1. In the national tests for Year 2 pupils in 2003, standards were below average in reading and writing but above average in mathematics. For pupils in Year 6, standards in English and mathematics were average but in science they were well below average. This is the same picture when compared with similar schools. Few pupils attained the higher level. The trend for improvement has not kept pace with schools nationally. However, such comparisons are difficult to make with any degree of accuracy. The very small numbers in each year group and changes to the proportion of pupils who have SEN each year have a significant effect on the overall scores. Differences over time in the performance of boys and girls are not evident in work currently seen and are more the effect of changes to their numbers each year.
2. Standards in literacy and numeracy are in line with those expected, and pupils' ability with number is good. Whilst standards in English, mathematics and science have been generally maintained since the last inspection, further improvements are needed in aspects of English, particularly in the skills of writing and spelling. Standards in writing are average at Year 6, which shows good achievement since Year 2, but are below average at Year 2. Although pupils in Year 2 write at length and develop their ideas effectively, they make too many unnecessary spelling mistakes and the presentation of their work is too variable. Speaking and listening and reading are average. The majority of pupils enjoy reading, confidently tackle a range of texts, and have the necessary skills for finding information from books.
3. In mathematics, pupils make satisfactory progress and achievement is sound. Attainment in science has improved at Year 6 and is now average - much better than shown by the test results in 2003. The focus on investigative and experimental work in both mathematics and science is helping to raise pupils' attainment. Improvements to both achievement and attainment are now being seen, particularly in Years 2, 3, 4 and 5.
4. Standards in ICT have risen since the last inspection and by Year 2 are at average levels. With good teaching, standards in Years 3 to 5 are improving and are in line with expectations. However, pupils in Year 6 have not covered all aspects of the required curriculum and standards remain below average.



5. Standards in other subjects inspected<sup>1</sup> are similar to those seen in most schools and pupils' achieve appropriately. However, attainment in RE at Year 2 is good and above the level expected by the locally agreed syllabus.
6. Children in the Reception year achieve satisfactorily. They start school with broadly average skills, except in aspects of communication, language and literacy, which are below expected levels. These areas continue to be below average for a significant minority of children when they join Year 1. Teaching is sound and in other areas of development, their mathematical skills, knowledge and understanding of the world, physical development, creative development and personal and social development are at the levels expected for this age. However, they do not have sufficient opportunity to develop some aspects of their physical skills through outdoor play.
7. Those few pupils who have SEN make satisfactory progress and achieve appropriately because they are well supported by the adults in the class. The work planned for them is suitably matched to their needs. Analysis of pupils' work shows appropriate provision being made for the higher attaining pupils, particularly in Years 3 to 6: an improvement on the judgements in the last report.

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

Pupils' personal development is good. Spiritual, moral, social and cultural development is satisfactory overall with strengths in social and moral development. Pupils have good attitudes to school and behaviour is good. Attendance is well above average.

### **Main strengths and weaknesses**

- pupils have good attitudes to school and work.
- pupils behave well in class and around school.
- good moral and social development leads to good relationships.
- pupils are not adequately prepared for life in a multicultural society.
- attendance is very good.

### **Commentary.**

8. The pupils enjoy school and all it has to offer and want to do well. Pupils are keen to take part in school activities. They are friendly and polite, enter into discussion, listen to others' views, co-operate well and are trustworthy. Pupils are very enterprising and respond well to the good range of opportunities for taking responsibility. Children in the Reception class settle quickly into school routines and interact well with the older pupils in the class.
9. Behaviour is good at all times in lessons, assemblies or playtimes. This reflects the views of the parents. Although there are very few school rules, pupils are well aware of how they should behave and fully understand the difference between right and wrong. Good social and moral development creates a family ethos in the school. Pupils show consideration for others and have a well-developed sense of the possible impact of their behaviour on others. No bullying or harassment was observed during the inspection and pupils say they know what they should do if it should occur. There have been no exclusions in the last school year. Relationships between pupils and adults and among the pupils themselves are good. Pupils say they feel confident that they could ask for help at any time from any adult in the school. Staff provide good role models and present a calm and thoughtful approach to discussing issues with pupils during the school day.

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<sup>1</sup> No judgement is made on standards in PE, art, geography or music, as these were not a focus for the inspection.

