

# INSPECTION REPORT

## WALGRAVE PRIMARY SCHOOL

Walgrave, Northampton

LEA area: Northamptonshire

Unique reference number: 121864

Headteacher: Julie Barke

Lead inspector: Alison M Cartlidge

Dates of inspection: 1<sup>st</sup> – 3<sup>rd</sup> March 2004

Inspection number: 258290

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	154
School address:	Kettering Road Walgrave Northampton Northamptonshire
Postcode:	NN6 9PH
Telephone number:	(01604) 781 275
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Appropriate authority:	The governing body
Name of chair of governors:	Alan Denton
Date of previous inspection:	7 <sup>th</sup> June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Walgrave Primary School is situated in Walgrave near Northampton. Pupils come from broadly average home backgrounds from the village and three neighbouring villages. Most pupils are of white British origin and attainment on entry to the school is average. There are 154 pupils on roll and no pupils have English as an additional language. Children join the Reception class in the September before their fifth birthday. Other pupils are taught in five classes, with pupils in Years 3 to 6 being taught in mixed-age classes. The proportion of pupils who have been identified as having special educational needs is above average, with one pupil having a statement of special educational need. Pupils with special educational needs have learning difficulties, emotional and behavioural difficulties or speech difficulties. The proportion of pupils taking free school meals is very low. The number of pupils in each year group varies and this makes the organisation of classes and the curriculum more difficult. The school roll has risen considerably since the last inspection and a number of pupils join the school other than in the Reception Year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23609	Alison M Cartlidge	Lead inspector	English Art and design Design and technology Music Physical education (PE)
1112	Peter Oldfield	Lay inspector	
23239	Mike Capper	Team inspector	Foundation Stage Science Information and communication technology (ICT)
30717	Gordon Tompsett	Team inspector	Mathematics Geography History Religious education Personal, social and health education (PSHE) and Citizenship Special educational needs (SEN)

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Walgrave Primary is a **fairly effective school**. Pupils' achievement is satisfactory overall and they develop positive attitudes towards learning. Teaching and the curriculum are satisfactory, although there are weaknesses in Year 2. The headteacher, governors and other members of staff are committed to raising standards and the school provides satisfactory value for money.

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

- Good provision enables children to achieve well in the Reception Year.
- Attainment in writing is below average from Year 2 to Year 6 and pupils have too few opportunities to write purposefully.
- Teaching is unsatisfactory in Year 2 and pupils do not achieve as well as they should.
- The school provides good levels of care and personal support and pupils are happy and keen to come to school.
- The monitoring of teaching, learning and standards is not rigorous enough.
- There are strong links with parents and the community.
- There is a lack of challenge for more able pupils in some lessons.

Overall, whilst there have been some significant improvements, the overall effectiveness of the school is similar to that found at the time of the last inspection in June 1999. Leadership and management are now satisfactory, attainment has risen in information and communication technology (ICT) and the school has good procedures for the care of pupils. However, whilst attainment in English, mathematics and science are broadly the same as at that time in Year 6, standards are lower in Year 2, where teaching, despite a change in personnel, continues to be unsatisfactory.

### 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*	A	B	A
mathematics	A*	C	C	C
science	D	E	C	C

*Key: A\* - very high; 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.*

**Pupils' achievement is satisfactory overall.** Attainment on entry to the school is average and children in the Reception class achieve well. They are on target to meet the goals they are expected to reach by the end of the Reception Year in personal, social and emotional development and mathematical development, and to exceed them in communication, language and literacy, and knowledge and understanding of the world and physical development. There is insufficient evidence to form judgements on attainment in creative development.

There are no significant differences between the attainment of girls and boys, or between pupils from different backgrounds. Inspection findings show that pupils in Year 2 do not achieve well, and although attainment is average in reading it is below average in writing, mathematics and science. National test results at the end of Year 2 in 2003 were average in mathematics and below average in reading and writing compared with all schools, and below average in mathematics and well below average in reading and writing when compared with similar schools. The proportion of pupils

achieving the higher level (Level 3) was below average in reading, mathematics and science and well below average in writing. Test results have been rising faster than the national trend over the last three years with the weakest results being in 2001.

In Year 6, attainment is average overall in English, mathematics and science, with reading being stronger than writing. National test results at the end of Year 6 in 2003, were average in mathematics and science when compared with all and similar schools. In English, test results were above average compared with all schools and well above average when compared with similar schools, with reading being much stronger than writing. The trend in national test results is lower than the national trend, with results fluctuating from year to year with very high test results in 2001.

Throughout the school, speaking skills are satisfactory, although listening skills are weak in Years 2 to 4. Attainment and achievement are broadly average in ICT and religious education.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory overall.** Attendance is very good and punctuality is good. Most pupils have good attitudes to learning, especially enjoying extra-curricular activities, and behaviour is satisfactory. However, several pupils, especially in Year 2, are inattentive and do not behave sensibly in lessons.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall,** with consistently good teaching in the Reception class. Throughout the school, teaching assistants give good support, especially when working with pupils with special educational needs. Whilst teaching is good in half the lessons in Year 1 and Years 3 to 6, there is too much unsatisfactory teaching in Year 2. In this class, expectations are too low and pupils' behaviour is not managed effectively. This slows the pace of learning. Throughout the school, assessment procedures are satisfactory overall, but information is not used consistently to provide suitable work for all pupils. The curriculum is satisfactory, although there are too few opportunities for pupils to write. Weaknesses in accommodation are a barrier to learning. Classrooms, toilets, the hall and the ICT suite are cramped and have a negative impact on many lessons. There is, however, an attractive outdoor play area. Provision for office space and the staff room are inadequate and inaccessible to the disabled. The provision for pupils with special educational needs is good and there are good levels of care and personal support for all pupils. The school has a good partnership with parents and the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** The headteacher, other members of staff and governors have a strong determination to raise attainment and understand the school's strengths and weaknesses. Teaching, learning and attainment are monitored, although information collected is not used or evaluated enough to help raise standards. Governance is good, with governors taking an active part in all aspects of the school's work and ensuring that statutory requirements are met.

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

Parents and pupils have positive views of the school. Parents are particularly pleased with the leadership and teaching and that their children like school. Pupils especially like their teachers, friends and playtimes.

## **IMPROVEMENTS NEEDED**

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

- Improve teaching in Year 2.
- Raise attainment in writing in Years 2 to 6.

- Use assessment information to increase the level of challenge for more able pupils.
- Monitor and evaluate the school's work more rigorously.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is satisfactory overall, although attainment by the end of Year 2 is not high enough. There are no significant differences between the attainment of girls and boys, or between pupils from different backgrounds.

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

- Children in the Reception class achieve well.
- Pupils do not achieve well enough by the end of Year 2.
- Writing is not developed well throughout the school.
- Pupils with special educational needs achieve well.
- Higher attaining pupils do not always achieve well enough.

