

INSPECTION REPORT

**STANLEY COMMON CHURCH OF ENGLAND PRIMARY
SCHOOL**

Ilkeston, Derby

LEA area: Derbyshire

Unique reference number: 112855

Headteacher: Mrs S P Gillott

Lead inspector: Mr D Speakman

Dates of inspection: 29 - 31 March 2004

Inspection number: 258011

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	77
School address:	143 Belper Road Stanley Common Ilkeston Derby Derbyshire
Postcode:	DE7 6FS
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Appropriate authority:	Governing body
Name of chair of governors:	Mr P Dennett
Date of previous inspection:	30 March 1998

CHARACTERISTICS OF THE SCHOOL

This smaller than average sized voluntary controlled Church of England primary school serves the village of Stanley Common and the surrounding area. Pupils come from average socio-economic circumstances. The school population is stable and a below average number of pupils joins or leaves during the school year. All pupils are from a white British background. The percentage of pupils with special educational needs is below average. There are two pupils with a statement of special educational need. Special needs include specific and moderate learning difficulties, speech and communication and hearing impairment. The proportion of pupils claiming a free school meal is below average. Pupils' attainment on entry to reception is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	D Speakman	Lead inspector	English Information and communication technology Art and design Design and technology Physical education Religious education Special educational needs English as an additional language
9874	M Milwain	Lay inspector	
22113	A King	Team inspector	Mathematics Science Geography History Music Areas of learning in the Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that provides a good quality of education and enables pupils to achieve above average standards. As a result of good teaching, a very good ethos of care, pupils have very good attitudes towards learning, achieve well and, starting from an average base, attain above average standards in English and information and communication technology (ICT). Because of its average unit costs and its effectiveness, the school gives good value for money.

The school's main strengths and weaknesses are:

- The leadership of the head teacher is good. The management of the school is good. Governors provide an effective contribution to leading and managing the school.
- The quality of teaching and learning is good overall and, as a result, pupils achieve well.
- Assessment procedures are good, and assessment information is used well to ensure that pupils at all levels of attainment are provided with challenging work to do.
- Standards in English and information and communication technology are above average.
- The curriculum is of a good quality and is enriched very well by links with the community and a very good range of extra curricular activities. Planning for links between subjects is good and adds meaning to learning opportunities.
- There are not enough opportunities for children in reception to choose their own learning activities and to learn through structured play.
- Pupils' spiritual, moral, social and cultural development is very good, as are their behaviour and attitudes to learning.
- The school shows good levels of care for its pupils and this contributes to its very good ethos.
- Links with parents are very good. They have a very high regard for the school. The school has a productive contact with other schools.

The level of improvement since the previous inspection has been good. The school was inspected in 1998 and, since then, standards have risen in English and ICT and been maintained in other subjects. The quality of teaching has improved in Years 1 to 6. Assessment procedures and their use are now good. Other strengths such as leadership and management, curriculum, pupils' personal development and provision for pupils with special educational needs have been maintained. The school has responded well to issues raised in the previous inspection and to a wide range of other opportunities leading to further improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	C	A	A*
mathematics	A	A	C	C
science	A	C	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.*

Achievement is good. Children start in the Foundation Stage with average attainment, achieve satisfactorily and, by the end of Reception, have achieved the goals children are expected to reach in nearly all areas of learning; they exceed the goals in personal, social and emotional development. Pupils in the main school achieve well, and standards in Years 2 and 6 are above average in English and in ICT. They are average in mathematics and science. Core skills of literacy, numeracy and computer skills are good in other subjects.

Pupils' personal development is very good. Their spiritual and cultural development is good and their moral and social development is very good. Pupils' attitudes towards school and learning and their behaviour are all very good. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good for pupils in Years 1 to 6 and satisfactory for children in Reception. Teaching of pupils with special educational needs is good; teaching assistants provide valuable support and are effective. Procedures for assessment of pupils' achievement and standards of attainment are good. The information is used well to plan the next stages in learning.

The curriculum is good in the infants and juniors. It is satisfactory for children in reception. The school provides a broad, well-balanced and rich curriculum. There is a very good range of extra-curricular activities. The school is well staffed. Accommodation is cramped, but the staff does a very good job to overcome its limitations. The school shows good levels of care for pupils, and there is a very good and supportive relationship between the school and parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is good, and she provides a very good role model for other staff and pupils. She has a clear vision of the needs of the school, which is based on reliable school self-evaluation, analysis of assessment data and her deep knowledge of the pupils. Plans for school improvement are well thought out and appropriate to the school's needs. The headteacher is supported in this work by other staff with leadership responsibility. The governors provide good levels of challenge and support and contribute well to the work of the school. Together, the headteacher, staff and governors have developed good management systems that are effective in identifying the school needs and moving it forward at a good pace.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. All parents who responded state that their children like school, their children are making good progress, the quality of teaching and learning and behaviour are good. Parents are confident that their children are cared for whilst there, and are expected to work hard and do their best. Parents feel they can approach the school with any concerns and that they will be listened to. They feel the school is well led and managed and well informed. Pupils like the teachers and the friendliness of other people.

IMPROVEMENTS NEEDED

To further improve the quality of education provided the school should:

- Increase the number of opportunities for children in Reception to choose their own learning activities and to learn through structured play situations.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **average** in mathematics and science at the end of Year 6, and **above average** in English. Achievement in the Foundation Stage is **satisfactory** and it is **good** for pupils in Years 1 to 6.

