

INSPECTION REPORT

**ST GEORGE'S CHURCH OF ENGLAND (AIDED) PRIMARY
SCHOOL**

Clun

LEA area: Shropshire

Unique reference number: 123540

Headteacher: Suzanne Foster

Lead inspector: Jeff White

Dates of inspection: 14th to 17th June 2004

Inspection number: 257656

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 to11
Gender of pupils:	Mixed
Number on roll:	100
School address:	School Road Clun Craven Arms Shropshire
Postcode:	SY7 8JQ
Telephone number:	01588 640229
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Appropriate authority:	The governing body
Name of chair of governors:	Rev. Richard Shaw
Date of previous inspection:	6/7/1998

CHARACTERISTICS OF THE SCHOOL

The school's roll has fallen in recent years and, with 79 pupils in the main school, it is smaller than average. The part time Nursery provides places for children from Clun and the surrounding area and currently 14 children attend. Most of the 10 children in reception joined the school at the start of the summer term. Pupils are drawn from a wide rural area and from a range of socio-economic backgrounds. Virtually all pupils are of white British origin. Eligibility for free school meals is below average. The percentage of pupils with special educational needs (SEN) rose considerably in 2003 but remained below the national average. Currently 11 pupils are identified with SEN including two with statements. Attainment on entry to the Nursery is below average in communication, language and literacy and in mathematical development. Attainment in creative development is good. The Nursery has won a Quality Assurance Award for effective early learning from the Centre of Excellence at the Centre for Research in Early Childhood. The school has also won a silver ECO schools award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17242	Jeff White	Lead inspector	Special educational needs Mathematics Science Art and design Design and technology Music Physical education
13526	Richard Barnard	Lay inspector	
21858	John Pryor	Team inspector	Foundation Stage English Information and communication technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good school** that has developed very well since its last inspection. Pupils' overall achievement and standards are good. Their personal development is a considerable strength. The quality of education is very good with some excellent features. The school is very successfully led, and governors give good support. Very good value for money is provided.

The school's main strengths and weaknesses are:

- Provision in the Foundation Stage is very good; the Nursery is outstanding
- The overall very good teaching ensures pupils work hard and generally achieve their potential
- Pupils' spiritual, moral, social and cultural development is promoted extremely well
- Links with parents and the community are excellent
- The headteacher and staff work very well together as a team
- Information and communication technology (ICT) is under-used
- Some lessons are too long

The school has improved very well since it was inspected six years ago. Pupils' achievement is now good rather than satisfactory and has significantly risen in the Foundation Stage. The quality of education is much better and a considerable development is the link with parents and the community. Spiritual, moral, social and cultural development was satisfactory last time and is now excellent. The last inspection's key issues have been successfully addressed.

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	B	B	B
Mathematics	B	E	B	A
Science	B	D	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.*

Please note that, because year group numbers are small, any interpretation of these results should be treated with caution.

Achievement is good overall. Children in the Foundation Stage achieve very well and meet or exceed the early learning goals in all areas of learning by the time they enter Year 1. Overall achievement is good in Years 1 and 2. Achievement is also good in Years 3 to 6 and standards are improving discernibly in Years 3 to 5. Standards in Years 1 and 2 are above average in reading, writing and mathematics. In Years 3 to 6 standards are above average in English and mathematics and mainly average in science. In all other subjects standards are at least satisfactory. Good standards are reached in history and geography and high standards in instrumental playing. Standards in information and communications technology (ICT) are satisfactory but ICT skills are under-used across the curriculum. Pupils with special educational needs (SEN) and those who are most able make good progress overall.

Pupils' personal qualities are very good and their **spiritual, moral, social and cultural development is excellent.** Attitudes are extremely positive and behaviour is very good. Attendance is satisfactory and punctuality is very good.

QUALITY OF EDUCATION

The quality of education is very good. Teaching and learning are very effective overall and assessment is used well. Teaching and learning in the Foundation Stage are often excellent. Teachers deal with mixed aged classes very successfully and a key strength is the emphasis on helping pupils to understand how they can improve. Teachers use a good range of teaching methods and use assessment findings well. From the time children enter the Nursery, and throughout the school, their capacity to work independently and to collaborate with others is developed very strongly. Teachers and class assistants work very well together.

The overall curriculum is very good in the Foundation Stage and good elsewhere. Lessons are sometimes too long. Opportunities for enrichment are many and varied. Provision for the inclusion of all pupils is very good. For example, boys and girls are achieving equally well in their work. The quality of care, guidance and support is very good. Links with parents and especially the community are very strong.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher, governors and staff are committed to improving the school and are meeting with considerable success. The school development plan is a very useful strategic tool for guiding the school's development. The headteacher has the full confidence of staff and has helped create a strong ethos of working together that permeates the life of the school. The work of the governing body is good and it complies with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are very pleased with the school. Pupils are very happy and throughout the school their views are valued.

IMPROVEMENTS NEEDED

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

- Make better use of ICT
- Ensure lessons are not too long

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall but very good in the Foundation Stage. Standards are predominantly above average.

Main strengths and weaknesses

- Progress is very good in the Foundation Stage
- Achievement is very good in English and mathematics
- Standards in history and geography are good
- Pupils reach high standards of instrumental playing
- Achievement in science is less consistent than in English and mathematics

Commentary

1. The school's trend in performance in the national tests for pupils in Year 2 is above the national trend. In 2003 standards rose considerably, especially in mathematics, and pupils did very well to reach high standards overall, when compared with the performance of similar schools. In the tests for pupils in Year 6 the trend in performance is below the national average. However, in 2003, when compared with the performance of similar schools, pupils performed well in English and very well in mathematics. They performed least well in science. The Year 6 results suggest that girls were not always achieving their potential. However, in the work seen during the inspection girls and boys achieved equally well. **The number of pupils in Year 2 and Year 6 is historically small and therefore any interpretation of national test results needs to be treated with great caution.** The table that usually appears here showing standards in the last set of Year 2 tests has been omitted because the number of pupils taking the test was less than ten.

