

# INSPECTION REPORT

## **WOODSEAVES CHURCH OF ENGLAND PRIMARY SCHOOL**

Woodseaves, Stafford.

LEA area: Staffordshire

Unique reference number: 124300

Headteacher: Mr Gary Whitehall

Lead inspector: Mr David Carrington

Dates of inspection: 4<sup>th</sup> – 5<sup>th</sup> May 2004

Inspection number: 258495

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 62

School address: Dickey's Lane  
Woodseaves  
Stafford  
Postcode: ST20 0LB

Telephone number: 01785 284212  
Fax number: 01785 284407

Appropriate authority: The Governing Body  
Name of chair of governors: Mrs Sandra Bennett

Date of previous inspection: 26<sup>th</sup> April 1999

## CHARACTERISTICS OF THE SCHOOL

Woodseaves Church of England Primary School is a very small village school that serves the communities of Woodseaves, High Offley, Norbury and Forton, which are located about seven miles to the west of Stafford. There are 41 boys and 21 girls in total, though there are slightly more girls than boys in the last two years of school. The proportion of pupils with special educational needs is above average; most of these pupils have moderate learning difficulties. There is a well above average proportion of pupils with statements. There are no pupils from minority ethnic backgrounds and all pupils speak English as their main language. Each year a number of pupils join or leave the school part way through their primary education. The attainment of children when they start school is broadly average.

The school was awarded Level 1 Dyslexia Friendly Status in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15414	Mr David Carrington	Lead inspector	Mathematics, science, information and communication technology, religious education, geography, history and physical education.
9479	Mrs Christine Field	Lay inspector	
19765	Mrs Pauleen Shannon	Team inspector	English, art and design, design and technology, music, areas of learning for children in the Foundation Stage and special educational needs.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Woodseaves Church of England Primary School provides a **satisfactory** and improving quality of education. The headteacher leads the school well and has ensured that the significant changes in staff over the past two years have been managed effectively. Pupils build knowledge, skills and understanding at a satisfactory rate due to the sound quality of teaching and learning. Attitudes, behaviour and relationships are all good and there is a positive ethos in school. There are some key areas for improvement, but the school has the potential to increase the pace of pupils' learning as the effective strategies for improvement bed in. Overall, the school gives **satisfactory** value for money.

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

- Achievement is satisfactory overall with good achievement at the beginning and end of school.
- The headteacher gives a good steer to the school's work for improvement.
- The overall quality of teaching and learning is satisfactory, though it is not consistent in Year 3/4.
- Subject leaders do not have enough responsibility for raising standards and the quality of teaching and learning.
- Pupils have good attitudes to their work, they generally behave well and there are good quality relationships.
- The systems for assessment, target setting and tracking are unsatisfactory.
- Provision for information and communication technology (ICT) is not consistent and its use across the curriculum is unsatisfactory.
- There is good provision for children in the reception year.
- Not all statutory requirements are met in full.
- Pupils are well cared for and their personal, social and health education is good.

The school has made **satisfactory** improvement since its previous inspection in 1999. During this period there were some significant changes in staffing, including the appointment of a new headteacher. The buildings have been improved considerably, standards are rising and the quality of education has been enhanced. Progress with the key issues on ICT provision and the role of the subject leader has not been advanced as quickly as the others.

### STANDARDS ACHIEVED

It is not possible to publish the tables that summarise the results in the national tests for 2003 as there were comparatively small numbers of pupils in each of the two year groups and the results previously published for Year 6 contained errors beyond the school's control. However, on broad comparison, the Year 6 results were well below the national average in English and science and below the national average in mathematics. In comparison with similar schools, the results were basically similar.

This year, the rate of achievement is **satisfactory** and standards are average in Year 6.

- The children in reception had average skills and knowledge when they started school and they are achieving well. All have already moved on to work from the National Curriculum.
- Achievement is good in Year 1/2. Standards are above average in English, mathematics, science and ICT. They are average in religious education.
- In Years 3 to 6, achievement is not consistent. It is good in Year 5/6 but varies from unsatisfactory to good in Year 3/4, though it is satisfactory overall. The best achievement is where lesson planning is firmly focused on the extension of knowledge, skills and understanding. Standards are average overall.

Pupils' attitudes and values are good and this leads to a positive ethos in school. Attendance levels are average. The quality of behaviour is good, though there are a few boys with challenging behaviour in the middle Year of school. Relationships are positive, and the overall quality of pupils' spiritual, moral, social and cultural education is **good**.

## **QUALITY OF EDUCATION**

The quality of education is **satisfactory**.

- Teaching quality is **satisfactory**. It is good in reception, Years 1/2, and 5/6. It is satisfactory in Year 3/4. The best teaching is focused squarely on the careful matching of work to the level of attainment of each pupil. In the weaker lessons the pace is not brisk enough, expectations are too low and the match of work is not entirely accurate.
- Learning is satisfactory too. Most pupils work productively and are able to work independently and collaboratively. The oldest pupils take good responsibility for their own work, though those in the Year 3/4 have to be closely supervised at times to ensure that achievement is maintained at satisfactory levels.
- Assessment is unsatisfactory. A promising start has been made to improve assessment in English but procedures in other subjects are not as successful in charting progress over time and this has slowed improvements in achievement.
- The curriculum is satisfactory. For some subjects, such as mathematics, science and religious education it is good. However, work is necessary to ensure that the curriculum for ICT is as effective, especially the links to other subjects. There is sound quality of provision for pupils with special educational needs and the curriculum for children in reception is good.
- There is an effective partnership with parents and the community, which enhances the quality of provision well.
- The overall quality of care, welfare, health and safety is good.

## **LEADERSHIP AND MANAGEMENT**

The quality of the headteachers' leadership is **good** and management and governance are **satisfactory**.

- The headteacher has set a clear agenda for school improvement that is entirely appropriate and he works hard to ensure that priorities are met.
- Subject leaders are committed to improvement, though their specified roles do not focus on the responsibility for standards and the quality of education.
- Governors are led well and have sound understanding of the school's strengths and weaknesses. They monitor and evaluate the work of the school with growing confidence and expertise. They ensure that the majority of statutory requirements are met, though the school prospectus does not contain all the information it should.
- The target setting, sharing and tracking process requires further work to sharpen it into a system of ensuring achievement is consistently good through the school.

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

Parents have positive views of the school. They welcome its small-school, Christian ethos. The pupils also like their school. Managers and governors take the views of parents and pupils fully into account when planning improvements.

## **IMPROVEMENTS NEEDED**

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

- Continue the work to improve standards in all years, especially in English and mathematics.
- Make the quality of learning and teaching more consistent across the school, particularly in Year 3/4.
- Improve and sharpen the systems of assessment, target setting and tracking.
- Ensure that planning is based on the outcomes of evaluation and is focused squarely on pupils' learning.
- Extend the role of subject leaders to include responsibility for standards and the quality of education.
- Broaden pupils' experiences in ICT and link the work more to other subjects.
- Make sure all statutory requirements are met.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are **average** and achievement is **satisfactory**. Further improvement to both is still necessary.

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

- The overall rate of achievement is satisfactory. It is good in Year 1/2, and 5/6.
- Achievement in Year 3/4 is not consistent due to some unsatisfactory teaching.
- Children in reception started school with average skills and knowledge and they are achieving well. All have already reached most of the targets for five-year-old children.
- At the end of Year 2, standards are above average in English, mathematics and science. They are average in religious education.
- Standards are average in English, mathematics, science, information and communication technology (ICT), religious education, geography and history by the end of Year 6.
- The achievement of pupils with special educational needs and the higher attaining pupils is satisfactory.