Main strengths and weaknesses

- All pupils in infant and junior classes, regardless of gender or ability, achieve well.
- Children in Reception achieve well in their personal, social and emotional development.
- Standards in English are above average at the end of Years 2 and 6. In mathematics and science, standards are average.
- Pupils achieve well in ICT and attainment is above average throughout the school.

Commentary

1. Children start school with average skills and achieve satisfactorily to meet the goals children are expected to reach in all the areas of learning by the end of Reception except in their personal, social and emotional development where they achieve well and most exceed the targets in this area of learning. This provides pupils with a secure grounding for their work in Year 1 and beyond. Even so, the Foundation Stage is an issue for improvement, because children do not undertake enough learning through making their own decisions, so achievement should be better, as it is in the rest of the school.
2. Results in the National Curriculum tests vary from year to year. This is because the year groups are small and there is often significant variation in the overall ability of pupils. This reflects in test results. At the end of Year 2 in 2003, test results in reading and writing were very high and in the top five per cent of all schools and, in mathematics, results were well above average. Current attainment in English is above average and average in mathematics and science. Pupils' achievement overall is good. The situation in Year 6 is generally similar, with variation from year to year in test results, but never dipping below the national average in the last three years. Inspection evidence, including work scrutiny, lesson observations and the school's own assessment information, indicates that by Year 6, standards are currently above average in English and average in mathematics and science. Attainment in ICT is above that nationally expected for pupils of this age. The best measure of these pupils' achievement is through the comparing attainment of year groups at the end of Years 2 and 6. This is possible because the school population is stable and comparisons over time are reliable. When comparing the attainment of pupils currently in Year 6 with their Year 2 test results in 2000, their achievement is good. This includes pupils with special educational needs, who also achieve well because of the targeted support.

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

Standards in:	School results	National results
English	29.5 (27.4)	26.8 (27.0)
mathematics	27.0 (29.8)	26.8 (26.7)
science	29.0 (28.6)	28.6 (28.3)

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

3. Standards in English in Years 2 and 6 are above average and pupils achieve well. Standards in reading are above average throughout the school. By Year 2, pupils develop a good basic sight vocabulary and have good skills to work out unfamiliar words. Most pupils develop higher order reading skills such as using meaning to help them read accurately. By Year 6 pupils read with expression, using punctuation as a guide. They understand well a wide range of texts and are able to talk about their interpretations of classical poetry, for example. Speaking and listening skills are good because many pupils have good opportunities to speak in front of the class. Pupils generally speak with a high degree of fluency and confidence. Many have a good vocabulary and speak in complex sentences, conveying meaning accurately. Standards in writing are above average throughout the school. Writing of most pupils is clear and legible, well structured and generally grammatically correct. Writing conveys meaning well.
4. In mathematics, standards at the end of Years 2 and 6 are average. By Year 2, pupils have a secure understanding of number and show sufficient competence in solving problems. By Year 6, most have learned to use their mathematical skills competently, and this helps them work at levels nationally expected for their age. In science, pupils have developed satisfactory experimental and investigative skills and sufficient knowledge and understanding of fair testing. This has a positive impact on the acquisition of skills and knowledge in other aspects of the science curriculum. From a very early age, pupils use computers frequently and develop good basic skills. This secure start enables pupils to achieve well and maintain above average standards across the school. Not enough lessons were seen to enable a secure evaluation of standards.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to learning and each other, and their behaviour is **very good**.

Main strengths and weaknesses

- Pupils' behaviour and attitudes are very good and their spiritual, moral, social and cultural development is very well-promoted.
- Relationships are very good.
- Staff have high expectations for pupils to achieve their full potential. As a result pupils are very interested in their learning.
- Pupils' self-esteem and confidence are very well developed.

Commentary

5. At the previous inspection the pupils' attitudes, behaviour and personal development were strengths. Pupils had good attitudes towards their work, were polite, honest and respectful, and their personal development was very good. The pupils' spiritual, moral, social and cultural development was also good, and a strong area of the school's provision. Progress since the last inspection has been good. Pupils' positive responses and attitudes have been maintained.
6. Overall, behaviour is now very good, both in lessons and around school. This begins in Reception, where children behave well and make good progress in developing positive attitudes towards learning and are on course to exceed the goals children are expected to reach by the end of reception for personal, social and emotional development. Overall, pupils' behaviour is very good because of the staff's consistent implementation of the school's policy for behaviour management. Pupils' attitudes are very good and contribute significantly to the very good ethos found in the school. Pupils are confident, well motivated and are very interested in their lessons. They respond well to the staff's high expectations for them to achieve their full potential. Relationships between staff, pupils and each other are very good. Parents talk about the school's 'family atmosphere' which pervades in the school and through which pupils are encouraged to look after each other. For example, the older pupils take care of the younger ones. Pupils respond very well to initiatives to help others. This very good level

of care and consideration for others is promoted very well through staff providing very good role models. There is a high level of respect for the shared values of the school community.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	64	0	0

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

- The daily acts of collective worship, assemblies, visits and the very good links with the community all enhance the pupils' spiritual, moral, social and cultural development. Their self-esteem and confidence are very well developed. Pupils are given good opportunities to develop a good awareness of the multicultural nature of life in Britain today through looking at a diversity of faiths in religious education, and making visits to different places of worship. Pupils' social and moral development is very good, as is their personal development. These very effectively support their achievement in all aspects of the school's work, enhance relationships and promote a good understanding of others' backgrounds, beliefs and traditions.
- Pupils' very positive views about the school are reflected in their attendance levels, which are good. The school monitors attendance and punctuality well and quickly follows up any concerns. Parents co-operate well and send their children to school punctually and let the school know quickly the cause if their child is away.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.3
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Good teaching enables pupils to make good gains in their learning and achieve well overall. The curriculum is **good** and benefits from **very good** opportunities for enrichment. The school provides **good** care, guidance and support for its pupils. There are **very good** links with parents and with the community. Links with other schools are **good**.