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

Standards in:	School results	National results
English	27.9 (27.8)	26.8 (27.0)
mathematics	28.3 (25.4)	26.8 (26.7)
science	28.3 (28.1)	28.6 (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

2. Children in the Foundation Stage achieve very well across the areas of learning. An excellent feature of provision is the involvement of children, as far as it is possible, in making decisions about what they do. The early development of communication, language and literacy is built on very well as pupils move through the school. Speaking and listening are regular features of lessons, for instance when discussing what was achieved in previous work or when explaining their thinking. As a result of these opportunities, many pupils reach good standards in speaking and listening. Pupils spoken to by inspectors talked well about the progress they thought they had made. Reading and books are given a good profile in the school, including parent helpers who hear pupils read. Standards in reading are above average overall and pupils are interested in what they read. They talk readily about their preferences and the older high attaining pupils discuss their favourite authors. Pupils write for a good range of purposes and in a variety of forms including poetry, letters, narrative prose and reports in science. The school has in recent times focused especially on raising standards in mathematics and this has met with success.

Achievement is now largely consistent throughout the school and standards are broadly above average. Pupils are developing speedy mental recall and make very good progress in number and shape and measures. Pupils in Year 1 are achieving especially well. Data handling is less well developed because ICT is under used; it is nonetheless satisfactory. Progress in science is somewhat uneven between year groups and standards are mainly average. Often pupils develop good skills in scientific enquiry and recording their work but there are occasions when more could be expected of high attaining pupils.

3. Overall standards in ICT are beginning to rise now that resources have improved but they are only satisfactory overall because ICT skills are not used enough across the curriculum. Standards are good in history and geography because the teaching and learning are good and capture pupils' interests well. Very effective teaching contributes considerably to the high standards attained in playing musical instruments. Also there are good opportunities within the community and further field for pupils to perform. The standard of singing is good. There was not enough evidence overall to judge standards and achievement in other aspects of music. In most of the lessons seen in physical education standards were satisfactory; the exception was in Year 1 where they were good because of excellent teaching. In the relatively small amount of work seen in art and design, and design and technology, standards were sound. However, there are some good examples of work
4. Pupils with SEN are given good support from well-briefed class assistants and from class teachers. Pupils are given one-to-one support or in small groups. These arrangements work well and as a result pupils make good progress towards meeting targets in their individual education plans (IEPs). Only one pupil is identified as gifted and she is being catered for very well including opportunities to pursue her instrumental playing and, in mathematics, working at a very high level. In general, high attaining pupils are challenged sufficiently and working at levels commensurate with their abilities.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are excellent and their behaviour is very good. Provision for spiritual, moral, social and cultural development is excellent. Attendance levels are satisfactory and punctuality is very good.

Main strengths and weaknesses

- Pupils love school and their personal qualities have a marked impact on their achievement
- Spiritual development is especially strong
- Relationships are excellent
- Attendance levels have improved significantly over the last year

Commentary

5. The pupils and their parents say how much they love school. Evidence of this was seen in almost all lessons, in the excellent relationships throughout the school and in the pupils' response to the wide range of activities provided. These excellent attitudes start in the Nursery where the pupils show great interest in their activities and their social development is promoted very successfully. The teachers build well on developing the pupils' thirst for knowledge as they move through the school, as shown in a Year 6 mathematics lesson where pupils' very positive attitudes to the subject helped them develop very good mental alacrity in working with fractions and decimals. Throughout the school the pupils' powers of concentration are excellent and they show an excellent interest in their work and try hard to please their teachers and other adults. This was shown, for example, in two sessions where classroom assistants led groups. Here, the excellent rapport between adults and pupils had a most positive impact on pupils' learning and achievement. Pupils speak in very fond terms of their school. For example, one pupil, who

had recently moved from another school, said " I like being here as I am getting on better than before I came."

6. The school enhances the pupils' positive attitudes through the excellent provision for their spiritual, moral, social and cultural development that permeates the whole curriculum and life of the school. This was encapsulated in a very moving whole school assembly: the use of music and candles created a spiritual and reflective atmosphere; musical talent was encouraged and celebrated with stunning performances of their own composition on the harp from a Year 6 pupil and her mother. Pupils from Year 5 brought in and sat with a "friend" from the nursery and rewards for good manners were given to one pupil from each class. Nursery pupils celebrated successful work by singing beautifully and confidently to the whole school. 'House' point totals were collated and read out with a most enthusiastic response and pupils quietly reflected on manners and achievement.
7. The excellent use of display throughout the school both encourages and celebrates the pupils' successes and appreciation of art, music, drama, sport and a wide range of religions and cultures. Pupils co-operate very well with each other in pairs and groups, which helps them to develop their learning skills very well. They also display very good independence and show their initiative well. They undertake a very good range of duties and responsibilities, such as older pupils looking after younger ones with great enthusiasm and confidence. They are very polite and well mannered but not shy as shown in their friendly, chatty, confident approach when talking to visitors. The school has a warm family atmosphere. Pupils are developing an excellent awareness of good citizenship through their involvement in local community activities, developing a concern for environmental issues, such as their keen approach to the 'walking bus' and supporting a wide range of charities.
8. The very good behaviour in lessons, around the school and at playtimes is helped by the very good supervision and well laid out and equipped playground space. Pupils and parents say there is no serious bullying, racist or sexist behaviour. The low number of temporary and lack of permanent exclusions over the last two years confirm this. The temporary exclusions relate to one pupil with significant problems who had previously been permanently excluded from another school. The parents of this child are full of praise for the sensitive and kind treatment given by the school. Pupils know right from wrong and what to do if minor squabbles or accidents happen. The consistent and positive approach to behaviour management from all members of staff and the quick, thorough, sensitive and effective treatment of potential issues ensures high standards. The use of praise and rewards has a very positive impact on pupils' behaviour and attitudes in almost all lessons. All pupils and adults work and play together well.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	79	2	0

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

9. Attendance levels in the current year are about average. A significant improvement of almost one and a half per-cent in the overall level has occurred this year because of the very high importance the school places on promoting attendance, the very thorough systems to record and monitor it and the importance the great majority of parents place on the regular and prompt attendance of their children. One pupil with a considerable number of authorised absences because of an acute health condition has a very significant impact on overall levels in a school of this size.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.6
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.5

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 overall quality of education is very good. Teaching and learning are very good overall. The curriculum is good and opportunities for enrichment are very good. The quality of care, guidance and support is also very good. Links with parents and the community are excellent.

Teaching and learning

The quality of teaching and learning is very good overall. Assessment is good.