#### **Commentary**

1. The school has made sound improvement to standards, particularly in English, mathematics and science in the recent past. However, there is still work to be done. This is recognised by school managers and governors and this priority is a central plank in the school improvement plan.
2. It is not possible to publish the tables that summarise the results in the national tests for 2003 as there were comparatively small numbers of pupils in each of the two year groups and the results previously published for Year 6 contained errors beyond the school's control. However, on broad comparison, the Year 6 results were well below the national and similar schools averages in English and science and below these averages in mathematics.
3. This year, standards have risen. The current children in reception started their school career with average standards and the good quality of provision in the class has ensured that they are achieving well and that standards are above average. Most of their targets have already been met and most of the children are moving to work at level 1 of the National Curriculum. These children show good levels of confidence and self-esteem and they are comfortable working with the older pupils in the class. They also have ample opportunities to learn as a separate group. This ensures that their work is well matched to their needs.
4. Achievement is also good in Year 1/2 and standards are above average in English, mathematics and science. This is due to careful planning that focuses on the development of appropriate skills and knowledge for each group of pupils. Standards are average in religious education. Here, pupils' knowledge about religion and their learning from religion is good, though the written work does not build skills effectively enough as it is sometimes overly pictorial.
5. Achievement falters in Year 3/4. The work in these years is not always as successfully matched to needs as elsewhere in school, and expectations could be higher and the pace of work brisker. There is some good provision in these years, though this is not consistent and the quality of some teaching and learning is unsatisfactory. Additionally, whilst achievement is satisfactory overall, the challenging behaviour of a few boys in some lessons impacts on their rate of achievement. There is a considerable imbalance in the number of boys and girls in

most classes; other than in Year 3/4, their achievement is broadly similar through the school. Whereas teaching and learning are otherwise consistently effective through the day, it is evident that pupils in Year 3/4 work better in the morning than they do in the afternoon and, therefore, learning is more effective earlier in the day.

6. A successful boost is given to achievement in Year 5/6. The arrangements for shared teaching of these year groups are more successful than those for Year 3/4. Good expectations, the provision of challenging work for all pupils that focuses on the development of essential knowledge, skills and understanding and an insistence on good standards of behaviour all contribute strongly to brisker achievement at the final years of school. By the end of Year 6, pupils are reaching average standards in English, mathematics, science, ICT, religious education, geography and history.
7. There is an above average proportion of pupils with special educational needs. These are mostly for learning difficulties. The satisfactory quality of provision ensures that these pupils achieve as successfully as the other pupils. However, the precision of the targets on the pupils' individual education plans could be sharper, which should lead to more focused teaching and learning and hence, improved achievement. Pupils in the higher attaining groups also achieve as well as the other pupils in the class and their work is soundly targeted at their needs and suitably challenging.

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

Pupils' attitudes, values and other personal qualities are **good** overall and this leads to a positive ethos in school. Boys and girls from different backgrounds get along well together. Attendance and punctuality are both **satisfactory** and lessons begin on time.

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

- Children in the Foundation Stage enjoy working with one another cooperatively.
- Pupils have good attitudes to learning; they persevere with their work and try hard.
- Behaviour is good overall; most pupils are self-controlled, orderly and sensible.
- A few boys, particularly in Year 3/4, show restless and disinterested behaviour at times.
- There are good relationships between pupils and with staff.
- Pupils know right from wrong and become sociable, considerate young people.

### **Commentary**

8. The youngest children in the Foundation Stage are a well-bonded group who show confidence and high self-esteem. They cooperate for sustained periods and are keen to do their best for the teacher and class assistant who hold high expectations for good behaviour that are well met by the children. These qualities enhance the children's learning considerably and they achieve well.
9. Pupils' attitudes, values and personal qualities are one of the school's strengths. Pupils respond best to the more stimulating lessons when their imagination is captured and where they are engaged in practical and *hands-on* learning. Pupils show pride in their work and older juniors rise well to the challenges they are set in their studies. They persevere well as when undertaking a fair test in science to prove that heavier objects fall more quickly when dropped because of a stronger gravitational pull. Teachers enable pupils in Year 5/6 plenty of opportunities to take responsibility for their own learning and use targets to help pupils know what they need to do next to improve their work. These features support well their good achievement in lessons.
10. Behaviour in lessons and about the school is good overall. During the inspection pupils conducted themselves in a self-controlled, orderly fashion, particularly at break and

lunchtimes. They respond well to a quiet signal from mid-day supervisors in the lunch hall, and they show respect for property and the school environment. In lessons most pupils follow their class rules conscientiously. A few pupils, particularly in Year 3/4, require continuing behavioural support, occasionally being disruptive and not doing what they are asked at first telling. The school has a very inclusive policy of welcoming all comers, however, it will not tolerate abusive or anti-social behaviour and uses exclusion as a final resort. The incidence of exclusions at zero reflects well the school's strong commitment to inclusion.

11. Relationships are good throughout the school. Pupils play well together and enjoy one another's company. They take pride in belonging to one of the four houses and there is healthy competition to see which one achieves the most merits each week. Pupils are well motivated by a varied system of rewards including the recognition of outstanding effort and hard work through the headteacher's commendation presented at a weekly assembly that parents attend. Through assemblies and other special events, pupils learn about and value the cultural differences between their own community and the wider world. The school aims to build links with an inner urban multi-ethnic school to further heighten pupils' race awareness and appreciation of multiculturalism. Pupils make good progress in their understanding of right and wrong, and of the moral dilemmas they will encounter as for example when considering what it really means to be a *good neighbour*. They become sociable, considerate young people ready for the next stage of their education. The representatives on the recently organised School Council say that their views are listened to well. Top priorities that they would like to see improved are the repair of water fountains and the building of a squirrel pen in the environmental area. On their wish list are a range of play equipment and more computers to use in lessons.
  
12. Pupils' attendance is average for primary schools nationally and punctuality is satisfactory.

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

Authorised absence	
School data:	4.9
National data:	5.4

Unauthorised absence	
School data:	0.3
National data:	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **satisfactory**. Teaching and learning quality is satisfactory and the curriculum is sound. Pupils are well cared for and the guidance based on monitoring is sound. There are good links with parents and the community.

**Teaching and learning**

Teaching and learning are **satisfactory** overall. Teaching is good in reception. This is an improvement since the time of the previous inspection. Teaching is also good in Years 1, 2, 5/6 and most pupils achieve well. It is satisfactory in Year 3/4, with inconsistencies. Achievement is satisfactory overall. Other than in English, assessment arrangements are not yet effective.

**Main strengths and weaknesses:**

- Foundation Stage children are taught well and consequently achieve well.
- Teaching in Year 3/4 whilst satisfactory overall is inconsistent. This affects pupils' progress.
- Teaching in Year 5/6 is consistently good and most children achieve well.

- Assessment systems are unsatisfactory and pupils do not know enough about how well they are learning.
- Planning is inconsistent in identifying the match of work to particular attainment groups.
- ICT is not used enough in all subjects to support learning.
- Homework is used well across the school to reinforce and extend pupils' skills.