Teaching and learning

Teaching and learning are good overall. They are satisfactory in Reception and good for pupils in Years 1 to 6. Teaching and learning are good in all subjects where judgements about them could be made. Assessment is good and is used well to plan appropriate tasks for pupils at all levels of attainment.

Main strengths and weaknesses

- High expectations and the very good level of encouragement for pupils mean that they develop very positive attitudes to learning.

- Teachers manage their pupils very well and, as a result, pupils develop good learning skills.
- Staff know their pupils very well and ensure that all pupils are fully included in all learning opportunities.
- Teaching methods and planned activities match the pupils' learning needs well.
- Teaching for pupils with special educational needs is good, and teaching assistants provide valuable support and are effective in what they do.
- Teachers have very good subject knowledge, use effective methods and resources to overcome obstacles to learning, and ensure good achievement.

Commentary

9. The quality of teaching and learning is good. It is satisfactory for children in Reception and good throughout the rest of the school. It is effective in enabling all pupils to achieve well overall. It is good in all subjects in which sufficient observations were made in order to make a reliable judgement. This is an improvement on judgements made at the time of the previous inspection. It is due to careful monitoring of teaching by the headteacher and other staff, and honest feedback that is developmental in its nature. There is a much greater proportion of good and very good teaching than there was at the time of the previous inspection. The impact of improved teaching and learning is reflected in pupils' good achievement.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	12	5	0	0	0

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

10. Teaching and learning are satisfactory in reception and this is the same judgement as at the time of the previous inspection. Staff have a reasonable knowledge and understanding of the curriculum for young children. They plan effectively to cover all areas but there is insufficient emphasis on learning through structured play situations. Expectations for how the children are to behave are high. The staff present very positive role models and the children behave well and have positive attitudes overall as a result. The pace of lessons is appropriate, although sometimes activities, especially outdoors, are not sufficiently challenging or offer enough opportunities for all the children to be involved all the time.
11. In Years 1 to 6, teachers use their good subject knowledge and effective planning to give clear explanations and provide good guidance, so pupils at all levels of attainment feel confident in their learning. This has a positive impact on attainment and pupils' achievement. All teachers are fully trained in teaching the National Literacy and Numeracy Strategies, and the quality of teaching and learning in English and mathematics is good overall. Staff knowledge and understanding in ICT is good. This enables them to explain clearly, support pupils in small groups and secure good progress in lessons.
12. The quality of teaching and learning for pupils with special educational needs is good. Pupils receive effective help from teachers and teaching assistants, who are well directed and know what they are expected to teach. Teaching in groups is well focused on pupils' needs and the targets in their individual education plans are clear and realistic. Support staff and teachers explain to pupils in their groups what they have to do, and often support them through the small steps of learning these pupils require. Consequently, their learning is good. The impact of good teaching is evident in the interest that the pupils show in their work and in their good behaviour.
13. Teaching methods match pupils' learning styles well and support their learning. Teachers use discussion very effectively to make sure that pupils at all levels of attainment are given good opportunities to contribute. Pupils are encouraged to use and apply what they have learned

and teachers often use practical methods to support the good quality of learning. Computers are used well to support and often extend learning, and to make it more interesting for pupils.

14. Teachers have high expectations of pupils' behaviour. Their management of pupils is good and teachers consistently apply the school's agreed approach to behaviour management, so pupils become aware of what is expected of them. Teachers recognise and comment on those pupils who are co-operating, and others soon follow the example and quickly settle, at change of activity for example.
15. The school strongly promotes educational and social inclusion. It is evident in the way planning gives due recognition to all pupils within classes in all year groups, and in the well-matched activities to meet pupils' needs. A very good example was observed in a Years 5 and 6 literacy lesson, where the pupils enthusiastically worked on re-writing poetry in their own styles. The teacher led the discussion well so that help for pupils at different levels of attainment, including those with special educational needs, was unobtrusive. All pupils were fully included and enabled all to engage their imaginations in order to produce sensitive and expressive writing. Pupils are provided with enough knowledge and understanding of specific vocabulary to be used at the beginning of each lesson. They feel confident, therefore, to contribute. Questions are well targeted to pupils' prior attainment and well directed, so pupils at all levels of ability progress equally well.
16. Regular assessments are made and detailed records are kept to check that all pupils are achieving as well as they can. The information is used effectively to provide challenging activities for all pupils and to identify those who need extra support. Teachers mark pupils' work to a high standard and address learning issues sensitively, acknowledging pupils' effort.

The curriculum

The curriculum is **good** overall. It is **satisfactory** in the Foundation Stage.

Main strengths and weaknesses

- Opportunities for enriching the curriculum are very good.
- There are very good links between subjects.
- Curriculum enrichment, including extra-curricular activities, is very good.