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage are very good and often excellent
- Pupils are regularly helped to understand how they can improve and to make their own decisions
- Class assistants are deployed very effectively
- Teachers use a good range of teaching methods
- Assessment findings are used well

Commentary

10. Very high expectations are a strong feature of the teaching in the Foundation Stage in all the areas of learning. The very strong emphasis on the involvement of the children in their own learning begins in the Nursery and provides an excellent start to the children’s education. Teachers and the support staff in the Nursery and the reception work very closely together.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	7	6	2	0	0	0

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

11. An effective feature of almost all lessons is the opportunity for pupils to discuss how their work could be improved. For example, most lessons begin with the whole class talking to the teacher about their previous work. This is important for sustaining continuity in the pupils’ learning and also for highlighting what aspects of learning need further work. It is not uncommon to hear teachers say; *“Do you remember our objectives?”* or; *“What have we learned so far?”* In a good lesson in mathematics in the Year 2/3 class the teacher, part way through the lesson, gathered a group of pupils together to check how well they were doing and to clear up any misunderstandings. In a very effective lesson aimed at helping pupils to initiate their own ideas Year 1 pupils talked confidently about how they were going to tackle a range of “problems”. They recorded their ideas in pictures and/or writing and set about their tasks eagerly, for example a group collaborated extremely well as they set up a “café” and began to write a menu. In a first rate physical education lesson achievement was very good because the teacher constantly focused on how skills could be improved and encouraged pupils to evaluate their own learning.

12. Class assistants are well briefed and know the pupils well. They are a vital part of the provision in the classes, all of which are of mixed age. Usually, but not always, they work with small groups of pupils following the teachers' introductions to the lessons. Often they sit alongside pupils when they are listening to the teachers and, with a quiet word, help pupils to listen carefully. They might also be given responsibility to work with a particular year group. For example, in a mathematics lesson in the Years 4 to 6 class the class assistant worked very successfully with Year 5 and helped pupils to improve their knowledge and understanding of decimals, because his expectations were high and explanations very clear. In another very good example the class assistant's clear and pertinent questions helped some low attaining Year 2 pupils to improve their understanding of number. Sensitive and purposeful support is given to pupils with SEN.
13. Teachers strive hard to meet the range of pupils' needs and are largely very successful. Given their mixed aged classes, including two that have pupils from two key stages, they plan the work very conscientiously so that pupils, where appropriate, work in single aged groups or ability groups. Teachers have very good awareness that their pupils develop at different rates. In a very good mathematics lesson in the Years 4 to 6 class the teacher, in the oral/mental start to the lesson, quickly set tasks at different levels of challenge. This had the effect of immediately capturing pupils' attention and injecting a good pace from the outset. Achievement was, therefore, discernible very early in the lesson. In the Reception/Year1 class the teacher very skilfully organises pupils so that the transition from working in the Foundation Stage's areas of learning to working in National Curriculum subjects is achieved as smoothly as possible.
14. Teachers know their pupils well and assessment arrangements have improved, especially in tracking pupils' progress over time in the core subjects. Marking as a means of not only assessing pupils' work but as a record of their achievements is especially good in the two youngest classes and helps pupils at this early stage to become aware of their progress. There are some good examples of marking in Years 4 to 6, for example in English, but it is less rigorous in mathematics and science.

The curriculum

The provision for the curriculum is good overall. Opportunities for enrichment are very good. The accommodation and resources are good overall and very good in the Foundation Stage.

Main strengths and weaknesses

- The curriculum is excellent in the Foundation Stage
- The provision for personal, social and health education is of particularly high quality and exemplifies the educational approach of the school
- The very wide range of educational, artistic and sporting activities outside the curriculum enhance the curriculum very considerably
- ICT is under used across the curriculum
- The balance and range of the curriculum in the main school are not as wide as they might be

Commentary

15. The curriculum is well planned and based on a well thought out and coherent philosophy of involving the pupils as early as possible in their own education. The very sensitive and subtle programme of learning devised for the Foundation Stage encourages the children to make informed choices about what they will do. Careful recording of progress ensures that each child has a balanced educational diet. As a result the children become confident and self-assured learners, ready and willing to tackle new ideas and learn new skills successfully. The strong emphasis placed on the early development of personal and social skills, which is continued through the school, promotes very good attitudes to work, very good relationships between pupils and with the staff, and very good behaviour.

16. The curriculum is broadly based and all areas of the National Curriculum are covered including sex and drugs awareness programmes. The curriculum and the school's style of teaching enable the school to deliver the full range of the National Curriculum adequately in mixed age classes and generally to a good standard. Recently the provision for ICT has been improved through the purchase of more and better computers. The school has yet to decide where best they can be sited to enable them to be used more effectively to support a wider variety of subjects. The balance of the curriculum currently is sound but the allocation of time to different subjects in some classes could be refined to produce a better balance or a richer diversity of subjects. Some lessons are unnecessarily long.
17. The school provides a very wide range of out of school activities to support and extend the curriculum. To ensure breadth, many of the clubs are run for a short duration and some are limited to particular groups. Given the small size of the staff, the number of activities is surprisingly large. This is due in no small measure to the generosity of all the staff, both teachers and support staff, as well as parents. Music is particularly strong and there are a number of sporting activities, as well as art and cooking clubs. There is also an impressive list of visitors who have come into the school and shared their skills and experience with the pupils, broadening the curriculum even further.
18. The provision for pupils with SEN is good throughout the school and very good in the Foundation Stage. The close attention paid to the individual needs of all the children makes for an early identification of pupils with particular needs and enables the school to set up supportive activities quickly. This applies to those who find that they are struggling to keep up, those whose behaviour is challenging and to those who are gifted with particular talents and skills.
19. Very good use is made of opportunities for visits to extend the pupils' knowledge and understanding of curriculum subjects and the world around them. These are both short-term day visits, sometimes repeated over a period of time such as the use by the Foundation Stage of the Forest School, as well as residential visits for older pupils. These are also further means of developing the self-reliance and proper self-regard of the pupils. As the Nursery children taught the older pupils in their song contribution to a Celebration Assembly, the children know that "we are all special".
20. Teachers and support staff are well qualified and their talents match the needs of the pupils and the curriculum very well. The ancillary staff are also fully committed to the pupils' needs and to the ethos of the school. The cook and kitchen staff are an important part of the health education that the pupils receive, and that significance is recognised. The resources for the Foundation Stage, including very imaginative permanent play buildings, are very good, and all the subjects taught are generally well resourced. Some, such as history, have a particularly strong collection of artefacts on hire, which enriches the pupils' experience very well indeed. The teaching areas and corridors are made attractive as a result of displays, some of them instructional, others examples of pupils' work.