## Commentary

13. Teaching is good for reception age children, who consequently achieve well. It is imaginative, fun and practical. The teacher and class assistant have a good knowledge and understanding of early years. This, together with very good relationships between adults and children, ensures the children are confident learners. Opportunities are provided for children to work both with older children and to learn separately as a group. This ensures their work is matched to their learning needs.
14. Teaching is good in Year 1/2. As a result learning is good. Children make good efforts and most achieve well. Teaching is practical, lively, interesting and the pace crisp. Teaching focuses on developing pupils' skills, independence and enthusiasm. As a result good learning patterns are established and pupils are motivated and keen to learn. They are able to work independently and in groups. The class assistant is a real asset on the occasions she works with them.
15. Teaching in Year 3/4, whilst satisfactory overall, is inconsistent, ranging from unsatisfactory to good. This affects pupils' progress. The current job share arrangements in these years are not as effective as those in Year 5/6 where each teacher is responsible for a group of subjects rather than sharing them across the week. Also expectations, pace and teaching styles differ between the Year 3/4 staff, which makes it more difficult for some pupils to always settle to effective work. At times the work of the children is not consistently matched closely enough to their learning needs. As a result some pupils get frustrated when they cannot complete their work independently. The challenging behaviour of some boys at times slows down their learning. When teaching is unsatisfactory there is a lack of pace and low expectation of pupils' work. When teaching is good care is taken to involve all pupils, including the few girls and pupils with behavioural needs. At these times pupils are motivated, work hard and the rate of learning is good. This is because of the interesting work they receive and the high expectations of the teacher.
16. Teaching is consistently good in Year 5/6. The job share arrangements work effectively because each teacher takes specific responsibility for particular subjects. This ensures consistency in subjects. Both teachers have very good relationships with pupils and make good use of humour. This, together with the pace of lessons, assists pupils to become effective learners. There are high expectations both of work and behaviour in all lessons. This accelerates pupils' learning. As a result most pupils achieve well. The numbers of pupils attaining the higher level 5 has improved since last year. Effective use is made of volunteers who give good quality focused support to lower attainers.
17. The following table summarises the quality of teaching seen throughout the school:

### **Summary of teaching observed during the inspection in 25 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	21	3	1	0	0

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

18. Teaching for pupils with special educational needs is good in the infants and satisfactory in the juniors. Good use is made of the skills of two volunteers who work with groups and individuals

in and out of lessons giving literacy and numeracy support. However, at times the work in lessons is not sufficiently matched to some lower attaining pupils. Consequently, their rate of work slows because they then need more support. Teaching is satisfactory for children with emotional and behavioural needs. The behaviour strategies are not consistently effective for a few pupils with more challenging behaviour. The school is addressing this through support and guidance from external agencies.

19. Across the school good use is made of techniques such as *brain gym* to invigorate pupils during lessons. There are some examples of using computers to support learning, however, ICT is not used enough as a teaching tool. This has been identified by the school as a priority. There are good arrangements in place across the school from reception onwards for homework. It is used well to support, reinforce and extend pupils learning.
20. The systems for assessment, target setting and tracking are at an early stage of development. There are secure assessments in place for English. A range of assessments is undertaken for reading and spelling. Samples of pupils' writing are kept in individual *Golden Books* to show progress. The subject leader is developing a file of work that is matched to levels of attainment so that parents and teachers are clear about what level a pupil has achieved. However, the information in this file is not used well enough to set work that is sufficiently different for all groups of pupils. In other subjects including mathematics, science and ICT, assessment arrangements are unsatisfactory. Improving assessment arrangements is a school priority.
21. Planning for reception and infants is satisfactory. It could be sharper in identifying pupils who would benefit from more targeted work to achieve a higher level. Planning is weaker in the juniors where it is unsatisfactory because assessment information is not used sufficiently to match work to the needs of different attainment groups. This is particularly important given the wide range of age and ability in most classes. Consequently some pupils struggle when work set is too difficult for them and some would benefit from even higher challenge to achieve a higher level. Class assistants generally give good help in group sessions. Opportunities are missed for them to informally assess the performance of individual pupils at the beginning and end of lessons. For example, better use could be made of assessments to set precise targets for pupils with special needs and for some very high attainers.
22. In most lessons teachers give useful feedback at the end of lessons and check how pupils are doing. However, in lessons the pupils themselves do not have enough opportunities to self-review their work. Marking while generally positive is inconsistent across the school and is not always in enough depth to be sufficiently helpful. There are differences in expectation. As a result pupils are not clear enough about what they are expected to do to improve their learning. The school has introduced individual targets. Pupils are positive about having targets and share them with their parents. However, currently they are not sufficiently referred to by teachers when they mark pupils' work. This is a missed opportunity to help pupils gauge how well they are learning.

## **The curriculum**

The curriculum is **satisfactory**.

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

- Good attention has been paid to improving the provision for ICT since the previous inspection but the use of cross-curricular ICT needs a boost.
- Children in the Foundation Stage learn from a good curriculum but the accommodation they have available is limited.
- Good attention is paid to promoting pupils social and leadership skills.
- The targets in pupils' individual education plans require better focus on the small steps needed for them to make good progress.

- The match of teachers to the curriculum and in meeting pupils' needs requires review.

## Commentary

23. The curricular provision was a significant area of weakness at the time of the previous inspection and is now satisfactory. It is a positive feature that the school makes a conscious and totally successful effort to ensure that all activities are equally available to all pupils. The school has worked effectively to improve the provision for ICT though more remains to be done to extend its use across the curriculum. New equipment in physical education has improved the quality of resources in this subject and sensible storage ensures that the hall is a safe space for indoor work. Today, the youngest children receive a good range of worthwhile experiences and the accommodation they work in is of satisfactory quality but rather short on space. The staff do the best they can to rise above the challenges posed by limited accommodation but it is not ideal as there is no space for wet and dry creative play or a book area to support communication language and literacy development that can be freely accessible to the children.
24. All pupils in Years 1 to 6 work from a curriculum that is soundly planned to meet their aptitudes and interests. Planning shows that all subjects are taught over the year and that statutory requirements are adequately met. For some subjects, such as mathematics, science and religious education, the curriculum is good. However, more work remains to be done to ensure that pupils of different ages and abilities are set consistent levels of challenge that move their learning forward at a good pace. The level of challenge in the work set for higher attainers in mathematics in Year 5/6 has been shifted from an unsatisfactory to a good level. Work in pupils' books from the start of this year identifies a good amount of work completed in core subjects with writing skills, a focus for improvement, clearly in evidence not only in English books but well developed in religious education and science too. However, there is superficial coverage of some topics in non-core subjects in some years, for example geography. Some of the work covered has been a particularly positive experience for pupils. Pupils in Year 1/2 told inspectors how much they had enjoyed their visit to Shugborough to learn about Victorian life. Observational drawings of various objects found in a typical Victorian kitchen, such as a flat iron and on display in their classroom, show how well the visit has contributed to their knowledge and understanding. Pupils in Year 3/4 told inspectors how much they had enjoyed designing and making photograph frames that are of high quality and show originality and flair.
25. Curriculum enrichment is satisfactory. The school organises added extras for the pupils such as a lunchtime art club and after school clubs in French, religious education and sports. A programme of visits and visitors is well organised to add value to curricular experiences, for example reception children's visit to a garden centre is reflected in the home corner garden centre that they have built for themselves. Year 5/6 pupils have undertaken a much-enjoyed visit to Lichfield City to study a different locality to Woodseaves and they spoke with much excitement about their forthcoming residential visit to an outdoor education centre.
26. Good attention is paid to promoting pupils' personal and social skills. *Ozzy the Ostrich* (a large soft toy) has recently been introduced to the reception children. He goes home with the child who is best behaved and has tried hard with their work. The children covet the responsibility of looking after Ozzy and are keen to write about their time together in the diary provided. Older pupils learn about keeping safe and healthy and cover sex and drugs education in science lessons. Through opportunities such as membership of the School Council and House captaincies, some pupils are enabled also to develop the important skills of leadership.
27. The provision made for pupils with special educational needs is satisfactory. These pupils study the same topics in each subject as the other pupils but help is given to them by adults to support progress against individual targets. However, the targets in pupils' individual education plans are not sharp enough to support small steps in progress and this requires review. Additionally, teachers are not paying sufficient attention to personal targets in their planning and the outcomes for learning for this group are not always made explicit and this is a shortcoming.