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

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.1
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. Attendance is very good and punctuality is good: a great improvement since the last inspection.
11. Provision for pupils' spiritual and cultural development is satisfactory. Pupils have suitable opportunities to reflect on the beliefs of others through RE and during collective worship. There are good links with the local church. Pupils have the opportunity to study their own community through the visits and activities provided for them. The school is aware of the difficulties of preparing children from an all white community for a multi-ethnic society. It has attempted to address the problem through a suitable range of visitors to the school, including speakers from Japan, Norway and Africa. However, this is recognised by the school as an area needing further development.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is satisfactory. The quality of teaching and learning and the curriculum are satisfactory. There are many additional curricular opportunities such as educational visits. Accommodation is unsatisfactory.

#### **Teaching and learning**

The quality of teaching and learning throughout the school is satisfactory overall. Assessment is satisfactory overall. The teaching assistants provide good support for groups of pupils in lessons.

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

- good teaching in aspects of ICT and English is leading to improved standards but expectations of presentation and spelling are not high enough.
- systems for assessing, recording and tracking pupils' progress over time are good but marking does not tell pupils how they can make their work better.
- teachers' questioning is effective in extending pupils' answers and checking their understanding.
- teaching assistants are used well and work effectively in partnership with teachers.

#### **Commentary**

12. Teaching and learning, while satisfactory overall, have a number of good features. The overall quality is better than that seen at the last inspection and better provision is made for the full range of ability in the classes. Teaching and learning in the Reception class is satisfactory and these children are supported well by the teaching assistant. They are developing good attitudes and they respond well to the wide range of experiences provided for them. Teaching and learning in Year 1 and 2 has improved and is now satisfactory. In Years 3 to 6, there is a strong emphasis on pupils working independently and recording for themselves. As a result, pupils' progress is improving because there are higher expectations of what they can do.

### **Summary of teaching observed during the inspection in 9 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	4	4	0	0	0

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

13. Teaching in English is good and is leading to improving standards, particularly in speaking and listening. This is helped in many lessons by good questioning which is used well to check on pupils' understanding, particularly in the oral part of mathematics and science lessons. However, throughout the school, not enough emphasis is placed on the quality of pupils' presentation or accuracy of spelling. This detracts from the improving quality of pupils' work. It also leads to errors in other subjects, for example, in calculations in mathematics. Specialist teaching by the subject leader for ICT is enabling pupils to make good progress in developing their skills.
14. Pupils are regularly assessed and the results are used to track their progress and set long-term targets. However, day-to-day assessment is less effective and the quality of marking remains inconsistent across the school. There are some good examples of helpful marking in English and science but, even here, it is not always being used effectively to identify what pupils need to do next to improve their work.
15. The teaching assistants work well in partnership with teachers and provide good support in lessons, particularly for pupils who have SEN. This enables these pupils to make satisfactory progress. Pupils enjoy lessons and teachers capitalise effectively on their good attitudes and behaviour, for example, the way in which they regularly plan for pupils to work in small groups or pairs. The emphasis on practical, investigative activities in mathematics and science is improving standards and helping pupils' understanding. Parents are positive about the quality of teaching and the progress that their children are making.

### **The curriculum**

Curricular provision is satisfactory. The enrichment of the curriculum and provision for personal, social and health education are good. The school's accommodation is unsatisfactory. Resources are satisfactory overall, but good for ICT.

### **Main strengths and weaknesses**

- the curriculum is now planned more effectively to meet the needs of all pupils.
- there is good provision for pupils' personal, social and health education (PSHE) development.
- there is a good range of activities such as educational visits to extend the curriculum.
- ICT does not meet National Curriculum requirements for pupils in Year 6.
- the accommodation is unsatisfactory and restricts aspects of the curriculum, particularly for Reception children.

### **Commentary**

16. The school plans carefully to meet the needs of pupils' differing abilities in the mixed age classes and there is regular monitoring of the curriculum to ensure that requirements are met. This is an improvement since the last inspection. The curriculum for children in Reception is satisfactory. The planning is based on the early learning goals<sup>2</sup> as recommended for children of

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<sup>2</sup> These are the standards that children are expected to achieve by the end of Reception Year in the areas of learning that include personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development and physical development.

this age. Pupils' PSHE development is well catered for. Pupils are fully included in all aspects of school life. The provision for pupils who have SEN is satisfactory. They are given work that is pitched at suitable levels for their development and they receive the necessary support from teachers and assistants that enables them to have full access to the curriculum.