Care, guidance and support

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

Main strengths and weaknesses

- Pupils are put first
- Induction arrangements are excellent
- Support and advice, both personal and academic, is very good
- Pupils are valued and well involved in school life

Commentary

21. The sensitive and thorough approach to child protection procedures and awareness, very good evaluation of health and safety risks, very good first aid procedures and supervision of pupils at break and lunchtimes, enable pupils to feel safe and work in confidence. The superbly designed outside play area for the Nursery puts safety at the top of the agenda. Very thorough risk assessments are made for all outside visits, especially the Forest school sites. All adults present know the children very well, enabling them to provide a very high level of care that is appreciated by both the pupils and their parents. Every need of the children is put first, as is seen in the excellent provision of meals at lunchtime.
22. Induction arrangements and continuing care and support ensure the youngest pupils quickly settle into school and make very good progress in their personal development. Parents commented very positively on the induction arrangements in the Foundation Stage. Care for pupils is supported very well as they move through the school. Academic support and advice for pupils are very good. This is especially evident in the arrangements made to give support to pupils who leave for the next stage of education in Year 6. Although sad to leave this school, they say they are well set for their move to the local secondary school. Pupils feel that members of staff value their views, and this gives them confidence to discuss issues and raise questions.

Partnership with parents, other schools and the community

The school has excellent partnerships with parents and the local community that have a positive impact on pupils' achievement. Links with local schools are good.

Main strengths and weaknesses

- The bond between the school, parents and the local community is very strong
- The encouragement for parents to be involved in learning, starting from the Nursery, is excellent
- The school is very open to parents
- Excellent information is provided for parents

Commentary

23. The excellent support provided by parents, the value parents place on their children's education and the way parents' energies are encouraged and harnessed by the school are strong factors in pupils' excellent attitudes to school and very good achievements. Parents ensure their children attend regularly and promptly and are keen to learn. They encourage them through supporting homework and helping them read. They provide very good help in the classroom, in particular on visits and walks. Through the Parent Teacher Association they help provide the school with additional resources, such as in the outside provision for Foundation Stage pupils. Parents receive very good information to help their children further in their learning. This is particularly good in the way parents are received and supported in the Nursery and Reception classes. Annual reports give excellent information on progress, achievements and areas for development. Consultation sessions provide high quality individual information. The school is open to parents; teachers are available at the end of the day and issues are dealt with promptly and to high levels of satisfaction from the great majority of parents. The strong family atmosphere is best demonstrated in the monthly lunches where families and friends are invited to share with children and staff. Parents really value these sessions, which enhance the partnership very successfully.
24. The school makes excellent use of the local community for visits, and local visitors help in school. The use of visits and walks around the locality are a particularly strong and effective feature. The school plays a very active part in the life of the local community with great benefit to pupils' personal development. For example, participation in local festivals and events such as Mayday "Green man" and "February Fandango" give pupils experience of traditional culture and local heritage. The partnership with the local schools, especially the local secondary school

ensures pupils are very well prepared for, and confident about, their move to the next stage of their education. The local group of schools is helping with many sporting and musical activities.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Governance is good.

Main strengths and weaknesses

- The headteacher has a strong commitment to improving the school
- Strategic planning is very good
- Governors are well informed and supportive

Commentary

25. The headteacher has been at the school for just under two years and, with the support of staff and governors, has spearheaded important improvements. The headteacher carries a heavy load with a teaching commitment for three days a week. Because of the reduced budget as a result of falling pupil numbers, there is no deputy headteacher and two of the five teaching staff are part-time. Therefore, priorities have had to be carefully considered and realistic. The headteacher has gained the confidence of staff and a strong ethos of working together permeates the life of the school. A good example of the drive to raise standards and achievement is the recent focus on developing mathematics. The review of mathematics included lesson observations by the two teachers who share the co-ordinator role, scrutiny of pupils' work, and feedback to staff to highlight the important areas for improvement. As a result standards have risen.
26. The vast majority of parents think the school is well led and managed and are pleased with the school's progress, for example in developing stronger links with parents and the community. Curricular and non-curricular policies are being updated within a sensible time scale. The school's administration runs very smoothly and has benefited greatly from improvements to the office accommodation. The latest LEA review rightly praises the school's leadership and management, especially the quality of team spirit and the sharp focus on raising pupils' achievement.

Financial information for the year April 2003] to March 2004

Income and expenditure (£)		Balances (£)	
Total income	254,942	Balance from previous year	27,835
Total expenditure	263,877	Balance carried forward to the next	18,900
Expenditure per pupil	2807		

27. The school development plan (SDP) is a very useful strategic tool for guiding the school's development and is regularly reviewed by the governors. It includes a clear evaluation of the development of the previous plan, its targets are realistic and precise, and financial implications are spelt out clearly. The plan also includes details on how developments will be monitored and evaluated. Governors fulfil their statutory responsibilities and are well aware of the school's strengths and areas for improvement. They are kept well informed by a combination of visits to the school and the headteacher's reports. Governors receive appropriate training and have undergone a self-evaluation exercise. Finance is carefully controlled in a difficult time of falling rolls. The decision to employ as many class assistants as possible has proved to be of very good value; the inspection found that class assistants made a significant contribution to pupils' learning.

28. The role of subject co-coordinators is developing well and they are developing leadership skills. Leadership in the Foundation Stage is excellent. The headteacher is also the special needs co-ordinator (SENCO) and is spearheading improvements in the provision.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

29. Children in the Foundation Stage achieve very well. The provision overall is very good and excellent in the Nursery. About half the children in the Nursery go on to join the reception/Year 1 class. Their attainment on entry to the Nursery is broadly below average, especially in the key areas of communication, language and literacy and mathematical development. The children get off to a very good start and make very good gains in all of the areas of learning because of the very good and often excellent teaching. By the end of the Foundation Stage many children reach or exceed the goals expected of them in all the areas of learning. Leadership and management are very good. The joint co-ordinators for the Foundation Stage are highly skilled and motivated teachers. They have both achieved good further qualifications in Effective Early Education. The Nursery has also gained a Quality Assurance Award of distinction from the Centre of Excellence at the Centre for Research in Early Childhood. Both of the coordinators have been used in an advisory capacity by the local education authority.
30. A particular strength is the clear and well-focused assessment of the children's progress, which is used well to plan the next steps in learning. The well thought out and managed curriculum provides very good learning opportunities for all the children in the Nursery and reception. It has improved significantly since the previous inspection. The very good and excellent teaching with its very strong emphasis on the involvement of the children in their own learning is responsible for the high quality of education. The teachers fully involve the support staff as colleagues in the work of the Foundation Stage. The outdoor resources are of a very high quality and imaginatively planned. During the inspection children in the Nursery and reception visited a Forest School. This experience is a significant strength of the Foundation Stage as a whole, and provides varied experiences across the areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children become self-reliant, confident co-operators in their own learning
- The teaching is always very good and frequently excellent