Good work was observed taking place with a volunteer teacher both in class and with small groups of slower learners withdrawn to work in the library. These sessions were well-focused and briskly paced; in consequence pupils made good progress and enjoyed achieving successfully. On occasions, in Year 3/4 there would be greater benefit in the additional volunteer support being used in-class as she is in Year 5/6, especially to work alongside those pupils with challenging behaviours.

28. The school is adequately staffed for its size. Job share arrangements are inconsistent in their effectiveness. They are more successful in Year 5/6 where individual subjects are taught by one teacher only than they are in Year 3/4 where subjects such as English and mathematics are taught by all staff. The latter arrangement results in inconsistencies in expectation and methods and so, pupils' achievement is not always maximised. The school has not yet looked at how staff may be deployed to give better coverage of the curriculum.
29. The accommodation is generous for pupils in Years 1 to 6. Classes are well-sized and presented as good learning environments. The very new library and ICT suite are set to become good assets as they are built into the timetable for all classes. The hall is a good resource that can accommodate all pupils for assemblies and parents and other members of the school community with comfort at shared celebration times. On-going development of the school's grounds is proving positive with the most recent project, an environmental area, proving to be a haven for wildlife. The School Council aims to build a squirrel pen in the near future.

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

Pupils are well cared for and their personal, social and health education is **good**.

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

- Procedures for health, safety and welfare are good.
- Staff are responsive to pupil's individual needs.
- Induction procedures are effective, whether joining reception or another class.
- Pupils' views are sought and they are encouraged to take a role in improving school life but more focus on the self-review of progress is still needed.

### **Commentary**

30. The school has eradicated the health and safety issues raised by the previous inspection and has sustained the many strengths in this aspect of educational provision. Everyone on the staff shows a strong commitment to doing their best for the pupils enabling them to learn in a happy family atmosphere. Relationships are a strength at Woodseaves with all members of the school community, staff and pupils alike tolerant and respectful of one another. The school made a nil return to the local education authority in respect of racist incidents.
31. Children in reception and older pupils who are new to the school benefit from a welcoming induction package which ensures their smooth and secure settling-in. Old and young children soon develop a good, trusting relationship with at least one member of staff, and know there is always someone to turn to. Health and safety matters are supervised with care, and the child protection procedures usefully follow local guidance. The pupils are known as individuals and staff are responsive to needs.
32. Much of the support, advice and guidance is provided on a one-to-one basis and there is not the same level of formal recording systems in place, for example of pupils' achievements, as typically found in larger schools. The headteacher has recently introduced a system for assessing pupils' progress in English and mathematics but teachers have yet to make consistent use of findings to inform their planning on a regular basis. There is limited

assessment of non-core subjects and this is an area for improvement. Pupils all have individual targets to support both their academic and social development. The next step is for teachers to promote these in the marking of work and to involve the pupils in a regular self-evaluation of progress.

33. Pupils' views are sought and they are encouraged to take a role in improving school life. The new School Council is set to meet regularly and feels it has made a difference to the outdoor environment through some good ideas put into practice in the new environmental area. However, its role in keeping other class members informed and represented is not yet fully developed.

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

There is an **effective** partnership with parents and the community, which enhances the quality of provision well.

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

- Parents have positive views of the school. They welcome its small-school, Christian ethos and the improvements taking place.
- The links with parents and the community are good and both are beneficial to pupils' education.
- Communication between school and home is effective.

#### **Commentary**

34. Parents are in strong agreement that the headteacher has managed changes for the better very well in the past twelve months. There have been no pupils withdrawn from school to receive their education elsewhere during this period and the governors see this as a key indicator of the school's growing effectiveness. The links with parents and the community are good and both are beneficial to pupils' education. At the time of transfer, Year 6 visits are made to prospective secondary schools. There are especially strong links with King Edward VI High School in Stafford, the school where most pupils continue their education. Parents are very involved in the school through the work of the thriving School Friends Association and in support of homework for which the school makes good provision. The School Friends Association assisted the school in its annual visits to the Pantomime for example and has bought resources including equipment for children in reception and lighting for the end of year production.
35. Communication between school and home is effective with a good quality prospectus used to help market and celebrate the successes of the school. The annual written report on pupils' achievements is a useful and well-written record of achievement. Newsletters are upbeat and friendly and contain plenty of news and views about the life and development of the school. In contrast, the governor's annual report to parents is a rather lacklustre publication and the school prospectus, whilst much more lively and informative, does not include all that is required. There is potential for this to become a much better means of communication.
36. The school is a focal point in the village and there is a strong sense of community. Brownies and other local groups use the facilities out of hours. The *Knightly Educational Trust* has made grants for the development of religious education provision that includes bibles and other resources as well as transport costs for visits to local churches. The school is currently building links with an inner urban multi-ethnic school that it hopes will include email pen-pal links as well as reciprocal visits.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory** overall. The headteacher gives **good** leadership to the school. Management systems work **satisfactorily** and the school is governed **soundly**.

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

- The headteacher leads the school effectively.
- Subject leadership roles are underdeveloped and monitoring and evaluation systems are not sharp enough to pick up the peaks and troughs in the progress pupils make over their time at school.
- The school is governed satisfactorily; though governors are supportive, they do not yet ask enough challenging questions to hold the school and its performance fully to account.

### **Commentary**

37. The headteacher, who was appointed to the post just over a year ago, provides good leadership and management. Monitoring data provided by the local education authority, which have been giving intensive support for the school for two years, shows that the school was in need of major improvements in all aspects of provision, and that a large number of pupils were taken out of the school to receive their education elsewhere because of the weaknesses. The headteacher has ensured that the significant changes in staff over the past two years have been managed effectively. The development of a team approach to improvement has been a priority and staff are now on permanent contracts and the inherited deficit of about £13 000 has been reduced to enable a very small, but creditable carry forward. The pupil roll has stabilised and standards that had declined substantially are now on the rise. Staff morale is high, performance management processes are back on track and the governing body has been remodelled and is active in the life of the school. Staff have embraced the pace of change well but there are still key issues for the school to tackle and people will have to operate across a wide front to ensure that momentum is maintained. .
38. All teachers in this small school are leaders and managers of subjects. There has been good improvement in English and the school's effective strategies are beginning to show positive impact. The subject leader for English has monitored teaching and learning in all classes and has built up good insights into where further improvement is required. There are clear links between performance management and in-service training to support the action required for taking English forward. Other subject leaders have not yet developed their role so effectively, although all are ready for the next steps in monitoring and self-evaluation. The very tight budget is a significant barrier to enabling teachers to take time out of the classroom to undertake these important tasks and the tight budget also places restrictions on their personal and professional development. The subject leadership and management role is a critical area for the school to address as part of the push forward towards better effectiveness. A barrier to this that the school will have to give thought to is the working pattern of some staff who are present for different sessions or days each week.
39. Monitoring and evaluation systems are a case in point. There is every willingness to check and evaluate the achievement of different classes and age, gender or attainment groups and to judge the quality of teaching and learning through the school. The headteacher does what is practicable in the available time. However, there is no release time available for other staff to participate in this work and so shared knowledge and understanding of the strengths and weaknesses of provision are overly dependent on the evaluation of intention, as shown in planning for example, rather than impact. Thus, the dip in achievement in Year 3/4 has been acknowledged but not evaluated rigorously enough to identify exactly what is wrong and identify the means to overcome the weakness.
40. The governing body is up to full strength and is being led by a well-informed and astute Chair. Governors are supportive of the school and maintain good contact with it. The level of governance in school is satisfactory overall. Governors acknowledge that in the past they have been rather too reliant on being provided with information about the school's performance rather

than identifying key indicators for effectiveness for themselves, but this is now changing. The governing body has identified several effective ways of finding out about school performance as they get to grips with developing their governance role – suggestion box for parents, web page, visits to school, discussion with subject leaders and an evaluation of the National Curriculum test results. Governors are playing an increasing role in shaping the direction of the school as their knowledge grows about school strengths and weaknesses. Governors ensure that all legal requirements are met except in one respect. The school prospectus does not contain all that it is legally required.

