

INSPECTION REPORT

REDMARLEY CHURCH OF ENGLAND PRIMARY SCHOOL

Redmarley D'Abitot

LEA area: Gloucestershire

Unique reference number: 115646

Headteacher: Mrs K M James

Lead inspector: Keith Sadler

Dates of inspection: 26–27 April 2004

Inspection number: 257295

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: 78

School address: Redmarley
Gloucester
Gloucestershire
Postcode: GL19 3NQ

Telephone number: 01531 650277
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Appropriate authority: Governing body
Name of chair of governors: Mr Michael Henning

Date of previous inspection: 18 May 1998

CHARACTERISTICS OF THE SCHOOL

This is a small village primary school with 78 pupils on roll from Reception to Year 6. The school is situated within the village of Redmarley D'Abitot, Gloucestershire, which is very close to Ledbury in Herefordshire. Pupils come from the village itself and other hamlets in the area. Their socio-economic circumstances are broadly average. All are of white British heritage and all have English as their first language. The number of pupils joining and leaving the school at times other than those expected is below average. The proportion of pupils who claim free school meals is well below the national average. Attainment on entry varies year-on-year and is usually similar to that found nationally, though this year the intake has above average attainment. The percentage of pupils on the school's register for special educational needs is above the national average. There are no pupils with Statements of Special Educational Needs.

The school has three classes. The year groups in each class change year-by-year according to the size of the cohort of pupils. For the past two years, children in the Reception Year have been taught in a class with the Year 1 and 2 pupils. The second class has Year 3 and 4 pupils and the upper class has Years 5 and 6 pupils. The school gained the *Investors in People* standard in 1995 and gained a DfES *Schools Achievement Award* in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16405	Keith Sadler	Lead inspector	Mathematics Science Information and communication technology Music Physical education Religious education English as an additional language
1104	Marvyn Moore		
30677	Peggy Waterston	Team inspector	English History Geography Art and design Design and technology Foundation Stage Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is good and it provides good value for money. The quality of educational provision is very good. In particular, very good teaching ensures that pupils learn very well and achieve well. Standards are generally above average. The very good leadership and management of the headteacher create a strong and purposeful ethos for learning in which pupils thrive.

The school's main strengths and weaknesses are:

- The headteacher, who has a clear educational vision, steers and leads the school very well.
- The quality of teaching and learning is very good with half the teaching being very good or better
- Pupils' relationships are outstanding, they behave very well, have very positive attitudes to learning and love going to school.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The school has very good links with parents and the community.
- Management is very effective and the school runs smoothly.
- There is a need to improve resources and raise standards in information and communication technology (ICT).

The school has improved its effectiveness since its last inspection in 1998. Statutory requirements for the teaching and learning of ICT are now met, though this has been a recent development. The school's aims were revised soon after the last inspection, and it now provides a good range of aims that include a suitable focus on the pupils' attainment. The school improvement plan is an effective document; it now includes all aspects of school management and is a very good working tool.

STANDARDS ACHIEVED

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

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.

Caution is needed when interpreting data in this school which has small year groups. National test results fluctuate depending on the number of pupils in any year group and those with special educational needs.

Pupils achieve well in relation to their ability. The children's attainment on entry to the school varies each year according to the make-up of the small cohorts of children. The current Reception Year has attainment that is generally above average. Children make satisfactory progress in the Foundation Stage and by the time that they enter Year 1 most children are likely to attain the required Early Learning Goals. Throughout Years 1 to 6, pupils' achievement is good. Due to the very good teaching and learning in all three classes, pupils are attaining standards that are above the national average in English, mathematics and science. This is not always reflected in the national tests for 11-year-olds due to the small numbers of pupils in each year group. Standards in the tests in 2003 were above average in English, well below in mathematics and below average in science. Attainment in ICT is below average because the pupils have only recently been taught the full range of the required programme of study. There are indications that standards are above average in most other subjects.

Pupils' personal qualities and spiritual, moral, social and cultural development are very good. Their attitudes and behaviour are very good. They thoroughly enjoy their lessons and school. Relationships are very positive and the pupils' confidence and self-esteem are outstanding. This is because of the very good climate for learning created through the head and staff of the school, which boosts the pupils' desire to learn. Attendance is good.

QUALITY OF EDUCATION

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

The quality of teaching and learning is very good, with half the lessons seen being very good. Pupils learn very well because teachers know individuals extremely well and plan very thoroughly to address their needs. The overall quality of the curriculum is good. Good quality extra-curricular provision enriches and broadens the pupils' learning and makes a significant contribution to their achievement. The care, guidance and support for pupils are very good. The school's partnership with parents and the local community are very good. This has a positive impact on the pupils' achievement and gives them additional opportunities to enhance their learning in a range of areas.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher's leadership and management are very good. She is highly effective in creating a positive ethos for learning, establishing a very strong sense of belonging and teamwork, and she is held in high esteem by the parents. Governance is good. Governors are very involved in the work of the school and provide a strong steer for its educational direction. Management is very good and the school runs very smoothly.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express very positive views of the school. Pupils are very proud of the school, thoroughly enjoy their lessons and love going to school.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Improve resources and standards in ICT.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory in the Reception Year and is good in the other school years. Pupils make good progress in their learning. Most pupils are likely to attain the Early Learning Goals by the time that they enter Year 1. Pupils attain standards that are above average in English, mathematics and science by the time that they reach Year 6. These standards are due to the very good teaching and the positive climate for learning generated by the adults in the school.