Commentary

31. Children are well on course to reach or exceed the early learning goals at the end of the reception. Very early on in the Nursery pupils are led to become very confident, they are eager to learn and engage with new skills and ideas enthusiastically. This is a result of the excellent teaching and the very well planned experiences. A deliberate and very well managed feature is the involvement of parents, especially in the Nursery. The teaching throughout the Foundation Stage helps to define the school's approach to education as a whole and early years education in particular. The attention paid to the children's developing confidence and security in school work ensures that the move from the Nursery to the main school, and from the reception to Year 1 and National Curriculum work, is unstressed and eagerly anticipated. The children come to know the difference between right and wrong, they work and play together cooperatively and show kindness towards each other and the adults with whom they work. During the inspection, children from the Nursery showed their developing confidence as they performed in front of the whole school in assembly.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching and learning are highly effective
- Achievement is very good
- The very close links with parents enables them to become fully involved in their children's linguistic development

Commentary

32. Children are on course to reach or exceed the early learning goals. Throughout the children's time in the Foundation Stage there is a steady input of language to broaden their vocabulary, to strengthen their communication skills, and to develop their approach to writing, so as to become self-reliant and confident co-operators in their own learning. The children begin to interact and negotiate with each other. They develop audibility and clarity of speech, often from a lower than average starting point, and they understand and use courteous language conventions well. They use language with increasing relevance in imaginative play as a result of the very good models they hear. Many link sounds to letters with increasing success in the Nursery and read and recognise a good number of words in the reception. By the time they leave the reception most are reading simple texts with accuracy and enjoyment, and the average and high attainers are writing interesting narratives and accounts of their experiences. The Forest School and other out of school experiences provide a particularly rich ground for language discovery and use. During a morning spent in the Forest School children used a broadened vocabulary as they explored the woodlands and made wooden musical instruments. Parents praise the work of the Foundation Stage and many are actively involved in their children's education, for example by joining the Nursery on its visit to the Forest School.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good overall
- Achievement is very good

Commentary

33. The very good and sometimes excellent teaching for mathematical development brings about very good results and consequently children are on course to reach or exceed the early learning goals. The teachers provide challenging practical exercises that tempt the children to learn about mathematical ideas while playing with construction toys, sharing resources and arranging the equipment. This careful and intelligent planning is matched by an imaginative approach to the work so that the children expect to enjoy it while learning very effectively. The high quality teaching is enhanced by the very good cooperation between the teachers and teaching assistants. The children handle numbers and mathematical relationships, such as more than and less than, with growing ease. They use mathematical ideas in their play with water, sand and other physical resources, such as when they visit the Forest School. As they build and make structures they understand and name shapes and relationships such as above and below, handling mathematical problems with addition and subtraction practically, and using numbers beyond ten with ease.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Teaching and learning are very effective overall
- Achievement is very good
- In the Nursery and reception there is a strong emphasis on exploration and discovery.

Commentary

34. Children are on course to reach or exceed the early learning goals by the time they enter Year 1. In each session in the Nursery and in the lessons in the reception the children are regularly challenged to find things out for themselves and to investigate the world around them practically. They are also encouraged to explore new experiences imaginatively through small world activities or imaginative play using the very good quality resources available. In these ways they are thoroughly engaged in their own learning. They also plan their work for each session, often in consultation with a parent. This is recorded, noted by the teacher, and used to refer back to when the session is being reviewed. As a result of the well resourced play areas, both inside and out, the children have ample opportunity to develop their skills with tools to make things, to create imaginary worlds, and to change them at will in sand play and when engaged in imaginative play. In addition to real experiences the pupils use ICT such as tape or disc players to listen to stories or find things out. They also use computers with increased ease as they develop their skills. The children are made aware of other cultures, and enjoy finding out about them. The good range of outside visits such as the Forest School adds to the children's experience. It is an excellent example of an outstanding educational activity, providing practical and actual experiences of their world upon which a wealth of further learning can be built and is especially valuable in extending their knowledge and understanding of the world.

PHYSICAL DEVELOPMENT

Provision in physical development is **excellent**.

Main strengths and weaknesses

- Teaching and learning are excellent
- The children handle a wide range of real tools and equipment well
- They understand about keeping healthy and why they need to exercise.

Commentary

35. The excellent teaching challenges the children to try new physical experiences having provided them with a rich range of opportunities for experimenting and exploring. They are well on course to exceed the early learning goals. There is a good range of apparatus and large wheeled toys for them to use outside. Occasions are provided for balancing, jumping, running and throwing at different times and in various circumstances so that there is always the challenge of novelty. The sessions are planned so that there is a good balance between quiet and energetic activity for the children. Careful observation of the pupils and recording of their activities ensures that this is maintained. The Nursery children are encouraged to choose, often with their parents at the beginning of the day, what they will eat for school dinner. The school is committed to healthy eating so that this exercise helps the children to understand, in a practical way, about healthy foods. The school grounds are made interesting with a number of different buildings and structures and areas set out for the pupils to explore and to engage in physical activities of different types. The Forest School also provides imaginative opportunities for the children to develop their physical confidence. In an excellent physical education lesson in the

Reception/Year1 class the youngest children made very good progress in improving skills such as throwing and catching. The teaching was excellent because the constant striving to improve performance was very successful.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good overall
- The children's creativity is developed very well

Commentary

36. Children achieve very well and are on course to reach or exceed the early learning goals. The provision for creative development includes many opportunities for self-discovery. This involves children exploring good quality media for painting and drawing and a good range of well-maintained musical instruments for expressing themselves musically. There is a very good balance maintained between instruction in techniques and the exploration of media. Some children were taught how to mix colours, and encouraged to observe some flowers carefully before painting them accurately with the colours they had matched. Following a visit to the Forest School, the children painted very imaginative pictures of the green woods and of what they had seen there. The children sing tunefully and with great confidence. They introduced a new song to the rest of the school at assembly and persuaded them, with some help from the teachers, to sing the chorus. They also created their own music, using instruments they had made from sticks and pieces of cut wood they found. Guided by the staff and assisted by parents, they turned them into blown or beaten instruments. They work with persistence at creative activities, for example refining the music they had composed over a couple of days following the visit. The Nursery, reception classroom, and outside areas are frequently changed into places to stimulate the children's imaginations as they invent stories mimicking the adult world. They are encouraged by the sensitive involvement of the staff. In the same way small world toys are involved in created stories when played with in the sand.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils' achievement is very good in most aspects of English
- Standards throughout the school are good
- Teaching is very good overall
- Pupils' good behaviour, positive attitudes and good relationships enhance the quality of work
- English is used very effectively in the presentation of work in other subjects
- ICT is under-used
- Some lessons are too long

Commentary

37. Throughout the school the pupils achieve very well as a result of the very good teaching. In Year 2 they attain standards higher than those expected nationally in reading and writing; they speak confidently, though spelling is less assured. In Year 6, standards are still higher than expected.