41. Governors keep close oversight of the very tight budget and take a prudent approach to spending to ensure that key priorities are actioned. The process of school improvement planning is used effectively as the main guide to essential development and changes in school and links closely to budget planning. Financial management is secure. The governors have a realistic understanding of best value principles and apply them effectively to all aspects of *procurement*. The next step is to use them to hold the school to account in respect of the quality of educational *provision*. When the above average expenditure per pupil is set against the outcomes in terms of the overall quality of education, achievement and standards, the school gives satisfactory value for money.

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

Income and expenditure (£)		Balances (£)	
Total income	240 131	Balance from previous year	2 959
Total expenditure	240 486	Balance carried forward to the next	355
Expenditure per pupil	3 436		

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

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

Provision in the Foundation stage is **good**. Children are taught well and as a result achieve well with their learning. They settle in quickly and work from an interesting, topic led curriculum. This is an improvement from the previous inspection when provision was satisfactory.

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

- Teaching is good. As a result children achieve well.
  - Induction arrangements are good, therefore, children settle easily.
  - The class assistant is a real asset.
  - Children's personal and social skills are well developed.
  - Planning, while satisfactory, does not identify the stepping stones the children are covering.
  - The Foundation Stage is well led and managed.
  - There is no large fixed outside equipment.
42. There were only 5 reception children in the school at the time of the inspection. These children mix very well with the older Year 1/2 pupils. Admission arrangements are effective and ensure the children settle easily. For example nursery age children attend afternoon sessions. There were 4 at the time of the inspection. This prepares them well for their time in reception. There are also good transition arrangements between reception and Year 1. The staff organise separate learning sessions for the children in the Foundation Stage but there are opportunities for them to mix with the older Year 1/2 pupils. Records show that children make good progress. Staff involve parents in their children's learning and make them welcome. Parents make a good contribution to children's learning by hearing them read.
43. Teaching is good. The teacher and class assistant have high expectations of the children. They use attractive resources to stimulate children's learning through a range of practical experiences. They rise above the limitations of the classroom, which is rather small, to provide all the experiences the children need. The reception children are mainly taught by the class assistant under the direction of the class teacher. She has a lovely encouraging manner with the children. The activities planned cater well for the needs of the reception children. Planning, while satisfactory, does not identify the small steps (the *stepping stones*) in learning that the children need to tackle next. This is a missed opportunity to closely track children's achievement. The assessment arrangements are satisfactory. The staff know the children well. However, more use could be made of ongoing assessments of what the children are doing and to plan for the next set of activities. Staff share information well with parents about how their children are doing and how they can help them.
44. The management of the Foundation Stage is good. The teacher with responsibility ensures that separate planning for reception children is completed. She and the class assistant meet regularly to discuss the children's learning needs. The accommodation is satisfactory. Staff overcome the limitations of the small room well making good use of the satisfactory resources they have. An interesting range of activities are planned for indoors and outdoors.

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

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

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

- Achievement is good because teaching and learning are focused on promoting children's confidence and independence.

### **Commentary**

45. Reception children benefit from being part of a mixed age class and sessions such as registration or assembly time with the Year 1/2 pupils.
46. Teaching is good and as a result children achieve well in their social skills. Most children are on course to exceed their goals by the end of their time in reception.
47. Children enter with a range of ability and experience. Organised visits for children with their parents are effective in helping new children feel safe and confident. Staff establish secure routines for the reception children so they are very clear about what they can do and what is expected of them. Very good use is made of a puppet called *Ozzy the Ostrich* to encourage children to behave well, listen to the teacher and take turns. The two staff are very caring and use every opportunity to praise children's independence. As a result, children work successfully both alone and with each other. They mix confidently with the Year 1 and Year 2 pupils in the sessions when they are taught together. Staff have high expectations of children's behaviour. Children understand the reward system. When children do not do as expected they are dealt with firmly and fairly. Children respond well to this and their behaviour and attitudes to school are good. Children in the Foundation Stage enjoy school. They are eager to start the day and learn.

### **Communication, Language and literacy**

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

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

- Achievement is good because teaching and learning are focused on developing children's skills through an interesting curriculum.
- There are good opportunities planned for children to develop their speaking skills.

### **Commentary**

48. Teaching is good and as a result children make good progress and achieve well. There is a sustained focus on developing children's language skills. This improves their ability to express their ideas in other areas of learning. Most children are on course to exceed their goals in reading and writing, and to attain their goals in speaking and listening.
49. Children enter the Foundation Stage with a range of ability in communication skills. Staff encourage children to listen and provide many informal opportunities to talk. For example children know they have to take turns talking and listening during group time when a special soft toy is passed around. They particularly enjoy repeating favourite rhymes. They are encouraged to listen and the activities are organised so that children have good opportunities to talk about what they are learning. The imaginative play areas are used well to encourage talk that is meaningful and relevant. For example, children spent a great deal of time in the garden centre explaining to each other the cost of plants and flowers in the garden centre. Staff encourage less confident children to talk when they are with the older Year 1/2 pupils. They encourage more fluent communicators to extend their vocabulary. Children know that the adults are genuinely interested in what they are saying.
50. The staff consistently establish good reading habits. Reception children know how to handle books properly and recognise many simple words and most can use their knowledge of sounds to help them with their reading. Good use is made of rhymes to help children

remember each letter and sound of the alphabet. High attaining children are well catered for because they are set challenging work and expectations are good. Staff encourage an enjoyment of books through regularly using good quality story and information books such as *Anna's Multi Glasses*. The learning class assistant tells stories in an interesting and appealing way. While children are enthusiastic during story times, some do not choose to read or browse. While there is a book area with a few cushions, there is no attractive seating for children to just sit and look through books.

51. Daily opportunities are provided for children to write for a range of purposes. Children are encouraged to record ideas from the start of reception onwards. They know that the staff value their efforts to write. Most reception children are learning to form their letters correctly and fluently and are beginning to record their ideas on paper.

### **Mathematical development**

Provision in mathematical development is **good**.

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

- Achievement is good because teaching and learning are focused on developing children's skills through a practical curriculum.
- There is a good balance between structured activities and learning through play and informal experiences.

#### **Commentary**

52. Teaching is good and as a result children make good progress and achieve well. There is a sustained focus on developing children's mathematical skills. Most children will exceed their goals in mathematical development by the end of their reception year.
53. Children enter with a range of ability and experience. Staff take every opportunity to reinforce and extend children's mathematical skills. For example, each day children take an active role in counting numbers and reciting days of the week during the registration session with the Year 1/2 pupils. Number awareness is promoted through counting games and familiar number rhymes, which the children really enjoy. Children have daily opportunities to use sand and water although the space available is rather limited. A strength is the focus on practical mathematical activities, to make learning relevant and fun, for example, when learning mathematical language such as on top, behind, in front and using physical games or their positional puppy. The children squealed with delight as they placed the soft toy puppy in front of or behind furniture in the room! Reception children are taught to recognise their numbers using a large and attractive counting line and are encouraged to form their numbers correctly when recording their work. Children show real interest and pleasure and they work for long periods.

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

54. No judgements about teaching and learning, standards and achievement are made in this area of learning, due to lack of evidence.