Main strengths and weaknesses

- In Years 1 to 6, pupils achieve well and make good progress in their learning.
- Attainment is above the national average in English, mathematics and science.
- Standards in Year 2 are above average.
- Attainment in ICT in Year 6 is below average because there are significant gaps in the pupils' knowledge.

Commentary

1. The number of pupils in each year group is small and hence, to compare the school's results with national results is likely to be misleading. This is because one more or one less pupil achieving a given level could have a profound impact on the results for that year group. The numbers of boys and girls also vary widely from year to year. The school's results in national tests fluctuate both across year groups and within subjects for each year. The overall improvement trend is better than the national trend in tests for seven-year-olds and below the national trend in tests for 11-year-olds.
2. Pupils enter the school with broadly average or above average attainment. Most are particularly skilled in speaking and listening. Pupils achieve satisfactorily during their year in Reception, and the pace of their learning quickens during the two infant years. By the time that they reach seven, standards are above average. In reading and mathematics a significant proportion of the pupils attain the higher level.
3. Pupils continue to achieve well in the two junior classes. This is due to the high quality teaching in both classes, linked to the very positive and supportive ethos for learning, which helps the pupils to want to learn. In the tests for 11-year olds, standards, in comparison with those of all schools, have been generally around or above the national average in English for the past four years. In mathematics, standards have fluctuated between being well above average and well below average. In science, standards have been generally around the national average. However, for the past two years all the pupils have gained the expected level in science. In comparison with similar schools, standards at Redmarley have fluctuated between being above average and well below average over the past four years.
4. Inspection findings are that by the time pupils reach Year 6, standards are above average in English, mathematics and science. Pupils achieve well in all subjects, and are particularly skilful in investigative mathematics and science where their well-developed thinking and speaking and listening skills, supported by very good teaching, enables them to achieve particularly well. All other subjects were sampled in the inspection, though there are indications that in all subjects, except ICT, standards are around or above the national expectation. In ICT, standards are below average in Year 6 because the pupils have not had the opportunity to study the full range of the required programmes of study. Although they achieve well in the aspects that they have been taught and attain above average standards in these areas – such as using ICT for producing graphs and charts, presentations and word

processing – there are significant gaps in their knowledge particularly in the areas of control and monitoring. It was not possible to make a judgement in religious education because too few lessons were seen during the inspection. However, there are indications that standards may well be in line with both national expectations and those of the Gloucestershire Agreed Syllabus.

- The provision for pupils with special educational needs is good. These pupils achieve well and due to the good support and high quality teaching they make good progress towards the targets identified in their Individual Education Plans.

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

Standards in:	School results	National results
English	27.5 (27.0)	26.8 (27.0)
Mathematics	25.5 (24.6)	26.8 (26.7)
Science	28.0 (28.8)	28.6 (28.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

All of these areas are a great strength of the school and together, they make a very positive contribution to both the pupils' love of learning and their achievement.

Main strengths and weaknesses

- Pupils' confidence and self esteem are excellent and have a positive impact on their learning.
- The school sets extremely high expectations for pupils' conduct and works very hard to achieve them.
- Pupils' attitudes to work and learning are very good and they behave very well.
- Throughout the school there is a very positive atmosphere of mutual respect and pupils are well aware of principles to distinguish right from wrong.

Commentary

- Pupils display very good attitudes to their work and learning across the school. They arrive on time and settle themselves well for the day ahead. The excellent relationships that all the staff have with the pupils helps the pupils to establish their positive attitude to school and learning, which is apparent throughout the day. Pupils are keen to take responsibility and show personal initiative. Pupils respect the feelings, values and beliefs of others and their self esteem and confidence are raised to an outstanding level by feeling valued. In lessons pupils listen attentively, behave very well and undertake tasks enthusiastically.
- Teachers have very high expectations of pupils' behaviour and achievements and, as a result, pupils respond positively. Their behaviour is very good and pupils interact very well with each other. Classroom rules are discussed and agreed with pupils and they are fully aware of the high standards expected by staff. Because the school has a caring ethos, pupils know right from wrong and show a great amount of consideration for others. For example, lunchtimes are pleasant social occasions, where pupils from differing age groups sit together and relate very well to each other. In addition, the appointment of older pupils as captains and monitors ensures that pupils' behaviour both at break and lunch-time is of a high standard and requires minimal supervision by staff. There have been no exclusions for a number of years.
- Provision for pupils' spiritual, moral, social and cultural development is very good. The effective personal, social and health education programme (PSHE) gives ample opportunities for pupils to discuss issues of interest and concern. They are encouraged to see the school

as a community in which they all have an important part to play. The school provides extensive opportunities for pupils to visit different interesting places and makes good use of the talents of specialist visitors to the school, including Indian speakers, African drama and music specialists and officials from the local church. Pupils support different charities and the “brick wall of achievement” celebrates pupils’ contribution to good work and behaviour. Taken together, this very good provision is effective in preparing pupils for life in a culturally plural society.

9. In the current school year, the pupils rate of attendance is above the national average, though in the last reported year (2002-2003) the rate of attendance was in line with the national average. This is primarily due to families insisting on taking holidays during term time. Because of the small numbers of families in the school, this has a significant effect on overall attendance percentages.

Attendance in the latest complete reporting year (2002-2003) (%)

Authorised absence		Unauthorised absence	
School data	5.6	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. The quality of teaching and learning is very good overall, with very good lessons being taught by all teachers. The curriculum is good and is enhanced by a good range of extra-curricular activities and a very good range of enrichment opportunities. Provision for the care, welfare, health and safety of pupils is good and there is very good provision of support and guidance. Links with parents and the community are very good.

