

# INSPECTION REPORT

## WENHASTON PRIMARY SCHOOL

Wenhaston

Halesworth

LEA area: Suffolk

Unique reference number: 124616

Headteacher: Sue Brinkley

Lead inspector: Mike Capper

Dates of inspection: March 15<sup>th</sup> – 16<sup>th</sup> 2004

Inspection number: 258340

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

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## INFORMATION ABOUT THE SCHOOL

|                              |   |
|------------------------------|---|
| Type of school:              | First   |
| School category:             | Community                                       |
| Age range of pupils:         | 5 - 9   |
| Gender of pupils:            | Mixed   |
| Number on roll:              | 32  |
| School address:              | Hall Road<br>Wenhaston<br>Halesworth<br>Suffolk |
| Postcode:                    | IP19 9EP  |
| Telephone number:            | (01502) 478 328                                 |
| Fax number:                  | (01502) 478 982                                 |
| Appropriate authority:       | The governing body                              |
| Name of chair of governors:  | Mr R Allen                                      |
| Date of previous inspection: | 28 <sup>th</sup> September 1998                 |

## CHARACTERISTICS OF THE SCHOOL

This is a very small first school, which admits pupils between the ages of four (Reception Year) and nine (Year 4). At the time of the inspection, there were no pupils in Year 4. There are 31 pupils on roll, and they are taught in two mixed-age classes. Pupils live in the local and surrounding villages, with about one-third coming from outside the school's catchment area through parental choice. There is a low level of pupil mobility. Pupils come from generally favourable home backgrounds and the proportion eligible for free school meals is broadly average. There are five pupils on the register of special educational needs; none of these has a statement of special educational need. This is lower than at the time of the last inspection and as a proportion is well below average, with most of these pupils identified as having moderate learning difficulties. When they join the school at the start of the Reception Year, pupils' attainment is above average overall, with few lower-attaining pupils. This is better than at the time of the last inspection. Most pupils are of white British origin and there are none with English as an additional language.

The school received a School Achievement Award in 2000.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                  |                | Subject responsibilities   |
|--------------------------------|------------------|----------------|--|
| 23239                          | Mike Capper      | Lead inspector | Mathematics<br>Science<br>Information and communication technology (ICT)<br>Art and design<br>Design and technology<br>Music<br>Physical education |
| 1112                           | Peter Oldfield   | Lay inspector  |  |
| 23609                          | Alison Cartlidge | Team inspector | Foundation Stage<br>English<br>History<br>Geography<br>Personal, social and health education (PSHE)<br>Religious education                         |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very good** school. Teaching is good throughout and pupils behave very well. Attainment is high in many subjects and pupils achieve well. The school is well led and managed, with members of staff working together very effectively as a team. Although the cost per pupil is very high, the school provides satisfactory value for money.

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

- The headteacher provides very good leadership for the work of the school.
- Standards of attainment are well above average in English, mathematics and science in Years 2 and 3.
- Small class sizes and good teaching help to ensure that individual needs are successfully met.
- In subjects such as religious education, history and geography, there are missed opportunities for pupils to write independently, especially to extend the learning of more able pupils.
- The school has very good links with parents and works very closely with the local community and other schools.
- There are very good levels of care, and pupils are given high-quality support and guidance.

The school has made **very good improvements** since the last inspection in 1999. Weaknesses identified at that time have been fully addressed. Leadership and management are more effective and pupils' attainment has risen significantly. Provision in ICT is now good and better use is made of the school building.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 2, compared with: | all schools |           |      | similar schools |
|---|-------------|-----------|------|-----------------|
|   | 2001        | 2002      | 2003 | 2003            |
| reading   | B           | No pupils | A    | A               |
| writing   | A*          | No pupils | A    | A               |
| mathematics   | A*          | No pupils | B    | B               |

*Key: A\* - very high; A - well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Pupils' achievement is good throughout the school.** Care needs to be taken when interpreting national test data, as the number of pupils taking the tests each year is very small. Nevertheless, results in the national tests at the end of Year 2 have been consistently at least above average since 2000 and there has been a very good overall rise in attainment over the last four years. Test results in writing and mathematics in 2001 placed the school in the top 5 per cent of all schools.

Children in the Reception Year achieve well and quickly acquire new skills. Standards of attainment are good in personal, social and emotional development, communication, language, literacy and mathematical development, with the majority of children on target to exceed expectations for their age by the end of the Reception Year. There is insufficient evidence to make an overall judgement on attainment in physical and creative development or in knowledge and understanding of the world.

Pupils' achievement is good in Years 1, 2 and 3. Inspection findings show that in both Year 2 and Year 3, pupils' attainment is well above average in reading, writing, mathematics and science. Handwriting is a comparative weakness in English. In ICT and music, attainment is above national expectations and pupils are achieving well. In religious education, pupils' attainment is in line with the expectations of the locally agreed syllabus.

There was insufficient evidence to make an overall judgement on pupils' attainment in other subjects. However, in art and design the quality of pupils' work on display is of very high quality. In history and geography, as well as in religious education, a scrutiny of pupils' work shows that there are missed opportunities to extend their learning, especially when they write about their work.

**Pupils' personal development, including the way that the school promotes spiritual, moral, social and cultural awareness, is good overall.** Pupils behave very well and develop good attitudes to learning. Pupils are keen to take part in practical tasks and there are plenty of opportunities for them to collaborate with each other, although pupils in Year 3 find this quite difficult and prefer to work alone. There are very good systems for taking pupils' views into account. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Good teaching** means that pupils are able to learn well. Teaching is particularly effective in English and mathematics, with very good teaching of mathematics in Years 1 and 2 by the headteacher. Teaching assistants are used well, particularly to support children in the Reception Year. Assessment procedures are good overall in Years 1 to 3. Class sizes are very small and this means that members of staff have a good knowledge of the needs of each pupil and are able to support them effectively.