Commentary

17. The range of curriculum opportunities is now good overall, with very good links to other subjects, and the curriculum is very well enriched with a range of interesting activities after school. Curriculum development is good and there has been a good level of improvement since the previous inspection. There is good coverage of the National Curriculum and religious education and schemes of work are in place for all subjects, which effectively support teachers' good planning for the mixed-age classes. There is a good policy in place for the pupils' personal, social and health education, with a strong emphasis on promoting the pupils' self-esteem and social skills. The provision is planned effectively through other subjects and supports the pupils' personal development well. The curriculum for the Foundation Stage of learning is satisfactory, covers the six areas of learning and reflects the Early Learning Goals. The curriculum is planned to offer the children good access to the range of activities provided, but there are not enough planned opportunities for learning through structured play.
18. The organisation of the curriculum is thought through carefully to accommodate the mixed-age classes in the school. Geography, history and science are taught on a two-year cycle for Years 1 and 2, and there is a one-year cycle in art and design and design technology for Years 1 to 6, which is also linked to work in science. Other subjects such as ICT and religious education are planned over a two-year period, which cover all the National Curriculum

requirements and those of the locally-agreed syllabus for religious education. The curriculum is well organised and structured, with very good links to other subjects.

19. Pupils with special educational needs benefit from the additional support given to them, and learn successfully as a result. Their learning is enhanced by the good support provided by teaching assistants, who work with them in class to attain the targets defined in their individual education plans.
20. There is a very good range of clubs, including recorder groups, German, sport in the summer months, and art and cookery for the younger pupils. These all add profitably to the curriculum. The school benefits from a local trust to enrich the quality of education for the pupils. Donations enable the school to provide transport for pupils to go to and use the gymnasium at the local secondary school, thus overcoming the limitations of the buildings and ensuring full compliance with the National Curriculum requirements. This fund is also used to enrich the curriculum by supporting educational visits.
21. The school is well staffed, with a good level of support for the pupils in their learning. However, the accommodation is limited. There is a reasonably sized playground for the number of pupils in the school, but no designated outdoor area for the Foundation Stage of learning. The school goes to great lengths to ensure the curriculum is not limited by restrictions imposed by lack of accommodation, and staff and pupils are very co-operative, for example helping to clear furniture for dance lessons. Resources are satisfactory overall and are good in English, history, geography, music and ICT.

Care, guidance and support

The school provides a good level of care for pupils. The support and guidance given to pupils for their academic and personal development is also good.

Main strengths and weaknesses

- The very good relationship between staff and pupils adds significantly to the level of care and support.
- There are good induction arrangements for pupils entering the reception class.

Commentary

22. Pupils and staff have very good relationships with each other. Teachers know their pupils well and are aware of their personal development, although there is no formal recording system for monitoring this aspect of pupils' development. When asked, pupils say they know what to do if they have a problem and are confident that it will be sorted out. Pupils receive good guidance in their academic learning through learning targets that are explained and discussed with them and support their good achievement well.
23. There are good procedures for child protection in place. The headteacher ensures that all the staff are kept up to date with current legislation. The personal and learning needs of pupils who have special educational needs are well supported through their individual education plans. All groups make good progress and have access to the full range of experiences that the school has to offer. Pupils hold positive views of the school, but they are not given a formal opportunity to express their views about the work of the school. This is an area the school is seeking to develop through a school council.
24. There are good induction procedures for pupils entering the reception class. This ensures that these pupils are well prepared for learning. Year 6 pupils have a good programme of visits to prepare them for the next phase of their education.

25. There is a competent governor responsible for health and safety matters, and statutory requirements are fully met in this respect. Regular programmed checks are timetabled and carried out jointly by the health and safety governor and the headteacher. Risk assessments have been carried out on potentially hazardous activities in school, and similar checks are carried out for any off-site visits. Health and safety checks and risk assessments are well documented.

Partnership with parents, other schools and the community

There is a **very good** relationship between the school and parents. The school's links with the community are **very good**.

Main strengths and weaknesses

- The information provided for parents is very good.
- There are good educational links with other schools.
- The school provides a highly valued focal point for the local community.

Commentary

26. The results of the pre-inspection questionnaire and the comments made at the parents' meeting indicate that the majority of parents are very pleased with the quality of education that the school provides. There are no formal consultation procedures by which the school can obtain parents' views, but parent governors have an easy relationship with other parents and are approachable. Most parents feel able to approach the school with any concerns and that those concerns will be dealt with in a satisfactory way.
27. Parents feel well informed about the work of the school through the school prospectus, the governors' annual report and regular newsletters. The school provides parents with brief information each term about their children's development, in the form of a pupil profile. There are three parents' evenings each year, which are well attended. This shows that parents are committed to supporting their children's education. Annual reports provide parents with very detailed information about their children's academic progress. Reports include useful guidance to assist parents in helping their children to develop further.
28. Pupils benefit from good links with the partner secondary school. There are clear arrangements for the transfer of pupils from primary to secondary schools. The process gives pupils a feeling of continuity that helps them to settle more quickly into lessons at the secondary school. The school benefits from membership of a cluster group of primary schools that enables staff to share knowledge and experience with other teachers.
29. The school provides a focal point for the local community, and events such as the sports evening become community occasions. This close relationship with the community gives pupils a sense of belonging and raises the local profile of the school.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. The headteacher is providing good leadership. Management systems are effective and support school development well. The governance of the school is good.