Teaching and learning

Teaching and learning are very good. Assessment is good.

Main strengths and weaknesses

- All of the teachers in the school taught very good lessons in the inspection.
- Teachers provide very good activities that are well pitched to meet pupils’ needs.
- The very good relationships between all staff and pupils encourage very good learning.
- Teachers question pupils very well and encourage very good discussions.

Commentary

Summary of teaching observed during 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	7	2	0	0	0

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

10. The overall quality of teaching and learning is a strength of the school. Lessons are invariably characterised by the very good relationships that exist throughout the school. Pupils are very keen to learn, they progress very well in their learning and support each other very well. Teachers’ planning of lessons is very good. They set challenging and exciting tasks which

helps to engage the pupils' interests. All the staff are particularly adept at ensuring that the varying needs of the pupils are met in lessons. This is not an easy task given that all three classes have pupils of different year groups.

11. Half the lessons seen during the inspection were very good. These lessons were characterised by a number of positive features. Teachers use questions and discussions to encourage pupils to listen carefully and talk about their work. This has a positive effect on the pupils' learning. For example, in two very good science lessons, one in the infant class and the other in the upper junior class, both teachers asked the pupils to raise questions for themselves about the topics being studied. The teachers then organised the work around groups of pupils working together to find solutions to their own questions. This has the dual effect of helping to engage the pupils and also of making the work relevant, practical and enquiry based. Given the quality of the teachers' questioning of the pupils, in both lessons, pupils progressed very well, developed their skills of scientific enquiry and also developed their knowledge and understanding of the topic being taught. Other positive features include the excellent use made of resources. Learning is invariably supported by a good range of books in history, geography, science and design and technology. Good use is made of whiteboards and number lines in mathematics, and there is a good stock of group reading materials for English. One strong feature is the use made of the interactive whiteboards. Teachers use this resource very well across all subjects and the whiteboards help to liven lessons, quicken the pace of learning and provide a very good opportunity for high quality photographs, charts and diagrams to be incorporated into their teaching.
12. The quality of teaching and learning in the infant class overall is very good, though the teaching and learning of the Reception children are good. This is because of the particular difficulties associated with a teacher having to plan for the work of a small group of children where the curriculum is different to the requirements for the Years 1 and 2 pupils, who are also in her class. When the teacher is working with this group – currently nine in number – the teaching is generally at least good.
13. Pupils learn very well. This is due to the very good quality of teaching, which also includes the very good management of behaviour and strong inter-personal relationships that pervade the school. This is evident in all lessons. Pupils thoroughly enjoy their lessons in all subjects. They are confident, pleasantly assertive and are mindful of others' feelings. As a result, they collaborate effectively, work happily together in pairs or small groups and progress very well.
14. Teachers and classroom assistants know the pupils very well. Teachers' assessments of pupils' achievement are good. Staff use their assessment information well to plan future work. In addition, learning is enhanced because teachers' marking of work is very good, particularly in English. Assessment information is used particularly effectively in supporting pupils with special educational needs. The teaching of these pupils is very good. Work is targeted very well to ensure that they progress well towards their learning targets. Provision is very good.

The curriculum

Curricular opportunities are good and are well matched to the interests and the needs of the pupils. The curriculum is enriched through making visits and having visitors in the school. There is a good range of extra-curricular activities.

Main strengths and weaknesses

- The curriculum is well planned, broad and balanced.
- Planning for most subjects is good.
- The curriculum for the pupils' personal, social and health education is very good.
- Teachers ensure that there is very good equality of access and opportunity for all pupils.

- Curricular provision for pupils with special educational needs is good.

Commentary

15. The curriculum provided for the children in the Reception Year is satisfactory. For pupils in Years 1 to 6 it is good. The curriculum for these pupils is very well planned and carefully thought through. It is broad and balanced, is activity based and is made progressively more challenging for pupils as they progress through the school. This is not an easy task to accomplish given that each class has two year groups, and in the case of the infant class there are three year groups and the required curriculum is different for the Foundation Stage and Years 1 and 2 pupils.
16. Long-term curriculum planning is made more challenging for the school because the number of year groups in each class is likely to change on an annual basis. This brings complications to the process of ensuring that all pupils are taught the required programmes of study. The school has overcome these difficulties well. Subject leaders have developed a good programme of topics, which are effectively managed in most subjects. However, in science the three year programme for pupils in Years 3 to 6 is in need of review because of the long gaps between the teaching of some aspects of the science curriculum. Overall, therefore, planning is good. The planning for science and personal, social and health education includes provision for sex and relationships education and alcohol and drug misuse as well as the strong provision for citizenship. These areas are a strength of the curriculum and make a very strong contribution to the pupils' personal development and the positive approach that almost all pupils have to their learning. This, in turn, positively affects the pupils' achievement and their thirst for further learning.
17. In the last inspection a weakness was identified in the curriculum for ICT. This has been rectified, though only recently. The whole curriculum, including that for ICT, meets statutory requirements, and those of the locally agreed syllabus for religious education. But because the curriculum for ICT has only been recently fully established, this has had a negative effect on Year 6 pupils' attainment.
18. Provision for pupils with special educational needs is good. They are supported very well in lessons by both their class teacher and support staff. Staff make good use of Individual Education Plans to focus on what pupils need to improve and to consolidate learning and this enables pupils to make good gains towards the targets that have been set.
19. The curriculum is extended by a good range of extra-curricular activities and there is a good range of enrichment opportunities through making visits and having visitors into the school.
20. Overall, the accommodation is good, and the outdoor accommodation is used effectively, though the outdoor space for the Foundation Stage children is rather limited in size and there is not enough room for dedicated climbing apparatus. The library is attractive, though too limited in size. The school is made attractive by the staff and a range of high quality displays enhances the learning environment. The school's swimming pool is a particular benefit because it enables all the pupils to have swimming lessons as part of the physical education programme on site.
21. Resources are generally of good quality and wide ranging. However, there is a need to improve the resources for ICT. At present there are too few computers to enable consistent access for pupils and the limitations in both the number of machines and space mean that groups of only about four or five pupils can be taught at any one time. In addition, the computers are not networked and some, particularly the machine in the infant class, is too slow to cope with the sophisticated software requirements to make use straightforward and rapid. Teachers are supported very effectively by teaching assistants. They work well with small groups of pupils and generally they support their learning well.

