

## **ADDENDUM TO SUMMARY P6**

1. Under the Standards Achieved heading in the Summary Report, after the highlighted text ‘Overall, pupils achieve satisfactorily,’ it continues:

*‘In the absence of evidence from recognised baseline assessments, inspection evidence suggests that children enter the school with standards of attainment that are normally above those expected for their age.’* In the Foundation Stage..

2. Under the Standards Achieved heading in the Summary Report after the sentence ending in ‘2002 test results for Year 2 pupils were maintained in 2003,’ it continues:

*‘Inspectors have shown caution when interpreting data at the school because the number of pupils is small.’*

# INSPECTION REPORT

## **ST NICHOLAS C of E VA PRIMARY SCHOOL**

Cottesmore, Oakham

LEA area: Rutland

Unique reference number: 120227

Headteacher: Mrs B A Crellin

Lead inspector: Mrs R Spencer

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> September 2003

Inspection number: 257888

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:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	98
School address:	Mill Lane Cottesmore Oakham Rutland
Postcode:	LE15 7DL
Telephone number:	01572 812337
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs D A Oakes
Date of previous inspection:	September 2001

## **CHARACTERISTICS OF THE SCHOOL**

This Church of England voluntary aided school is situated in a rural village in Rutland; with 98 pupils it is smaller than most primary schools. Twelve children are in the Foundation Stage (the reception class). All pupils are of white United Kingdom heritage and none speak English as an additional language. The pupils come from a wide range of socio-economic groups, and attainment on entry for pupils is above average. Twelve per cent of the pupils have special educational needs, which is below average. Two pupils have a statement of special educational needs. The percentage of pupils eligible for free school meals is below average. It is the only school in Rutland to have received an Eco Award. Most of the current staff, headteacher and members of the governing body have been in post less than two years. During the period of the inspection there was a temporary teacher in Year 5/6.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2766	Rashida Spencer	Lead inspector	Mathematics Science Art and design Design and technology English as an additional language
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an improving school with many strengths.** Standards are high at the end of Year 2 and average at the end of Year 6 because pupils achieve well in Years 1/2, satisfactorily in Years 3/4 and unsatisfactorily in Years 5/6. Nonetheless, standards are improving in the upper part of the school and, following a period of substantial change, the headteacher, governing body and staff now show a clear desire and capacity to improve the standards and quality of education further. The school provides satisfactory value for money.

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

- Teaching is excellent in the Year 1/2 class and pupils of all abilities achieve well
- Teaching in Year 5/6 does not build on pupils' previous learning effectively and efficiently
- The leadership of the school is now well focused on raising standards in classes
- The school improvement and curriculum plans do not accurately match the school's current educational needs
- Pupils with special educational needs achieve well
- Pupils' spiritual, moral, social and cultural development is very good

Since the school was inspected in September 2001, when it was placed in the serious weakness category, the rate of improvement has been good in all the key issues except one. Some progress has been made in addressing the important issue of standards in Year 5/6 but they should be higher than they are.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	E	B	C
Mathematics	E	E	C	C
Science	E	D	C	C

*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.*

**Overall, pupils achieve satisfactorily.** In the Foundation Stage, the children are on course to reach, and most will exceed, the early learning goals set for them in four of the five areas of learning in which evaluation was possible. Given that attainment on entry is generally above average, children's achievement is not high enough. Inspectors found that in Year 2 standards are well above average in most subjects, including the basic skills. The achievement of pupils of all abilities is very good. Provisional results indicate that the well above average standards achieved in the 2002 test results for Year 2 pupils were maintained in 2003. As the table above shows, standards attained in the Year 6 tests last year were average overall. The present Year 6 pupils are working at average levels in all subjects and have not made sufficient progress since Year 2. They are underachieving because not enough is expected of them in the last two years in the school. Pupils' attitudes to learning are excellent in the infants and good overall. Pupils are keen to come to school and attendance is well above average. Behaviour is good. **The development of spiritual, moral, social and cultural values is very good overall and the pupils' response to this provision is very positive.**

## QUALITY OF EDUCATION

**Overall, the quality of education provided by the school is satisfactory. The quality of teaching overall is satisfactory.** It is satisfactory in the reception, excellent in Years 1/2, satisfactory in Years 3/4 and good during the inspection in Years 5/6. Highly skilful, exciting and inspiring teaching in Years 1/2 provides pupils with excellent strategies to increase their learning and, as a result, the achievement is high. Temporary arrangements in Year 5/6 led to good teaching in mathematics, English and physical education and highlighted the potential for pupils in Year 5/6 to achieve well. While English and mathematics are taught exceptionally well in Year 1/2, firm adherence to the literacy and numeracy strategy in the juniors limits teachers' flexibility to tailor lessons that build progressively on what pupils know, understand and can do. Assessment procedures are good and expertly used in Year 1/2, but both marking and assessment and target setting in Years 5/6 are not sufficiently tightly focused on the strengths and weaknesses of individual pupils.

## CURRICULUM

The school provides a satisfactory curriculum for children in the Foundation Stage and the juniors. The curriculum for the infants is exemplary. The curriculum across the school is well supported by good extra-curricular activities and a very good range of visits. The quality of the resources and accommodation is satisfactory overall but there are some weaknesses in the accommodation that impede learning. However, the building of a new hall is in progress.

The school provides very well for pupils' physical and general pastoral well being. There is very good communication between teachers and pupils and parents. There was some loss of confidence in the school after the last inspection but now the school enjoys a very good partnership with parents and the local community.

## LEADERSHIP AND MANAGEMENT

**The leadership of the school, the management and governance are good.** The headteacher has established comprehensive, well-organised and effective structures and systems. The commitment of the headteacher, staff and governors to improve the school since the last inspection is very high. The headteacher has worked very hard and has gained the respect of the staff, governors and parents. The headteacher and governors monitor teaching and learning regularly but as yet are not sufficiently evaluative or analytical. Financial control and routine administration are good. The teamwork is now excellent.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The large majority of parents hold the school in high regard and all acknowledge the significant improvements that have been made in the last 18 months. Most pupils love coming to school and enjoy their work.