#### **Commentary**

##### **Reception Year**

1. Children's attainment on starting school is average. Most are on target to exceed the expected levels at the end of the Reception Year in communication, language and literacy, knowledge and understanding of the world and physical development, and are on target to meet expectations in mathematical development and personal, social and emotional development. There is insufficient evidence to make a judgement about creative development. Children achieve well and attainment is better than at the time of the last inspection. Improvements in accommodation and good teaching have had a positive impact on children's learning.

##### **Key Stage 1 (Years 1 and 2)**

2. National test results at the end of Year 2 in 2003 were average in mathematics and below average in reading and writing compared with all schools and below average in mathematics and well below average in reading and writing when compared with similar schools. The proportion of pupils achieving the expected level (Level 2) was above average in reading and in the top five per cent nationally in mathematics and science. However, the proportion of pupils achieving the higher level (Level 3) was below average in reading, mathematics and science and well below average in writing. Test results have been rising faster than the national trend over the last three years with the weakest results being in 2001. Pupils have weak listening skills, particularly in Year 2, where their interest is not maintained sufficiently by the teaching in some lessons.
3. Attainment in the present Year 2 is below average in writing, mathematics and science and average in reading and pupils do not achieve well enough because teaching lacks challenge. Pupils make insufficient progress, particularly in writing, and this has not been monitored closely enough. Attainment at the end of Year 2 is lower than at the time of the last inspection, when it was average in reading, writing and mathematics.

### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	15.3 (14.9)	15.7 (15.8)
writing	13.6 (14.0)	14.6 (14.4)
mathematics	16.6 (15.3)	16.3 (16.5)

*There were 23 pupils in the year group. Figures in brackets are for the previous year.*

### **Key Stage 2 (Years 3 to 6)**

4. National test results at the end of Year 6 in 2003 were average in mathematics and science when compared with all and similar schools. In English, test results were above average compared with all schools and well above average when compared with similar schools, with reading being much stronger than writing. The trend in national test results is lower than the national trend, with results fluctuating from year to year with very high test results in 2001.
5. The present Year 6 is below average in writing, average in mathematics and science and above average in reading, and their achievement is satisfactory overall. Standards by the end of Year 6 are broadly the same as at the time of the last inspection. However, throughout the school, teachers give pupils insufficient opportunity to develop their writing skills in literacy lessons or in support of other subjects and as a result pupils do not achieve well enough in this aspect of English.

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

Standards in:	School results	National results
English	28.0 (28.5)	26.8 (27.0)
mathematics	27.3 (26.6)	26.8 (26.7)
science	28.6 (27.0)	28.6 (28.3)

*There were 23 pupils in the year group. Figures in brackets are for the previous year.*

6. Pupils with special educational needs achieve well and make good progress towards the targets identified in their individual education plans. Provision for these pupils has improved since the last inspection because teaching assistants provide good support in lessons.
7. Achievement in ICT is better than at the time of the last inspection and pupils' attainment is in line with national expectations at the end of Years 2 and 6. In other subjects, including religious education, attainment in the work seen is broadly in line with national expectations, although teachers do not give higher attaining pupils consistently challenging work.
8. Eighty-nine per cent of parents in the pre-inspection questionnaire were pleased with the progress their children make and eighty-five per cent of pupils agree that they are expected to work hard.

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

Attendance is very good, pupils are keen to attend school and arrive punctually. Attitudes are good overall, with Reception children displaying good attitudes and a keenness to work. The pupils' personal development, including spiritual, moral, social and cultural development, is satisfactory. Behaviour is satisfactory overall.

## Main strengths and weaknesses

- Rates of attendance are well above average.
- Pupils generally display good attitudes towards school.
- Unsatisfactory behaviour in some lessons has a negative impact on learning.
- Pupils have a limited understanding of other cultures.

## Commentary

### Attendance

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

Authorised absence		Unauthorised absence	
School data	4.1	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.*

9. The school has very good systems for promoting and maintaining very good attendance. Parents have a clear understanding of the school's high expectations and respond very well. Occasionally, good punctuality is affected when the school bus is cancelled at short notice. At such times, the school makes very good alternative arrangements to ensure that most pupils arrive on time and learning is not adversely affected. Attendance and punctuality have improved since the time of the last inspection, when they were good, but lessons did not always start promptly.
10. Most pupils have good attitudes and are willing to take responsibility and undertake a variety of duties. For example, older pupils supervise younger children as they eat their lunch. An active school council gives pupils the opportunity to express their views and is well supported by members of teaching staff. The school council has developed good ideas for improvements to the school and has good contact with the parents association to recommend further improvements. Pupils are happy at school and are keen to take part in after school clubs. Good attitudes have been maintained overall since the last inspection, though some pupils in Year 2 are inattentive in lessons.
11. Whilst behaviour is satisfactory overall and good in the Reception class and Years 1, 5 and 6, unsatisfactory behaviour interferes with pupils' learning in some lessons, particularly in Year 2, when there is no support from a teaching assistant. Behaviour at break and lunchtimes is well managed and behaviour at these times is better than at the time of the last inspection, when pupils were not controlled well enough. Pupils in Years 5 and 6 display more mature attitudes and behaviour, and set a good example. Pupils with special educational needs display good attitudes and behaviour because they are well supported by skilful teaching assistants. Expectations for good behaviour are usually made clear, and class and school rules are on display. Ninety-three per cent of parents responding to the pre-inspection questionnaire were happy with behaviour at the school, although the pupils themselves are aware that the behaviour of some pupils is 'silly'. Whilst pupils note that some minor bullying takes place, they are satisfied with the way this is dealt with by the school. They are happy that they can work in an environment free from gender-related or racial harassment.

### Exclusions

12. There have been no exclusions from the school in recent years.

13. Pupils' spiritual, moral, social and cultural development are satisfactory overall. Generally good relationships exist in the school. Breaktimes provide good opportunities for enhancing these relationships, and pupils share equipment sensibly and enjoy playing games of 'shadows' with friends. Pupils' personal development is well monitored; the personal and social education programme contributes well in this regard. Most pupils can distinguish right from wrong and are learning how to respect their own and other cultural traditions. However, the school has identified correctly that opportunities for multicultural experiences are limited. The achievement of children in the Reception class is satisfactory in personal, social and emotional development.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching, learning and assessment are satisfactory overall. The curriculum is satisfactory, with provision for pupils with special educational needs being a strength. There are good levels of health, care and safety, good links with parents and the local community and satisfactory links with other schools.

### Teaching and learning

The quality of teaching and learning is satisfactory overall, with good teaching in the Reception class. Teaching is unsatisfactory in Year 2. Assessment procedures are good in the Reception class and satisfactory in the rest of the school. However, in Years 1 to 6 teachers do not use assessment information sufficiently well to plan work that meets the needs of all pupils.