Care, guidance and support

The provision for these areas is good and makes a significant positive contribution to both the pupils' learning and their achievement.

Main strengths and weaknesses

- The extent to which each pupil has a good and interesting relationship with adults in the school is excellent.
- Pupils have very good access to well-informed advice and guidance.
- The school has good procedures in place to ensure that pupils work in a healthy and safe environment.
- Induction arrangements are very good.

Commentary

22. The school offers a very good standard of care to its pupils. It has a very caring environment where all pupils feel valued and are treated with care and respect. Procedures for child protection are good. Arrangements to ensure pupils' health and safety are good. Health and safety audits and risk assessments take place on a regular basis and the school has very good arrangements in place in the event of a pupil having an accident. Several staff are trained in first aid and accidents are meticulously recorded.
23. Pupils at the school have complete confidence that staff will take their concerns seriously and give them support. Staff know the pupils well and they regularly monitor their personal development both formally through recording their progressive development and informally.
24. The school has good arrangements for the involvement of pupils through seeking, valuing and acting on their views. Lessons in personal, social and health education and the use of "circle time" give pupils the opportunity to share their views and opinions and pupils are given responsibility as lunch-time mentors, to act as Receptionists, set up the hall for booster groups, take charge of equipment and raise money for local charities. The classroom rules are compiled in conjunction with the pupils. Pupils interviewed during the inspection week confirm that they felt their views were valued and taken into account and that they were treated as responsible young people by staff.
25. The school provides good levels of support for pupils from varying backgrounds and abilities. Pupils with special educational needs are well supported. Their work and progress are tracked thoroughly and teachers work in close partnership with teaching assistants, who provide effective support. Pupils' Individual Education Plans are of a good standard and parents are invited to regular reviews of their children's progress and contribute to target setting.

Partnership with parents, other schools and the community

This is a strength of the school, with very good partnerships which help to support the pupils' achievement and learning.

Main strengths and weaknesses

- Procedures to ensure satisfaction and to deal with any concerns or complaints are excellent.
- The school has very good arrangements to involve parents by seeking, valuing and acting on their views.
- The school provides very good information to parents about standards and progress.

Commentary

26. Parents have a very high opinion of the school. The overwhelming majority of parents who responded to the pre-inspection questionnaire were comfortable about approaching the school with questions, problems or a complaint. They stated that they were kept well informed about how their children were getting on and said that staff treat children fairly. Parents report that their views are regularly sought and the school takes good account of their suggestions and concerns. Inspection findings confirm the positive comments made.
27. Links with parents are very good. The school welcomes them at any time and a small number of parents help the school in several ways, for example, by hearing pupils read, accompanying pupils on educational visits and assisting with school productions. The school warmly welcomes and values their input. The school has an active Parents' Association, which provides very good support. This has a positive effect on achievement because, as well as strengthening links between parents and the school, the association raises valuable funds for educational resources.
28. Arrangements for keeping parents informed about their children's progress and achievements are very good, as is the information provided about both school events and the future areas of study that each class will be undertaking. The school provides very good annual reports on pupils' progress. These provide full information about each subject as well as individual targets for improvement. There are termly consultation evenings, which enable parents to discuss their children's behaviour, progress and work. In addition, there are information evenings for parents to inform them about such issues as homework, positive behaviour policies, the home/school agreement and the school's strategies in promoting numeracy and literacy. In addition, the school has an active website, which also serves to provide useful information to parents, the village and wider community.
29. The school regularly seeks parents' views about general issues, for example, curtains for the new hall, paint colours and uniform changes. Each year parents' views are surveyed through a questionnaire or consultations that seeks their opinion on a variety of issues and asks for feedback on what they perceive to be the strengths and weaknesses of the school.
30. The school has very good links with the community. Redmarley has provided inset for cluster support workers on the numeracy strategy and shares expertise with the adjoining Newent Community School, where Class 3 children regularly visit for joint projects. The school fosters close relations with the local church by holding services there during the year and using it regularly as a learning resource in religious education. Members of the lay team and members of the local community come into school each week to lead a particularly successful after-school club which includes an act of worship. Almost half the pupils attend this group.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The school provides good value for money.

Main strengths and weaknesses

- The leadership and management of the headteacher are very good and have a positive impact on teaching and learning.
- Subject leadership is very good.
- Management is very good, with good financial management systems and very good self-evaluation arrangements.
- Governance is good. Governors provide strong leadership.
- Overall, improvement has been good since the last inspection, though there remains a weakness in ICT.