17. Educational visits and visitors to the school are a particular strength of the school's curriculum. The trips are consciously designed not only to enrich the pupils' learning but also to develop their understanding of the differences between these areas and the one they live in. The residential visit for pupils in Years 5 and 6 provides good opportunities for social development. A wide range of visitors to the school support the pupils' learning well, including people from the local community who contribute to subjects such as history and geography. The school has a good range of extracurricular activities including sport, art and craft and French.
18. ICT is used well to support work in a range of subjects, including English, mathematics and science. However, aspects of the subject such as the use of spreadsheets, programming and controlling devices have been less well developed in the past and pupils currently in Year 6 have not covered all of the required aspects of the curriculum.
19. In the school's previous inspection, the accommodation was said to be poor. A lot of hard work has gone on since then to make the best use of the space available and the construction of a mezzanine floor for ICT and library is an innovative solution. This is a good facility and includes an interactive whiteboard. Its position means that all pupils have easy access to this for personal research and independent work: a significant improvement since the previous inspection. This has created a good facility for ICT and a good library area. The school makes good use of the accommodation available but it does place some restriction on the delivery of aspects of the National Curriculum, in particular PE. However, the school compensates well for this through use of the good facilities at the village recreation field and the village hall for PE and games. The building also places restrictions on the provision for physical and social activities for Reception children. However, the planned improvements will go some way to improving these facilities. Resources are well suited to the demands of the curriculum.

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

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is good.

### **Main strengths and weaknesses**

- pupils' are well cared for;
- arrangements for children starting school are good;
- there is good involvement of pupils in the work of the school;
- there is not sufficient guidance for pupils on how they can improve their attainment.

### **Commentary**

20. The school has good health and safety procedures in place and the weaknesses noted in the last inspection have been successfully addressed. All staff have appropriate first aid qualifications. There are full child protection procedures in place and all staff are aware of them. There are close and trusting relationships between adults and pupils and, as a result, pupils know and care for one another, regardless of age or gender. Parents confirm they appreciate these good arrangements. The views of pupils about different aspects of school life are welcomed and encouraged, for example, ideas brought forward through the school council for raising money for school funds and other causes.

21. The school works closely with parents to ensure that the children have a smooth start to their education. Before children start school, teachers make home visits and children from the neighbouring playgroup spend some time in school before they start, thus ensuring they settle in confidently and happily.
22. The school's systems to monitor and track pupils' standards and progress over time are good. However, with inconsistencies in marking, pupils are not always as clear as they might be about how they can improve.

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

The school's links with parents and the community are good. There are good links with other schools and the pre-school.

### **Main strengths and weaknesses**

- links with parents have improved since the last inspection.
- the provision for parents to learn about school and curricular issues is good and is continually promoted.
- parents feel they are involved and that the school is "open" to them.
- there are good links with other schools.
- there are strong links with the local community.

### **Commentary**

23. Parents and carers now have very positive views of the school and good links have been established. The school works well with parents and encourages them to support both the school and pupils' learning. Parents help their children well both in school and at home. The 'Parents and Friends of the School Association' is very active, organises many fund raising events and works closely with the school to realise a variety of projects.
24. The school provides a good range of information and parents say they are kept very well informed. Communication with parents is constant and enables them to give the correct help to their children with learning at home. Weekly newsletters keep parents up to date with school events and there are termly meetings to enable them to discuss their child's progress. To assist parents in understanding the work their children do, the school also arranges sessions where they undertake similar curricular tasks. Procedures for dealing with complaints and ensuring satisfaction are good.
25. The school operates a genuine open door policy and, as a result, parents have no qualms about approaching any member of the school staff. Teachers make themselves available at the end of the school day and parents take advantage of this to meet staff informally.
26. Links with other local schools are good. Close liaison and shared activities with neighbouring primary schools are maintained through a local cluster group. There is good liaison with secondary schools and the school makes every effort to ensure a smooth transition to secondary education.
27. Both the school and the governing body work actively to promote their involvement with the local community. The school has a close connection with the local church and members of the local community are invited to school events. All these links have a positive effect on the quality of education the pupils receive.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. The leadership of the headteacher and of other staff is satisfactory. Governance is good.