### Main strengths and weaknesses

- Teaching is unsatisfactory overall in Year 2.
- There is consistently good teaching in the Reception class.
- Teaching is never less than satisfactory in Year 1 and Years 3 to 6; it is good in about half the lessons in these year groups.
- Teachers do not give pupils enough opportunities to write purposefully.
- Teachers do not make enough use of assessment information to ensure that there is appropriate challenge for pupils of differing prior attainment.
- Teaching assistants give good support in lessons, especially when working with pupils with special educational needs.

### Commentary

#### *Summary of teaching observed during the inspection in 32 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (6%)	15 (47%)	12 (38%)	3 (9%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

14. The quality of teaching and learning is similar to that found at the time of the last inspection. Although there have been changes in personnel, there continues to be weaknesses in the quality of teaching in Year 2. This has a significant impact on learning.
15. Teaching is unsatisfactory overall in Year 2, because the teachers' expectations are too low. A scrutiny of pupils' previous work shows that there is insufficient challenge for more able pupils, and in subjects such as science very little recorded work is produced. Behaviour is not always managed effectively. In an unsatisfactory ICT lesson, pupils were poorly behaved. They did

not listen to the teacher, showed a lack of respect and did not work hard. As a result, the pace of learning was too slow.

16. Children learn well in the Reception class, because teaching is consistently good. Members of staff have a good understanding of the needs of young children and have good expectations of behaviour. There is a good pace to learning, with children working purposefully on a range of carefully planned activities. A well-trained teaching assistant supports children well, especially when working with a small group. Lessons are well resourced, and good use is made of the covered play area to support learning in the different aspects of the curriculum. The teacher makes learning purposeful by establishing clear links between the different areas of learning, with activities often planned around a central theme such as 'Noah's Ark'.
17. There is a significant amount of good teaching in Year 1 and Years 3 to 6, with examples of very good teaching in science. Teachers use a good range of teaching methods that interest and stimulate the pupils, with a good emphasis placed on learning in practical ways. For example, teaching is very good in science when the teachers have very high expectations and give pupils very good opportunities to design their own investigations, with a clear focus on asking them to explain in scientific terms what they have found-out. Similarly, in a good history lesson in Year 1, pupils used artefacts to 'wash clothes' with a 'wash board', helping to improve their understanding of the differences between modern and old household appliances. At these times, pupils' learning is good and they collaborate well on activities. However, teachers do not always have high enough expectations when they ask pupils to record work. There is little recorded work in subjects such as geography and religious education and too often pupils merely copy out or complete a worksheet rather than writing independently. These missed opportunities to write purposefully are significant factors in the pupils' weak writing skills. Whilst ICT is used well during specific lessons, teachers miss opportunities for pupils to practise and consolidate ICT skills in other lessons.
18. The school has developed satisfactory assessment procedures since the last inspection. In the Reception class, there are good procedures for observing and assessing learning involving all members of staff. They use this information well to plan what children need to learn next. However, in Years 1 to 6, teachers do not make enough use of assessment information to help them plan work that meets the needs of all pupils or make their expectations of how pupils should improve clear enough. As a result, pupils often complete the same piece of work whatever their capability, especially in subjects such as science, history, religious education and geography, and they do not take enough responsibility for improving their work. This has the greatest impact on the achievement of more able pupils who are not always sufficiently challenged in lessons and means that they do not have equal opportunities to learn well.

### **Teaching of pupils with special educational needs**

19. Pupils with special educational needs are fully included in all class activities. Teachers take account of the individual targets of these pupils in planning lessons, and this is an improvement since the previous inspection. Teaching assistants give good quality support to pupils with special educational needs within class and when working with groups. They have a good understanding of what pupils are expected to learn from a particular activity and vary work as necessary according to the response of the pupil. The assessment of pupils with special educational needs is rigorous and good quality individual education plans are regularly reviewed. These are used well as a basis for planning in daily lessons and sessions where pupils are taught outside the classroom.

### **The curriculum**

The curriculum provided by the school is satisfactory overall, with good additional opportunities for enrichment. Staffing and resources are satisfactory, but accommodation is unsatisfactory overall.

## Main strengths and weaknesses

- The curriculum for pupils in the Reception class prepares them well for the next stage in their learning.
- There are too few opportunities across the curriculum for pupils to write.
- There is some inequality of opportunity and access for some pupils.
- The provision for personal, social and health education is good.
- The provision for pupils with special educational needs is good.
- There are good activities for pupils to learn beyond lessons.
- Accommodation is unsatisfactory and has a negative impact on learning.

## Commentary

20. Since the last inspection, the school has improved the overall curriculum and, in particular, the provision for information and communication technology and for pupils with special educational needs. The curriculum meets statutory requirements, including collective worship, and all subjects of the National Curriculum and religious education are taught. There is a curriculum map that details all aspects of each subject, where they are taught and when. Consequently, pupils do not repeat lessons unnecessarily. This provision is being regularly and systematically evaluated for its effectiveness. Teachers' planning includes references for pupils with special educational needs and more able pupils, although tasks for these latter pupils are not always sufficiently challenging.
21. There is a good curriculum for children in the Reception class. It is carefully planned and takes full account of the needs of all children. There is generally a good balance between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. A strong feature of the curriculum is the way that topics are linked, making learning purposeful. Children in the Reception Year are prepared well for the next stage of their education.
22. Throughout the school, there are limited opportunities for pupils to write either in literacy lessons or to support learning in other subjects and this is an important factor in the low standards in writing. For example, work sheets and copy writing limit pupils' independence and there is very little recorded work in subjects such as religious education, geography and history.
23. The promotion of equal opportunities is unsatisfactory. Arrangements for pupils being withdrawn from lessons to attend individual music lessons do not ensure that they receive a full curriculum. Large parts of important lessons are missed each week, disrupting both teaching and learning. In addition, several pupils miss collective worship to attend additional literacy lessons.
24. The provision for personal, social, health and citizenship education is good. A professional scheme of work supports teachers in their planning and the outcomes can be seen in the generally well-behaved and caring pupils. The curriculum includes suitable provision for drug, sex and relationships education.
25. The provision for pupils with special educational needs is good, enabling them to achieve well. Individual education plans are good and pupils are supported well by teaching assistants who are well trained and perceptive. However, not all pupils receive specific support until Year 3, and this has a negative impact on how well their writing skills develop. The provision for special educational needs has improved since the last inspection, when it was unsatisfactory.
26. There are good opportunities for enrichment and clubs are well attended. For example, older girls and boys enjoy a netball club and other clubs for art and reading are popular. Frequent

visitors to the school help to make learning interesting and meaningful. For example, there are good opportunities for pupils to take part in art projects such as a large mosaic. Pupils benefit greatly from this involvement, enjoy the opportunities and their personal and social development is strengthened.