Commentary

31. The headteacher provides very good leadership and management. She is highly effective in creating a very positive ethos for learning and provides very good support for staff, pupils and parents. She has a clear vision for the school, and has created a very effective and strong team of staff and is held in very high esteem by the parents. She is particularly successful in making the school an inclusive one where all pupils feel that they belong and have very good opportunities to participate in the rich opportunities that are provided for them. In addition, her leadership of the curriculum and teaching and learning is very good. She is supported by a strong team of teaching and non-teaching staff. Staff provide good leadership and management of their subject responsibilities and they help and support each other effectively.
32. Governance is good. The governors are rightly proud of their school, are committed to its continued improvement and have a good knowledge of the school's strengths and weaknesses. They provide appropriate strategic direction, are suitably involved in the shaping and evaluation of the school's improvement plan and are generally very well engaged in the life of the school. They give significant amounts of time to keep in regular contact, are evaluative and provide very good support for the head and staff. Governors ensure that statutory requirements are met.
33. Management is very effective. The school monitors performance very well, is reflective and has good self-evaluation procedures in place. Very good use is made of performance data to monitor and determine future improvement priorities. In the last inspection, there was a weakness identified in the school's development planning because the plan did not include all aspects of school management or provide financial information. This is not now the case. Following reviews of performance and provision, any aspects needing improvement are included in the good strategic improvement plan. This identifies priorities for improvement, sets out clear resource requirements and provides a good range of criteria to check the success of targets set. The plan is monitored and evaluated well by both staff and governors. It is a very good working tool.
34. All the teaching staff are directly involved in the school's self-evaluation. This is achieved by regularly reviewing planning, pupils' written work and observation of teaching. The good arrangements for the performance management of the staff are effectively woven into the self-evaluation process and support the school both in being reflective and in seeking continued improvement.
35. The financial management of the school is good, secure and consistent. The relatively high balance carried forward has been carefully considered and there are clear and appropriate spending plans in place. Overall, the school's effectiveness is now good and due to the very good overall provision, good achievement and very good leadership and management, the school provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	228,306
Total expenditure	226,668
Expenditure per pupil	2,833

Balances (£)	
Balance from previous year	26,569
Balance carried forward to the next	28,207

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There are indications that provision for children in the Foundation Stage in most areas of learning is at least **satisfactory**.

Main strengths and weaknesses

- Supportive relationships have been established and children approach their learning with confidence.
- Teaching is at least satisfactory and often it is good.
- The teaching assistant supports children's learning well.
- The children have good attitudes to their work, concentrate well and work hard.
- The teacher has high expectations, to which children respond well.

Commentary

36. The quality of the provision for the children in the Foundation Stage is similar to that seen during the last inspection. The children enter Reception at the beginning of the year in which they become five. At the time of the inspection there were nine children in Reception, taught in an infant class with 17 Year 1 and 2 pupils. The majority of children have attended the village pre-school playgroup, with which there are close links. The arrangements for pupils' transfer to the school setting are very good; there are opportunities for parents and children to visit several times before entry, the school provides good information and advice about helping children start school, and it has pre-school packs available on loan. Although the full range of ability is represented in the intake, in the current year most children entered Reception with attainment in all areas of learning which is above that expected for their age. They make satisfactory progress and most are likely to attain the expected standards on entry to Year 1. At this early stage in the summer term, some children have already reached some of the Early Learning Goals.
37. The quality of teaching is good. The class teacher has high expectations and children respond well to the tasks they are given. In the literacy and mathematics lessons seen, the children were present with the rest of the infant class for the first part of lessons but subsequently moved to an area in the school hall with the teaching assistant for activities specific to their age and ability.
38. It was not possible to see enough lessons in the Foundation Stage to make secure judgements about the quality of provision in each area of learning.
39. The **personal, social and emotional development** of the current intake is in line with what is expected for their age and there are strong indications that most children are likely to attain the expected standards in this area of learning before they enter Year 1. Children are confident, maintain attention, and concentrate well during the formal part of lessons. They are patient when waiting for their turn. Good routines have been established and children behave very well. They relate well to adults and co-operate with each other when involved in activities in the outside area. For example, two boys worked well together to complete a large jigsaw, while others talked together as they used a dolls' house and road mat imaginatively.
40. Early indications are that the majority of children are likely to meet the expectations in **communication, language and literacy** and some children to exceed them. The children's achievement is satisfactory and they make sound progress in their learning. They enter the Reception class with speaking and listening skills which are at least in line with those expected for their age. Most children come into school able to communicate well with adults and with

other children. Some already have quite an extensive vocabulary for their age. They follow instructions sensibly. They enjoy listening to stories and had written their own version of 'The Enormous Turnip' to share with the Year 1 and 2 pupils. Just over half the children are able to link sounds to letters in the alphabet and to use their phonic knowledge to write simple words, and make plausible attempts at more complex words. Children take books home to share and are learning to recognize a widening range of words. They handle books with care and turn pages correctly, sometimes choosing to look at a book when they have a choice of things to do. They liked using a pictorial index to find references in a text.