### **Main strengths and weaknesses**

- the leadership and management of the school, including subject leadership, has improved.
- good leadership in ICT is raising standards and teachers' confidence.
- the governing body is effective in holding the school to account.
- monitoring of teaching and learning is suitably rigorous but not enough attention is given to marking and target setting.

### **Commentary**

28. Weaknesses in leadership and delegation of responsibilities were important factors that led to the school being judged to have serious weaknesses at the last inspection. The headteacher has worked successfully to improve these aspects, which have been addressed well and are no longer issues. Leadership is now much more clearly focused and areas of responsibility are shared out sensibly between the staff. Subject leaders have clear responsibilities and time is given to allow these to be carried out. Improvements to the leadership of ICT have led to significant improvements in teachers' knowledge and confidence, resulting in improved standards, particularly in Years 1 to 5. The management of SEN is satisfactory.
29. The school improvement plan is suitably detailed and concentrates on those areas that will have the most impact on raising standards and improving teaching and learning. However, some of the evaluation criteria are not readily measurable and some of the more quantifiable measures lack a degree of challenge.
30. Performance management systems for staff are in place and meet statutory requirements. Monitoring through classroom observations, work scrutiny and analysis of data is regular and suitably rigorous. However, not enough is done to improve the quality of marking and target setting overall. As a result, pupils are not as clear as they should be about what they need to do to improve their work.
31. The work and effectiveness of the governing body have improved significantly since the last inspection and are much more focused on school improvement. Governors have their own good systems for monitoring which give them a clear strategy for evaluating the work of the school. Governors make regular visits to the school to see for themselves what is happening and the results of these visits are reported to the full governing body at their meetings. Test and assessment data are analysed well and appropriate action taken on the outcomes of this information. The different committees of the governing body are effective in their roles; for example, the progress of the school development plan is tracked well by the monitoring group.
32. Although costs are high, the school's finances are managed appropriately and the school seeks best value for the services it receives.

### **Financial information for the Year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	179,029	Balance from previous Year	16,947
Total expenditure	185,797	Balance carried forward to the next	10,149
Expenditure per pupil	4,129		

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

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

#### Main strengths and weaknesses

- children do not attain the expected standards in communication, language and literacy .
- the classroom assistant provides good support to the teacher and children.
- weaknesses in the accommodation limit some aspects of children's learning.
- children have limited opportunities to make choices and take responsibility for their own learning.

#### Commentary

33. Children are admitted to school full-time in the September and January of the year in which they become five. They enter a class with pupils from Years 1 and 2. Children's attainment when they start school spans the full range, but is below average in communication, language and literacy. By the end of Reception, children achieve satisfactorily and are in line to attain the early learning goals in all areas of learning with the exception of communication, language and literacy where their attainment is below the expected level.
34. The quality of teaching and learning is satisfactory overall. The children join the whole class for a number of lessons and are withdrawn at other times by the classroom assistant for selected activities. However, the provision is limited by the inadequate accommodation and the necessity to tidy away resources in the activity area, as it used for other purposes during the day. As a result, children have few opportunities to develop fully their independence in selecting and pursuing an activity for themselves. The outdoor provision also places some restrictions on aspects of the children's social and physical development. The adjacent playground is very small and consequently, it is difficult to provide a broad range of activities for children that extend their learning outside. However, best use is made of the available space both indoors and outdoors. Children have access to the village recreation area with older pupils during break times and in PE lessons in the village hall. There are plans in place to extend the classroom by creating a covered, enclosed area to provide an additional area for Reception children.
35. The management of the Foundation Stage is satisfactory. The head teacher has a clear overview of the provision and is well supported by a part-time teacher and a full-time classroom assistant. All staff work effectively together to meet the needs of the children's welfare. The overall provision has improved since the school's last inspection, as the curriculum now being taught is specifically for children in the Foundation Stage.
36. In the area of **personal, social and emotional development**, the children achieve satisfactorily and teaching and learning are satisfactory. The children confidently tackle new learning and share their successes with the rest of the class. They have good relationships with adults and other children. The children work well together as a group, and have a good understanding of the need to listen to the contributions of others, to take turns, and to share resources. In this aspect, they benefit from working alongside the older pupils who set a good example through their own behaviour. The provision for children to make choices about what they can do and the opportunity to initiate their own ideas is more limited and not frequent enough. As a result, their independent learning skills and their ability to make decisions about their work are more limited. Overall, the children are happy and enjoy participating in the experiences that are provided.
37. Teaching, learning and achievement in **communication, language and literacy** are satisfactory. However, few are on course to attain the expected level by the end of the Reception year, particularly in their writing skills. There is a suitable combination of activities that