## IMPROVEMENTS NEEDED

The most important things the governors and the headteacher should do to improve are:

- Raise the quality of teaching and levels of achievement in Year 5/6
- Enhance the process of school self-evaluation and the quality of the school improvement plan
- Ensure that children in the Foundation Stage and pupils in the junior years build on their prior learning and develop their skills progressively



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Almost all children join the reception class with pre-school experience and already have a good grasp of the areas of learning. They make steady progress in the reception class so that by the time they begin Year 1 most have achieved the goals expected for their age and are working within the National Curriculum for English and mathematics. Achievement in the infant class is high because of the excellent teaching and the provision of a broad and exciting curriculum. By the time pupils are seven standards in the national tests are well above average in English, mathematics, science and information and communication technology. They attained similar standards in all the other subjects observed during the inspection. The present pupils in Year 6 reach average standards in English, mathematics, science and information and communication technology. Pupils have made satisfactory progress throughout the juniors but they are not achieving as well as they should be in Years 5 and 6. There is no significant difference in the progress of boys and girls across the school.

#### Main strengths and weaknesses

- Pupils in the infant class are highly effective learners and make rapid progress
- Pupils with special educational needs achieve well throughout the school and very well in the infants
- Not enough is expected of pupils in Year 5/6 so they do not progress as well as they should
- Pupils are articulate throughout the school and read fluently
- Pupils in the infants apply their knowledge, understanding and skills seamlessly across the curriculum
- Children in the reception class learn steadily but do not make the progress they are capable of
- Gifted and talented pupils achieve very well in the infants

#### Commentary

##### Standards in the Foundation Stage

###### *Standards at the end of the Foundation Stage*

Standards in relation to the early learning goals by the end of <b>reception</b> in:	
Personal, social and emotional development	<b>Good</b>
Communication, language and literacy	<b>Good</b>
Mathematical development	<b>Good</b>
Knowledge and understanding of the world	<b>Satisfactory</b>
Physical development	<b>Good</b>
Creative development	<i>limited evidence</i>

*Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.*

1. In the absence of evidence from recognised baseline assessments, inspection evidence suggests that children enter school with standards of attainment that are normally above those expected for their age. Children learn steadily so that their attainment remains above average by the time they enter Year 1. Although progress is satisfactory, children do not achieve as

well they should because the planned activities do not always build on what the children already know and can do.

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

Standards in:	School results	National results
Reading	18.6 (16.4)	15.8 (15.7)
Writing	17.0(13.8)	14.4 (14.3)
Mathematics	18.5 (17.2)	16.5 (16.2)

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

- In the 2002 National Curriculum tests for pupils at the end of Year 2 standards were well above average in reading and writing and above average in mathematics. They were also high when compared with similar schools. This is because of the excellent teaching and very high expectations of the class teacher. The provisional tests for 2003 indicate that these standards have been maintained. The present Year 2 pupils already achieve well above average standards in all the subjects seen during the inspection.

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

Standards in:	School results	National results
English	27.8 (24.6)	27.0 (27.0)
Mathematics	27.0(24.0)	26.7 (26.6)
Science	28.6 (27.6)	28.3 (28.3)

*There were 15 pupils in the year group. Figures in brackets are for the previous year*

- In 2002 the results of pupils in Year 6 improved significantly from the previous year and were in line with the national average for mathematics and science and above for English. The results are in line with those of schools with a similar prior attainment in Year 2 but below those of pupils in similar schools assessed by eligibility to free school meals. The present Year 6 pupils are working at average levels in all subjects. Pupils' achievements in Year 6 are not as high as those of pupils in similar schools because not enough is expected of them in their last two years in the school. An analysis of pupils' work in last year's Year 5 [who are now Year 6 pupils] and Year 6 shows that pupils are not challenged enough and are not expected to improve their presentation or the quality of their written work. There are too few opportunities for pupils to apply their skills across the curriculum or to investigate in mathematics and experiment in science. Observations of lessons given by a stand-in teacher and discussions with the oldest pupils indicate clearly that they are capable of higher attainment.
- The key strengths in English are very good speaking and listening skills in the infants and a wide and mature vocabulary throughout the school. Standards in reading are also above average throughout the school. Writing, grammar and punctuation skills are well above average in Year 2 but average in Year 6, where the presentation in some books is unsatisfactory. Mathematical skills are very good in Year 2 but pupils in Year 6 struggle to select appropriate processes to solve problems or to apply knowledge to new learning. Scientific investigation, while very good in Year 2, is unsatisfactory in Year 6 although in other aspects of science they achieve average standards. The infants are working at levels in information and communication technology (ICT) that are well above those normally expected for their age. The planning for the subject and pupils' knowledge so far indicate

that standards in Year 6 are similar to those of other pupils nationally. The older pupils learn new techniques effectively but their skills of, for example, typing, are not sufficiently developed to enable speedy word processing. ICT is used effectively across the curriculum in all classes. Standards in other subjects are well above those expected for Year 2 pupils but similar to other pupils in Year 6. No lessons were observed in music, design and technology and art and design and standards in these subjects have not been evaluated.

5. Pupils with special educational needs achieve well across the school because of the good systems of support and the quality of the teaching assistants that support them in class. In Year 2 these pupils achieve very well because the teacher plans work for them that is challenging but achievable. Her delight in learning and achievement inspires all her pupils, including those with special educational needs and the gifted and talented pupils, to strive for excellence. While the school makes good provision for gifted and talented pupils in the juniors, there is not enough challenge in the teaching or the work set to enable them to achieve as well as they should. This provision is new and the school's monitoring has identified and rectified staff training needs.

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

Pupils are very keen to come to school and attendance for the last year was very good. This reflects their good attitudes to the educational and personal opportunities that the school offers. Because pupils are very receptive to the very good spiritual, moral, social and cultural values promoted by the school, their behaviour and overall personal development are good.