#### **Commentary**

55. Reception children develop their awareness and understanding of the world around them through activities such as planting seeds and growing plants. Good use is made of social times when they learn about healthy foods. Curriculum plans show that staff provide an interesting range of experiences and visits. For example children have recently undertaken a listening walk as part of their topic on sounds. They remember the word *lens* after looking at

and making multi coloured glasses following a story session. A range of topics help children to build up their picture of the world. Due to lack of space there is no investigation table with objects such as magnifying glasses for children to handle informally. This is a missed opportunity. Staff extend children's knowledge of different cultures through books and toys and during assembly sessions. The children develop confidence in using computers because they have appropriate opportunities to use the technology. Overall, staff build up children's pleasure and confidence. As a result, boys and girls have positive attitudes and display equally good skills.

### **Physical development**

56. No judgements about teaching and learning, standards and achievement are made in this area of learning, due to lack of evidence.

### **Commentary**

57. Planning shows that children have regular sessions in the hall to help them develop their physical skills and to learn to respond to music. The children have a reasonable sized outside area and daily access to three-wheeled vehicles and a range of small games equipment. However there is no fixed large climbing equipment. Children mix well with the older children in the playground. They can run, hop and jump and use the space well. Reception children have satisfactory manipulative skills. They are provided with regular opportunities to handle dough, scissors and small construction equipment.

### **Creative development**

Provision in creative development is **good**.

- There are good opportunities for children to develop their creativity.
- Teaching is good and as a result most children make very good progress and achieve well.
- Most children are on course to exceed their goals by the end of their reception year.

### **Commentary**

58. Reception children have daily opportunities to develop their creativity and skills. There is access to a good range of materials, with many planned opportunities to paint, draw and make models. As a result, children handle scissors and paintbrushes with appropriate skill and safety, enjoy being creative and produce pleasing results. The classroom is filled with lovely examples of children's artistic work that celebrates their good achievement in creative work. Children have many opportunities to learn nursery rhymes, sing songs, listen to music tapes and act out simple stories. Although the space is rather small, the class assistant provides a good range of imaginative play experiences, such as the current garden centre, matched to each topic. There is also a good range of dressing up clothes to extend children's imagination. Children show real pleasure and confidence as they use the imaginative area and home area.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Standards are above average at the end of Year 2 and average at the end of Year 6.
- Achievement is good in the infants and satisfactory in the juniors.

- The quality of teaching and learning is good in Year 1/2, 5/6 and satisfactory, but inconsistent due to imprecision in planning and inconsistent expectations, pace and challenge in Year 3/4.
- Assessment, target setting and tracking, whilst satisfactory, are not rigorous enough.
- English is led and managed satisfactorily, with good external support.
- The school develops pupils' writing skills well in different subjects.
- Information and communication technology (ICT) is not used enough to support learning in English.

## Commentary

59. The school has made sound improvement to standards in English in the recent past. However, this work is incomplete and the school maintains the continued improvement of English standards as a central plank in its improvement plan.
60. It is not possible to summarise the English results in the national tests for 2003 as there were comparatively small numbers of pupils in each of the two year groups and the results previously published for Year 6 contained errors beyond the school's control. However, on broad comparison, the Year 6 results were well below the national and similar schools averages in English.
61. Provision is satisfactory overall. There were examples seen of good teaching in all year groups. In these successful lessons teachers used questions effectively, used interesting resources and had high expectations of the pupils' work. However, there was some unsatisfactory teaching in Year 3/4 due to a pace that was too slow, work pitched at too difficult levels for some pupils and weak behaviour management. This all slowed down the rate of learning for pupils.
62. The school has an appropriate range of intervention programmes to help pupils with learning difficulties in English. Support staff and volunteers know the children well and support teachers effectively. Pupils are occasionally withdrawn from lessons for more focused support. This time is used well and pupils benefit from these short sessions and enjoy them.
63. Pupils' speaking and listening skills are above average in the infants and average in the juniors. A few younger children lack confidence and need encouragement to talk in class groups. Throughout the school staff encourage pupils to answer questions and use subject vocabulary. There are timetabled sessions for pupils to talk together and discuss their ideas. Assemblies are used well to give children the opportunity to talk about what they have been learning. Teaching of speaking and listening is good in Year 1/2, 5/6 where pupils achieve well. It is satisfactory in Year 3/4 where pupils' achievement is satisfactory. Throughout the school there are many opportunities for pupils to talk in a planned way during lessons. The introduction of talk partners and group discussions are helping the few pupils who are less confident or struggle to express their ideas. For example, in a well-taught lesson with Year 3/4 pupils, the teacher planned good opportunities for pupils to discuss their ideas. They could discuss the impact of adverts, in pairs and small groups. At the end of the lesson time was used well for pupils to report back their findings to the whole class. Care was taken to ensure the very few girls in the class had equal opportunities to participate. The atmosphere of the school encourages every pupil to join in speaking and listening activities and care is taken ensure all pupils have regular opportunities to extend their language skills through drama and assemblies.
64. Pupils' reading skills are above average in the infants and average in the juniors. The teaching of reading is similar in quality to that of speaking and listening. In Year 2 standards are average with a small number of pupils working at below average levels. The proportion of pupils reaching the higher level 3 is improving well. In Year 3 standards are below average. In Year 4 and 5 most pupils are at the national average. By Year 6 a significant number of pupils reach the higher level 5. This is a much-improved picture than over the previous few years and is due to a number of positive measures taken by the school. For example, it has reviewed its

use of the guided reading so that it has a sharper focus. This is improving pupils' comprehension and understanding across the school. The effect of this was clearly demonstrated in an impressive session with infant pupils. There was a clear focus on skills so that children really understood how to get clues from the words and pictures in the books. In the session observed, pupils were enthusiastic and genuinely keen to read. The school caters appropriately for high attaining pupils by teaching them in groups that match their reading skills.

65. The school has improved the range of books available. Pupils are exposed to a wide range of fiction, information books and books that reflect other cultures. In restocking the attractive library care was taken to include books that would appeal equally to boys and girls. From discussion with pupils, older boys and girls are interested in reading, with some preferences for various kinds of books such as mystery and humour. Parents and carers support the school well by hearing their children read and helping them practise their spelling.
66. Pupils' writing skills are above average in the infants and average in the juniors. Overall, teaching is good, though it is satisfactory in Year 3/4. Year 2 pupils are working at an average level. The proportion of pupils reaching the higher level 3 is steadily improving. In Year 3/4 standards are below average due to inconsistencies in teaching. In Year 5/6 standards are average in writing and by Year 6 a significant number of pupils reach the higher level 5. This is a much-improved picture in Year 5/6 than over the previous few years.
67. The school has worked with outside experts for two years to improve standards in writing. Additional time has been allocated for pupils to write extended and imaginative pieces. Teachers provide a wide range of writing opportunities. There is a clear focus on basic skills such as spelling, handwriting and grammar. Good use is made of familiar traditional stories to help pupils in Year 1/2 develop their writing skills. Pupils are encouraged to take pride in their work, which is usually neat and well presented. A number of pupils continue to have poor letter formation. Not enough attention is paid by all teachers to improving the standard of pupils' handwriting. This is a priority for the school.
68. The arrangements for teaching writing in the mixed age class of Year 3/4 pupils is less effective than in other classes. This is because assessment information is not used carefully enough to plan for the very wide range of attainment within the class. At times the work planned is too challenging for some of the lower attaining pupils who consequently struggle with their learning. This affects the motivation of some pupils when they are unable to complete their work. The quality of teaching is inconsistent, ranging from unsatisfactory to good. This needs addressing.
69. Older pupils are encouraged to write imaginatively and use exciting vocabulary. There are some good examples in Year 6 of creativity being developed, with some pupils producing evocative writing:  
*In the high whistling wind the shutters clattering, clattering, clattering... around the spooky house a horse galloped, galloped, galloped ... above the spooky house the birds whistled, whistled, whistled.*  
The school works hard at motivating the pupils by displaying their work throughout the school and by giving pupils certificates for being *Young writers*.
70. Leadership and management of English is satisfactory. The subject leader monitors work through book samples and has worked closely with external specialists to improve delivery of the literacy strategy within the school. This work is successful and is impacting on the standards pupils are attaining and the quality of teaching they are receiving though it could be more frequent. Assessment, target setting and tracking are satisfactory in English and are more advanced than in all the other subjects. However, marking and opportunities for pupils to self-evaluate their work require improvement.