There is a good curriculum, with a generous amount of time allocated to English and mathematics. This has been a key factor in raising standards. The curriculum is successfully enriched by very good links with other schools and the local community. There are very good levels of care and support and good provision for pupils with special educational needs. Accommodation is satisfactory overall. However, there is neither a staff-room nor an office for the headteacher, and this is unsatisfactory.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher leads the school very effectively and management is good. The headteacher is well organised, which means that despite her heavy teaching commitment, the school can operate efficiently. She is supported well by other key staff and by a hardworking governing body, which ensures that governance is good. Governors work hard to keep parents informed about the work of the school. However, there are a small number of minor omissions of statutory information in both the school prospectus and the annual governors' report to parents.

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

Parents and pupils are very positive about the work of the school. Parents are confident that their children achieve well and they like the small class sizes and the way that teachers adapt teaching to individual needs. Pupils like school and feel that they are given good opportunities to take responsibility.

## **IMPROVEMENTS NEEDED**

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

- increase the levels of challenge in subjects such as religious education, history and geography;
- improve handwriting;

**and, to meet statutory requirements:**

- include in the annual governors' report all the required information on rates of attendance in the school prospectus and the dates when governors' terms of office end.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve well throughout the school, with attainment being well above average by the end of Year 2 and Year 3 in English, mathematics and science. Boys and girls do equally well, and there is no difference in the attainment or achievement of pupils from different backgrounds.

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

- In the Reception class, children's attainment is good in personal, social and emotional development, communication, language, literacy and mathematical development.
- Achievement is good in Years 1 to 3; test results at the end of Year 2 have been consistently high for the last four years.
- Pupils' attainment is good in ICT and music.
- In subjects such as religious education, history and geography, there are missed opportunities in recorded work to extend pupils' learning.

#### **Commentary**

##### ***Children in the Foundation Stage (Reception class)***

1. Children in the Reception Year achieve well, quickly acquiring new skills. They make good progress, achieving good standards overall. Standards are good in personal, social and emotional development, communication, language, literacy and mathematical development, with the majority of children on target to exceed expectations for their age by the end of the Reception Year. There is insufficient evidence to make an overall judgement on their attainment in physical or creative development or in knowledge and understanding of the world.

##### ***Pupils in Key Stages 1 and 2 (Years 1, 2 and 3)***

2. Care needs to be taken when interpreting national test data, as the number of pupils taking the tests each year is very small. Nevertheless, results in the national tests at the end of Year 2 have been consistently at least above average since 2000. In reading, writing and mathematics, there has been a considerable improvement in attainment over the last four years.
3. In 2003 national tests showed that attainment was:
  - in reading and writing, well above the national average and that for similar schools; and
  - in mathematics, above both the national average and that for similar schools.
4. Test results confirm that there is no significant difference in the attainment of boys or girls or pupils from different backgrounds.
5. Inspection findings show that, in both Year 2 and Year 3, pupils' attainment is well above average in reading, writing, mathematics and science. Handwriting is a comparative weakness in English.
6. Pupils' achievement is good in Years 1, 2 and 3. They benefit from good teaching and small class sizes, which mean that individual needs are met well. More able pupils are given good levels of challenge, and there are good procedures for supporting those who have been identified as being gifted and talented. For example, pupils are able to take part in special mathematics programmes organised by the local authority.



7. In ICT, attainment is above national expectations, and pupils are achieving well in relation to their prior learning. There are particular strengths in data-handling skills and in the pupils' understanding of the many applications of ICT. These aspects are well supported by teaching and resources, which have been significantly developed since the last inspection.
8. Pupils' attainment in music is above national expectations, with singing especially strong. A specialist teacher who has high expectations of pupils takes music lessons and meets individual needs well.
9. In religious education, pupils' attainment is in line with the expectations of the locally-agreed syllabus. There was insufficient evidence to make an overall judgement on pupils' attainment in other subjects. However, in art and design, and design and technology, the quality of pupils' work on display is very high. In history, geography and religious education, a scrutiny of pupils' work shows that there are missed opportunities to extend the learning of the more able, especially in how they record their work.

### ***Pupils with special educational needs***

10. The proportion of pupils on the school's special-needs register is well below the national average. It is a good feature that pupils with special needs are identified and supported early. The small class sizes mean that individual attention can be easily given. As a result, pupils make good progress and in 2003, they all reached the expected level for their age in the national tests in English and mathematics.

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

Pupils are very keen to come to school and their attendance and punctuality are very good. They behave very well and develop good attitudes to learning. Their personal development, including their spiritual, moral, social and cultural awareness, is good overall.

### **Main strengths and weaknesses**

- Pupils have good attitudes towards learning.
- Behaviour is very good throughout the school.
- Pupils' personal development is good.
- Attendance and punctuality are very good.

### **Commentary**

11. All pupils develop good attitudes and enjoy the many very interesting activities provided by teachers both during and after the school day. This means that they are keen to learn. Whilst pupils are keen to take part in practical tasks and there are plenty of opportunities for them to collaborate with each other, pupils in Year 3 find this quite difficult and prefer to work alone. Pupils work enthusiastically and are very confident. They have very good levels of self-esteem, and are very used to getting a lot of individual help because of the small size of classes; this results in a tendency to call out answers rather than wait for their turn and a tendency to not always listen to each other carefully.
12. Pupils work and play together in a friendly atmosphere where adults expect and achieve very high standards of behaviour. Members of staff provide good role models for positive relationships, and high standards have been maintained successfully since the last inspection. Pupils are polite and friendly, and show each other respect by tolerating differences and applauding each other's success. All parents who returned the pre-inspection questionnaire agree that pupils behave well and are helped to become mature and responsible. Whilst parents and pupils acknowledge that there are very occasional instances of bullying, such as

name-calling, they are happy with the way these are dealt with by the school, and relationships are generally good. There have been no recent exclusions from the school.

13. Pupils' personal development is good overall and has improved since the last inspection. There are good opportunities for pupils to develop socially and to take responsibility, and they respond positively by taking an active part in the school council and by assisting members of staff with various organisational tasks. They enjoy taking the initiative by carrying out independent research. Both lessons and assemblies make a good contribution to pupils' moral development. The school works well to provide good opportunities for pupils to learn about other cultures and has established links with schools in multicultural areas to help broaden the pupils' horizons.
14. The personal, social and emotional development of the children in the Reception class is promoted well. They are successfully encouraged to develop good manners and to listen to each other's ideas sensibly. They work together well and share resources amicably. As a result, children feel happy and secure and are willing to 'have a go' at new activities.