### **Main strengths and weaknesses**

- Relationships between pupils and between pupils and staff are excellent in Years 1 and 2 and very good overall
- Pupils clearly understand the difference between right and wrong and are consistently encouraged and praised for making the right choices
- The school provides a wide range of extra-curricular activities and programme of visits which makes a strong contribution to pupils' personal development
- Attendance is consistently much higher than in other primary schools
- Parental support for the good Christian values promoted by the school is an important element in pupils' willing acceptance of these values
- A range of multicultural activities enhances pupils' knowledge and understanding of different cultures and values

### **Commentary**

6. Because parents contact the school quickly when their children are absent, there is no unauthorised absence. Although most of the absence is caused by illness, there are a few parents who book holidays during term time, despite the school's efforts to discourage them from doing so. Pupils arrive punctually and assembly at the beginning of the day starts on time.
7. Pupils are enthusiastic about school life. They mostly enjoy their lessons and, particularly in the infant class, they are actively involved in their learning, responding very well to the high expectations of their teacher. They are keen to be given responsibility, sensibly taking registers to the office and willingly tidying up. Year 6 pupils undertake the role of Friends and are friendly and caring towards the younger pupils during playtimes. Behaviour

throughout the school day is good, although in a Year 5/6 physical education lesson in the hall, a few pupils behaved in a silly and immature manner. Parents and pupils have no concerns about bullying because they are confident that the school deals with any such instances very effectively. Pupils develop into confident individuals with appropriate levels of self-esteem because their views and ideas are valued.

8. Pupils talk excitedly about the art and multi-cultural week they enjoyed last term. Many gained a good insight into the lives of others as a result, and this knowledge is extended well through their studies in religious education and geography. This effectively promotes understanding and respect for those who have different values and cultures. Pupils value the many opportunities the school provides for them to take part in activities out of school. The residential visits and other visits successfully promote pupils' independence and self-reliance and contribute significantly to pupils' personal and social development. Through their personal, social and health education lessons, pupils learn strong moral and social values and evidence from their books shows a very good grasp of the concepts taught. This makes a significant contribution to the community life of school as they learn to accept responsibility for their actions and how their actions affect others. The ECO school project is having a good impact on pupils' awareness of the environment and the role they can play in protecting it. Assemblies contribute well to the spiritual, moral and cultural development of pupils and participation in local community events expands pupils' social awareness. During their time at school pupils develop into sensible and useful members of the community. The school promotes an early understanding of citizenship and pupils take their responsibilities seriously.
  
9. The personal, social and emotional development of the children in the Foundation Stage is promoted well. They are encouraged to work and play constructively and happily together and learn to make sensible choices. They listen carefully to instructions and try hard to please their teacher and other adults who work with them. They behave well. The school has maintained the good quality of these aspects of pupils' development well since the last inspection.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
National data	5.4	National data	0.5

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

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
98	0	0

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

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

### **The school provides a satisfactory quality of education**

The quality of teaching overall is satisfactory with some exceptionally skilful work in the infant class resulting in very high achievement and learning for pupils of all abilities. The school provides a satisfactory curriculum for children in the Foundation Stage and the juniors. The curriculum for the infants is exemplary. There is good additional support for pupils who have special educational needs.

### **Summary of teaching observed during the inspection in 19 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	3	6	6	1	0	0

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

### **Main strengths and weaknesses**

- Excellent teaching in the infant class results in very effective learning
- The teacher's lesson plans in the infants are exemplary
- Pupils' learning is not often enough based on their prior knowledge and understanding in Years 3 to 6
- There is not enough challenge for Years 5/6
- Expectations of the quality, handwriting and presentation are not high enough in Years 5/6
- Assessment and marking do not give sufficient information for pupils to improve their work in Years 5/6

### **Commentary**

10. Teaching in the infant class is excellent. The teacher's very skilful teaching is based on an excellent understanding of how pupils learn and what strategies are needed to facilitate their learning. She enables pupils to underpin their knowledge and understanding securely. They are developing skills in making connections between science and design and technology as evidenced in an history lesson when they solved a problem about how a sand wheel works, showing enough understanding to apply their skills in different contexts.
11. Teaching in the reception class and lower juniors is satisfactory. Only five pupils had started the reception class. The teacher in Year 3/4 is a graduate teacher with very recent experience of teaching. She has made a good start and established very good relationships with the pupils. Reading and writing are taught well; planning firmly adheres to the national literacy and numeracy framework. In both the reception and lower junior classes, planning could be more effective by more frequently taking into account what pupils already know, understand and can do and tailoring the early learning goals and the national strategies more accurately to the pupils' learning needs.
12. Teaching in Year 5/6 seen during the inspection was good. The temporary teacher's plans set high expectations and soon established a good working ethos; pupils worked hard and productively. Questioning was challenging, requiring pupils to give responses, backed with reasons. These prompted pupils' thinking and reasoning skills. The teacher's secure understanding of subject requirements and how pupils learn, swiftly established a rapid pace with good outcomes. Minor behaviour issues, such as in the physical education lesson, were quickly and effectively dealt with. At this rate, pupils' potential to reach higher standards than achieved so far in 2002/3 results, are good. However, scrutiny of pupils' work shows that the quality, quantity and standard of work produced by the current Year 6 is not satisfactory. The class teacher's expectations have not been high enough.
13. Overall, teachers are very committed and have a strong desire to improve. They work well as a whole-school team and are very supportive of each other. They evaluate their own performance well and, where they lack confidence, appropriate in-service training is organised. Weekly lesson plans are good where teachers' experience in understanding how pupils learn is secure. For less experienced

teachers these plans do not provide a clear structure and shape for the lessons. Teachers use time efficiently and good use is made of specialist part-time teachers and visitors, for example, in history, art and design and music.