Main strengths and weaknesses

- The headteacher provides a very good role model for other staff and pupils.
- The headteacher has built a strong team that works well for the development of the school.

- Governors' understanding of the strengths and weaknesses of the school enables them to be effective in governing the school. They provide a good level of challenge and support, and contribute well to the work of the school.
- The school has good systems for self-evaluation and these are used effectively to improve identified weaknesses.

Commentary

30. The headteacher has a very clear vision regarding the development of the school that is clearly communicated to and shared by all members of staff and governors. The headteacher leads a strong team who share a high level of commitment to creating a quality-learning environment in which pupils can achieve the best they can whilst achieving good levels of personal development. Governors, staff and parents express confidence in the leadership of the headteacher.
31. The headteacher and other staff with management responsibility work very well together to ensure effective provision, and accurately identify the school's strengths and weaknesses. The teaching staff is small in number but the head teacher and other staff with responsibility rigorously monitor each other's teaching and provide honest feedback. They use the outcomes of observations, together with good analysis of assessment data to continually seek improvements. This has led to an improvement in the quality of teaching and learning since the previous inspection, when it was judged satisfactory. All teachers carry a heavy load of subject responsibility, but the close teamwork means that they all work collaboratively, effectively supporting each other's subject leadership. Each teacher makes a significant contribution to the school's self-evaluation procedures through monitoring and using assessment data effectively. It is notable that a small number of people fulfil a wide range of responsibilities well. This is effective in maintaining standards.
32. The school is constantly seeking ways to improve provision and to organise the school in the best ways possible for the benefit of all pupils. The limited accommodation creates some challenges in ensuring that pupils are offered their full curriculum entitlement. The school has found ways around the difficulties and ensures that all statutory requirements in relation to the National Curriculum and religious education are fully met. In addition, the team has created a rich learning environment and a very strong ethos of care and full inclusion. Parents and pupils value the 'family' atmosphere, which is fundamental to the school's work and to which the headteacher is central.
33. Members of the governing body are fully involved in both strategic planning and in the daily life of the school. They are fully involved in policy making and individual or groups of governors are responsible for reviewing old and drawing up draft new policies. This process also involves staff. The school is small and staff work very closely together. This ensures that all contribute to the development of the school. Governors are well aware of the school's strengths and weaknesses, and make a full and active contribution in establishing the way forward for the school and its subsequent development. They have high levels of personal involvement and professional expertise. They are conscientious and well organised, and fulfil their statutory responsibilities well, including the setting of relevant and clear performance criteria for the work of the headteacher. Governors think highly of the headteacher and work well with her.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	212,712
Total expenditure	214,924
Expenditure per pupil	2,686

Balances (£)	
Balance from previous year	21,622
Balance carried forward to the next	19,410

34. The financial management of the school is effective. Care is taken to ensure that the limited amount of money available is well targeted and that the best value for spending is achieved. Other funds are used wisely to ensure that all pupils are able to take advantage of the good range of learning opportunities offered. Spending is well linked to priorities in the school development plan. These are costed carefully and spending is closely monitored throughout the year. Before major spending is confirmed, the governors ensure that they are getting the best value for money. A number of quotations are obtained for major expenditure and these are carefully analysed before agreement. The school also looks carefully at the impact on standards of their financial commitments to ensure value for money is achieved. The carry forward is maintained at a high level to protect staffing levels in the event of a smaller intake of pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. The provision for children in Reception is satisfactory overall, and good in personal, social and emotional development. The children achieve satisfactorily and meet the goals children are expected to reach in all areas of learning by the end of reception, and a good number exceed them in personal, social and emotional development.
36. Teaching and learning are satisfactory and have been maintained since the previous inspection. Staff have a reasonable knowledge and understanding of the curriculum for young children and plan effectively to cover all areas of the curriculum, but there is not enough emphasis given to learning through play situations. The pace of lessons is appropriate, although sometimes activities, especially those outdoors, are not sufficiently challenging or do not offer enough opportunities for all the children to be involved all the time. However, the expectations for how the children are to behave are high, the staff present very positive role models and the children behave well and have positive attitudes overall as a result.
37. The children share their classroom with pupils in Years 1 and 2. This results in limitations on activities during the day, although the staff ensure the children's physical development is not adversely affected by planning sessions when the children can use local facilities to practise skills in climbing and jumping, and learning to swim. Resources are used effectively, but are not always available for children to enable them to explore, discover and develop their creativity.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **good** overall.

Main strengths and weaknesses

- Behaviour is good and the children generally have positive attitudes to their learning.
- Staff provide positive role models for the children to follow.
- Children are happy and settled in school.
- There are not enough opportunities for the children to choose independently from a range of activities.

Commentary

38. The quality of teaching and learning is good. Children make good progress in their personal, social and emotional development and in learning social skills and how to behave. The children achieve well because staff present very good role models for them to follow, are insistent on good behaviour and ensure the children develop positive attitudes to their learning and to each other. The children concentrate for increasing lengths of time and choose activities at certain times of the day. These opportunities tend to be too infrequent for the children to develop their skills in persevering at a self-chosen task and have ownership for their learning. For example, during the inspection, the children found it difficult to co-operate at the structured play activities they were offered. However, they are happy and secure in school and are settled in their new learning environment.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **satisfactory** overall.