## Attendance

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 3.3 | School data          | 0.0 |
| 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.*

15. The school monitors attendance very rigorously and ensures that there is no unauthorised absence. Rates of attendance are well above the national average. This is a significant improvement since the time of the last inspection, when attendance figures were not always totalled and attendance was only satisfactory. Pupils like school, and their parents are very good at ensuring that they attend regularly and arrive punctually.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Good teaching and very good levels of care and support mean that pupils are able to learn well. There is a very good partnership with parents, and the school works very closely with the local community and other schools.

### Teaching and learning

Teaching and learning are good throughout the school. Assessment procedures are good overall in Years 1 to 3 and satisfactory in the Reception Year.

### Main strengths and weaknesses

- Teaching is particularly effective in English and mathematics.
- Teaching assistants are used well, particularly to support children in the Reception Year.
- Teachers make very good use of resources to engage pupils' interest.
- Very good use is made of discussion and questioning to maintain pupils' concentration.
- Good-quality marking helps pupils in Years 1 to 3 understand how they can improve their work.
- Written work is not always sufficiently challenging, especially for more able pupils, in geography, history and religious education.

### Commentary

### **Summary of teaching observed during the inspection in 14 lessons**

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 2         | 10   | 2            | 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.*

16. Teaching and learning are good in most lessons, with examples of very good teaching by the headteacher in Reception and the class for Years 1 and 2. Teaching was also good at the time of the last inspection, although at that time not enough ICT was taught. All parents who responded to the pre-inspection questionnaire agreed that teaching is good.
17. Class sizes are small and this means that members of staff have a good knowledge of the needs of each pupil and are able to support them effectively. In English, mathematics and science, teachers have good subject knowledge and high expectations. No time is wasted in lessons. This enables pupils to develop skills and knowledge quickly. Higher-attaining pupils in Year 2 work in the Year 3 class for some lessons and this is effective in providing them with good levels of challenge. Tasks are interesting and there is a good balance between practical activities and recorded work.
18. Reception children are usually taught in the same class as pupils in Years 1 and 2. Effective use is made of well-trained teaching assistants to ensure that teaching methods are appropriate for these children's needs. Most learning takes place through interesting practical activities and games, and these help children to build knowledge and skills quickly. However, the expectations for recorded work tend to be the same for all children and do not always provide enough challenge for the more able. Work is marked regularly but does not indicate how children need to improve.
19. In Years 1, 2 and 3, lessons engage pupils well and are made interesting by the good use of resources. For example, in a history lesson for pupils in Years 1 and 2, a good range of toys helped them to discover how toys change over the years. There is a separate ICT suite and further computers in both classrooms and these are used extensively in lessons for research work and word-processing, and to generate graphs and charts. There are interesting practical tasks planned in most lessons which help teachers to manage pupils' behaviour well and develop specific subject skills. For example, they learn about the validity of evidence from artefacts in history and about the way people from different faiths feel during celebrations by using role-play.
20. In all lessons, teachers are particularly skilled at leading discussions and ask probing questions to challenge pupils to think and to involve them in their learning. These discussions enable pupils to build good knowledge of topics covered in all subjects.
21. In Years 1 to 3, teachers write detailed comments in English, mathematics and science which enable pupils to improve the quality of their work and learn at a quick pace. However, expectations for written work in geography, history and religious education are not high enough and there is an over-reliance on work sheets or drawing as a means of recording what pupils have learnt. As at the time of the last inspection, assessment information collected on these subjects is not used enough to ensure that all pupils are challenged.

### **The teaching of pupils with special educational needs**

22. Teachers' planning generally identifies appropriate tasks to meet the targets in the individual education plans of pupils with special needs. Teachers and teaching assistants have a good understanding of their needs and so give them well-directed help in lessons, helping them to meet their targets. A good range of assessment procedures ensures that their progress is monitored accurately so that their targets are adjusted as needed.

## The curriculum

The curriculum is good, with good additional opportunities for pupils to learn. There is a good level of well-trained staffing for the number of pupils at the school, and a good range of resources. Accommodation is satisfactory overall.

## Main strengths and weaknesses

- A large amount of curriculum time is allocated to English and mathematics.
- Very good use is made of ICT to support learning across the curriculum.
- The school enriches the curriculum by providing a good range of additional activities for pupils.
- A good level of staffing and a good range of educational resources have a positive impact on learning.
- There is good provision for pupils with special educational needs.
- Accommodation has been significantly improved, but there continues to be a lack of office space.
- There is a good curriculum for reception children, although there are only limited opportunities for them to work purposefully outside.

## Commentary

23. The curriculum has improved since the last inspection, when statutory requirements were not being met in ICT. There is a good curriculum, with a generous amount of time allocated to English and mathematics. This has been a key factor in raising standards. The curriculum for ICT has improved significantly and ICT is now used very effectively to support learning in other subjects. There is good provision for pupils' personal, social and health education.
24. The school provides many interesting additional activities for pupils. There are well-attended after-school clubs for art, sport and music, and pupils have the opportunity to go on a wide range of educational visits to churches and places of historic interest, and on field trips. These have a good impact on learning and help to make school fun.
25. The school has a generous allocation of staffing, and class sizes are very small. This means that pupils receive much valuable individual attention and is a key factor in their high attainment. Resources have improved since the last inspection. There is now a good range of attractive resources that are used well to make learning interesting.
26. Pupils with special educational needs are identified early and clear individual plans support their learning well. Teaching assistants provide effective support in lessons and when working with pupils individually. Provision has improved since the time of the last inspection, when it was satisfactory. At that time, individual education plans did not provide enough guidance. This is no longer the case.
27. Accommodation is satisfactory overall. Governors and members of staff have improved the accommodation by developing a good ICT suite and library, and ensuring that the building is safe and brightly decorated. However, there is no staff-room or office for the headteacher, and this is unsatisfactory. The governors are waiting to hear the results of a bid to further improve accommodation and to address this weakness.
28. The indoor curriculum for Reception children is good and prepares them well for the next stage of education. It is well managed, with teaching assistants used well to ensure that needs are met. There is a fenced outdoor area for Reception children and, whilst this is used, there are restrictions when the teachers do not have additional adult support to supervise the area. In addition, only limited use is made of the outside area to extend the curriculum in all areas of learning, with most activities supporting physical development.