are led and directed by an adult, such as the introduction to daily literacy sessions and the opportunity to participate in role-play activities. However, at times the role-play activities are over-directed by adults rather than the children developing their own ideas. This was also noted in the previous inspection. Speaking and listening skills are good and adults take all incidental opportunities for extending the children's vocabulary. The children have a suitable appreciation of books, and understand that writing conveys meaning. They have their own reading books, which they take home regularly. Frequent opportunities for them to practise in class, and good support from home ensure that the children achieve well in this aspect of their learning. The promotion of early writing skills is, in general, suitably developed and children have the opportunity to carry out 'pretend' writing within play activities. However, only a limited number of higher attaining children write independently and develop the skill to write a simple sentence.

38. In terms of their **mathematical development**, the children's achievement is satisfactory as is the quality of teaching and learning. By the end of the Reception year, most children have gained a sufficient knowledge and understanding of number to count and recognise numbers up to ten with good levels of confidence and accuracy. Their use and understanding of everyday mathematical words such as 'more than' and 'less than' when talking about numbers are suitably developed. The few more higher attaining children are recording simple addition and subtraction sums to 20. The children are provided with a suitable range of worthwhile opportunities, which help them to learn through first-hand experience. For example, a group of children working with the classroom assistant took great delight in comparing the weight of different sized parcels and finding out that, if a parcel was big, it was not always the heaviest.
39. It was not possible to make an overall judgement of standards in the wide area of learning that relates to children's **knowledge and understanding of the world**, but the evidence of pupils' work indicates that their learning is secure. Children are given a suitable range of first-hand experiences. For example, visitors such as the fire brigade and nurse are invited in to talk to the children and residents from the village come in to show children the toys they played with when they were young. Good use is made of the village to enable children to develop an awareness of their own environment. Religious and cultural traditions are suitably enhanced through stories. A strong sense of their own religious customs is well promoted. A particular strength is the children's use of computers. Children were seen to be using the mouse pointer confidently to select items to make things happen and many were already adding text to pictures using a word bank. They know how to change colours, use different tools to create visual effects and can open files and move and re-size previously loaded photographs. The children are enthusiastic learners who show good levels of interest in all activities.
40. It was not possible to make an overall judgement of provision, teaching or learning for children's **physical development**. Children's attainment and achievement are hampered by the limited space of the outdoor play area. Although the children take part in PE lessons with older pupils, this was not observed during the inspection. However, fine motor skills are often taught well, and the children show good control of brushes and crayons and most manipulate small objects well.
41. It was not possible to make an overall judgement of the quality of teaching in the **creative** area of learning. The work on display indicates an appropriate mixture of art and craft activities and satisfactory achievement. Children explore a suitable range of materials, paint patterns, mix colours, and use pencils and crayons to draw pictures. In terms of their creative role-play, the planned activities do allow children to use their imagination. For example, the very good playhouse outside was used as a café during the inspection and the children took great delight in taking orders and serving food to customers. However, these activities are not freely available throughout the day.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH



Provision in English is **good**.

### **Main strengths and weaknesses**

- good teaching and learning enable pupils to achieve well.
- while standards overall are satisfactory, there are weaknesses in writing at Year 2.
- the links between marking, teaching and setting targets for pupils to achieve are not consistently made.