14. The teaching and support for pupils with special educational needs are good. Teachers generally plan carefully to provide activities that pupils can do, though sometimes in the junior classes there is an insufficiently good match of task and ability. The support assistants throughout the school intervene well, know pupils' individual education plans and give good support. Teachers make sure all are well briefed. Planning and expectation for special educational needs are good and parents of these children are very positive about their involvement in decision-making. Assessment information is used effectively to draw up individual education plans with manageable and achievable targets. The school is establishing a good foundation for the provision for the gifted and talented. A good example of this challenge was demonstrated in the Year 3/4 class, when two gifted and talented girls were asked to estimate the distance between major cities, while the rest of the pupils were using practical apparatus for measuring.
15. The quality of marking and assessment in the infants is exemplary, but it is inconsistent in the other classes. Whilst the procedures are good, not all staff mark pupils' work. The result is that neither staff nor pupils know why they have made errors and what they need to do to improve. As a result the targets set are too general.
16. The quality of pupils' learning is excellent in the infants and good in the rest of the classes. Pupils work well in pairs and groups. They share sensibly as was demonstrated by Year 3/4 pupils who were using a wide range of measuring equipment. They are confident and secure enough to ask for help. Year 5/6 pupils do not have sufficient opportunities to make choices and initiate their own line of enquiry to investigate in science and mathematics.
17. The procedures for assessing pupils' attainment in English and mathematics and for tracking their progress are good. The use of these to match work to pupils' needs and to plan the curriculum is excellent in the infants and pupils have a very good understanding of their achievements and how to improve. Targets are set for all pupils but these lack precision in the juniors and are not helpful in enabling pupils to know what they need to do to reach higher levels.

## **The curriculum**

The school provides a satisfactory curriculum for children in the Foundation Stage and the juniors. The curriculum for the infants is exemplary. The curriculum across the school is well supported by good extra-curricular activities and a very good range of visits. There are some weaknesses in the accommodation that impede learning.

### **Main strengths and weaknesses**

- The curriculum for the infants is closely matched to pupils' needs, is exciting and challenging
- Provision for pupils with special educational needs is good
- The good number of teaching assistants are effective in supporting pupils' learning
- There are weaknesses in the planning to develop pupils' skills progressively from year to year in the reception and juniors
- The hall is too small for physical education [a new hall will be completed shortly]

18. The use of government guidance for planning the curriculum ensures that the requirements for each subject are met. The Foundation Stage curriculum is securely based on the early learning goals but needs to be more closely matched to the above average attainment of the children to allow them to explore, challenge and extend their learning. The infant teacher is highly skilled in this. The curriculum for the infants is very exciting and challenging and the children love to learn. When working out how a toy worked, for example, pupils used their knowledge of design and technology and their work on forces in science to find the solution to the problem of how the clown moved in a toy. Pupils worked out that the wheel behind the circle was operated by falling sand.
19. The curriculum is planned on a two-year cycle for subjects other than literacy and numeracy to accommodate the mixed-aged classes. While this ensures that pupils gain an appropriate level of knowledge of each subject, there is insufficient rigour in developing pupils' skills. For example, pupils have a sound knowledge of science but even the oldest pupils have trouble understanding the concept of a fair test.
20. The national literacy and numeracy strategies are implemented effectively throughout the school but the oldest pupils are not provided with enough opportunities to select appropriate mathematical methods to use or to explain their work. Provision for personal, social, health education and citizenship is good and has a significant impact on pupils' spiritual, moral, social and cultural education. The governing body has now approved policies for race equality, drugs misuse and sex education. Teachers have a good capacity to implement them. Pupils have a rich diet of visits and visitors to support the curriculum and the quality of the displays demonstrate how pupils value and learn from this, particularly in the infant class and the younger juniors.
21. Provision for pupils with special educational needs is good. The support is flexible to meet individual needs and the individual education plans are of good quality. Gifted and talented pupils and pupils with special educational needs have excellent provision in the infant class because of the impeccable match of the tasks to pupils' needs. Older gifted and talented pupils join the top juniors for some lessons and the school is sensitive to their social needs as well as the academic provision.
22. At the time of the last inspection the juniors had less than the recommended lesson time. This has now been addressed. There is now a scheme of work for physical education although the new hall has not yet been built. The weaknesses in the use and applications of mathematics and scientific investigation remain in the oldest class. There are now facilities for the use of sensors and control in information and communication technology.

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

All pupils are very well cared for in this school. All staff know the pupils well and this ensures that each individual has access to very good personal support and guidance. The overall educational support and advice provided for pupils are satisfactory overall. Pupils are involved well, both formally and informally in the decision making process of the school.

### **Main strengths and weaknesses**

- There are very good procedures to ensure the protection and health and safety of pupils
- The kindness and commitment of all staff ensures that parents and pupils feel confident that any problems will be handled fairly and effectively



- The provision made for the care, guidance and support of those pupils with special educational needs is good
- The personal support, guidance and advice for pupils in Years 1 and 2 is excellent

### **Commentary**

23. The school is a clean and bright environment and staff have a good awareness of health and safety issues. The limitations imposed by the size of the hall are managed well by staff and most pupils. Younger pupils enjoy the fruit provided for snacks and most understand the benefits of a healthy diet. Pupils are well supervised at playtimes and during the mid-day break, helped by the Year 6 Friends who keep a watchful eye on the younger pupils. The school has successfully remedied the criticism in the last inspection concerning child protection and the procedures and practices are now very good.
24. Pupils say that they trust their teachers and know that they will help them if they are unhappy or worried about something. If they do not understand something in their lessons, they are confident that they will not be made to feel stupid if they ask for more help. The climate of mutual respect between the staff and pupils facilitates open communication and the ability for staff to support and guide each pupil as appropriate. In Years 1 and 2, because the data on pupils' progress is collated and used to excellent effect, the academic support and guidance provided is very good. In the Foundation Stage and Years 3 to 6, however, particularly in Years 5 and 6, these systems are inconsistent and the educational support and guidance for these pupils is not as good as it should be.
25. There are good induction procedures for new arrivals that enable both parents and children to be confident of the high standard of care provided by the school. The school council reviews pupils' ideas and suggestions and these discussions form the basis for changes and improvements where sensible and possible.

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

The school has a very successful and effective partnership with parents. There are very good links with the local community and liaison arrangements with other schools are good overall and promote effective transition.

### **Main strengths and weaknesses**

- The school encourages and welcomes parents' involvement in school life and in the learning of their children
- Parents help in classes, with after school clubs and on visits
- Parents are always welcome in school and have close ties with their children's teachers
- The parents' association is very well supported and raises substantial funds
- There are very good mutually beneficial links between the local church and community and the school
- Parents make positive comments about improvements made since the last inspection

### **Commentary**

26. The school provides very good information for parents about the school, the progress of their children and the activities taking place. Although the annual reports on pupils' progress give parents a great deal of very good information about their children's strengths and weaknesses, they do not always give a clear enough indication of attainment. Consultation evenings are

well attended and teachers are always willing to give parents any further information they may require. A recent major survey of parents' views elicited a very good and positive response. Several changes have been made as a result. The school has good procedures to deal with any concerns or complaints. Parents and members of the community are very supportive of the events organised by the parents' association and the funds raised are put to very good use supplementing resources. Parents play an important role in helping and encouraging their children with their homework and this has a significant impact on the standards they achieve. The strength of the partnership with parents has been maintained well since the last inspection.