41. Most children are likely to achieve the expected standards in **mathematical development**, particularly in the area of numbers and calculating. Their achievement is satisfactory and they make reasonable progress in their learning. During the one short lesson seen children demonstrated that they were able to add two numbers together to make up to ten, writing the sums conventionally, and often very neatly, on their whiteboards. They subsequently controlled a 'roamer' to check their answers by adding on along a line of large numbered tiles. A scrutiny of their work showed they have experience of counting to ten, combining two groups of objects, and sequencing numbers; some children are beginning to record their work in a published number workbook.
42. There are indications that the children's development in the **knowledge and understanding of the world** area of learning is provided for satisfactorily. They follow the same topics as the pupils in Years 1 and 2, taking part in related activities appropriate to their age and ability. A scrutiny of their recorded works indicates they have had suitable experience of listening to sounds, tasting, pushing and pulling toys and sorting them into 'then and now', classifying items that are grown/not grown and identifying items powered by electricity. During religious education lessons they have learned about harvest and Easter, and listened to stories from both Testaments.
43. There was little work on display, or in the work scrutiny, to provide a clear indication of the breadth and standard of children's **creative development**. They have used paint and pastels for self portraits and printed random patterns using a wheeled toy.
44. In the area of **physical development**, one outside games lesson was seen, in which children were suitably challenged to improve their performance in sending and retrieving a variety of small equipment. In this lesson, the children achieved very well, making good progress in their learning. Children use wheeled vehicles at lunchtime with a reasonable degree of control, and showed they could use space with regard for the needs of others. When making jam sandwiches, the children used knives safely, some managing to spread and cut quite competently. They are able to use scissors, pencils and glue spreaders with increasing control.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good, and sometimes very good, throughout the school.
- Lessons are well planned using the guidance in the National Literacy Strategy.
- Teaching assistants provide good support in lessons.
- Pupils write for a wide range of purposes, and have good opportunities to write at length.
- Teachers' expectations of what pupils are able to achieve in a given time are high.
- There are inconsistencies between classes in the opportunities pupils have to develop their reading skills through teacher-led discussion groups.

- The presentation of pupils' work is good.
- Teachers' marking is very good, providing supportive and constructive comments to enable pupils to improve their work.

Commentary

45. There are variations in standards from year to year because of the make up of particular groups of pupils, and because cohorts are small. In Key Stage 1 at present, a significant proportion of pupils have entered the school with attainment which is above that expected for their age. The 2003 national test results for seven-year-olds indicated that, in comparison with those of all schools, standards were well above average in reading and writing. In comparison with those of similar schools, standards were well above average in reading and above average in writing. Inspection findings confirm that pupils achieve well to reach above average standards in reading and writing in Year 2.
46. Pupils continue to make good progress in their learning in the two junior classes and they achieve well. In the national tests in 2003, attainment was above the national average, with all pupils achieving the expected level in reading. However, in writing, seven of the 12 pupils achieved the expected level. This suggests some underachievement in writing in 2003 but inspection findings indicate that standards in writing are above average throughout the school.
47. The inspection found that, overall, pupils' achievement in speaking and listening, reading, and writing is good. Pupils with special educational needs are well supported and make good progress.
48. Pupils enter Year 1 with standards in speaking and listening which are average, or above. Their confidence grows as they move through the school; they speak clearly, and make themselves understood well. The majority of pupils have a wide vocabulary, which is well developed during lessons. Pupils are often encouraged to talk with a partner, and teachers use good questioning to challenge pupils' thinking. In a very good poetry lesson in the upper junior class pupils contributed very well to discussions about Alfred Noyes' poem 'The Highwayman', identifying the main themes, plot, character and style.
49. Provision for reading development has improved since the last inspection when it was considered that a more ordered approach to the development of reading skills was required. Pupils' achievement is now good. This is because there are good procedures throughout the school for pupils to read individually to an adult, and to participate in guided reading groups in the infant and lower junior classes. A weakness in provision is that pupils in the oldest class rarely have the opportunity to discuss texts in a group with a teacher; this means that the higher order reading skills, such as inferential comprehension, character study and prediction are not always as well developed as they might be. Pupils enjoy books, handle them well from the beginning, and take them home to share. There is a good range of fiction in classrooms and the provision of non-fiction texts is improving. The library is situated in a small alcove in the school's corridor and is too small to accommodate much seating, or a table. A wider and more up-to-date range of non-fiction books would facilitate more independent study, particularly as the school is some distance from a public library.
50. Provision for writing development is good. Pupils throughout the school write for a wide range of audiences and purposes, and have frequent opportunities to write at length. Their work is carefully read by teachers and marked thoroughly; teachers make supportive comments and identify specific areas for improvement. Regular assessment of writing ensures any weaknesses are identified and addressed. Pupils present their work well and handwriting is good; this is because teachers have high expectations and pupils take pride in their achievements. Phonics and spelling are taught systematically throughout the school with the result that pupils' ability to spell accurately is above average. There are opportunities for a variety of forms of writing in other subject areas, such as history, geography and religious education, further enhancing provision.

51. Teaching is good, and sometimes very good. Lessons are well planned and managed, moving forward at a lively pace. Teachers have high expectations, to which pupils respond well so they are very productive and their work is of a high standard. Occasionally, there is insufficient interaction between teacher and pupils during the whole-class sessions and so some pupils become passive and opportunities to develop their thinking skills are lost.
52. The subject leader is knowledgeable, and understands what needs to be improved. She has not had the opportunity to monitor work in classrooms but she analyses test papers, identifying areas for improvement, and identifies the resources required to meet the needs of the curriculum.