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

71. There are good opportunities to use language and literacy skills. Strong features throughout the school are the many opportunities for writing for a range of purposes in other subjects such as religious education, science, history and geography. Pupils have good opportunities to talk in small groups. There are many examples of pupils using their art skills to illustrate stories and books. There is some evidence of using ICT to support English but this is limited and requires improvement.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**

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

- Standards are above average at the end of Year 2 and average at the end of Year 6.
- Achievement is good in the infants and satisfactory overall in the juniors.
- The quality of teaching and learning is good in Year 1/2, 5/6 and satisfactory, if inconsistent, due to imprecision in planning, slow pace, low expectations and insufficient challenge in Year 3/4.
- Assessment, target setting and tracking are not rigorous enough and are unsatisfactory.
- Mathematics is led and managed satisfactorily, though the subject leader does not have enough responsibility for standards and the quality of education.
- ICT is not used enough to support learning in mathematics.

### **Commentary**

72. Whilst there were inaccuracies in the data in the published tables of results in mathematics that prevent a full analysis of the standards reached in 2003, it is clear that, in general, results in mathematics were better than those in science and English, being below average rather than well below average. Currently, the school is treating English as its number one priority, rightly so, though there have been some promising developments in mathematics and this year, standards are average by the end of Year 6. They are above average by the end of Year 2. Because of inconsistencies in provision in Year 3/4, the pattern of achievement is not consistent through the school. Thus, achievement is good in Year 1/2, and then again in Year 5/6, where a good boost to achievement is given. Achievement is satisfactory overall in Year 3/4.
73. The curriculum for mathematics focuses appropriately on all the elements required by the National Curriculum. There has been a strengthening of provision in investigation and problem solving and the school's numeracy strategy is good. Pupils build skills, knowledge and understanding soundly overall. In some lessons, such progress is good. For example, in a Year 1/2 lesson observed, pupils were building good understanding of simple fractions and were clear that they were equal parts. The higher attaining pupils in Year 2 produced some good work that illustrated the division of a grid into quarters in some quite complex ways. ICT is not used enough to promote learning in mathematics, though there is potential for this to improve, now the school has better hardware and software.
74. The quality of teaching is inconsistent, though it is satisfactory overall. The most effective teaching of mathematics is in the infant class and in Year 5/6. This teaching is well focused on the individual needs of the pupils, it is suitably challenging and concentrates on the systematic development of skills and knowledge. In Year 3/4 there are some unsatisfactory features in teaching, chiefly related to pace, expectation and challenge. At other times in this year group, teaching is good. Overall, it is satisfactory.
75. The marking of pupils' work varies in its usefulness in identifying ways in which the pupils can improve their work. Some marking is particularly effective in this, as seen in Year 5/6 books; elsewhere the comments given are sparse. Assessment in mathematics is at the starting

gate. Again, the priority has been to English and so the system in mathematics is not as advanced. Overall, assessment, target setting and tracking is unsatisfactory as it has yet to develop into a system that places a watchful eye on the achievement of each pupil and feeds into planning to ensure that the work is matched to needs in terms of the development of knowledge and skills. Pupils have few opportunities to evaluate their own work at the end of lessons.

76. Subject leadership is satisfactory. However, the leader has very few opportunities to observe lessons in other classes and so, her knowledge of subject performance is limited. At this stage, there is a need to observe and evaluate the quality of learning, rather than teaching, in lessons, in order that achievement is made consistent and maximised. This will also assist the subject leader in her work to take more responsibility for raising standards and the quality of education in mathematics.

### **Mathematics across the curriculum**

77. There is satisfactory provision for the development of mathematical knowledge and skills across the curriculum. Whilst there are not enough links to ICT generally in mathematics, there is some good work here. Year 5/6 have completed the useful task of compiling a spreadsheet of numerical data both by hand and by using the computer. They then compared the ease of each process. There is sound development of graphing skills in science and measurement in design and technology.

## **SCIENCE**

Provision in science is **satisfactory**

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

- Standards are above average in the infants and average in the juniors.
- Achievement is satisfactory overall, but it is good in the infants.
- The quality of teaching and learning has some strengths; it is good in Year 1/2, 5/6 and satisfactory in Year 3/4.
- Assessment and target setting and tracking are not rigorous or consistent enough.
- The subject leader is not charged with the responsibility for ensuring standards, achievement and the quality of education are the best they can be throughout the school.
- The curriculum is good and is firmly focused on scientific investigation; writing skills are generally developed well.
- ICT is not used enough to consolidate and extend achievement in science.

### **Commentary**

78. The curriculum for science has been strengthened in recent years in response to the school's disappointing results in recent Year 6 national tests. It is not possible to evaluate the science results in national tests last year in great detail, as there were inaccuracies in the published data. However, it is clear that results were still weak and were lower in school than those in mathematics. A promising feature of the work at present is the emphasis on practical investigation; another is the promotion of writing skills in the subject.
79. This year, standards are better than last. The current Year 6 pupils have average levels of knowledge, skills and understanding across all elements of science. There is an average proportion of pupils working at the higher level 5. In Year 2, standards are higher still, being above average. Here, a greater than usual proportion of pupils is working at the higher level 3. A priority for the school is to ensure that the good achievement of these infant pupils is maintained into the junior years. Currently, achievement is satisfactory in Year 3/4 and good in

Year 5/6. There is now a need for more consistency in achievement from the start of school to the end.

80. The pattern of achievement is the result of variation in the quality of teaching and learning. The quality is good in Year 1/2, 5/6 but satisfactory in Year 3/4, where there are some unsatisfactory features related to the match of work, pace of completion and expectation. However, there is some good teaching too. Where the work is practical and investigational, the pupils in these years, particularly the few boys with behavioural difficulties, are well motivated and they work hard and successfully. This was observed in a good lesson to complete electrical circuits, which served both a bulb and a motor and incorporated a simple switch. Some of the switches were ingenious. In general, ICT is not used enough to consolidate and extend scientific skills and understanding.
81. The subject leader does a sound job of supporting the resourcing and planning of science. She does not, however, have opportunities to monitor lessons in other parts of the school, so her over-view of the strengths and weaknesses in science is restricted. As assessment is unsatisfactory, the difficulty is compounded because it is not always clear which pupil(s) learn best and why. This is the critical issue now for science in order to make the necessary improvements to achievement and standards. There is the potential in school to do this, but the task is immediate.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

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

- Standards are average by the end of Year 6 and achievement is satisfactory in the junior years.
- The role of the subject leader is not extended to responsibility for standards and effective provision.
- There is a satisfactory curriculum but there is not enough use of ICT in other subjects.
- Assessment is inconsistent in approach and impact and is unsatisfactory.
- Resourcing and the accommodation have been significantly improved though these are yet to have major impact on achievement.
- There is need for further staff training.