## Care, guidance and support

The school takes very good care of the children's personal needs. It very effectively promotes their welfare in a secure and caring environment. It provides very good support and guidance for pupils and gives them very good opportunities to make their views known.

## Main strengths and weaknesses

- The school supports the personal and academic progress of individual pupils very well.
- There are very good systems for taking pupils' views into account.
- Procedures for promoting care, health and safety are good.
- There are very good arrangements for children when they first start school.

## Commentary

29. The school is a caring community where all pupils are valued and well supported. As at the time of the last inspection, a strong emphasis is given to all aspects of pupils' welfare, with the benefits of having very small class sizes being very evident. Teachers know the pupils very well and show a very good level of care for them. There are good procedures for monitoring pupils' personal and academic development, meaning that needs are very quickly recognised and support is given, as appropriate. These are key factors in the high standards seen in English, mathematics and science. Pupils with special educational needs are well supported and their progress is monitored effectively, helping them to make good progress in most lessons.
30. The school very successfully encourages pupils to contribute to school life. They are very appreciative of the opportunities they are given to make their views known, and they feel that teachers act on them when appropriate. The school council is well organised and includes pupils from all age groups. It meets regularly and discusses a range of issues, making suggestions where possible. Opportunities are also presented in lessons for pupils to share personal opinions, and the programme of personal, social and health education adds to the good knowledge the school has of each pupil, allowing it to respond very effectively to any needs or ideas.
31. Members of staff and the governing body carefully monitor health and safety issues. Appropriate risk assessments have been carried out and acted on, where necessary. There are an appropriate number of well-qualified first-aiders in the school, and careful attention is given to pupils who suffer a minor accident. Accidents are carefully recorded. The school has good procedures for child protection, which carefully follow local authority guidelines. Good links exist with local agencies such as social services. Members of staff have a good awareness of requirements and give careful attention to child protection issues if they arise.
32. The school has well-considered links with the local pre-school group, including sharing staff. This ensures that there is consistency in practice and a good sharing of information, helping to make for a smooth and happy move from the pre-school group to the Reception class. There is also very good liaison between the school and home when children first start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.

## Partnership with parents, other schools and the community

The partnership with parents, the community and other local schools is of very high quality and is a strength of the school.

## Main strengths and weaknesses

- There are very strong links with parents.
- The school works very closely with other local schools.
- There are well-developed links with the local community.

### **Commentary**

33. There is a very good partnership between home and school which has a positive impact on children's learning. There have been considerable improvements in the partnership since the last inspection. The school now works very closely with parents. There is an effective open-door policy that is encouraged by the headteacher, and parents are consulted through questionnaires so that they are fully involved in school life. There is a very active parent-teacher association, which provides very good support, including social gatherings for pupils and adults as well as raising money for major projects. Parents with specific skills make a significant contribution to school life, for example by painting murals around the school and helping with decorating classrooms. Teachers are freely available at the end of the school day to deal with minor concerns if parents have them. Parents are provided with regular information about the curriculum and are kept well informed about their children's progress. End-of-year reports give parents a clear picture of how well their children are doing and set suitable targets for improvement. The school brochure and governing body's annual report are well presented and give a detailed record of the life and work of the school, although there are a small number of minor omissions.
34. The school has established very good links with other local schools. It is very conscious that its small size could disadvantage pupils in some areas of the curriculum. Because of this, its links with other local small schools are very important, as it means that they can share events and provide a wider range of activities. For example, the school shares transport for swimming with another local school and has arranged sporting and musical events so that pupils can meet each other. This has a very good impact on pupils' social development. Links with schools further afield give pupils good opportunities to find out about life outside the village and enrich learning.
35. The school is at the heart of the local community and makes very good use of available facilities. For example, it benefits from being able to use the village's all-weather sports pitch. Parents and other members of the local community help the school in a number of ways, for example by helping with clubs, hearing readers and supervising children on visits. The school encourages a range of local professionals such as artists and sports coaches to share their skills with the pupils. These activities make a good contribution to pupils' learning.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher provides very good leadership, with effective management having a good impact on the school's work. The headteacher is supported well by other key staff and by a hardworking governing body, which ensures that governance is good.

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

- The headteacher has been very successful in building an effective team that shares her high aspirations and vision for the school.
- There are good procedures for reviewing the work of the school and systematically evaluating the work of members of staff.
- The headteacher is well organised, which means that the school can operate efficiently.
- The governing body has a good understanding of the school's strengths and weaknesses.
- There are some minor omissions in statutory information for parents.

### **Commentary**

36. At the time of the last inspection, the headteacher had only been in post for a short time. Since then there has been very good school improvement due to the very purposeful leadership provided by the headteacher. She is very well respected by members of staff, pupils, parents and governors, who recognise the many improvements that have taken place over the last five years. The headteacher is a very good role model in the quality of her teaching and has built an effective team, with members of staff working very well together to improve the school.
37. Change has been managed successfully. There is a very clear shared educational vision, with the headteacher strongly committed to achieving high standards in all areas of the school's work. The school development plan identifies clearly where further improvement is needed, based on a clear understanding of the school's strengths and weaknesses. Subject leaders provide good support for colleagues, and all members of staff are fully involved in monitoring the work of the school. They are given opportunities to observe each other at work, as well as looking at samples of pupils' work. Detailed records of pupils' individual test scores are kept and used effectively to set targets for improving attainment. Members of staff have established thorough procedures for analysing test data to identify where improvement is necessary. For example, they compare pupils' answers in national tests at the end of Year 2 in order to identify any common areas of weakness. Effective action is taken when areas for development are identified.
38. The headteacher is well organised. Although she takes a class for much of each week, her management is good, which means that the school runs smoothly. The headteacher is well supported by a hard-working and efficient administration team who are friendly and welcoming to visitors. Nevertheless, the lack of office space makes it difficult for the headteacher to carry out some everyday management tasks during school time. Although the governors have plans to address this weakness, at the moment there is no suitable room for confidential meetings, and the office is too small for more than one person at a time to work in comfortably. As a result, the headteacher has to carry out many tasks at weekends.
39. The quality of governance has improved since the last inspection and is now good. Governors have a clear understanding of their roles and responsibilities, and provide good support for the school. They are kept well informed by very detailed written reports from the headteacher and they also carry out their own monitoring, both formal and informal, to help them understand how the school is organised and where there are strengths and weaknesses. As part of this process, subject co-ordinators regularly present written reports to the governing body, giving very clear information on provision in the different curriculum areas.
40. Governors work hard to ensure that parents are kept fully informed about the work of the school. However, there are minor omissions in both the school prospectus and the annual governors' report to parents. They are that:
  - the school prospectus does not include all relevant information on rates of attendance.
  - the annual governors' report does not include information about the terms of office of governors.