Language and literacy across the curriculum

53. This is good. Work in other subjects, such as history and geography, has helped to extend the range of purposes for which pupils write. For example, pupils' project folders for history contain comparisons between growing up in Ancient Egypt and in the present day, or, in geography, comparing homes in another locality with their own. The scrutiny also contains examples of individual research from books and the Internet. Pupils take pride in presenting their findings well.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well in all three classes.
- The quality of teaching and learning is very good.
- The curriculum for mathematics is very good.

Commentary

54. Pupils start with average numeracy skills and secure mathematical knowledge. Owing to the very good teaching, they achieve well in the infant class and by the time that they reach seven, standards are above average. Pupils continue to make good progress in their learning and they achieve well in both junior classes. Although tests in 2003 showed that standards were below average, this was as a result of the very small cohorts of pupils, which had the effect of skewing results. Standards in lessons and in pupils' books are currently above average in all aspects of mathematics. The pupils' oral number skills are well above average. The very good provision shows significant improvement since the last inspection, where pupils' progress was satisfactory and the teaching was satisfactory in the infants and generally good in the junior classes.
55. In all three classes, pupils learn effectively and thoroughly enjoy mathematics lessons. Teaching and learning are very good in all classes. Teachers provide very challenging work, which, on occasion, is accompanied by a fierce pace, which the pupils enjoy and respond to enthusiastically. For example, in a mental mathematics session in the Year 5 and 6 class, the teacher was reviewing the pupils' knowledge of the 8 times table and she then moved very rapidly on to check the pupils' knowledge by asking how many lots of eight make 96. The pupils wrote their answers on whiteboards and flashed them to the teacher, who quickly moved on to the next question. This rapid pace, which was accompanied by different questions to match the needs of different groups of pupils, encouraged interest and great enthusiasm. The use of carefully focused questions is a strength of the teaching. This was evident in a very good lesson in the infant class where the teacher posed challenging questions that were well targeted to help to advance the pupils' learning very well when the Year 2 pupils were adding two and three digit numbers together and applying this knowledge in a shopping activity.

56. The teachers' planning and the quality of the curriculum for mathematics are further reasons why pupils achieve well. Planning is focused and clear, and the curriculum is very good because staff ensure that the work is pitched at just the right level, is practical and builds pupils' confidence and understanding. It ensures that the appropriate knowledge and skills are taught. In addition, teachers make very good use of the interactive whiteboard in mathematics. This, too, is a factor in providing a rich and varied approach to mathematics teaching.
57. Teachers use data very well to check any potential weaknesses in mathematics. For example, analysis of test papers showed that there were some weaknesses in the pupils' knowledge and understanding of money. As a result, a very good programme of school-wide focused work on money was developed. Consequently, reviews of the pupils' work show that this aspect is now a strength.

Mathematics across the curriculum

58. Pupils' numeracy and mathematical skills are strong. They retain mathematical knowledge very well and, owing to the very good opportunities provided in other lessons, they make very good use of mathematics across the curriculum. For example, teachers plan for measurement and calculation activities in science and design and technology, they consistently use graphs and charts in most subjects and they also take everyday opportunities – such as when pupils are being registered – to practise mental arithmetic.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- The curriculum for science is rich, varied and practical, though the three year topic cycle for pupils in Years 3 to 6 means that there are long periods between the teaching of some study units.
- Pupils are enthusiastic and keen to learn and have a very positive view about science.

Commentary

59. Currently, pupils are achieving standards that are above the national average because they are well taught. The work is practical and develops pupils' scientific investigative skills very well and teachers' lesson planning ensures that the pupils develop a very good knowledge and understanding of scientific facts. This represents a good improvement since the last inspection.
60. Pupils start with a good grounding in knowledge of the world around them, and they have a positive attitude to learning. Teaching is very good in the infant class, and by the time that they reach Year 2 the pupils, having achieved well, attain standards that are above the national average. For example, at the time of the inspection pupils were studying what plants need in order to grow. The teacher asked the pupils to develop their own ideas about conditions for growth. The pupils, working in groups, noted down their beliefs about what was required and then the teacher organised the lesson to enable the pupils to test out their own ideas. This is a very good approach to learning science because it not only encourages the pupils to think carefully and scientifically, but it also channels their natural curiosity into developing a secure understanding of the scientific process. They were able to answer challenging questions with above average knowledge. They knew that "energy in daffodils goes back into the bulb" and that "in spring we get lots of sun, so dandelions come out". Another pupil said, "We have rain and its getting warmer. This helps things to grow."

61. Pupils continue to achieve well in the two junior classes. Reviews of work in all four years in the junior classes shows that the pupils are well taught and there is an appropriate and strong emphasis placed on investigative science.
62. Although test results show that standards were below average in 2003, all pupils have gained the nationally expected level for 11-year-olds for the past two years. Currently, pupils in Year 6 are working at above average levels. For example, during the inspection, pupils were carrying out an investigation and survey to find out about plant life in different environments in the school grounds. In this lesson, the teacher made very good use of the interactive whiteboard to enable pupils to see clear photographs and diagrams. This aided their learning as well as encouraging them to carry out the investigation. The pupils were asked to raise questions about plants in differing habitats and to investigate their hypotheses. Afterwards, they were able to explain why dandelions have longer stems in tall grass than in short grass, they could identify the features of these plants and were able to test out their own ideas. In this lesson, over half of the Year 6 pupils were already achieving the higher expected level for 11-year-olds in both their investigational skills and their knowledge of life processes and living things. In addition, the teacher had made arrangements for the pupils' findings to be entered into a database. This too, enhanced learning because it provided an opportunity for all the pupils to compare and contrast their findings.
63. The curriculum for science is rich and varied, practically based and is well-taught because staff build on the pupils' own interests and inquiries to extend achievement by posing questions and then seeking solutions. Overall, the curriculum is good. However, owing to uncertainties in the age structure of the two classes on a year-by-year basis (currently there are Year 3 and 4 pupils in one class and Year 5 and 6 pupils in the other), the school's study units are designed to cover the required programmes of study over a three year period. This provides too long a gap for some topics being taught, such as magnetism and friction. As a consequence, the pupils' knowledge in these areas has to be re-visited when these topics are taught. The school is aware of this and is mindful in ensuring that all the statutory requirements are met.