### **Commentary**

82. The school has improved both the accommodation and resources for ICT by building a computer suite that is integrated into good library facilities. In the near future, it is to take delivery of interactive whiteboards, which are anticipated with enthusiasm. Thus, resources have been improved well since the previous inspection. However, the use of the current facilities is inconsistent. Overall, provision is satisfactory and standards reach just the expected, average, level by the end of school. Nonetheless, the best provision is in Year 5/6, where it is good. Pupils' achievement is satisfactory in sum, but this masks inconsistencies because pupils do not have enough opportunities to build ICT skills, knowledge and understanding in Year 3/4.
83. The curriculum is planned soundly and meets the requirements of the National Curriculum. The subject leader has worked to develop curriculum planning and resourcing, though the amount of direct monitoring and evaluation of standards and the quality of education is minimal. As in science, this is compounded by the unsatisfactory state of assessment. Overall, there is imperfect knowledge of subject strengths and weaknesses, beyond that established by the headteacher in his monitoring work.

84. As the new resources are introduced there is a particular need for increased staff training. Some staff are uncertain of how to plan and implement good lessons that use ICT effectively. The focus on learning in ICT sessions is a key element for this training. Overall, however, the will and potential is there for improvement and ICT provision is likely to be of improved quality in the future.

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

85. There is not enough use of ICT in other lessons. There are occasions when some pupils use computers to complete tasks that complement the work of their fellow pupils. This is often to give additional support for pupils with special educational needs. There are some good links to other subjects in Year 5/6, as indicated above. However, overall links need strengthening considerably in order to promote knowledge, skills and understanding more consistently.

## **HUMANITIES**

### **Religious education**

Provision in religious education is **satisfactory**.

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

- Standards are average through the school and achievement is satisfactory.
- The quality of teaching and learning is satisfactory with some strengths.
- Religious education is led soundly, though an extension of the subject leader's responsibility for standards and the quality of education is needed.
- Assessment is inconsistent and imprecise, and unsatisfactory.
- Little use of ICT is made in religious education lessons.

#### **Commentary**

86. Religious education holds a central place in the curriculum of the school and through the satisfactory provision for the subject, the school's Christian background is enhanced. There is some good and original work done in religious education and assemblies are used soundly to develop important themes in the subject.
87. Pupils attain standards that are average overall, both in infant and junior classes. Pupils achieve well when building knowledge of religious education. This extends to both learning *about* and *from* religion. However, the development of skills in the subject is more limited. It is satisfactory, but unlike, say, science, religious education is not used effectively enough to develop pupils' writing skills as much work is pictorial, particularly for the younger pupils. There is an over-use of worksheets in some parts of the school. This caps achievement, as all pupils are expected to complete similar work, regardless of their capabilities. Also, ICT is not used to a significant degree to increase skills.
88. The quality of teaching and learning is satisfactory overall. Some good lessons were observed during the inspection, such as the Year 3/4 session to introduce Sikh belief and customs. The pupils in this lesson were intrigued by the traditions of the Sikhs and contributed well orally as the teacher skilfully wove the content into an interesting presentation that was geared well to the pupils' state of knowledge and understanding. It is evident that much good work occurs in religious education, but that not all of it is recorded.
89. There are some key areas for improvement in religious education. Significantly, assessment is unsatisfactory. The subject leader has just taken delivery of a suggested schedule for assessment based on the locally agreed syllabus on which the curriculum for religious education is based. She has plans to adapt this schedule for the subject in school. Secondly,

there are no opportunities for the subject leader to monitor and evaluate religious education lessons through the school. It can, therefore, take some time for strengths and weaknesses in provision to be identified and action taken to make necessary improvements.

90. There are strengths in religious education provision. Tighter assessment, monitoring and evaluation will go a long way to ensuring that provision is consistently good. The potential for this is present in school and religious education has a positive future.

### **Geography and history**

91. It is not possible to make detailed evaluation of provision in geography and history beyond the judgements that standards are average at the end of the juniors and that achievement is satisfactory in Year 5/6. This is because there were no opportunities to see either subject taught during the inspection and there was only a limited selection of past work available in books. It is clear that of the two subjects, history is the more soundly provided for. Assessment and monitoring and evaluation are issues for both subjects.

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

92. Work was sampled in these subjects. Only one lesson was observed in art, design and technology and physical education. There were no lessons observed in music. It is therefore not possible to form an overall judgment about teaching and provision in these subjects. The leadership of all subjects needs further development to include responsibility for raising standards and the quality of education.

### **Art and design**

93. In art and design, standards are above average in the infants and pupils achieve well. Junior pupils attain average standards and make satisfactory progress. Some junior pupils have drawing skills that are above average. The school shows pupils that it values their art work by the way it is attractively displayed around the school. Pupils have sketch books where they can practise aspects of drawing and design. A strong feature is the use made of art and drawing skills in all other subjects. For example pupils in Year 1/2, design pictures in the style of Mondrian using computers and their own drawings. Pupils in Year 3/4 produce mother's day poems attractively displayed on polystyrene tiles. Pupils in Year 5/6 design pictures of ancient Greek pots and make models of Greek figures as part of their history topic. Some drawings produced for book illustrations in the library are to a high standard. In the only lesson observed teaching was good, with Year 5/6 pupils using pastels well to create effects of moving figures. They enjoyed the lesson, achieved well and produced careful yet imaginative effects. From discussion, Year 6 pupils have an appropriate understanding of the work of a range of European artists. Pupils of all ages from reception onwards join the weekly art club run by 2 support staff. The atmosphere in the club is informal yet purposeful. Attractive examples of work from the art club are displayed around the school. Art makes a good contribution to pupils' cultural and social development.

### **Design and technology**

94. In design and technology, infant and junior pupils reach average standards. Achievement is satisfactory. Planning and sketchbooks show that pupils cover an appropriate curriculum with regular opportunities to cook. Pupils in Year 1/2 design models of cars with moving wheels. Pupils in Year 3/4 produce attractive and individual picture frames. They plan their designs and have opportunities to evaluate their work when they have finished. A group of pupils in Year 5/6 produced an excellent large-scale model of *The Iron Man* at home.
95. Only one design and technology lesson was observed in Year 3/4. There were good links with science as pupils took turns to switch on a torch in a darkened room before designing their

own torches. Good use was made of pupils' speaking skills when they discussed their ideas in pairs. A small group of boys had less concentration, which slowed down their learning. Most children enjoyed this practical activity and worked well.

## **Music**

96. In music the school plans cover the requirements of the National Curriculum. The planning provides pupils with opportunities to design musical instruments and to take part in *sound walks*. Pupils were heard singing in assemblies, where the standard was as expected for their age. It was tuneful and pupils enjoyed joining in. All junior pupils recently performed the musical production *Evacuees* for an audience of parents, friends and members of the community. Care was taken to include all pupils in the performance.

## **Physical education**

97. In the Year 5/6 gymnastics session observed, standards were above average and achievement good. This was because the focus on skills development was effective and pupils had ample opportunities to evaluate one-another's work. The school provides swimming tuition for each class in turn. At present, Year 1/2 visit the swimming baths and the school records show the overall achievement of pupils to be good, as most of them are able to swim the desired 25-metre length by the age of eleven.

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

98. The school has effective provision to develop pupils' personal, social and health education, though there is no planned provision for citizenship. The pupils develop good personal qualities, including attitudes, values, behaviour and relationships. The science curriculum makes good provision for health, sex and drugs education, with some original work completed by pupils in Year 1/2 on the dangers of smoking and in Year 5/6 on the negative effects of substance, alcohol and drug misuse and a sedentary lifestyle. The School Council is a good forum for pupils to express their own opinions and those they have gathered from others.

## 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	3
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>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<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	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
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	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4