27. Overall, the accommodation is unsatisfactory. Very good well-used features are the new outdoor area for Reception children and the covered outdoor swimming pool. However, the lack of an adequate hall or school field, the remote mobile classroom, the small size of the ICT suite and the location and size of the Year 2 classroom have a serious impact on learning. The staff room and office are inadequate and are inaccessible for disabled use. Resources are satisfactory, although a newly refurbished library is underused so that pupils' independent learning skills are not developed enough.

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

The school provides a good standard of care and looks after pupils well. Pupils generally feel well cared for and feel able to express their views, particularly through the school council. Pupils' personal development is well understood by members of staff, but the tracking of academic achievement is less well developed.

### **Main strengths and weaknesses**

- The school provides high levels of care and has a good regard for health and safety.
- Effective induction arrangements help children to settle well.
- Pupils' views are sought and valued, helping to raise self-esteem.

### **Commentary**

28. The school's procedures for ensuring the safety and wellbeing of pupils are good. First aiders have been well trained and qualified and minor injuries are carefully recorded. The site and equipment are regularly checked and tested and health and safety concerns dealt with. Child protection procedures are well understood by all members of staff and discharged well. The school has good systems in place that offer support and guidance for those pupils with special educational needs and a close liaison is maintained with support services, ensuring that pupils with specific needs are supported well. Attendance is monitored effectively.
29. Induction arrangements are effective; close contact is maintained with the adjacent playgroup, ensuring that children feel happy and secure when first joining the school. Older pupils have a good introduction to secondary education.
30. The school values and encourages pupils' views. The elected school council representatives share pupils' ideas with members of staff. The teachers and other adults in the school know the pupils well and provide good personal support. The school has started to track pupils' academic progress although this does not provide enough information to ensure that pupils' academic support is consistent throughout the school.
31. There have been significant improvements to pupils' care since the last inspection, when procedures were unsatisfactory. Developments in health and safety procedures and child protection matters are particularly good.

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

The school has a successful partnership with parents and keeps them well involved. There are strong links with the community and satisfactory links with other schools.

## **Main strengths and weaknesses**

- Good links with parents and the local community support learning well.
- There are good arrangements for the transfer of pupils.

## **Commentary**

32. The school provides good information about the school to parents and provides good opportunities for parents to discuss their children's attainment and progress. Parents find these meetings to be helpful. Good quality information about the work of the school is provided in a regular newsletter, information about the curriculum and annual governors' report. This information allows parents to become fully aware and involved in the life and work of the school. The parents' association gives generous support to the school and meets with the school council to share ideas about how to improve the facilities at the school such as outdoor play equipment. An attractive covered area for Reception children was completed recently with a contribution from the association. Parents' views are sought through questionnaires and the school is keen to respond to suggestions made. Parents support their children at home with reading and other homework. The school is at the heart of the community and welcomes visitors such as community police, the fire and rescue service and artists. Visitors speak in assemblies regularly and the school choir sings at various local events.
33. A well-developed link has been established with the main receiving secondary school and curricular support, including information and communication technology opportunities, are provided for older pupils. The school offers work experience opportunities for some secondary school pupils. Very strong links are maintained with a local playgroup and good arrangements are made so that these children are happy and quickly acclimatised when joining the school. These good links have been maintained since the last inspection.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. Leadership is satisfactory overall; the headteacher and governors have high aspirations and a clear understanding of what needs to be improved. Management is satisfactory. The school carries out some monitoring of teaching, learning and attainment, although this information has not been used enough to help raise standards. The governing body is well organised and governance is good.

## **Main strengths and weaknesses**

- There is a strong commitment to raising attainment.
- There is a clear understanding of general strengths and weaknesses in provision.
- The governing body is involved in all aspects of the school's work and provides good challenge for the headteacher.
- Self- evaluation and monitoring of teaching, learning and attainment are not rigorous enough.
- Weaknesses in accommodation are a barrier to learning.

## **Commentary**

34. The headteacher is committed to raising attainment and, together with subject co-ordinators, has identified aspects of the school's work that require greatest improvement. The school improvement plan reflects appropriate developments linked to weaknesses in achievement, although evaluations of previous developments focus on procedures in place rather than impact on standards. The headteacher has established a hardworking and willing team and sets a good example with her own teaching in Years 4 and 5 and in science in Year 6. Members of staff are keen to develop their leadership roles and have drawn up appropriate action plans for their subjects and the support of pupils with special educational needs. For



example, good leadership and management have brought about an improvement in provision in ICT. Whilst there was no clear judgement made on leadership at the time of the last inspection, at that time there was a lack of delegation of responsibilities and this is no longer the case. However, there is no deputy headteacher and the headteacher continues to have a teaching commitment despite the school growing from four classes to six. The headteacher and secretary provide a friendly welcome to all visitors and set the tone for a supportive school ethos.

35. The governing body is well organised so that efficient use is made of the interests and expertise of individuals to support and challenge the school. Each committee takes responsibility for leading and monitoring part of the school improvement plan and statutory requirements are met in full, including the needs of pupils with special educational needs. Governance has improved since the time of the last inspection, when it was underdeveloped and statutory requirements were not met. Governors now ensure that the school provides for all aspects of the curriculum and sends out a very professional annual report to parents on the school's work.
36. The school carries out satisfactory monitoring of teaching, learning and test data, although information collected has not been available long enough to ensure that swift and appropriate action has been taken, and self-evaluation is not rigorous enough. For example, weaknesses in teaching in Year 2 and in writing have been allowed to continue without sufficient action being taken to rectify them. Performance management is used appropriately to identify areas for staff improvement but is not fully successful in bringing about lasting improvement. However, the increase in pupil numbers, which has had an impact on the way classes and the curriculum are organised, has been managed well, and management is generally better than at the time of the last inspection.
37. Financial management is well thought out and the school is starting to consider best value principles in its decision making. A large carry forward from the last financial year has been used to maintain staffing levels and improve the playground, and to prepare for expected improvements to the staff room and toilets.

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

Income and expenditure (£)	
Total income	490,021
Total expenditure	397,404
Expenditure per pupil	2,615

Balances (£)	
Balance from previous year	80,480
Balance carried forward to the next	92,618

38. Whilst governors and members of staff have worked hard to improve accommodation, there are still some weaknesses that have a negative impact on school effectiveness. For example, the school hall is too small for indoor physical education lessons and a lack of soundproofing causes a distraction for pupils and members of staff in the adjoining Year 2 classroom. Accommodation for members of staff is unsatisfactory, with cramped office space and staff room.
39. Ninety-six per cent of parents in the pre-inspection questionnaire were pleased with the way the school is led and managed.