27. The school is an active part of the village community. Highlights of school life are included in the village newsletter and many residents support the functions organised by the very active parents' association. The local rector is a regular visitor and the pupils often visit churches in the area. Volunteers from the community help in school and local businesses are very generous in the provision of prizes for fund raising events.
28. There are good transition arrangements with secondary schools and parents comment that their older children settle very quickly into this new environment. There are established links with the nursery schools attended by the youngest children prior to joining the school. The school also benefits from contact with other primary schools.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good overall. Governance is good. The school is very well managed. There is energy and drive and commitment to raise academic standards and to achieve excellence throughout the school.

### **Main strengths and weaknesses**

- There has been a substantial improvement in the leadership and governance since the last inspection
- The governors are developing a secure understanding of the strengths and weaknesses of the school and are taking an active and constructive interest
- Monitoring of teaching and learning is regular, and effective support has been given to the graduate trainee teacher
- Evaluation of teaching and the impact it has on learning is an area for further development
- The school's self-evaluation process is not sufficiently accurate and analytical

### **Commentary**

29. The relatively new leadership and management structure, established since the school was placed in serious weaknesses in 2001, has made important improvements in the organisation and management of the school. The school, which was lacking in any kind of infrastructure, is now well organised. The governors and parents of the school have expressed their faith and confidence in the new headteacher. Over half the governing body is new. The LEA is actively involved in their induction and training and the headteacher has supported and promoted their development and involvement; as a result they are developing a greater and more secure understanding of the quality of teaching and learning. Their records of monitoring visits are perceptive and very detailed. They are developing their understanding and skills in using and interpreting data, such as the PANDA, and are fully involved in the planning for the school improvement. They are now asking perceptive questions about, for example, the differences between school results in national tests at seven compared to eleven. The governors fulfil

their statutory duties and their commitment to inclusion is evident in the way the governor for special educational needs is involved in monitoring and supporting the special educational needs and gifted and talented provision.

30. The headteacher, well supported by the Year 1/2 teacher, has worked in a focussed way and the change and improvement the school has undergone in the last 18 months have been substantial. Parents commented that there was now a new ethos and that staff work in harmony. The headteacher has gained the respect and trust of the staff, parents and the wider community. There is a great deal of appreciation of her energy, drive and the hard work she has put in to turn the school around. She is not complacent about further development but sometimes lacks the relevant experience to judge what excellence means. Her honesty in acknowledging that she needs to develop further and refine her skill in being evaluative and analytical is an indication of her strength and her determination to improve. She is now fully aware of the need to improve the school improvement plan so that it provides an effective and focused tool to raise standards and achievement.
31. Performance management is well embedded and is used effectively to set targets and improve the quality of education. The staff are keen to improve their teaching and this is exemplified by a very full professional development programme which they have attended. There is a good balance in this programme between personal professional need and school need. For example the headteacher had recognised that, to make effective provision for the gifted and talented pupils, staff needed training. All have attended and the headteacher is monitoring its impact.
32. Financial planning is sound. The finance sub-committee has a good oversight of the finances and budget. There is a good understanding of best value principles, exemplified by getting the diocese to change the surveyor who was commissioned to carry out plans for the extension. This caused a delay but the governors and headteacher secured best value tenders. They are beginning to check pupils' performance against similar schools. They are well into evaluating the quality of teaching and can talk with confidence about, for example, the strengths and weaknesses of the numeracy strategy, as they have been involved in the scrutiny of pupils' work.

### ***Financial information***

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

Income and expenditure (£)	
Total income	260147
Total expenditure	247186
Expenditure per pupil	2908

Balances (£)	
Balance from previous year	4395
Balance carried forward to the next	15529

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

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

33. Children enter the reception class in the beginning of the academic year in which they are five and induction procedures are good, with visits by parents and children before starting school, home visits by the teacher and good communication. All children have had pre-school experience and know each other well. At the time of the inspection children had been in school for a maximum of three weeks and only five were in school full-time. Judgements on the quality of the provision are based on observation of lessons, planning and the work of last year's reception children.
34. There is a satisfactory curriculum based securely on the early learning goals. This is conscientiously planned to ensure that all aspects of the curriculum are covered, often through a series of topics that combine several areas of learning. There is an appropriate range of resources, although during the inspection little use of the outside area was observed. This area is accessible but not stimulating and the teacher relies on the use of mobile equipment. The teacher and teaching assistant make continuous notes on the children's progress in all aspects of learning and are preparing for the new assessments on entry to the infants well. Although when working with the children the adults extend their understanding well, not enough use is made of the adults' knowledge of the children's achievements when planning the curriculum and as a result the children do not always learn as rapidly as they are capable of doing.
35. There is a calm, orderly learning environment and there is a good partnership between the teacher and the teaching assistant, ensuring a secure and happy class. Communication with the children's pre-school is very good and records are transferred with the children. Similarly there is very effective liaison with the infant class, helped by the geography of the school.

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

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

### **Main strengths and weaknesses**

- Children are expected to work and play alongside each other responsibly, sharing and respecting each other's space and opinions
  - Personal, social and emotional development permeates all activities
  - The teacher does not provide enough scope for children to record their learning in their own way, restricting their use of initiative
36. Children start school with well-developed social skills and swiftly adapt to classroom routines. Adults encourage independence, for example, when changing for physical education and children are expected to take care of their personal belongings and their equipment. Stories and puppets enhance the children's understanding of personal qualities and the effect of actions on people's happiness. Last year's books show little difference in the way the more able and the least able children record their work and much of the work is on teacher-generated worksheets. This inhibits independence and initiative. Overall, children maintain their above average personal, social and emotional development and are likely to exceed the early learning goals by the time they enter Year 1.