## Financial information

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

| Income and expenditure (£) |         |
|----------------------------|---------|
| Total income               | 156,987 |
| Total expenditure          | 165,039 |
| Expenditure per pupil      | 5,137   |

| Balances (£)                        |        |
|-------------------------------------|--------|
| Balance from previous year          | 29,461 |
| Balance carried forward to the next | 21,409 |

41. Financial planning is thorough. The finance working party of the governing body meets regularly and fulfils its role effectively, looking at spending in both the short and long term. Effective action has been taken to manage the impact of the low number of pupils, with a balance carried forward each year to enable the school to maintain staffing levels until the anticipated rise in numbers from 2004 onwards.



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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is **good**.

### Main strengths and weaknesses

- Children settle into school effectively and achieve well.
- Well-trained teaching assistants provide valuable support with interesting practical activities.
- There are good opportunities for speaking and listening.
- Limited use is made of the outdoor area to support learning.

### Commentary

42. At the time of the inspection there were only six reception children. These are taught in the Years 1 and 2 class most of the week. Attainment on entry to the school is above expectations, with few lower-attaining children. Children achieve well and most are on target to exceed the expectations for the end of the Reception Year in personal, social and emotional development, communication, language, literacy and mathematical development. There is insufficient evidence to form a judgement about attainment and achievement in knowledge and understanding of the world, and physical and creative development.
43. There is a very good link with the local pre-school, whose leader works with the Reception children two mornings a week. As a result, children are happy to come to school and settle into class routines quickly. No judgements were made about attainment or achievement at the time of the last inspection.
44. During most lessons, children are supported by a teaching assistant, student or voluntary helper under the close supervision of the class teacher. This is successful in providing them with a good indoor curriculum that meets their specific needs. Teaching is good overall and members of staff are sensitive to the specific needs of young children. Questioning is used effectively to encourage children to think and to maintain their interest in activities. A wide range of games and practical tasks provide them with good knowledge and make learning meaningful. Only limited use is made of marking to show what children need to do next in their recorded work or what level of support they received. As a result, written tasks do not always take into account their differing needs. No judgements were made about teaching at the time of the last inspection.
45. The Foundation Stage is well led and managed overall. The headteacher works with other members of staff to plan and monitor provision. Whilst children do have some access to an outdoor area, only limited use is made of it to extend knowledge in all areas of learning, and activities are mostly physical. Educational resources are good overall, although role-play areas are not well equipped.
46. The children achieve well in **personal, social and emotional development**. Teachers and teaching assistants have clear expectations of behaviour and set a good example for manners and relationships. Praise is used well to motivate and support actions. Because children work in a small group, they have good opportunities to voice their opinions and take turns in various games. However, high levels of supervision can restrict the range of opportunities for them to take the initiative.
47. In the area of **communication, language and literacy**, children achieve well overall. There are very good opportunities for speaking and listening, which are a strength. Members of staff read stories well, encouraging good listening skills and prompting children to ask intelligent

questions. Higher-attaining children show empathy with characters in stories, and all children can discuss their favourite events. All pupils develop a good knowledge of the sounds different letters make and several are starting to use this knowledge to help them read words. Writing is less well developed, with all children often being given similar tasks.

48. In terms of their **mathematical development**, children achieve well. Clear instructions are given for tasks, and attractive resources are used to capture and maintain the children's interest. For example, children enjoyed listening to a rhyme about counting forward and back, and counting out the correct number of colourful puppies.
49. In the area of learning known as **knowledge and understanding of the world**, a scrutiny of work shows that children have good opportunities to use ICT, and careful records are kept of what they can do. They construct good moving pictures, using sliders and share in drawing a map of the route Little Red Riding Hood took to get to her grandmother's house. In a history lesson observed, children were given a good opportunity to discuss the personal history of Paddington Bear after listening to his story.
50. In the one lesson in **physical development**, children demonstrated satisfactory skills. They followed instructions well and danced in time with the music. The teaching assistant set clear expectations and led by example. However, there were no opportunities for children to observe each other at work or comment on their own or others' actions.
51. Samples of artwork show that children have good opportunities to learn skills such as sketching and drawing with pastels. In a dance lesson, they showed that they use their imagination when making gestures to show surprise or worry. Whilst role-play areas are available indoors and outside, they are under-resourced and under-used, and do not always interest the children sufficiently.

## ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Pupils achieve well in reading and writing, and attain high standards; handwriting is less well developed.
- Challenging teaching engages pupils' interest and enables them to learn well.
- Good quality assessment helps pupils to improve.
- There are missed opportunities for pupils to write independently in subjects other than English.

### Commentary

52. Attainment on entry to the school is above expectations because there are few lower-attaining pupils. Throughout Years 1 to 3, girls and boys achieve well, and attainment is well above average in reading and writing by the end of Years 2 and 3. In the 2003 national tests, pupils in Year 2 were well above both the national average and that of similar schools. All pupils achieved the expected level (Level 2), and a good proportion achieved the higher level (Level 3). Attainment has been rising over the last few years and is considerably higher than at the time of the last inspection, when it was well below average. Most pupils demonstrate very good punctuation and spelling, and make their writing interesting to an audience. However, few use a joined handwriting style and this is a comparative weakness.
53. Pupils have good attitudes towards learning. They are interested in reading, have distinct preferences and read expressively. They are keen to discuss what they have read and make valid predictions. They are mostly attentive, although some pupils in Year 3 find it difficult to listen to each other speaking and tend to work independently, even when asked to work with a partner.