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

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

40. Provision for children in the Reception Year has improved significantly since the last inspection and is now **good**. Developments have been well managed by the class teacher and children's attainment has risen in communication, language and literacy, knowledge and understanding of the world and physical development.
41. Teaching is consistently good. Key factors in the good quality of teaching and learning are:
  - Members of staff have a good understanding of the needs of young children, good expectations of behaviour and use a good range of teaching methods.
  - A well-trained teaching assistant supports children well, especially when working with a small group.
  - Lessons are well resourced, and good use is made of the covered play area to support learning in the different aspects of the curriculum.
  - There are good procedures for observing and assessing learning, involving all members of staff. This information is used well to plan what children need to learn next.
42. There is a good curriculum. It is carefully planned and takes full account of the needs of all children. There is generally a good balance between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. A strong feature of the curriculum is the way that topics are linked. For example, during the inspection much of the children's work was based on the story of Noah's Ark. This helped to make learning purposeful.
43. The classroom is well organised and there is an attractive and well thought out role-play area. Role-play is used effectively to support learning across the curriculum. When children work in this area, they are often set specific tasks linked to the topic being taught. For example, whilst most of the class were sorting coins, children working in the 'Walgrave Village Store' were asked to label items with their price.
44. Children with special educational needs are integrated into lessons well, with sensitive support helping them to have full access to the Reception class curriculum.
45. Accommodation is very good. Good quality displays show the children that their work is valued. The recent development of a covered play area has had a very good impact on the quality of provision.
46. There are good links with parents and effective induction procedures. The teacher has established good links with the play-group that shares the school site, ensuring that there is a good sharing of information. This helps to make for a smooth and happy move from the playgroup to the Reception class.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Members of staff have a good understanding of the needs of the children.

## Commentary

47. Children's attainment and achievement are satisfactory. They are well behaved and sociable. They work well in small groups and are beginning to learn how to work independently, without adult support. However, there is still some immature behaviour, especially at the start of lessons, when children are very fussy. Time is lost going to the toilet, sorting out problems from playtimes, as well as putting away the toys that they have brought in from home. Members of staff do not always make their expectations clear enough at these times.
48. Teaching is good overall. Members of staff are kind and caring and ensure that children settle quickly into school life. They have a good knowledge of both the social and educational needs of individual children. Children are given many opportunities to talk together and to celebrate each other's work. These times are used effectively to encourage children to think about things that affect them and to talk about the needs of others.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Writing and reading skills are taught well, resulting in good levels of attainment and achievement.

## Commentary

49. Children are on target to exceed the expectations by the end of the Reception Year. Good teaching in this area of learning means that children make good progress, and achieve well. This applies particularly to writing. Most children write confidently by the end of the Reception Year. Many children write in recognisable sentences and letters are generally well formed. Teaching is good because of the effective way that children are given opportunities to write purposefully in the different areas of learning. For example, as part of work about the story 'Winnie the Witch', children produced shopping lists, made spell books and story books, and found rhyming words using finger puppets of the characters. This was one of several recent '*learning independent writing through play*' projects that have had a significant impact on the development of writing skills, which are better than at the time of the last inspection.
50. Reading skills are taught effectively and children quickly develop positive attitudes to reading. Children are heard to read regularly by a teacher or teaching assistant, meaning that the members of staff can respond quickly to differing needs. The teacher has high expectations of what children should achieve. Stories are read well, and children respond appropriately, joining in with the teacher when they recognise a text.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Children learn well when working in small groups with the teacher or teaching assistant.

## Commentary

51. Children make sound progress in developing mathematical skills and achievement is satisfactory. Attainment is lower in this area of learning than some others, with fewer children

being on target to achieve the expectations for their age by the end of the Reception Year. Most children recognise numbers to at least ten, but a number of less able children are still struggling with counting and writing small numbers. Although they are 'catching up' now due to good levels of support, the teacher acknowledges that the absence of a teaching assistant in their first term at school slowed the pace of learning for this group of children.

52. The quality of teaching is good. Members of staff plan exciting and stimulating activities, and their thorough planning ensures that the needs of all children are met. Lessons are well organised, with either the teacher or teaching assistant working with a small group of children on a focused task, while other children choose from a range of related mathematical activities. Small group teaching is good, with mathematical concepts being taught in a practical way that involves the children and promotes good learning.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- There is a good curriculum, and the teacher plans activities that give children a wide range of experiences.

### **Commentary**

53. Children's attainment is good. They are effectively introduced to a range of concepts and skills during their time in the Reception class. The use of ICT, which was a weakness at the time of the last inspection, is well integrated into activities, with children given good opportunities to develop computing skills through practical activities.
54. Children achieve well because of the good quality teaching. They have a good understanding of what the world around them is like. They know that not everyone is the same and confidently retell stories from the Bible. The teacher makes learning interesting and purposeful by planning a wide range of activities around one central theme. For example, in a good lesson, children were told the story of Noah's Ark and then worked on different activities on this topic, carefully planned to meet differing needs and extending knowledge at a range of levels.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well; a very good covered outdoor work area means that children can develop physical skills throughout the year.

### **Commentary**

55. Children's attainment is good. Skills are taught effectively through a mixture of physical education lessons and times when children work or play outside. Together, these ensure that all needs are met effectively.
56. Children achieve well because of the great improvement in accommodation and resources since the last inspection. In the last two years, the school has extended accommodation significantly by building a covered work area that can be used at all times of the year, whatever

the weather, to practise a range of physical skills. Use of this area, as well as the outdoor area, is carefully planned and has a good impact on learning.

57. The quality of teaching is good. Children are given good opportunities to develop skills across the curriculum, for example when threading beads, riding tricycles outside or building with blocks in the covered area. In physical education lessons, learning is made purposeful by linking work with literacy activities.

## **CREATIVE DEVELOPMENT**

58. There is insufficient evidence to make an overall judgement on the quality of provision. Good quality displays show that there is a good curriculum, with children using a wide range of techniques to produce interesting and attractive artwork. Children have good attitudes towards learning and talk confidently about things that they have made in the class.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Pupils achieve well in reading.
- There are too few opportunities for pupils to develop their writing.
- Pupils do not listen carefully and their research skills are underdeveloped.