## **Communication, language and literacy**

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

### **Main strengths and weaknesses**

- Children are encouraged to discuss their activities with each other and to engage in role-play
- Handwriting skills and letter formation are taught effectively
- The nature of the tasks do not always reflect the abilities of the children
- There are few opportunities for children to write imaginatively

37. Children start school with well-developed vocabularies and speaking skills and many already know the sounds that letters make and read some words. They make good progress in their individual reading skills and have very good support at home. The teacher insists that children listen carefully although most would rather speak than listen! From the time they start school, children practise their writing skills, identify letter sounds and complete exercises often related to the reading scheme. In a lesson observed during the inspection these were not sufficiently challenging for the more able children and some of the activities were too difficult for the slower learners. Most of the writing in last year's books consisted of account writing, mainly "news" or retelling stories and letter and word exercises on worksheets. There are too few opportunities for creative and imaginative work or for children to write for pleasure. Children maintain their above average attainment on entry to the reception class and most exceed the early learning goals and are working within the National Curriculum by the time they start Year 1.

## **Mathematical development**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- The adults incorporate mathematical vocabulary and skills into all aspects of learning
- The teacher does not expect enough of the more able children, particularly when they record their work about shape, space and measures

38. No mathematics lessons were observed during the inspection but discussions with the children show that they have an above average understanding of mathematics when they start school. Almost all remember the names of the shapes they have learnt about and they count accurately, several well beyond 20. The adults reinforce skills during the day, for example, children are reminded they are the "first, second or last" person in the line. They are requested to hold up a number of fingers as they listen to the teacher. Last year's work shows that the teacher sets more challenging number tasks for the more able children but there was insufficient challenge in other aspects of mathematical development. Children make satisfactory progress and maintain their above average standards so that they exceed the early learning goals on entry to Year 1.

## **Knowledge and understanding of the world**

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

### Main strengths and weakness

- Good use is made of the environment and the locality, visits and visitors
- Not enough account is taken of the children's previous knowledge or their different abilities

39. Very few children were in school during the afternoon when the lesson to promote knowledge and understanding of the world was observed but discussion with the children indicates that they have a good general knowledge. They discuss their homes and families with confidence and describe their journey to school. In their lesson the oldest children identified the sounds they heard and some distinguished between loud and soft sounds. All the children use the audio centre well, starting and stopping the story tapes. They were not observed using the computers during the inspection but last year's work shows appropriate use of information and communication technology, especially the use of graphic programs and simple word processing. However, last year's books show little challenge in the written tasks as the children complete simple worksheets. There is not enough difference in what the teacher expects of the more able and least able children and little scope for extension or independent work.

### Physical development

Provision for physical development is **good**.

#### Main strengths and weaknesses

- The teaching is good
- The small class enables the teacher to use the equipment in the hall effectively
- There is no permanent provision for climbing or adventurous activity

40. Almost all children have good manipulative skills and the teacher expects them to use these independently while having high expectation of the care taken over the task. As a result the children reinforce and extend their skills. They use malleable materials with skill and paint and draw accurately. The teacher has already set clear criteria for physical education lessons so children use space very well, move safely and with an awareness of others and move mats safely. They run, hop, jump and skip or gallop well and adjust speed and direction imaginatively. The outside area was not observed in use during the inspection and there are appropriate resources including wheeled vehicles. Children exceed the early learning goals by the time they are in Year 1.

### Creative development

No creative development was observed during the inspection but a limited amount of last year's work indicates satisfactory provision. No music lessons or singing took place in the classroom. The little painting observed showed good control and use of colour. The curriculum is appropriate and creative work is appropriately linked to the topics and other activities.

## ENGLISH

Provision in English is **excellent** in the infants and **satisfactory** in the juniors. Pupils in the infants achieve very well but achievements are unsatisfactory in Years 5/6.

#### Main strengths and weaknesses

- Many of the present Years 1/2 are working towards higher level 3

- Pupils with special educational needs make good progress throughout the school and very good progress in the infants
- A good range of writing styles is used across the curriculum and ICT technology is used appropriately
- Pupils love reading and read with confidence and enjoyment throughout the school
- Planning in Years 3/4 is not sufficiently flexible
- The quality of the presentation, the amount of written work produced and the grammatical accuracy of the pupils' work in Year 5/6 are not satisfactory
- Marking is very effective in the infants but the oldest pupils are not given enough information to enable them to know how to achieve higher levels

## Commentary

41. Standards in reading and writing have risen steeply at the end of the infants since the last inspection as a direct result of the excellent teaching and the teacher's high expectations. Pupils' results in the national tests at the age of seven were very high in 2002 and high when compared with similar schools. Their writing diet is rich, extensive and exciting and applied across the whole curriculum. Last year's books contain excellent accounts of experiments in science, planning and evaluating design and technology tasks and extensive stories, letters and notes. The work is well presented and pupils use an extensive vocabulary. Pupils speak with maturity using complex sentences that the teacher obviously values and respects. These pupils love to learn and are very keen to succeed. The teacher supports them with high quality marking that guides them towards the next steps in learning. The organisation of the literacy lessons in the infant class is excellent and the very effective teaching assistant who works with Year 1 pupils implements the teacher's planning very well.
42. The curriculum in Year 3 and 4 closely matches the National Literacy Strategy and pupils learn well. The new teacher marks the work accurately and gives her pupils points for improvement. The work is appropriately planned for the different abilities in the class and the lessons have clear points for learning. In a good lesson seen during the inspection a gifted and talented pupil wrote a lovely poem, the beginning of each line forming her name. Phrases such as; "Unique, there's no one like her," "Responsible, you can always rely on her," demonstrate well above average maturity and show very good provision for pupils' spiritual and social development. Some of the less able pupils struggled with the task and needed more support and the teacher needs more experience at tailoring the work to the level of different groups of pupils. Pupils achieve well in Years 3 and 4 although English is not used as imaginatively as it could be due to the rather rigid adherence to the subject matter of the Literacy Strategy.
43. The very good lesson observed in the Year 5 and 6 class was taken by a substitute teacher. She knew the pupils very well and worked extremely hard to motivate and extend their learning. Pupils have a wide vocabulary but struggled to explain what needs to be included when describing a character. This teacher has high expectations of what the pupils should achieve and matches the tasks to the abilities of the pupils. She is skilful in helping the pupils with special educational needs achieve well. However, an analysis of pupils' books shows those pupils are not achieving as well as they should be. Much of the work is poorly presented and limited in quantity. There is little difference in the tasks set for the most able and least able pupils. The marking rarely reflects what pupils need to do to raise their attainment and is limited to points related to the work completed. The teacher's analysis of pupils' attainment in the portfolio of work is not precise enough to extend learning and is rarely matched to National Curriculum levels. Pupils' progress slows in Years 5 and 6 and

their attainment is average. Their achievement is unsatisfactory because these pupils are capable of better work.