Main strengths and weaknesses

- There is a good, structured approach for the children to learn about the sounds that letters make in words.
- Opportunities to listen and pay attention are good.
- Not enough planned opportunities for the children to engage in imaginative play with support from an adult.
- Not enough use of incidental activities through play for the children to practise their skills in writing and note taking.

Commentary

39. The children make satisfactory progress and achieve the goals children are expected to reach by the end of Reception in communication, language and literacy. Teaching and learning are satisfactory. There is a good structured approach to learning literacy skills with emphasis on securing basic literacy skills, such as learning about the sounds of letters within words. However, there is not enough use of structured play activities to encourage the children to develop their language through talk and play. Opportunities are missed to develop language through planned support for imaginative play and to practise skills in letter formation through incidental activities in writing. The outdoor area, although small, is not used often enough in this type of work to maximise the rather limited space that is available.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **satisfactory** overall.

Main strengths and weaknesses

- There are good opportunities for practice in counting and recognising numbers.
- There are some good examples of using games to reinforce learning through structured play, but there is not enough of this type of work to develop the children's ideas fully.

Commentary

40. Children achieve satisfactorily and are on course to attain the goals children are expected to reach by the end of Reception. The quality of teaching and learning is satisfactory but there is not enough use of play situations and the outdoor area to promote mathematical development fully. However, the staff offer praise when children try mathematical activities outdoors, but these are not sufficiently extended or developed to involve all children all of the time, and to really promote their numeracy skills using structured play effectively. In the classroom, games are used effectively to promote mathematical development, for example playing snakes and ladders, creating shapes from dough or adding on 1 or 2 more to an increasing number. This type of work in mathematical development and other areas of the curriculum tends to be underdeveloped.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

41. It is not possible to make an overall judgement on provision or standards in knowledge and understanding of the world because no sessions in this area of learning were observed during the inspection. However, from work displayed and other observations, computers are used appropriately to support the children's learning. The local area and community are used very well to develop the children's understanding of their environment and the world around them.

PHYSICAL DEVELOPMENT

The provision for physical development is **satisfactory** overall.

Main strengths and weaknesses

- The school strives hard to ensure the children are not disadvantaged by the limited accommodation.
- Opportunities for the children to learn to swim are good.

Commentary

42. The quality of teaching and learning in physical development is satisfactory overall. Children achieve satisfactorily and are on course to attain the goals children are expected to reach by the end of Reception. The school makes good use of the facilities available locally to promote the children's physical development. Although there is no dedicated outdoor area for children in Reception, they use the playground for games and to develop their skills in running and moving around, and can negotiate space and other children safely. The children have good opportunities to use the local secondary school for gymnastics, and there are good opportunities to learn to swim at an early age. Hand control skills are developing well. The children use a range of materials, such as paint and dough, and are encouraged to use pencils and crayons to develop their co-ordination.

CREATIVE DEVELOPMENT

The provision for creative development is **satisfactory** overall.

Main strengths and weaknesses

- There are good opportunities for the children to explore different media.
- Experiences for the children to express their creativity independently are insufficient.

Commentary

43. Opportunities for the children to explore creativity and make choices are limited, because of restrictions placed upon the provision by sharing a room with pupils in Years 1 and 2. Although they attain appropriate levels for their age sometimes activities are overly structured, which results in limited use of the children's imagination. Pupils did not take the opportunity to explore colour, pattern and texture, for example, when decorating Easter eggs. The provision, teaching and learning are satisfactory, but there are not enough activities for the children to choose activities for themselves or to develop independence in learning. The organisation of art sessions is sometimes too directed to inspire the children and to encourage their creativity. Music sessions are held for the reception class with pupils in Years 1 and 2 and planning is appropriate for pupils in both age groups. On other occasions, children are given satisfactory opportunities to develop their creative skills, such as exploring the use of their senses, manipulating dough to create shapes, observing natural materials and using paint and crayons to colour and draw.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school, and standards are above average by Years 2 and 6.
- The quality of teaching and learning is good.
- There is a good range of opportunities for pupils to use their language and literacy skills, particularly speaking and listening skills, in many other subjects.
- Subject leadership is good.

Commentary

44. Test results for Year 6 pupils vary from average to well above average from year to year, but this is due to the small number of pupils in each year group, and the variation in their ability. When the current Year 6 pupils were in Year 2, test results showed that standards in reading were below average, and above average in writing. Inspection evidence indicates that attainment is above average at both Years 2 and 6. This means that pupils in all year groups achieve well. Teaching and learning are good throughout the school and this promotes pupils' good achievement. Standards are now better than those at the time of the previous inspection, when they were judged to be average.
45. From an early age, pupils develop good independent reading skills. Through skilled teaching, pupils develop a good understanding of sounds and how to use a good range of skills to read unfamiliar words. This enables pupils to recognise a good range of words on sight and they competently match simple words to make compound words. In a briskly paced lesson they quickly connected words, such as 'home' and 'work' to make the compound work 'homework'. This shows that pupils have a good understanding of words and good reading skills. Good progress in reading is continued through the junior classes and, by Year 6, pupils read poetry with expression, accuracy and understanding. They interpret the meaning of figurative language and explain clearly the literal meanings of phrases such as 'His eyes were hollows of madness.'
46. Pupils are presented with a good range of opportunities to write for different purposes and to use diverse styles, such as interpreting and re-writing poetry using their own words to add effect and convey meaning well. They respond effectively to these opportunities and pupils' writing in Year 6 shows that they write well using an appropriate style for different purposes. Most pupils use imaginative vocabulary effectively and they organise their work accurately into both simple and complex paragraphs that include appropriate punctuation and accurate spelling. Teaching in an extended writing lesson in Years 3 and 4 was imaginative and effectively engaged the pupils, who wrote accurately and in good detail about how birds look after their eggs. They organised their writing of complex subjects into well ordered and accurately constructed pieces of writing. They show a good understanding of complex writing and explain their thoughts clearly and precisely, using a good range of vocabulary. This was reflected in Years 5 and 6, who re-write poetry competently. Opportunities for speaking and listening feature in the teaching of a good range of other subjects and enable pupils to attain high standards. Computers are used to good effect, both to develop pupils' referencing skills and in developing pupils' drafting skills in writing.
47. Assessment in English is good and is used to inform how individual pupils' learning needs can be met. The language needs of pupils with special educational needs are met well in lessons, either through additional support from teaching assistants or structured learning plans in line with the targets in their individual education plans. The subject leader has used assessment data well to identify the priorities for development for each year group and what needs to be