In the Year 2 national tests standards in reading and writing improved over time and in 2003 were above the average performance of similar schools. Standards also rose in the Year 6 tests and in relation to prior attainment were above average in 2003. Pupils are competent readers, and they write well for a number of different purposes. They are self assured and confident speakers and handwriting and spelling are generally satisfactory. English skills are used well in other subjects such as history and geography.

38. Speaking and listening are developed well throughout the school. Pupils have lots of opportunities to engage in discussion, for example at the beginning and end of lessons, and talk well about their work. Reading is taught thoroughly and pupils heard to read by inspectors read confidently and well in relation to their own abilities. High attaining older pupils talked about their preferences and named their favourite authors. Younger pupils used letter sounds and textual clues well to help them read unfamiliar words.
39. The writing of high and average attaining pupils, in most classes, is of a good quality and sometimes very good. It is imaginative, with a good use of language suiting the purpose of the writing. Some of the poems written by the older pupils on the model of *The Ning Nang Nong* by Spike Milligan displayed a ready wit and good use of language. Younger pupils attempted fantasy writing based on Maurice Sendak's, *Where the wild things are* with considerable success. Pupils also write well on a variety of topics drawn from different areas of their experience such as a letter recounting the visit of their Member of Parliament. The presentation is good with clear and well formed handwriting appropriate to their age. The strategies that have been employed over the past year to improve writing have had some success in raising standards.
40. The very good teaching is based on careful planning so that the requirements of the English curriculum and the national literacy strategy can be delivered well in mixed age classes. The use of the classroom assistants is marked by close and effective cooperation and the use of the particular strengths of individuals. The high expectations that teachers have of their pupils' commitment to work, good behaviour and very good relationships with each other are responded to very well, and the classrooms are often buzzing with excited industry as pupils wrestle with a new literary idea, such as beating out the rhythms of passages of writing to make them easy to read aloud. The good relationships in classrooms also make teaching and learning a pleasure, which benefits teachers and pupils.
41. Occasionally, more time is allocated to literacy sessions than is actually needed. When this happens the pace of learning and the quality of work dip somewhat. English is used well to support other subjects such as history and geography, as the pupils have good library skills, developed early, and use them well. They write interesting account of events based on historical evidence such as stories visitors told them about their experiences in World War 2, or from naval accounts of Tudor times. The history work on the Tudors has also led to a good study of Shakespeare's plays in the class of older pupils. This is a good example of the way in which English provides very good support for the pupils' understanding of their own cultural heritage. The subject contributes very well to the pupils' spiritual and cultural development. It enables them to explore their personal values within the context of their own, and other cultures, through reading. They write using a wide vocabulary to express their feelings and ideas. The use of ICT to support English has increased since the acquisition of the new computers and their placing in a mini-suite to facilitate instruction, but it is still in a developmental stage.
42. English is well led and managed. Some attention has been paid to improving the quality of writing and that has succeeded. Among the strategies employed is the use of free writing sessions when the pupils are encouraged to write whatever they like for their own purposes. A number have found this a liberating experience and they have begun to see the pleasure to be found in writing which had eluded them before. The marking of work in English is generally carefully done, and the comments made by the teacher are often noted and responded to by the pupils. Frequently the comments constitute a challenge or a target for the pupil to achieve. In a small school, with classes containing pupils from more than one year, the teachers' knowledge

of their pupils is better than usual and informally shared targets may generally be adequate. However, a tighter structure would ensure that all pupils are as aware of what they need to do to improve as the most perceptive are at present.

Language and literacy across the curriculum

43. There are frequently good opportunities for pupils throughout the school to develop their speaking and listening skills across the curriculum, for example, in mathematics, history and physical education. Because teachers place a high value on pupils evaluating and talking about their work, they are confident speakers and listen well. Pupils also write very frequently in other subjects apart from English and develop their skills in writing for different purposes and audiences.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average and achievement is very good overall
- Teaching and learning are very good overall

Commentary

44. The school's trend in performance in the national tests in Year 2 exceeds the national trend. In 2003 pupils achieved highly when compared with the performance in similar schools. In Year 6 standards in the national test also rose significantly in 2003 and pupils made very good progress from Year 2.
45. Pupils' work in Year 1 builds very well upon the progress they made in the Foundation Stage. Consequently, they generally achieve very well. There is very clear evidence that since September 2003 they have made substantial progress. For example, a high attaining pupil entered Year 1 being able to add numbers beyond 10 and subtract a one-digit number from a number with two digits. Over the course of the year she worked with numbers of increasing complexity and by July 2004 is counting accurately in fives to 100, adding and subtracting larger numbers and solving number problems. Pupils in Year 2 achieve well and standards are above average in number and shape. For instance, pupils of average attainment make good progress from using non-standard units of measure to confidently using standard units such as grams. In a good mathematics lesson Year 2 pupils made clear progress in their knowledge and understanding of doubling and halving numbers so much so that one pupil commented; *"I didn't know that before"*.
46. Standards and achievement in Years 3 to 6 are good overall, although achievement in Year 5 is often very good. All pupils undertake a good range of work in number, shape and measures and there are clear signs of them improving their capability in solving increasingly more complex problems. Data handling is less well developed because ICT is under-used. In Year 5 high attaining pupils over time have worked at consistently high levels. They have particularly improved their understanding of working with decimals. Pupils of below average attainment have also made significant progress, for example in accurately measuring angles. There are only eight pupils in Year 6 and three of them did not join the school until year 6. Consequently, their overall progress over time is not as consistent as that of younger pupils but they make good progress in lessons. One of the pupils is gifted and catered for very well by studying her own programme of work. In a good lesson, Year 6 pupils converted fractions to decimals accurately and several showed good mental alacrity when converting to percentages.
47. Lesson observations, scrutiny of pupils' work over the course of the year, and discussion with pupils indicate that the quality of teaching and learning are very good overall. Pupils talk well

about their work and many explain clearly why they think they have made progress over time. Pupils especially like mathematics and this is an indication that the teaching succeeds in capturing their interest.