### **Commentary**

42. Overall, standards in English are average by Year 2 and Year 6, similar to those seen in the last inspection. Pupils attain average standards in speaking and listening and reading in Year 2 but below average in writing. This was also an area for improvement identified at the last inspection. Pupils' achievement, however, is now good because teaching is consistently good. In Year 6, standards in speaking and listening, reading and writing are average. Pupils in Year 2 read appropriate texts accurately and sound out unfamiliar words. They talk about the books they are reading and show a suitable understanding of the story and characters. Pupils in Year 6 enjoy reading and understand its importance in all aspects of their learning. The majority of pupils are confirmed readers who confidently tackle a suitable range of texts and have the necessary skills for finding books and information.
43. Standards in writing are below average by the end of Year 2 and average by the end of Year 6. Although pupils in Year 2 write at a good length and develop their ideas effectively, there are many spelling mistakes in their work and they do not consistently join their writing. As a result the presentation of their work is too variable.
44. In Year 6, pupils write in a suitable range of forms, including, play scripts, stories, poems and persuasive writing. In the best writing, pupils are learning to master and manipulate language for their own purposes from compiling a persuasive letter on why mobile phones should not be used in school to creative work inspired by heroes. In both Years 5 and 6, pupils know how to improve their work to present a clear final copy. By Year 6, most pupils are beginning to use paragraphs, correct punctuation and suitable grammatical structure in their written work. Ways to add interest to the writing curriculum and to give pupils enthusiasm for this aspect of their work are particularly effective.
45. Throughout the school, teachers work hard to ensure that pupils are given many opportunities to develop their speaking and listening skills, which encourages effective learning. Pupils listen well in lessons and speak confidently to each other and adults. In Years 3 to 6 the teacher provides pupils with many good opportunities to develop their skills through well-planned whole class and group discussions. For example, after introducing pupils to a range of poems, a group of higher attaining pupils used language such as 'death can be mournful and emotional' to describe the mood conveyed by the writers of three different elegies.
46. Teachers have a secure understanding of the National Literacy Strategy and implement it effectively. Teachers are skilful at asking questions that extend the pupils' ideas and help them to think imaginatively. At the beginning of most lessons, teachers help pupils to understand what is expected of them by discussing what they are going to learn. Teachers have high expectations of the pupils and make lessons lively and interesting. In a successful lesson in Year 1/2, the pupils' vocabulary was extended as they considered the language associated with stage directions. This involved pupils in reading aloud the 'speech bubbles' they had written and learning that the delivery of dialogue in a play has to be expressive. The pupils were well motivated as they discussed their ideas and enjoyed listening to the contribution of others. A strong feature of teaching in both classes is the effective contribution the teaching assistants make to pupils' learning, particularly to the progress of those pupils who have SEN.

47. Subject leadership is satisfactory. Assessment is thorough and, although the marking of pupils' work is rigorous and pupils are involved in assessing their own work against success criteria, this information is not used consistently to set targets for the next steps in pupils' learning. It is not sufficiently rigorous to raise pupils' standards in writing in Year 2.

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

48. Speaking and listening skills are well developed through many subjects. Teachers are very aware of the need to promote accurate and clear speaking skills and so they provide many opportunities for pupils to speak with partners, as part of a group or in front of the whole class. By Year 6, pupils use reference and resource books confidently. Opportunities to write in other subjects are having an increasingly positive impact on improving pupils' writing skills.

## **MATHEMATICS**

Provision for mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- good use of investigative approaches helps pupils understand mathematical concepts.
- good questioning draws out extended answers from pupils and checks on understanding.

### **Commentary**

49. Pupils' progress and achievement are satisfactory. Pupils attain average standards at the end of Year 2 and Year 6 which is similar to those seen at the last inspection. However, few pupils attain at higher levels. There is no significant difference between the performance of boys and girls and pupils who have SEN make satisfactory progress. Variation in standards over time is mostly due to the very small numbers in each Year group.
50. At Year 2, pupils order and write numbers to 100 and most know the value of each digit in a two-digit number. Higher attainers round up and down accurately to the nearest ten. Pupils in Year 6 have good recall of tables and number-bonds, which helps them work quickly and they demonstrate a secure understanding of fractions and the properties of shapes. There are many opportunities for pupils to investigate and solve problems. This focus on practical mathematics is improving their understanding and in helping older pupils to apply these skills to more difficult problems involving several steps. However, presentation is not as good as it should be. Where pupils set out their work without using the squares on the page accurately, this shows some weakness in their understanding of place value.
51. Teaching and learning during the inspection were satisfactory and pupils made sound progress in the lessons seen. Teachers' questioning is effective at drawing out pupils' ideas. Pupils' extended answers show that they have a secure understanding of the aspect they are working on. Teaching in Years 3 to 6 is well focused and there are indications that standards for pupils in Years 3 – 5 are improving. The teacher also makes good use of the ICT suite next to the classroom, particularly the interactive whiteboard, to demonstrate more difficult concepts. Marking is effective and often tells pupils what they need to do to improve.
52. Management is good. The subject leader, who is relatively new to the school, has in a very short time, begun to address some of the weaknesses identified in her action plan. The school collects lots of information on pupils' attainment. Tracking systems are good and provide secure information on pupils' progress over time.