54. In both classes, consistently good teaching enables pupils to learn quickly. Questioning is used well to challenge them, and work and resources are carefully chosen to match their prior attainment and interest. For example, higher-attaining pupils in Year 2 joined the Year 3 class to learn about the rhythm in an amusing poem and how to give a good performance when reciting poetry. Pupils in Year 1 enjoyed writing their own postcards after sharing an interesting story about a postman. Teachers are knowledgeable and their supportive management of behaviour enables pupils to build knowledge and skills. A carefully planned curriculum provides good opportunities for pupils to learn about other cultures, and stories and poems are often chosen to complement work covered in geography. However, a lot of time is allocated to literacy, which limits time available for other subjects. Well-qualified volunteers provide good support by hearing pupils read individually. Good teaching has been maintained since the last inspection and parents are rightly pleased with the way reading is taught.
55. There are good procedures for assessing pupils' progress. Teachers' marking is of particularly good quality and, together with agreed targets, enables pupils to understand how they can improve. Small class sizes make it possible for members of staff to know all pupils very well, including those with special educational needs, and this means that they can deal with specific needs effectively. Marking has improved since the last inspection, when it was unsatisfactory.
56. The subject is led and managed well. Members of staff share high aspirations and work together closely to monitor and improve provision. Progress since the last inspection is very good, with standards having improved significantly.

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

57. Pupils demonstrate their very good reading skills by extracting information from books. However, a scrutiny of work in geography, history and religious education shows that opportunities are missed for pupils to use a wide range of writing skills, and they often complete similar undemanding tasks irrespective of their prior attainment. ICT makes a valuable contribution to learning, with pupils demonstrating a good range of word-processing skills.

### **MATHEMATICS**

Provision for mathematics is **good**.

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

- Pupils achieve well and have a very good knowledge of basic number concepts.
- The quality of teaching is good; learning is made fun by the very good use of practical activities.
- There are good assessment procedures, including target-setting.
- Good leadership has helped the school to improve provision significantly since the last inspection.

#### **Commentary**

58. Pupils' attainment is well above average in Year 2 and Year 3. In Year 3, pupils are building well on the good standards reached in Year 2, when national test results showed that their attainment was above both the national average and that of similar schools. There are fewer pupils identified as having special educational needs in the current Year 2 than there were in 2003, and more pupils are on target to achieve the higher Level 3. In the current Year 2, all pupils are already working at the expected level for their age (Level 2), with about 50 per cent working towards the higher Level 3.
59. Test results confirm that there is no significant difference in the attainment of boys or girls, or that of pupils from different backgrounds.

60. Pupils' achievement is good. Class sizes are very small, meaning that teachers are able to plan work that is very closely matched to need. This means that pupils with special educational needs are well supported and achieve well. Similarly, the needs of more able pupils are met effectively. There is good challenge for these pupils in lessons and they comfortably reach the levels of attainment expected for their ability. More able pupils in Year 2 benefit from working with Year 3 pupils for some lessons each week.
61. Number skills are particularly strong, with pupils showing a very good understanding of addition, subtraction, multiplication and division. In the current Year 2, pupils are developing a clear understanding of place value and confidently carry out calculations in their heads, explaining clearly the strategy that they have used. In Year 3, the majority of pupils are able to solve problems that require more than one calculation.
62. Teaching is good overall, with examples of very good teaching in Years 1 and 2 when the class is taken by the headteacher. A strong feature of teaching is the use of practical activities to support learning. In nearly every lesson, the main focus of learning is built around carefully differentiated and well-resourced practical tasks, including the very effective use of ICT. As a result, learning is fun and pupils are very well motivated. They quickly learn to apply their mathematical skills to the very good range of practical activities that are planned by teachers.
63. Throughout the school, teachers have very high expectations and lessons are well organised. In the very good lessons, excellent support was given to individual pupils, meaning that they made very rapid progress in their knowledge and understanding of money.
64. Assessment procedures have been improved since the last inspection and are now good, with teachers making good use of the information gained to help them plan what pupils need to learn next. Marking is used effectively to identify what has gone well in a piece of work and what needs improving. Pupils take good account of marking when they complete their next piece of work. Good use is made of target setting. Pupils understand that they have targets and can explain what they need to do to improve.
65. The subject is well led and managed, and as a result, there have been good improvements since the last inspection. The subject co-ordinator has a clear vision and high aspirations for developing the subject. Self-evaluation is well established and good use is made of test data to identify strengths and weaknesses. This means that there is a good understanding of which aspects of the curriculum need developing next. The co-ordinator is a very good role model in the quality of her teaching.

### **Mathematics across the curriculum**

66. Pupils are given good opportunities to apply their mathematical skills across the curriculum. They measure in science and in design and technology. They use their understanding of data to make graphs and charts in ICT that are based on mathematical surveys, such as the eye colours in the class.

### **SCIENCE**

67. No science lessons were timetabled during the inspection. This means that there is insufficient evidence to make an overall judgement on the quality of provision. Nevertheless, the school has made very good progress since the last inspection, improving standards of attainment significantly. Teacher assessments at the end of Year 2 in 2003, which showed that attainment was well above average, are confirmed by inspection findings. In the current Year 2, all pupils are already working at the expected level for their age (Level 2), with about 50 per cent working towards the higher Level 3. In Year 3, pupils continue to achieve well, building on the very good standards reached in Year 2.