48. Mathematics lessons begin very well with brisk pace in the use of mental work. In a very good lesson in the Years 4 to 6 class, the mental work was sharply differentiated from the outset and had the effect of immediately putting pupils into work "mode". This emphasis on meeting the range of needs is replicated in all the classes and is considerably helped by the close liaison between teachers and class assistants, who make a considerable contribution. For example, in one lesson, a class assistant's high expectations and very clear explanations helped Year 5 pupils to achieve greater accuracy in working in decimals. Also, pupils with SEN are successfully involved in lessons and make as much progress as their peers. Teachers' discipline is calm and measured and the vast majority of pupils respond very well. Consequently, they work very diligently independently and in groups. Attitudes and behaviour are invariably excellent.
49. The subject is managed very well by the two co-ordinators who share the role. They have played a full part in monitoring the subject and identifying aspects for improvement. Although the mathematics curriculum is good, some lessons are unnecessarily long and time could be released for other work. There are examples of effective marking but it is not consistent in all classes. Provision in the subject has improved well since the last inspection.

Mathematics across the curriculum

50. Good links are made between mathematics and science. Pupils in Year 5 and 6 drew accurate line graphs and interpreted them well in their enquiry into the length and angle of shadows at different times of day. Throughout the school pupils also construct other graphs and charts accurately. Teachers are mindful to ensure that mathematics is an integral part of the environment for learning, especially in the younger year groups. ICT was not used much during the inspection.

SCIENCE

Provision in science **is good**.

Main strengths and weaknesses

- Pupils achieve well overall
- Pupils in Year 1 achieve very well
- Standards, although broadly average, are not as good as in English and mathematics

Commentary

51. The school's results in the national tests have not been as good as in the other core subjects. Undoubtedly, historically low year group numbers have affected the average points scores but Year 6 pupils' progress from Year 2 has been largely below the average of similar schools. However, in the work seen during the inspection achievement has improved and this augurs well for the future. Standards are average overall.
52. Pupils throughout the school undertake a good range of work and over time much of it in scientific enquiry. Pupils' work in Year 1 clearly improves very well over the school year, especially in scientific enquiries and the recording of their results, for example in writing and pictures. In September 2003 a high attaining pupil makes sensible predictions and draws conclusions from their investigations, for instance in work on sound. By February 2004 they were becoming aware of fair testing. Low attaining pupils, by the end of April, begin to make simple predictions. Standards in Year 2 are broadly average and achievement is good. In discussion with inspectors pupils talked well about their work. For example, they named parts of

plants accurately and knew what plants need to survive. High attaining pupils spoke with understanding about the impact of a lack of water and light. On the whole, they did not enjoy science as much as English and mathematics. Good progress is discernable in pupils' work over time. Several pupils in September 2003 wrote very simple sentences or captions, for instance about magnetic forces. By the end of that term they were already writing at greater length and by February some were explaining clearly how a test was kept fair. Good progress over time is fairly steady in Years 3 to 5 and satisfactory in Year 6. In Year 3 high attaining pupils understand a variety of forces well and improve in their use of scientific terminology. Their scientific knowledge progresses well, for example in materials and their properties. Pupils in Years 4 and 5 have plenty of opportunity to make predictions, undertake tests and record their findings. Pupils in Year 5 show increased sophistication in drawing scientific conclusions.

53. In discussion with inspectors, pupils in Year 6 indicated that they preferred English and mathematics to science; they felt they had not made such good progress. One pupil said it was difficult to "...*find the right words*" when talking about the subject. However, they showed average knowledge and understanding of fair testing, the water cycle and materials and their properties. Much of the work of Year 6 pupils over time was pitched at an average level and there was scope to expect more of high attaining pupils, especially in opportunities to explore and test their own ideas. No teaching was seen during the inspection but the pupils' achievement in their work indicates that teaching is good overall. Marking in the two younger classes is used well for assessment purposes.
54. The school has recognised the need to improve provision in science and it is part of the school development plan priorities in the forthcoming year. The science co-ordinator is part-time and has held the position for less than two terms. She has already scrutinised pupils' books and identified strengths and areas for improvement. Provision in the subject has improved since the last inspection because pupils now make better progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- The number and quality of computers have been improved and this is having a good effect on pupils' achievement
- The after school computer clubs play a good part in developing the subject
- The distribution of the computers does not make for ready use by all classes
- Some use is made of ICT to support other subjects but not enough to maintain the quality of the subject in line with the rest of the curriculum

Commentary

55. Pupils' achievement in ICT is satisfactory throughout the school. Standards in Year 2 are clearly in line with what is expected nationally. Standards attained by pupils in Year 6 are satisfactory but on a narrower front because the improvements in the provision for the subject are recent and there is a backlog in skills training to be made up by many of the older pupils.
56. The planning of the work is well managed. The ultimate aim of the headteacher as coordinator is for the subject to become a tool to support learning across the curriculum and the present provision is a step towards that end. Teaching is marked by effective cooperation between the class teachers and the very competent classroom assistants. By sharing a good deal of the teaching in this way some of the problems associated with the site of the "mini-suite" of computers, in a part of a classroom, are overcome. The staff have received training in ICT and cover all the areas of the subject to a satisfactory level. There is insufficient use of computers and other electronic devices to support mathematics and science.

57. Pupils enjoy the subject, and many of them are adept with the technology from the use of the computers at home. The popular computer clubs run by the school are not only a way to improve standards but, more importantly, a means of ensuring that those pupils without ready access to home computers are not disadvantaged. Pupils with SEN are provided with good support from teachers or classroom assistants to ensure that they achieve as well as they can.
58. The subject is well led and the school as a whole recognises the need to improve this part of the curriculum. The use of the computers in the mini-suite is managed through a timetable of allotted times, but these times are not used as frequently as planned. The school has received generous funds from the friends of the school to purchase the new computers and is working towards bringing up the resources to meet the needs of the pupils.

Information and communication technology across the curriculum

59. There is some use of ICT across the curriculum, for example in the use of the Internet in history and in word processing in English, but in general it is under used especially in data handling in mathematics and science.