### **Mathematics across the curriculum**

53. The school makes appropriate provision to improve pupils' understanding of mathematics in other subjects. There is some measurement in DT and regular use of tables, charts and graphs in science. There are many examples of pupils using ICT for graphing results using previously collected data.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- the greater focus on investigative and experimental science is improving pupils' understanding.
- teachers' questioning helps pupils' learning and checks on their understanding.

### **Commentary**

54. Pupils are achieving at a satisfactory level overall. Standards are average at the end of Year 2 and Year 6 but few pupils attain at the higher levels. Standards have been maintained since the last inspection but regular, practical investigations are giving pupils' better understanding of scientific concepts and experimental technique. Year 2 pupils, identifying food groups, worked well in pairs, cooperating on ideas and helping each other with accurate spellings. They showed secure understanding and were able to explain their reasoning. The work in pupils' books covers a wide range of investigations but some of the recorded work does not always reflect the quality of the teaching and learning. The presentation often lets down some of the content where pupils draw freehand lines for charts and tables.
55. Overall, teaching and learning are satisfactory. Teachers' questioning is effective at drawing out pupils' understanding, for example, through good follow-up questions. Teachers are generally confident in investigative work and teach a good range of investigations. Marking does identify some pupils' errors well but is inconsistent. In Years 3 to 6, it identifies what pupils need to do to improve, but in Year 1 and 2, although regular it is not specific enough to move pupils' thinking on.
56. Subject leadership is satisfactory. There has been monitoring of pupils' work and standards across the school and appropriate action taken based on the information gathered. Further work is being done in developing national guidance to make it more applicable to the school and to ensure better continuity.

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

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- teaching is good and standards are improving rapidly but remain below average at Year 6.
- good subject leadership has made significant improvements to the quality of teaching and learning.
- the good facilities now allow the full curriculum to be taught.

### **Commentary**

57. Standards at Year 2 are average and show good progress over time. Pupils have sound keyboard skills and locate, open and modify their own files. They resize digital photographs and move them around to put them in the correct sequence. When adding text from a word bank, they improve this by changing the size of the letters.
58. Since the last inspection, standards have improved particularly in Years 1 to 5. With the significant improvements to the facilities and regular use of the ICT suite, pupils are making more rapid progress. Good teaching by the subject leader to both classes is raising standards across the school rapidly. Discussions with pupils and their demonstrations of work previously covered show good progress and achievement. However, standards in Year 6 remain below average because there are gaps in the work they should have covered by this age. They competently use a multi-media presentation to record and show their work in DT using digital photography and adding text, commentary and sound. Pupils word process their writing but this is used mostly for producing a final copy rather than creating and drafting work. This misses valuable opportunities for pupils to review and modify their own work and further improve their English writing skills.
59. The appointment of a knowledgeable and confident subject leader has moved the school on very rapidly in a short time. The training provided by the subject leader for all staff has been effective in improving their skills and confidence. She teaches ICT skills to all year groups in the school and, with good personal skills, is effective in moving pupils forward. Teaching assistants are competent and well briefed about their role. They provide good support in the ICT suite.
60. Since the last inspection, the creation of a new computer suite has given the school the hardware it needs to provide good opportunities for all pupils. Additional facilities such as an interactive whiteboard enhance the provision and support teaching and learning well. The range of software has been improved more recently but not all of this is in regular use. However, it now enables the school to teach the full curriculum.

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

61. The ICT suite is used well to support teaching in other subjects such as mathematics and science through tables and graphs. However, little use was seen of computers in classrooms to support the regular teaching of English or mathematics.

### **HUMANITIES**

62. **History** was not taught at the time of the inspection. Discussion with pupils and analysis of their work signify that all the strands of the subject are taught but opportunities for older pupils to follow a line of enquiry and find evidence are limited. The emphasis on developing pupils' knowledge of the past can sometimes mean that their independent research skills develop at a slower pace. This is a position similar to that found by the last inspection. Visits to places of historical interest such as museums, the SS Great Britain in Bristol and an archaeological day organised for pupils in Years 3 to 6 enrich the curriculum.
63. **Geography** was not a focus for this inspection, but pupils' work, and curriculum planning indicate that standards are broadly average and the curriculum is covered appropriately.