68. A scrutiny of pupils' work shows that there is a good curriculum, with differing needs met well. Pupils have a very secure understanding of topics that have been covered. There are good opportunities to carry out investigations, and a feature of this work is the effective way that pupils use ICT to record their findings. Teachers mark pupils' work very carefully, often adding useful comments to challenge pupils to think further about a subject, helping them to understand what they need to do to improve. Information from marking is used effectively to plan what pupils need to learn next, ensuring that differing needs are met well. However, there are some occasions when pupils record their work in the same way whatever their prior attainment. This means that opportunities to extend the learning of more able pupils are missed.
69. There has been good overall leadership and management of the subject since the last inspection, with the many weaknesses identified at that time successfully addressed. The subject co-ordinator has high aspirations and has taken effective action to raise standards of attainment.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Very good leadership means that there has been considerable improvement since the last inspection.
- Pupils acquire a good range of basic skills, with the use of data-handling especially strong.
- Good teaching means that pupils achieve well.
- Teachers plan very good opportunities for pupils to use ICT across the curriculum.

### **Commentary**

70. The school has very made good progress since the last inspection, when provision was unsatisfactory. Under the very good leadership of the headteacher, there have been many improvements. There is now a good curriculum, which is carefully planned to ensure that pupils' needs are met. Resources have been significantly improved and the school is fortunate to benefit now from good resources for its size, which means that all aspects of the subject can be taught. The well-equipped ICT suite is used well to teach specific skills, and lessons are well organised.
71. Pupils' attainment is above national expectations by the end of Year 2 and Year 3, with pupils showing a good range of basic skills. Pupils have a good understanding of the different uses of ICT and control the 'mouse' successfully to move pictures. Data-handling skills are especially well developed, with pupils having a very good understanding of how ICT can be used to present information in a variety of ways. They produce graphs, charts and pie charts to show the results of surveys and are beginning to use databases to record information. Skills are well developed in this aspect of the curriculum because teachers give pupils many opportunities to use and apply their skills in subjects such as science and mathematics. This helps to make learning purposeful and interesting.
72. Good teaching means that all pupils, including those with special educational needs, are achieving well throughout the school. They have good attitudes towards learning and work hard in lessons. Most lessons in the ICT suite are taken by an enthusiastic teaching assistant who has good subject knowledge and introduces new skills effectively. Teaching is successful because skills are broken down into small parts to help pupils understand what they need to do. Pupils benefit enormously from the very small size of teaching groups, which range in size from six to nine pupils. This means that teachers or the teaching assistant can adjust their input to take good account of the ability of the pupil. As a result, there is good challenge for all pupils and they acquire new skills quickly.

## Information and communication technology across the curriculum

73. Very good use is made of ICT in different curriculum areas. During the inspection, ICT was used to support learning in mathematics, geography, history and literacy. For example, pupils in Year 1 made captions for a toy museum in a history lesson. In a Year 3 geography lesson, pupils confidently used the Internet to find information about climates. The links that are made between subjects mean that pupils are given very good opportunities to practise and consolidate their skills throughout the school week, rather than just in ICT lessons.

## HUMANITIES

Geography and history were not areas of focus for this inspection and there is insufficient evidence to form judgements on provision.

### Geography

74. Teaching in the one lesson observed in Year 3 was good. Pupils were given good opportunities to carry out independent research into what is meant by a desert climate, by using the internet, various photographs and a good range of information books. The teacher used questioning well to assess previous learning, and pupils demonstrated good knowledge of recent work on the climate in India. A scrutiny of pupils' written work in Years 1 to 3 shows that, whilst there is good coverage of the curriculum and ICT is used well for research work, there are too few opportunities for pupils to write independently. There is an over-reliance on worksheets and drawing as methods of recording, and more able pupils in particular are not challenged enough.

### History

75. A good lesson in the Reception and Years 1 and 2 class was observed. In this lesson, a good range of interesting toys were used to help explain changes in toy manufacture. For example, a teaching assistant working with Year 1 pupils provided interesting information about how teddy bears have changed. As a result, pupils were able to help the assistant put the bears into chronological order. The teacher provided pupils in Year 2 with a purposeful task, researching and writing captions for the class 'toy museum'. Pupils discussed the materials used and thought about whether or not the toys would be played with today. These practical activities were interesting and pupils developed some good knowledge and skills. However, a scrutiny of pupils' written work shows that, whilst the curriculum is covered well and ICT is used frequently for research, the quality varies. The best work is when pupils are expected to think carefully for themselves about their writing. In too many lessons, pupils complete worksheets or drawings, limiting their independence and literacy skills, and not demonstrating the extent of their knowledge and understanding clearly.

## Religious education

Provision for religious education is **satisfactory**.

## Main strengths and weaknesses

- Insufficient use is made of pupils' writing skills when they learn about different faiths.
- Lessons include interesting practical activities, and pupils are involved well.

## Commentary

76. Pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Years 2 and 3, and achievement is satisfactory. Pupils demonstrate good knowledge of the topics covered recently. For example, pupils in Year 3 have a good knowledge and

understanding of the story of 'The Exodus' and the significance to Jews of the 'Seder Plate'. However, a scrutiny shows that written work is often superficial and there is more work about social behaviour than about the meaning of different faiths and the significance of symbols, artefacts and rituals. Work often consists of drawings and worksheets, limiting literacy development and not providing enough challenge, particularly for more able pupils. Nevertheless, attainment has improved since the time of the last inspection, when it was below expectations. The subject is an area for development in the current school improvement plan, and the school has identified correctly the need to improve the curriculum and to reduce the number of worksheets used.

77. In the one lesson observed in Year 3, where teaching was good, good questioning and the use of role-play generated interest and helped pupils to gain a good understanding of Jewish celebrations. Pupils have started to mark their own work to help them consider when they have tried hard. This is beginning to give them a clearer picture of how they can improve their work.