#### **Commentary**

59. The attainment of pupils is similar to that found at the time of the last inspection. National test results at the end of Year 2 in 2003 were below average in reading and writing compared with all schools and well below average compared with similar schools. Whilst the trend has been rising, test results have been below average for the last three years, with few pupils achieving the higher than expected level (Level 3).
60. National test results at the end of Year 6 in 2003 were above average compared with all schools and well above average compared with similar schools, with a well above average proportion of pupils achieving the higher level (Level 5). Results in reading were better than in writing. Differences between the attainment of girls and boys vary from year to year and are not significant. Throughout the school, pupils with special educational needs are supported well and make good progress towards the targets set in their individual education plans.
61. Inspection evidence indicates that standards in reading are average in Year 2 and above average in Year 6, with pupils achieving well throughout the school. In Year 2, pupils enjoy talking about the books they are reading, and higher attaining pupils use their knowledge of the sounds different groups of letters make to help them read unfamiliar words. Pupils in Year 6 use good expression when reading aloud and have distinct preferences for certain authors and types of book. However, they have limited knowledge about how to use a non-fiction library because until recently the library has not been accessible or well stocked.
62. Attainment in writing is weak and is below average in Years 2 to 6. The school has identified writing as a whole school issue for development and additional support for potentially higher attaining pupils is starting to have a positive impact. However, overall, pupils' achievement in writing is unsatisfactory and there are too few opportunities for them to write independently during literacy lessons or in support of other subjects. Pupils often make careless spelling

errors in their work and do not ensure that what they have written is presented well or makes sense.

63. Throughout the school, speaking and listening skills are satisfactory overall. However, many pupils, especially in Years 2 to 4, have weak listening skills. This is particularly noticeable in Year 2, where the teacher is not always successful in engaging the pupils' interest.
64. As at the time of the last inspection, teaching is satisfactory overall. There were examples of good teaching in Year 1 and the Years 3 and 4 class. In these lessons, clear explanations helped pupils to learn quickly and skills were taught effectively. Throughout the school, teaching assistants support pupils with special educational needs well and make a valuable contribution to the smooth running of lessons. Teachers provide good role models when reading aloud and ask probing questions about the texts. However, they do not always make clear their expectations for independent work or encourage pupils to work quickly and check what they have written.
65. Leadership and management of the subject are satisfactory and have improved since the last inspection. The school has identified the correct areas for development and there is a comprehensive action plan focused on raising attainment. The co-ordinator provides a good role model with her own teaching, although there are limited opportunities for her to monitor teaching, learning and attainment across the school. The curriculum has been improved and is now satisfactory, with all aspects of the National Literacy Strategy being covered. Assessment arrangements are satisfactory overall, with detailed reading records being kept. However, the quality of marking remains inconsistent and pupils are not expected to respond to this or the targets set in their writing and they do not take responsibility for checking the accuracy of their own work. This means that higher attaining pupils in particular are not challenged enough. A popular reading club for pupils in Years 3 to 6 is successful in increasing pupils' interest in books. The limitations in the accommodation have an impact on learning. For example, pupils in Year 2 are distracted by sounds from the adjoining hall. The library has recently been improved, although, as at the time of the last inspection, it is underused for research work. This limits pupils' independence. Pupils in Years 3 to 6 are withdrawn from important lessons for individual music lessons and this means that these pupils do not receive the full curriculum.

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

66. Pupils do not have enough opportunity to extend their literacy skills in other subjects. There is very little written work across the curriculum and the library has only recently been refurbished and has not been used for research work. In addition, the library is not readily accessible to pupils in Years 5 and 6, who are taught in a classroom away from the main building. Whilst pupils occasionally use ICT to support their learning, there are missed opportunities for them to practise and consolidate these skills.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Standards are below average by the end of Year 2.
- Good teaching in the upper part of the school and Year 1 enables pupils to make good progress in these classes.
- Leadership of the subject is good.
- There are limited opportunities for pupils to use their mathematical skills in other subjects.

## **Commentary**

67. The attainment of pupils is similar to that found at the time of the last inspection, although national test results fluctuate from year to year. National tests at the end of Year 2 in 2003 indicated that although all pupils attained the expected level (Level 2), the proportion achieving the higher level (Level 3) was below average when compared with all schools and similar schools. In the current Year 2 class, attainment is below average and pupils, especially the more able, are not achieving their potential because of a lack of challenge and attentiveness. In the current Year 1 class, the standards are satisfactory.
68. National test results at the end of Year 6 in 2003 were average when compared with all schools and similar schools, with average proportions achieving the expected level (Level 4) and the higher level (Level 5). Pupils' attainment in the current Year 6 is average and their achievement is satisfactory.
69. Pupils with special educational needs are supported well by well-trained teaching assistants, enabling them to make good progress towards targets set in their individual education plans.
70. Teaching is satisfactory overall, with examples of good teaching. Teaching is not always challenging enough in Year 2. In the best lessons in Years 1,4, 5 and 6, good teachers:
- showed strong subject knowledge and provided pupils with the correct vocabulary;
  - planned well for pupils with varied levels of maturity and attainment;
  - used teaching methods that captured pupils' interest well; and
  - used time and resources effectively.
71. In the good lessons, pupils were well motivated, worked quickly and accurately and were challenged to move on to the next level of learning. Consequently, in these lessons all pupils concentrated well and made good progress, including those with special educational needs and those who are more able. In lessons where the work was not suitably challenging for all abilities, especially the more able, the pupils were not so well behaved and drifted off task. In Years 3 to 6, pupils work together well. The quality of marking varies and does not always contain constructive comments for the pupils to know how to improve. The quality of teaching is similar to that found at the time of the last inspection.
72. The recently appointed co-ordinator is enthusiastic and hard working. She has started to foster a more consistent approach to teaching across the school. Thorough and regular assessments are made and analysed to identify trends. However, this information is not always used effectively to inform or amend future planning and to set targets for the pupils. This affects higher attainers in particular; who are not always challenged enough. The co-ordinator and headteacher monitor pupils' work, although there has not been the opportunity for the co-ordinator to monitor teaching. The level and use of resources has improved since the last inspection, although classrooms are cramped, limiting practical activities.

## **Mathematics across the curriculum**

73. The use of ICT and the pupils' practical knowledge and understanding in mathematics were issues at the last inspection; these areas have been addressed and have improved. However, there is little evidence in teachers' planning or in pupils' work that mathematics is used to support learning in other subjects, and this is a weakness in provision.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Unsatisfactory teaching in Year 2 means that pupils in this year group do not achieve as well as they should.
- A recent focus on developing scientific skills in Years 3 to 6 is helping to raise attainment.
- Very good teaching in Years 3 and 6 has a good impact on learning.
- Pupils concentrate well and work collaboratively in Years 3 to 6.
- More able children are not always sufficiently challenged.