done to maintain standards. This gives teachers and pupils a clear focus for their teaching and learning and what needs to be done in order to improve. Assessment is also used to ensure that all pupils are given appropriate, yet challenging work which builds upon their previous learning.

48. English is well led by the subject leader, who has a good knowledge of language and literacy teaching. In conjunction with other teachers, she records pupils' progress carefully, analyses data and applies this information to identify areas of under-performance, and to target extra support where needed. The subject leader observes all class teachers during the school year as part of her monitoring of teaching and learning of the subject, and advises teachers of any development points. This has supported the good level of improvement in teaching since the previous inspection, when it was judged satisfactory for pupils in Years 3 to 6.

Language and literacy across the curriculum

49. The National Literacy Strategy has been implemented well and a good range of opportunities is taken to develop literacy skills across the curriculum. Language is developed well in other subjects, where pupils have good opportunities for extended writing. Opportunities for discussion occur in a number of subjects when pupils have the chance to listen to and to speak their views on a wide range of topics.

MATHEMATICS

The provision for mathematics is **good** overall.

Main strengths and weaknesses

- Pupils achieve well as a result of good teaching and learning.
- Leadership and management of the subjects are good.

Commentary

50. The standards in mathematics by Year 6 are currently average when compared with national expectations. However, the number of pupils in each year is relatively small and the pupils' abilities overall can vary significantly from year to year. Standards in Year 2, at present, are at the expected level for this age group, although results in previous years have often been well above average. The best measure of achievement in the school is the comparison of results for Year 6 with when they were in Year 2. The current Year 6 pupils have achieved well, with assessment data confirming this good picture. Overall, all pupils, including those pupils identified as having special educational needs achieve well and make good progress. Standards have been maintained since the previous inspection.
51. Teaching and learning are good overall, with examples of very good teaching in junior classes. In a lesson observed in Years 5 and 6, the pupils were very well challenged and made very good progress. They calculated multiples of numbers and placed them correctly on 'Venn' diagrams, using sets and intersection of sets accurately to group numbers. Work on practising the principles of division continued very well, with the class teacher creating a very good pace for learning. In Year 2, pupils develop data-handling skills well and can manage to collect data, correctly create block graphs and answer questions about the graphs. Pupils in Years 3 and 4 further develop data-handling skills well to create tally charts and block graphs, with very good use of computers to support their learning. When teaching and learning are very good, there is a very good match of tasks to the pupils' range of ability. Tasks are organised carefully to allow higher attaining pupils to achieve equally well.
52. Leadership and management are good. There is good monitoring of the teaching of mathematics throughout the school. The staff use an effective system to observe each other

teaching the subject and to give objective and constructive feedback on strengths and areas for further development.

Mathematics across the curriculum

53. There are good links to other subjects in the curriculum, that use pupils' skills in numeracy. For example producing graphs using ICT, measuring in design technology, comparing distances in geography and timing experiments in science.

SCIENCE

The provision for science is **good** overall.

Main strengths and weaknesses

- Pupils' achievement is good.
- The quality of teaching and learning is good.
- There is a good emphasis on practical investigation.

Commentary

54. Standards in Years 2 and 6 are average. Pupils achieve well and make good progress in learning. Tracking progress by comparing results at the end of Year 2 and for the same year group in Year 6 shows that pupils achieve well. Data from assessment confirms this and indicates the good progress the present Year 6 have achieved from Year 2, when standards were below average, to the average standards they are attaining now. Test results for past years have been above average at the end of Year 6. Standards have been maintained since the last inspection.
55. Teaching and learning are good. The practical approach is effective in promoting the pupils' thinking. The pupils in Year 6 are learning to investigate different situations well. They look at the effects of combining substances and observe what happens, draw conclusions and test their predictions about what might happen. They have a sound knowledge of life and living processes through work on microorganisms. Although independent recording of work is encouraged, pupils tend to over rely on science text books to model their own recording and responses. Additionally, there is sometimes too much direction in all year groups in recording observations. Occasionally, there is not a secure match of tasks to the range of abilities within and between year groups in classes, which does not reinforce literacy skills effectively. In Year 2, the pupils have good practical experiences to develop their observation skills through studying plant growth and how to measure the effects of different growing conditions. Good teaching promotes a keen interest and good levels of motivation in science lessons. There is a well-organised approach and good opportunities to use literacy and numeracy in science, for example measuring and noting observations.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- There is good use of ICT in other subjects.
- The leadership and management of the subject are good.
- Assessment of pupils' progress and achievement is good.
- Resources are good and readily accessible to all pupils.