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

### **Art and design, and Design and technology**

78. There is insufficient evidence to make a judgement on overall provision in these subjects, as no lessons were timetabled during the inspection. Nevertheless, displays of pupils' work show a very wide range of skills. In **art and design**, the outstanding displays of work produced whilst exploring textiles are particularly noteworthy. Working on the theme of 'Joseph and his Coat of Many Colours', pupils have experimented with techniques such as 'tie-and-dye', collage and printing, producing work of very high quality. Sketchbooks are used very effectively to encourage pupils to try out different ideas. ICT is well integrated into activities, with pupils confidently using art programs to produce pictures. In **design and technology**, pupils in Year 3 confidently design and make picture frames, using a variety of methods to join materials. In discussion, they explain clearly what they like or dislike about the finished product.
79. The curriculum is very good. The school is fortunate to have a specialist teacher who has very high expectations of what pupils should achieve and she has given very good support to other members of staff. Effective links are made between art and design, design and technology and other subjects, and pupils are given many opportunities to extend their skills both in lessons and through clubs and workshops with visiting artists. They also benefit from opportunities to display their work in local art exhibitions, helping to make learning purposeful.

### **Music**

Provision for music is **good**.

### **Main strengths and weaknesses**

- A specialist music teacher makes a good contribution to pupils' learning, leading to good overall achievement.
- There is a good curriculum with a good range of activities extending learning.

## **Commentary**

80. There has been good improvement since the last inspection, with pupils' attainment above national expectations by the end of Year 2 and Year 3. The quality of pupils' singing in assemblies and lessons is good. They sing tunefully and enthusiastically, clapping in time to the music when appropriate. Pupils have a good knowledge of the names of instruments and they talk confidently about music that they like or dislike, making pictures in their head to explain how the music makes them feel. They are beginning to use pictorial notation when composing their own music.
81. Pupils achieve well in music. This is because of the good teaching, which ensures that differing needs are met well, meaning that all pupils make good progress. A specialist music teacher who has very good subject knowledge takes all lessons. Planning is thorough and takes good account of previous learning, ensuring that skills are developed sequentially. The teacher has high expectations of pupils and uses a good range of teaching methods, consistently challenging them to improve. As a result, most pupils are well motivated and fully engaged in tasks. Pupils with special educational needs are well supported, taking a full part in lessons and achieving well.
82. There is a good curriculum, with pupils given many additional opportunities to learn music outside lessons. The level of pupil participation in these activities is good. There are regular performances from visiting musicians, and pupils put on good performances to a range of audiences. They sing to parents at church services and performances, as well as taking part in music workshops with other local schools. There is also a well-attended keyboard club where pupils make a start at playing an instrument. However, pupils do not have the opportunity to learn to play an instrument such as the recorder in lessons.
83. The subject is well resourced, meaning that pupils are able to practise skills using a very wide range of musical instruments.

## **Physical education**

84. This subject was not an area of focus for the inspection and only a limited range of evidence was sampled. This is insufficient to make an overall judgement on the quality of provision as only one aspect of the subject was seen being taught during the inspection. In this Year 3 gymnastics lesson, pupils had good skills, making good progress and achieving well because of the good teaching. Pupils made good balances using both large and small apparatus. They confidently designed sequences of movements, incorporating their balances and showing a good awareness of the importance of having a clear starting and finishing position for their sequence. The teacher organised the lesson effectively, giving pupils good opportunities to work together. The lesson was well resourced and the small size of the group meant that pupils were given extensive individual coaching which was closely matched to need. This meant that less confident pupils were well integrated and were able to rapidly improve their skills. There were some opportunities for performance, but pupils were not able to evaluate each other's work. They also found it difficult to collaborate with each other, although the teacher worked hard to encourage this.
85. There is a good curriculum, with pupils benefiting from a well-attended sports club, as well as regular visits from coaches from various sporting organisations. The school is very conscious that its small size has a restricting effect on the number of competitive team games it is able to offer. It is working hard to overcome this problem by forming effective links with other local small schools to make a football team and sharing costs for swimming lessons.
86. There are good resources and a well-equipped hall. The school is also fortunate to have access to the village's all-weather sports pitch, which means that outdoor lessons can go on throughout the year.



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

87. There is insufficient evidence to form judgements on overall provision in personal, social and health education (PSHE) and citizenship as no lessons were timetabled during the inspection.
88. The curriculum for PSHE and citizenship is good. A scheme of work provides helpful resource material for lessons and supports teachers in their lesson planning. Pupils have good opportunities to discuss feelings such as sadness, anger and loneliness, and to consider how they can help others. Stories read in assembly often include a moral and help pupils to understand what is right. Pupils in Year 3 help to set targets for personal development so that they are aware of how they can improve. Citizenship issues are explored and promoted throughout the school day and at school council meetings. Pupils are very enthusiastic about these activities and show good attitudes towards learning. The school council meets regularly and is effective in teaching pupils about the workings of a democratic organisation. Its members 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.
89. Teachers are good role models for courteous behaviour, and the school emphasises the development of personal and social skills. Opportunities for pupils to value others and co-operate are given in many lessons, although some pupils in Year 3 prefer to work individually. Members of staff expect pupils to take responsibility for simple tasks around school such as looking after resources in the classrooms.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

|  |          |
|--|----------|
| <b>The overall effectiveness of the school</b>                       | <b>2</b> |
| How inclusive the school is  | 3        |
| How the school's effectiveness has changed since its last inspection | 2        |
| Value for money provided by the school                               | 4        |

|                                   |          |
|-----------------------------------|----------|
| <b>Overall standards achieved</b> | <b>2</b> |
| Pupils' achievement               | 3        |

|   |          |
|---|----------|
| <b>Pupils' attitudes, values and other personal qualities</b> | <b>3</b> |
| Attendance  | 2        |
| Attitudes   | 3        |
| Behaviour, including the extent of exclusions                 | 2        |
| Pupils' spiritual, moral, social and cultural development     | 3        |

|  |          |
|--|----------|
| <b>The quality of education provided by the school</b>           | <b>3</b> |
| 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 | 3        |
| Accommodation and resources                                      | 4        |
| Pupils' care, welfare, health and safety                         | 2        |
| Support, advice and guidance for pupils                          | 2        |
| How well the school seeks and acts on pupils' views              | 2        |
| The effectiveness of the school's links with parents             | 2        |
| The quality of the school's links with the community             | 2        |
| The school's links with other schools and colleges               | 2        |

|  |          |
|--|----------|
| <b>The leadership and management of the school</b> | <b>3</b> |
| The governance of the school                       | 3        |
| The leadership of the headteacher                  | 2        |
| 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).*