Information and communication technology

64. Work was sampled in ICT because no lessons were taught during the inspection. From discussions with pupils and reviews of their work, it is evident that there is a weakness. Although much has been done to develop the resources, which was found to be a weakness at the time of the last inspection, and the curriculum has been developed, this has only happened recently. As a result, although the pupils in the infant class achieve well and attain standards that are in line with expectations, there are too many gaps in the knowledge of pupils in Year 6. These pupils are very knowledgeable about the aspects of the curriculum that have been taught to them such as databases, use of the Internet, preparing presentations and word processing. They are very enthusiastic and positive about ICT and have achieved well in the units that have been taught to them. But there are areas where their knowledge is limited. This is particularly the case with using technology for control and monitoring. In consequence, standards attained by pupils in Year 6 are below national expectations.
65. The curriculum now meets statutory requirements, but has yet to bed down in such a way as to ensure that the pupils, particularly in the upper junior class, are able to access all the required units of study. In addition, there is still a shortage of computers and the school does not meet the recommended ratio of machines to pupils. This is compounded because some of the machines are old and too slow, which frustrates the pupils when they wish to use machines to access the web or use them for anything beyond basic software programs.

Information and communication technology across the curriculum

66. Teachers make good use of ICT in almost all lessons. The recent introduction of an interactive whiteboard and data projector in each of the classrooms enables the teachers to use these resources to enhance learning and the pupils benefit from this in most lessons. In consequence, there are good examples of ICT being used in science, for database and spreadsheet work, and for word processing in English, history, geography and religious education. Pupils make presentations of plans in design and technology and good use is made of graphs and charts in mathematics and geography. In addition, pupils use the Internet to help to support their learning in history and geography.

HUMANITIES

67. Work was sampled in **history, geography and religious education**. No lessons were taught in either history or geography during the inspection. As a result, it is not possible to form an overall judgement about provision in these subjects. One good religious education lesson was taught. In this lesson, pupils were taught why Pesach is celebrated. They learned and achieved well and attained standards in line with expectations of the agreed syllabus.
68. Indications from the work scrutiny, and from planning, indicate that coverage of the National Curriculum Programmes of Study and those of the locally agreed syllabus for religious education is secure in all three subjects and that pupils achieve standards that are in line with expectations in religious education and are above average in history and geography. Long term plans in all three subjects show that the themes and topics taught are appropriate. One strong feature is the way in which the school has made good use of visitors into the school and making visits to enhance the humanities curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. It is not possible to make a judgement on provision in **art and design, music, design and technology and physical education**. This is because there were either no lessons taught or too few taught to enable an evaluation to be made. In total, seven lessons were seen across the four subjects. These lessons included all three classes. The quality of teaching and learning was very good in six lessons and good in one. Pupils achieve well in all four subjects and there are indications that standards are at least in line with national expectations and may well be above, particularly in art.
70. In one very good lesson in **art and design**, Year 5 and 6 pupils were introduced to the work of Gustav Klimt and subsequently created their own Klimt inspired patterns using oil pastels and colour washes. The results were very effective and, in this aspect, indicated above average standards. Two very good lessons were seen in **design and technology**, one in the infant class and a second in the lower junior class. Pupils in Year 2 produced thoughtful designs for a playground in a park, incorporating flowerbeds and ponds, while Year 1 pupils used a variety of materials to test, and evaluate, the merits of joins to make a frame. In this very good lesson, Year 3 and 4 pupils made and evaluated a range of healthy drinks, developing their investigative skills and responding well to the teacher's challenging questions during the plenary session. Pupils in Key Stage 2 had previously made bread, and designed and made some good quality games. Project folders on display indicate careful instructions for the tasks, with good evaluations and thoughtful suggestions for improvement.
71. One lesson was seen in each of **music** and **physical education**. In a good lower junior music lesson which focused on pulse and rhythm, pupils learned well and sang tunefully and with confidence for others to copy when asked to sing a series of notes. Some pupils brought in favourite singing games, which were then chanted effectively by all the pupils with the teacher focusing well on the rhythm of the chants. One very good infant games lesson was seen in **physical education**. Pupils were being taught to improve their sending and receiving skills.

The teacher posed some very challenging tasks for the pupils and they responded very well using the wide range of very good resources for the task. Pupils were able to throw accurately and developed their skills very well through the lesson. The Year 2 pupils in this lesson achieved standards that are above national expectations.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. Although no lessons were seen in this area and hence no overall judgement on provision can be made, pupils' personal, social and health education is promoted very well through many aspects of the curriculum. It is evident that these areas are a strength of the school. The emphasis on good behaviour, very good inter-personal relationships and respecting and supporting each other is evident in all lessons. The act of worship also promotes strong personal and social development, as does the very good emphasis that is placed on developing the pupils' self-esteem and a love of learning and themselves. The parents commented on this as a positive feature and a strength of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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