Commentary

56. The achievement of pupils throughout the school is good, and standards by the end of Year 6 are above those expected for pupils of this age. The limited accommodation does not allow a computer suite, but there are a good number of computers in each classroom. This means that pupils have ready access to computers at all times, and good use is made of them. This supports the achievement of pupils well. Teachers are competent and have a good knowledge and understanding of ICT and its place in the overall curriculum.
57. Teachers have high expectations of their pupils, and the work is challenging. Year 2 pupils can write and program in a series of commands that move a device on a pre-determined path. As this work involves a series of commands, rather than single instructions, attainment is as expected of older pupils. Years 3 and 4 pupils download photographs from the Internet and combine these with text into tables to create an information sheet. Pupils scroll through different print styles and make group decisions on which style and size suits the presentation best. The pace of lessons is generally brisk, with each pupil challenged to work hard and learn well, and achieve as high as they possibly can. As pupils progress from year to year, teachers ensure that a secure skills base is established for all. The curriculum is well designed so that knowledge and understanding deepens as pupils progress through the school.
58. The good leadership given by the co-ordinator has been effective in raising standards since the previous inspection. She develops her own expertise well and supports that of other teachers through informing them and raising their awareness of current developments. She ensures that all teachers have the skills necessary to make good use of use information and communication technology resources and programs in their classrooms and the confidence to do so. The subject leader is currently developing a series of assessments to help identify attainment and track pupils' achievement.

Information and communication technology across the curriculum

59. The scheme of work is matched to the resources available and supports pupils' learning in other subjects, such as English, mathematics, science and history. Information and communication technology is used well to support learning in other subjects. Pupils are given good opportunity to reinforce ICT skills whilst working in other subjects.

HUMANITIES

History, geography and religious education were sampled during the inspection. No lessons in history were seen and only one in each of geography and religious education.

60. From work seen, standards in **history** are average for pupils in Year 2 and Year 6. Pupils in Year 6 learn about the Ancient Greeks, their lifestyles and comparative studies about Athens and Sparta. Discussion with pupils indicates that this helps them to understand the differences in how people lived in different times in the past. There are good links with learning in other subjects and historical aspects are securely linked to science, for example. Resources are good and are supplemented from loans from local authority sources.
61. It is not possible to come to a judgement about standards in **geography** in Year 6 because of insufficient evidence, but standards of attainment meet expectations for pupils in Year 2. There are good links between geography and ICT and literacy, but worksheets tend to be used too often and this limits pupils' opportunity to record work independently. Work for pupils in Year 2 includes looking at the adventures of Barnaby Bear's travels abroad and at home, broadening their knowledge of other lands they and their friends have visited.
62. One lesson in **religious education** was observed in Years 3 and 4. In this lesson, the teacher built successfully on pupils' prior knowledge of Easter and questioned them skilfully, ensuring that all were included in the discussion. As a result teaching and learning were good. As well

as helping them to remember the events of Palm Sunday, the lesson provided good opportunities to develop pupils' language and literacy skills, including speaking and listening and sequencing skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled because not enough lessons were seen in order to make secure judgements on provision and standards.

63. Only one **art and design** lesson was seen and, in this lesson, the teaching was good. Pupils designed an artistic presentation of fruit, and blended shape, texture and colour well. The quality of work on display is indicative of above average standards. For example, pupils in Years 1 and 2 have produced some impressive paintings of flowers from direct observation. Pupils' work is well respected and displayed thoughtfully to enrich the learning environment.
64. No **design and technology** lesson were seen but work on display is of an average standard. Some good links are made with science when pupils in Years 5 and 6 build model vehicles. They develop well their knowledge and understanding of mechanisms through designing a system which converts rotary motion to linear movement.
65. Two lessons were seen and **music** in Years 5 and 6 was taught very well, enabling pupils to produce a good standard of composition work. They explored sound through using musical instruments and creating their own plaintive, desolate and spartan 'tone poem' to depict and illustrate the planets in the solar system. There were good links to science work on the planets, sound production and vibration. The pupils' self-esteem was very well promoted and all pupils, including those with special educational needs, made very good progress, especially as their confidence was boosted. They know and appreciate the efforts of their classmates, and applaud these quite spontaneously. There is good quality and range of musical instruments, which are used well to support learning.
66. In the one **physical education** lesson seen, standards were average. The school is developing provision well through initiatives such as increasing the number of extra-curricular activities and arranging expert specialist coaching. There is no large space on the premises to enable pupils to have physical education lessons, and teachers and pupils have to prepare classrooms beforehand. Gymnastics lessons take place at a nearby secondary school. The school has evidence to show that standards in swimming are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

67. No lessons were seen in personal, social and health education so it is not possible to report in full. There is a good policy in place for the pupils' personal, social and health education, with a strong emphasis on promoting the pupils' self-esteem and social skills. The provision is planned effectively through other subjects and supports the pupils' personal development well. The school uses the expertise of the school nurse to deliver the programmes for sex education and drugs awareness. The provision is to be developed further to include a school council in future, and review the current scheme of work, with links to the Health Promoting School Award. The pupils' personal, social and health education is an aspect of the school's work that underpins the curriculum and the ethos of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
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	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).