### **Religious Education (RE)**

Provision in RE is **good**

### **Main strengths and weaknesses**

- pupils' knowledge and understanding of Christianity is well established.
- pupils in Year 2 attain standards that exceed expectations.
- the subject makes an effective contribution to pupils' personal, social and moral development.

## Commentary

64. Analysis of pupils' past work shows that, in Years 1 and 2, pupils exceed the expectations of the locally agreed syllabus. This shows a significant improvement since the school's last inspection where these pupils were underachieving. Their work showed that pupils have a good knowledge of the main Christian festivals and their meaning. They are able to retell a wide variety of Bible stories in good detail. They respond well to the feelings and concerns of others, such as saying sorry and meaning it and express their own views on being considerate and trusting others. Their written work shows a suitable coverage of other religious faiths such as Judaism and Hinduism.
65. By Year 6, pupils' standards of attainment are in line with expectations of the locally agreed syllabus and the analysis of available work indicates that achievement is satisfactory. Similar standards were seen in the previous inspection.
66. Teaching and learning are satisfactory. The lesson seen provided an effective opportunity for pupils to use their speaking and listening skills and demonstrated that they had thought about what they have learned and formed personal opinions from their learning. The atmosphere of mutual trust and encouragement enabled pupils to feel confident to develop their responses to questions. The discussion showed they were beginning to link religious teaching to their everyday life. Their written work shows a suitable coverage of other world faiths and the key features behind sacred writings and places of worship. Suitable opportunities are provided for pupils to reflect on their own feelings and responses, such as writing postcards home to describe how they might feel on a pilgrimage to Mekkah. Good use is made of visits to the local church and pupils learn about the symbolism involved in Christian ceremonies. Pupils' spiritual, moral and social development is well supported through RE.
67. The curriculum is satisfactorily planned on a two and four-year cycle to accommodate the mixed-age classes. The emphasis is on learning from religion, as well as building knowledge of a suitable range of world religions. The subject is led well by a part time member of staff, who has been influential in improving the provision since the school's last inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. There was no opportunity to observe teaching in **art and design, design and technology (DT) or physical education (PE)** and no judgements are made on standards or the quality of educational provision. In **DT**, there were limited samples of finished work, but scrutiny of pupils' planning books and discussions with pupils indicate standards are broadly average by the end of Year 2 and Year 6, but aspects of work are limited by a narrow range of resources, particularly for using resistant materials such as wood.
69. In **music**, pupils were only observed in a lesson taken by a specialist music teacher. Pupils enjoy their music lessons and work enthusiastically. They respond well to the teacher's high expectations and challenge and are keen to participate. Music contributes well to pupils' cultural understanding. They are introduced to music from a range of cultural traditions such as African chants and Indian dance music. Pupils experience a suitable range of activities that are designed to develop their musical skills in other areas such as listening to music and painting with sound. Specialist teaching of music enriches the curriculum. The school has used money well to provide the best opportunities for pupils to develop their skills and personal attributes through music.

70. In **PE** the school covers the required curriculum, including swimming. It takes part in a sports programme with other small schools in the area, for example, in football, netball and basketball. Good use is made of the facilities in the village to overcome the limitations of the school building and playground.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)**

71. The school sees pupils' personal development as an important part of its work. The programme for PSHE is good and includes work on relationships, responsibilities and involving pupils in making decisions. This programme helps pupils to develop a safe and healthy life style, gain confidence and interact with others. It is well supported by visits from outside agencies. During the time of the inspection, the pupils received a visit from the 'Life Education Centre Bus'. This provided pupils with a stimulating active learning session on healthy living and included a time for them to take part in a discussion about how to deal with any inappropriate behaviour they might encounter, such as being called names. As pupils get older, teachers give them increasing responsibility, preparing them well for the next stage of their education. By the end of Year 6, the pupils are confident and independent individuals and able to organise an end of year day out for pupils in Years 3 to 6. Citizenship is planned into the programme and identifies the need of pupils to consider living in a diverse world.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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