44. Throughout the school pupils are enthusiastic readers and standards in reading are above average in Year 6. Research skills are good and pupils use ICT to access information, e-mail and use the Internet. They use the library coding system confidently and accurately. Spelling is very good amongst younger pupils but less care is taken in the oldest class.
45. Pupils with special educational needs make good progress throughout the school because they have clear targets based on their previous learning. The teaching assistants give well-informed support and work closely with the class teacher. The new teacher has been given very good support and her pupils are beginning to benefit from her increasing confidence and expertise. The monitoring of standards and provision for the oldest pupils have not been rigorous enough and this has resulted in pupils underachieving in English.

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

46. Promoting literacy skills across the curriculum is one of the key priorities. There are many good examples in most classes where these skills are being developed. For example, in Year 3/4 pupils had written an interesting and fluent account of a day in the African children's life. Good research skills, combined with ability to summarise, contributed to the high standards reached in the finished article.

## **MATHEMATICS**

Provision in mathematics is **excellent** in Years 1 and 2 and **satisfactory** in Years 3 to 6.

### **Main strengths and weaknesses**

- Standards are well above average in all areas of mathematics in Years 1 and 2
- Teaching is outstandingly good in the infants
- Pupils with special educational needs and the gifted and talented make very good progress in the infants
- The coverage of National Curriculum mathematics requirements is inconsistent in the junior classes and too little account is taken of pupils' previous learning
- Expectations are too low for the quality and quantity of pupils' work in the Year 5/6 class

### **Commentary**

47. In the infant class, pupils cover all aspects in depth in a variety of ways. Pupils are given a range of activities in mathematical investigation. They learn to organise and check their work and have the choice of presenting their work in a variety of forms. They draw neatly and accurately. Manipulating numbers quickly and enthusiastically, estimating and measuring are all part of their exciting, challenging work. Pupils in Years 5/6 are not building effectively and efficiently on what they already know and understand. There are some examples of challenging problems in their books but doodles and curled pages indicate some lack of engagement.
48. The quality of teaching in Year 1 and 2 is outstandingly exciting and stimulating. The teacher has very secure subject knowledge of a whole range of curriculum areas, hence she plans lessons in a way that helps pupils to make connections, for example, between compass points and co-ordinates. She uses her knowledge of pupils and skilfully targets opportunities for



pupils with special educational needs so that they can respond positively. Pupils have such a high level of confidence that they discuss and debate the merits of their activities. When a pupil was challenged to give the inspector a response to; 'Why was it important to measure accurately?' she said; 'If you cut tiles for your bathroom and don't measure properly, you would have a mess!'

49. During the inspection a substitute teacher taught Years 5/6. Pupils very effectively demonstrated that, with high expectations, proper planning and good classroom organisation and management, they could achieve very well. Teaching was good. The temporary teacher had a very secure understanding of the subject and how to enhance pupils' learning.
50. Marking and assessment are meticulous and relevant in Year 2. Beautifully written and carefully composed comments enable pupils to read clearly and understand what they must do to improve. At the top end of the school, not all the work is marked. Comments are usually brief, sometimes praising when it is not merited and occasionally scruffily written. Targets are general and not focused.
51. The management of the subject is good; it accurately identifies areas for improvement. The National Numeracy Strategy framework is not always sufficiently tailored to match the level of pupils' capability so that the work is progressively challenging.

### **Mathematics across the curriculum**

52. Overall, mathematical skills are being used satisfactorily in other subjects but the amount of evidence available so early in the year is limited. In science, for example, pupils record results in bar graphs. They are gaining confidence and teachers have secure plans to make further progress in this area.

## **SCIENCE**

Provision in science is **excellent** in Year 1/2 and **satisfactory** in Years 3 to 6. Achievement of pupils in Years 1/2 is high but it is unsatisfactory in Years 5/6.

### **Main strengths and weaknesses**

- Standards are well above average in Year 2 in all aspects of science
- The teacher in Years 1/2 is exceptionally skilful at inventing and making models and games to facilitate learning
- Meticulous planning of resources and activities match a wide range of abilities in Years 1/2
- Lack of secure subject knowledge in Years 5/6 results in confused and unfocused lesson objectives
- Pupils' learning is not based on their previous knowledge and understanding in Year 5/6

### **Commentary**

53. Standards are well above average in Years 1/2 and average in Years 3/4 and 5/6. Standards in science in Year 6 are improving but the rate of progress could be faster. The coverage of the National Curriculum requirements for science in Years 1/2 is comprehensive and pitched at the highest levels. An annotated and levelled portfolio of work traces how rapidly pupils make progress from reception to Year 1 to Year 2. There is similar evidence for Year 6 pupils but it is not dated or kept in an organised way. Some work is marked and levelled but other pieces are not. In discussions and in

class, Year 5/6 pupils demonstrated that they are capable of higher standards than they have so far achieved. In a lesson on 'variable and constant' principles, pupils were raising a concern about 'fair testing' because all pieces of food they were given were of different sizes and shapes. They could not establish a variable.

54. Teaching is excellent in Year 1/2. High expectation, thorough planning, exemplary marking and relationships make a positive impact on outcomes. Providing independence, offering choice and encouraging pupils to design and explore are important features of Year 1/2 science lessons. Pupils take pride in their work and produce work of a high standard. They simply love learning. Scrutiny of the previous work of Year 5/ 6 shows many inconsistencies in provision and in teaching leading to a lack of progress in learning by the end of the year. For example, pupils had done extensive and systematic work on materials in Year 1/2 but coverage in the Year 6 on dissolving lacked clear learning objectives. Incorrect work was in some cases ticked without comment.
55. Leadership and management are satisfactory. The school is well aware of the weakness in the development of investigative work. This is part of the school improvement plan and under constant review and monitoring.