### Commentary

74. The school has made unsatisfactory progress since the last inspection, because there has been a fall in standards by the end of Year 2, where pupils' attainment is now below average, with few pupils working at the higher than average level (Level 3). This is similar to the results of teacher assessments at the end of Year 2 in 2003, which showed that all pupils achieved the expected level (Level 2) but a below average number of pupils were assessed as achieving the higher level (Level 3).
75. Although pupils make sound progress in Year 1, building successfully on attainment when they leave the Reception class, their achievement is unsatisfactory in the current Year 2. This is because of the unsatisfactory teaching. Pupils' behaviour is not managed effectively. This leads to a slow pace of learning and potentially higher attaining pupils are not given sufficient challenge in lessons.
76. Pupils' needs are met more effectively in Years 3 to 6, where achievement is satisfactory overall. By the end of Year 6, pupils' attainment is broadly average. This is similar to the findings of the last inspection and is confirmed by national tests at the end of Year 6 in 2003, where attainment was average when compared with all schools and with similar schools. Results in 2003 showed a significant improvement over previous years, reversing a fall in standards that had started in 2000. In the last year, there has been a good focus on improving pupils' scientific skills. This has been effective and pupils are showing increasing confidence about applying their scientific knowledge to investigations. In the current Year 6, pupils have a secure understanding of 'fair testing' and they measure and record their findings accurately. However, more able pupils are not yet confident about using their scientific knowledge to explain their findings. The school has rightly identified this as a priority for development.
77. The quality of teaching is satisfactory overall, with weaknesses in Year 2. Very good teaching was seen in Years 3 and 6 and there was good teaching in Year 5. Teaching in Year 1 is satisfactory. In Years 3 to 6, pupils are taught in year groups rather than their usual mixed-age classes. This is effective in helping teachers to match work more closely to need. In these year groups, teachers make good use of resources and give a good emphasis to developing pupils' investigative skills, showing good subject knowledge in this aspect of the curriculum. For example, in Year 6, pupils were successfully challenged to devise their own investigation about light and shadow, with a very good emphasis being placed on expecting pupils to explain their findings rather than merely record what they had seen. The teacher's effective planning and very good organisation and management of this lesson ensured that all pupils were challenged and progressed well, and they showed high levels of motivation. A teaching assistant gave sensitive and effective support to a pupil with special educational needs who was working on a linked task.
78. Most pupils have positive attitudes towards learning and thoroughly enjoy their work in science. This is evident in Year 1 and Years 3 to 6, where behaviour is generally managed more



effectively than in Year 2. In most lessons, pupils are engrossed in their work and they collaborate well. For example, in a good Year 5 lesson, pupils worked together very effectively as they tried to find out whether water was the only substance that evaporated.

79. An important weakness in teaching is that there is an over-reliance on worksheets and, in some classes, pupils produce very little recorded work, restricting opportunities for purposeful writing. When they do record their findings, there is little difference in the work given to pupils of differing prior attainment, resulting in a lack of challenge for more able pupils. Work is also occasionally too hard for less able pupils and those with special educational needs and they find it difficult to complete a task in the time given. Whilst pupils occasionally use ICT to support their learning, there are missed opportunities for them to practise and consolidate these skills.
80. Since the last inspection, the school has introduced appropriate assessment procedures. However, information gained from these assessments is not used consistently to track pupils' progress and to ensure that differing needs are met. This has greatest impact on higher attaining pupils who are not always challenged enough. Teachers' marking of work rarely helps pupils understand what they need to do to improve, although there is some good practice. For example, in Year 6, very good use is being made of self-assessment to help pupils decide which skills they need to improve next.
81. Leadership of the subject is satisfactory. The co-ordinator is knowledgeable and has a reasonable understanding of what needs to be improved. However, the recent long-term absence of the co-ordinator means that there is a lack of effective monitoring of standards and achievement, making management unsatisfactory.
82. There are good links with a local secondary school, which lends resources and provides advice from a science specialist. This was seen to good effect in a Year 6 lesson, where a science teacher from the secondary school worked alongside the class teacher, supporting pupils as they devised an investigation.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Very good leadership means that there has been very good improvement since the last inspection.
- Pupils make good use of their ICT skills to present information in different ways and are confident about using their skills to create artwork.
- Pupils are keen to learn but limitations in accommodation sometimes slow the pace of learning.
- There are missed opportunities to use ICT in lessons outside the ICT suite.

### **Commentary**

83. The school has made very good progress since the last inspection, when provision was unsatisfactory. Under the very good leadership of the subject co-ordinator, there have been many improvements. Extensive training has helped to ensure that teachers are more confident about teaching the subject and resources have improved significantly. There is now a small but well-resourced ICT suite, as well as up-to-date computers in every classroom.
84. Pupils' attainment is significantly higher than at the time of the last inspection and is now in line with national expectations in most aspects of the curriculum by the end of Years 2 and 6. Pupils make good use of various art programs to make well-produced pictures and drawings,

with interesting displays of work showing the good progression of skills across the school. Pupils have a good understanding of how computers can be used to present information in different ways. They present data in a range of formats using data-handling programs. Pupils learn how to produce 'multi-media' displays. For example, during the inspection a Year 6 pupil prepared at home an interesting presentation about a geography topic, using a very wide range of skills.

85. Pupils' achievement is satisfactory overall. All pupils, including those with special educational needs, make at least sound progress as they move through the school. However, the small size of the ICT suite and its location in a corridor make it difficult to teach skills to a whole class, and this sometimes slows the pace of learning.
86. The quality of teaching and learning is satisfactory overall, although there was an example of unsatisfactory teaching in Year 2, where the lesson was poorly organised and pupils did not behave well. In other lessons, teachers prepare carefully and they plan interesting and purposeful activities that are linked well to other areas of the curriculum. For example, in a Year 3 lesson, pupils' ICT skills were extended whilst they learnt about adjectives in a literacy lesson. This helped to make learning purposeful, with pupils responding well and showing positive attitudes towards the work.
87. The co-ordinator manages the subject effectively. Although there have been only limited opportunities for formal monitoring of teaching and learning, she has a good understanding of where there are weaknesses, including the need to acquire more resources to support the control and modelling aspect of the curriculum.

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

88. Good links are made between different subjects when pupils are working in the ICT suite. However, although every classroom has a computer, these were used only rarely during the inspection. As a result, there are missed opportunities to practise and consolidate ICT skills by using them across the curriculum.

## **HUMANITIES**

### **Geography and History**

89. This was not an area of focus for the inspection and there is insufficient evidence to form overall judgements on standards and provision in history and geography.
90. Only two lessons of history and one lesson of geography were seen during the week of the inspection and teaching and learning in these lessons were good. However, a scrutiny of pupils' work shows that, whilst there is suitable coverage of the curriculum and pupils make satisfactory progress, there is little written work. Pupils of differing abilities often complete the same tasks because teachers do not use assessment information enough to help plan challenging work, particularly for higher attaining pupils. Pupils have too few opportunities for extended writing in these subjects and this has an impact on the quality of writing in Years 1 to 6.
91. In the good history lessons seen in Year 1 and Years 4 and 5, the pupils were very well motivated when comparing today with the past and were given a good sense of time and chronology. They enjoyed the practical activities such as role-play and developed their background knowledge well. The teachers had high expectations of pupils' behaviour and full participation was achieved.
92. The provision made for pupils with special educational needs is good, and they are supported well in lessons. Space in classrooms is cramped and this restricts some practical activities.