HUMANITIES

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils in all classes achieve well
- Standards are good
- Teaching is good

Commentary

60. As a result of careful planning and good teaching, pupils attain above average standards in history. Pupils generally achieve well, and develop at least good levels of historical knowledge and understanding. They are well informed about the topics they have studied. Pupils in Years 4, 5 and 6 demonstrated a good knowledge of the plays of Shakespeare as a result of their study of the Tudors. They cited the titles of a number of his plays with information about the characters and plots. Younger pupils also recounted the events surrounding the great fire of London with considerable, and accurate, detail. Pupils have a good sense of the past, and of the differences between now and then. This is due in no small measure to the wide range and very good quality of articles from the past that are displayed to excite pupils' curiosity. Tudor clothes for both men and women, and reproduction shoes and helmets were available for the pupils to handle and observe. The immediacy of this first hand experience ensured the pupils' interest and the accuracy of their understanding.
61. Contact with first hand information was maintained in the study of World War 2 when six people from the village came into the school to share their experiences of those times with the pupils. The rich historical background of the locality is used to support pupils' studies of other topics. The stress on first hand observation was maintained when the play farmhouse and barn were built for the Foundation Stage pupils in the Tudor style. The timber-framed buildings are pegged together in the style of that age, and the gaps between the timbers in filled with authentic wattle and daub with part of it left unfinished and exposed.
62. The good teaching stresses the skills of research, selection and comparison using data from a variety of sources. Good and selective use is made of previously identified websites as older pupils gathered information about Elizabethan theatres, using the computers sited in their classroom. The pupils make good use of their writing skills to produce accounts of their

findings. The subject is well managed and led by an enthusiast who manages to pass on the passion to both pupils and colleagues. The good standards and achievement of pupils of all ages is a significant advance on standards reported in the previous inspection.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- The quality of teaching is good
- Standards are above national expectations and achievement is good
- Good use is made of English skills to support geography
- The subject is well led and managed

Commentary

63. The good quality of teaching in all the classes promotes the good standards in geography and the pupils' good achievements in the subject throughout the school. The teachers make very good use of their pupils' own experience to build up their understanding of geographical features. The study of an Indian village provided good opportunities for pupils to develop their interpretive skills in identifying differences between Chambakoli and Clun through looking at photographs. The study was given greater depth because, as well as comparing two places, comparisons were also drawn between the Indian village in the past and now. This is a very good strategy to enable pupils to recognise that distant places are not locked into the past. They see how they have developed in the same way that Clun has developed over time. Good use is made of visits to local areas of geographical interest.
64. Pupils have a good knowledge and understanding of geographical terms and ideas. They use maps and atlases with confidence and derive good quality information from them. Pupils understand the differences between physical features and identify them on photographs and in maps. They write accounts of what they have discovered from research in books, looking at photographs and for the older pupils interpreting data. The work is presented well and accurately written whether they are deciding what clothes to take for holidays in different places, or the rival merits of elephants and machines for work in timber forests.
65. The pupils conduct small-scale surveys on environmental matters to enable them to look at waste disposal and the incidence of recycling. This made their understanding of the subject better informed, and gave extra strength to the school's award for being an eco-friendly school. This formed the basis of report writing and the presentation of its findings.
66. A strength of the teaching is the close cooperation between the class teachers and classroom assistant. The pupils use them both as sources of support, information and encouragement. The provision made for pupils with SEN is good and they achieve well as a result of this help. The skill of the teachers and the imaginative planning provide lessons which pupils enjoy.
67. The subject is well led and the careful planning coupled with enthusiastic delivery of lessons ensures that the learning in the mixed age classes is effective and that the requirements of the National Curriculum are met.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. Provision was sampled in art and design, design and technology and music. Only one class lesson was seen in art and design and in music. In music an observation was made of the school orchestra taught by a class assistant, and pupils were heard singing in assembly. No lessons were seen in design and technology. Samples of pupils' work were scrutinised in art and design and in design and technology.
69. Standards of work in **art and design** and in **design and technology** meet expectations overall and some of the work is good. Pupils' drawings of wheels of life, as part of their work on Buddhism, are creative and carefully done. Younger pupils work in a good range of media and in Year 1 they experimented with printing techniques to create vivid jungle scenes after looking at Rousseau's *Tropical Storm with a Tiger*. In Year 2 sketchbooks there are good examples of observational drawing, for example of a feather and other natural objects. In their earlier work, colours have been mixed well to create portraits. Pupils in Years 4 to 6 have made string puppets and evaluated them. Younger pupils have carefully designed and made moving vehicles. They also evaluated their designs of Joseph's Technicolor coats and made good suggestions on how they could be improved. In the only art and design lesson seen, Year 2 and Year 3 pupils worked diligently as they experimented with block printing to create patterns on paper and fabric. Examples of such printing for observation and discussion would have helped to raise expectations of pupils' performance. Standards of musical performance are very good. The school orchestra includes flute, clarinet, cornet, harp and drums and the standard of instrumental playing is high. Pupils are taught by a combination of peripatetic music teachers and the class assistant. The headteacher teaches the choir and the year 1 teacher teaches the recorder. The standard of singing in assembly was good. In the one lesson seen, pupils in Year 1 achieved very well and reached very good standards in their playing of percussion instruments. Music has a high profile and every opportunity is taken for pupils to play and sing in the local community and further afield.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieved well in two out of the three lessons seen
- Teaching and learning are excellent in Year 1

Commentary

70. Standards meet expectations overall but are good in Year 1. In an excellent lesson, Year 1 pupils greatly improved their performance in throwing and catching because of the teacher's very high expectations. A very significant strength of the teaching and learning was the opportunity for pupils to evaluate their own performance throughout the lesson and focus on how to improve. Pupils also worked exceedingly well individually and in pairs. They succeeded very well. In a good lesson in the Year 2/3 class the teacher also helped pupils to improve their athletic skills in running. Questions were used well and engaged the pupils' attention. A useful discussion took place on how to run faster and pupils suggested pumping the arms faster. Their subsequent performance improved noticeably. Pupils' attitudes and behaviour in both lessons were extremely positive and they were very well aware of how to move safely. In the games lesson in the Years 4 to 6 class pupils reached satisfactory standards and also achieved satisfactorily. There was room to improve the level of challenge.
71. The headteacher has responsibility for physical education and has ensured that a good range of sporting opportunities enhances the curriculum. These include athletics, rounders, five-a-side football, tennis, swimming, dance, inter-school sports events, and orienteering.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. **Personal, social and health education** permeates the life of the school from the Nursery onwards and has been extensively commented on earlier in this report.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	4
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
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	2
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).