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

Provision is **excellent** in the infants and **satisfactory** in the juniors.

### **Main strengths and weaknesses**

- Standards are well above average at the end of the infants and pupils achieve very well
- Regular use of the ICT suite is improving the understanding of the use of ICT for all pupils
- ICT is used effectively in other subjects throughout the school
- The subject is well led and managed by a skilled and knowledgeable teacher and supported by competent teaching assistants
- Pupils in the juniors do not have enough opportunities to practise basic skills such as keyboard skills

### **Commentary**

56. The excellent teaching in the infants has resulted in well above average standards in all aspects of ICT in Year 2. Pupils control the mouse very well to produce exciting graphics, select tools effectively and experiment to create different effects. During the inspection a pupil created his own "footprint" of an autumn leaf and created a superb design, suggesting using the "water brush" to merge the colours. The infants combine text and graphics, change fonts, size and layout and create charts to record their data for mathematics and science. These are skills normally expected of much older pupils and reflect the high expectations of the teacher and excellent provision. Years 3 and 4 use their word processing skills to write and edit text. The teaching assistant has a good knowledge of the subject and pupils learn shortcuts to amend their work. She keeps records of pupils' learning but there is no planning to reinforce basic skills, especially keyboard skills.
57. No lessons were observed in Year 6 but discussions with the pupils indicate that they have a sound understanding of the skills expected of their age group. They use the Internet and e-mail well to research data for other subjects, often working at home to extend their learning. They store, retrieve and interpret data appropriately and have secure word-processing skills.

The curriculum is appropriate for their age but does not fully take into account the very good achievements in the infants.

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

58. There are very good examples in the infants of pupils using their skills across the curriculum, for example, where computers have been used to design and produce work in art and design and design and technology. Older pupils use the Internet to extract information about their work in science, history and geography. Most pupils develop sound word processing skills and use these to record their visits to many different places. They are producing articles for other audiences and are using their skills for editing.

## **HUMANITIES**

### **HISTORY AND GEOGRAPHY**

Provision in history and geography is **excellent in the infants and satisfactory in the juniors**. Few lessons were observed during the inspection but the inspectors looked at samples of work from last year, displays and planning and talked to pupils about their work.

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

- The curriculum for the infants is exciting, challenging and relevant
- The development of historical and geographical skills in the juniors is uneven
- Very good use is made of visitors and visits to support the curriculum

#### **Commentary**

59. Teaching is excellent in the infants. In a lesson in the hall where a visiting teacher brought in toys from the past it was immediately evident how well the pupils had been prepared for the lesson. Pupils showed an intense curiosity and excitement as they were shown the toys. They were quick to suggest how they might work, what they are made from and how they know they were old. The teacher quietly brought knowledge gained in other subjects to the lesson with questions such as; “Am I pushing or pulling?” to reinforce the learning about forces. The organisation was impeccable as pupils experimented with replicas or antique toys. Learning was rapid as pupils applied their knowledge of how one toy worked to explain the workings of another.

60. In Years 3 and 4 pupils’ books show meaty accounts and interesting stories relating to the past. Their route planning and knowledge of the locality is carefully executed and the work is supported by surveys. The school augments the resources with good quality loans from local institutions.

61. ICT is used effectively to support the curriculum but writing skills are not used widely enough in Years 5 and 6. Good use is made of numeracy within geography in the younger junior class. In a good lesson pupils were challenged to extract and record data from questionnaires about leisure time and to answer questions. The teacher gave clear guidance so the pupils learnt well. Their application of mathematics was good. The oldest pupils demonstrated a sound understanding of life in Victorian England in a history lesson taken by a substitute teacher though their knowledge was much more extensive about the poor than

about other groups in society. The pupils did not complete the task they were given but did enter into some lively discussion. Teaching and learning were satisfactory.

62. Discussion with Year 6 pupils shows that they have a good recall of some of the periods in history they have studied and can order them chronologically. They have a limited understanding of the variety of sources of historical evidence. Their geographical knowledge is just satisfactory and they needed prompting to recall some of their learning. The books of pupils covering the work of the last academic year indicate that there is more emphasis on history than geography in the oldest class and a lack of rigour in the development of historical and geographical skills. National planning guidance for juniors has not been adapted sufficiently to meet the needs of the pupils and consequently progress in the development of skills in both subjects is uneven in the junior years. The knowledge imparted to the pupils meets the requirement of the National Curriculum throughout the school.
63. The subject leader has identified the need to refine the planning to meet the needs of the pupils and to identify and track the development of skills throughout the school.

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

Owing to timetable arrangements no lessons were seen in design and technology, art and design and music.

#### **Physical education**

64. Not enough physical education was observed to judge standards. The teacher in the infant class has excellent and constructive relationships with her pupils and they worked extremely hard in their lesson. All pupils are fully included and the teacher made very good use of pupils to demonstrate different ways of moving in the playground. There was an emphasis on the pupils making their own choices and developing their own ideas...a feature of the whole curriculum in this class. The teacher had high expectations of the level of pupils' performance and they responded with enthusiasm and dedication to high achievement.
65. The substitute teacher in the class for Year 5 and 6 worked very hard to improve the performance of the pupils as they created a sequence of movements on the mats in the hall. Pupils learnt well but do not have well-established routines for concentration and movement in the restricted space available. Pupils' attitudes hampered their achievements and some were reluctant to demonstrate their sequence.
66. A new hall will be completed soon but the present accommodation is unsatisfactory and has an adverse impact on pupils' learning.
67. The school has had many successes in local sporting events and pupils enjoy a good range of extra-curricular activities to support the curriculum. The school now has an appropriate curriculum for physical education.

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

Provision for personal, social, health education and citizenship is good throughout the school and has a significant impact on pupils' spiritual, moral, social and cultural education. Teachers do well to fully implement policies on race relations, drug misuse and sex education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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