93. In the geography lesson seen in Years 5 and 6, the teacher initiated a good discussion on the issue of tourist development in a National Park. All pupils made good progress in their knowledge of the different viewpoints of people living and working in these areas.

## Religious education

Provision in religious education (RE) is **satisfactory**.

### Main strengths and weaknesses

- Good links are established between religious education and literacy in Years 3 to 6, but too little recorded work is produced.
- Pupils have good attitudes to learning.
- Older pupils have a limited recall of previous work.

### Commentary

94. As at the time of the last inspection, pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6. Pupils in Year 2 retell parables accurately and in Years 3 to 6, pupils have a reasonable recall of recent lessons about the Bible. Pupils talk very positively about a visit from a Christian who spoke about her beliefs and how they affected her life. They show a good understanding of how their actions can have an impact on the life of others. Pupils in Year 6 can explain some of the basic features of the current topic being studied about Hinduism.
95. There are good cross-curricular links, with good use being made of visitors to bring the subject alive. As a result, pupils have good attitudes towards learning and they successfully apply what they have been taught to practical situations, for example by organising fund-raising activities to help children in other countries. In Years 3 to 6, the school has made a conscious decision to link religious education and literacy lessons. This is seen to good effect in Years 3, 4 and 5 where pupils write plays about the life of St. Valentine and take notes whilst listening to a talk. However, although coverage of the curriculum is satisfactory, there is very little recorded work to show what has been achieved, and learning is not always secure even though topics may have been introduced well. This means that, whilst pupils' achievement is satisfactory overall, older pupils have a limited recall of previous work.
96. There is insufficient evidence to make an overall judgement on the quality of teaching. However, a scrutiny of pupils' work shows that pupils across the range of ability are set the same task, and sometimes use exactly the same words in their accounts. This means that pupils with the potential for higher attainment in particular are not sufficiently challenged and teachers do not use assessment information to help plan suitable work. In the one lesson seen in Years 5 and 6, teaching was good. The lesson was well resourced and questioning was used effectively to extend previous learning on Hinduism. The teacher explained very clearly the meaning of '*puja*' and helped pupils to understand the significance of this '*act of devotion*'. Good links were made between literacy and religious education, with pupils writing good quality accounts about what happens when a Hindu visits a temple.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

This was not an area of focus for the inspection and there is insufficient evidence to form overall judgements on standards and provision in art and design, design and technology and music.

### Art and design

97. There were no lessons on the timetable during the inspection. Pupils have been involved in some interesting art projects. For example, older pupils worked with a visiting artist making large wooden sculptures in the school grounds. There are samples of carefully completed paper and wool weaving by pupils in Year 1 and well-observed colour and composition in still-life pictures by pupils in Year 2.
98. A popular art club provides pupils with the opportunity to extend their skills, using interesting techniques such as fabric painting and string collage.

### **Design and technology**

99. No lessons were on the timetable during the inspection. Younger pupils helped a visiting specialist construct a willow tunnel in the school grounds and have suitable opportunities to investigate how vehicles move and to design and make miniature playground equipment. Pupils in Year 2 make some sensible comments about the quality of their finished models. Pupils in Years 4 and 5 make suitable plans for their designs, including some intended dimensions.

### **Music**

100. One unsatisfactory lesson was observed in Year 2. In this lesson, the teacher had a clear plan for the lesson but weaknesses in the way pupils' behaviour was managed resulted in insufficient learning taking place. Good singing was heard during assembly when pupils sang enthusiastically and in tune. There are good additional opportunities for pupils to learn to play various musical instruments, although these are not always timed well and some pupils miss important class lessons in order to attend.

### **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Good provision is made for pupils to learn to swim.
- Accommodation for dance and gymnastics is restricted.

### **Commentary**

101. Lessons were observed in games in Years 2, 5 and 6 and in dance in Years 3 and 4. Pupils' attainment is in line with national expectations by the end of Years 2 and 6 in games, and in dance up to Year 4. Pupils' achievement is satisfactory overall. In Year 6, whilst pupils catch and throw a ball well, they are weak at striking a ball with a bat. Pupils in Years 3 and 4 work together well when developing imaginative dance sequences.
102. The curriculum has been improved since the last inspection and now provides pupils with appropriate opportunities to develop various skills. Provision for swimming is a strength and the school meets statutory requirements for pupils in Year 6. A covered pool in the school grounds is used extensively in the summer months, enabling most pupils to learn to swim confidently during their time at the school. Teaching has improved since the last inspection and, whilst still satisfactory overall, there is no longer any unsatisfactory teaching. Clear instructions support learning well. For example, in a good lesson in Years 5 and 6, the teacher shared his knowledge about cricket well, enabling pupils to improve their understanding of batting and bowling skills.

103. Leadership and management of the subject are satisfactory. The subject has not been a recent priority for development. There is a popular netball club for girls and boys and a Sunday football club is run by villagers. The hall is small and there is insufficient equipment for gymnastics lessons. Teachers and pupils work in cramped conditions and this can have a negative impact on pupils' behaviour when they bump into each other and become frustrated. Sometimes the pace of lessons drops when teachers interrupt activities to remind some boys to listen and behave sensibly.

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

104. This aspect of the curriculum was not an area of focus and no lessons were seen during the inspection. There is insufficient evidence to form judgements on overall provision in personal, social and health education (PSHE) and citizenship.
105. The curriculum for PSHE and citizenship is good. A good professional scheme of work provides good resource material for lessons and has helped to improve the ethos of the school and pupils' personal development. Citizenship issues are explored and promoted throughout the school day and at school council meetings. Pupils are very enthusiastic about these activities and show mostly good attitudes towards learning. The school council meets regularly and is effective in teaching pupils about the workings of a democratic organisation. Members of the school council take their responsibilities seriously and feel that they have been able to make a valuable contribution to the day-to-day life of the school. They discuss a wide range of issues and most pupils feel that their opinions are valued and acted upon. For example, their ideas about how to improve the playground were shared with the parents' association and incorporated into improvements made.
106. Teachers provide good role models for pupils in relation to courtesy, valuing the opinions of others and co-operation. The school places a strong emphasis on developing personal and social skills. At the core of this work is the school's view that pupils develop best in a climate of praise, support and positive encouragement and these factors help to develop pupils' self-esteem. The good example set by the headteacher, other members of staff and the governing body form the basis of the good relationships with pupils. Opportunities for pupils to value others and co-operate are prevalent in many lessons and in assemblies. Members of staff expect pupils to take responsibility for simple tasks around school. Older pupils help the younger ones at lunchtime and carry out this role very sensibly, helping to make lunch times generally happy and peaceful occasions.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
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>4</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

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

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