

# INSPECTION REPORT

**WOOTTON WAWEN CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Wootton Wawen

LEA area: Warwickshire

Unique reference number: 125652

Headteacher: Mr Mike Cocker

Lead inspector: Mrs Stephanie Lacey

Dates of inspection: 28<sup>th</sup> - 30<sup>th</sup> June 2004

Inspection number: 258507

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: 168

School address: Alcester Road  
Wootton Wawen  
Solihull  
West Midlands  
Postcode: B95 6AY

Telephone number: (01564) 792 574  
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Appropriate authority: The governing body  
Name of chair of governors: Mr Sam Tomes

Date of previous inspection: 6<sup>th</sup> July 1998

## CHARACTERISTICS OF THE SCHOOL

Wootton Wawen Primary is a small Church of England school in a village near Henley-in-Arden. It has six classes. Pupils come from a wide range of social, economic and academic backgrounds. The percentage of pupils eligible for free school meals is below the national average and this reflects the advantaged background of many of the pupils. Some pupils come from the village itself and others from local villages and towns. Almost all pupils are White British, although six per cent of parents preferred not to identify their children's ethnic backgrounds when they registered them for entry to the school. No children speak English as an additional language. When children start school their skills, knowledge and understanding are wide-ranging, but are broadly average for their age overall. Eighteen per cent of pupils have been identified as having special educational needs, which is average. These pupils have a range of learning difficulties and five have a statement of special educational need. Last year the percentage of pupils either joining or leaving the school other than at the normal time was average. The school has gained three government School Achievement Awards for high standards in national tests.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3764	Mrs Stephanie Lacey	Lead inspector	Foundation Stage English Art and design Music Special educational needs
9052	Mrs Helen Barter	Lay inspector	
24019	Mr Ken Parry	Team inspector	Mathematics Information and communication technology Geography History Physical education
30618	Mr Paul Story	Team inspector	Science Design and technology Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a good school with some very good features. The pupils enjoy learning and they achieve well because the teaching is good. Consequently, standards are high by the time pupils leave at the end of Year 6. Clear leadership by the relatively newly appointed headteacher has placed a renewed focus on providing for the needs of individual pupils. In view of the standards achieved the school provides good value for money.

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

- Standards are well above average in English, mathematics and science in Year 6.
- Pupils of all abilities do well.
- The teaching is effective.
- The headteacher provides clear, encouraging and enthusiastic educational leadership and is supported well by senior staff and a united staff team.
- The school is committed to making sure that the needs of individual pupils are met; pupils with special educational needs are supported well.
- Work planned for pupils captures both the pupils' interest and their imagination.
- Pupils and their parents are positive about all that the school has to offer.
- The present information and communication technology (ICT) suite is in a corridor and this impacts adversely on pupils' learning, despite the best efforts of staff.

The school has successfully maintained the good provision reported by the last inspection in 1998. Teaching remains strong and high standards have been maintained in Year 6 national tests. The school has made satisfactory progress overall in tackling the issues highlighted for development: the procedures for checking how effective teaching and learning are, the planning for different subjects, and the teachers' subject knowledge in art and design, design and technology and music. Good progress has been made in improving the provision for pupils with special educational needs.

### STANDARDS ACHIEVED

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

*Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils achieve well throughout the school.** When children start school, their skills, knowledge and understanding are very wide-ranging, with the proportion of higher and lower attaining children varying year on year. Children currently in the Reception class have achieved well, with some far exceeding the goals children are expected to reach by the end of Reception and some still struggling to meet them. Pupils also achieve well and make good progress in Years 1 and 2. This year standards are broadly average in Year 2, despite a high proportion of pupils on the special educational needs register. In the 2003 Year 6 tests, standards were well

above average overall, and in science they were in the top five per cent nationally. Pupils achieve well in Years 3 to 6 and standards in Years 6 this year are again well above average in English, mathematics and science. Standards are broadly average in work seen in other subjects. Pupils with special educational needs achieve well given their capabilities. Higher attaining pupils also achieve well and they reach high standards.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall.** Their social skills and moral understanding are well developed, with their spiritual understanding and awareness of non-European cultures satisfactory. Most pupils behave sensibly and get on well with each other and with the staff. They are positive about learning. Attendance is good.

## **QUALITY OF EDUCATION**

**The school provides a good quality education. Teaching and learning are good throughout the school.** Teachers plan interesting work that captures pupils' imagination. Pupils' progress is checked thoroughly and the school is working towards involving pupils more in setting their personal targets for improvement. The curriculum is good and is enhanced by a range of visits, visitors and out of school clubs and activities. Very good attention is paid to ensuring that all pupils are supported well in school. The good support that many parents give their children at home also contributes to the pupils' learning. There are some difficulties posed by inadequate space in some teaching areas. The most significant of these are linked to the ICT suite, where it is difficult to take a whole class lesson.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is good and the school is managed well.** The headteacher gives a positive and clear lead to pupils, staff and governors. He is complemented well by senior staff. Governors are very supportive of the school. Governance of the school is satisfactory overall, with individual governors making good contributions. All statutory requirements are met.

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

Most parents are happy with all that the school does for their children. They particularly value the school's open approach and willingness to talk to them about their children's development. A few parents were concerned about bullying and the timing of written information they receive about their children's progress. The inspectors found that procedures for dealing with bullying are good and that the written reports are informative and issued in time for parents to discuss them with staff before the end of the summer term. About three quarters of the pupils are very positive about school and find it a friendly place. A few pupils voiced some concerns about lunchtime supervisors, but the inspectors found nothing to substantiate their worries.

## **IMPROVEMENTS NEEDED**

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

- Improve the accommodation so that ICT can be taught more effectively.

The school has already highlighted the need to continue to raise standards in Years 1 and 2 and the inspectors judge this to be entirely appropriate.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils, including those with special educational needs, achieve well throughout the school. Standards are well above average in English, mathematics and science by the time pupils leave in Year 6.

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

- Pupils throughout the school achieve well.
- Standards are well above average in English, mathematics and science in Year 6.
- Standards have been well above average in Year 6 national tests for many years.
- Pupils with special educational needs achieve well, given their capabilities, because of the school's very inclusive approach.
- Standards have sometimes been below average in Year 2 national tests in recent years, but are average this year and have improved in writing.

#### **COMMENTARY**

##### *Starting school*

1. When children start school in the Reception class, the school's assessments show that their knowledge, skills and understanding are very wide-ranging. This year, when children started in September, there was one group who were doing much better than other children of their age, another group who were not doing as well and only a few children who were average.

##### *Standards in national tests*

2. At this school three factors make it difficult to draw sensible information from national test information. These are:
  - The small numbers involved; in most Year 2 and Year 6 groups just over 20 pupils take the tests. This means that there can be large swings in performance year on year. There would have to be a percentage change in over 18 per cent of pupils reaching a particular level to be of any significance and this has not been the case at Wootton.
  - Huge gender imbalances in some year groups. This means that, as girls tend to do better than boys nationally in reading and writing, the standards in English can also fluctuate year on year.
  - A very wide ability span. This means that standards can also change from one year to the next, depending on the proportions of higher and lower attaining pupils.

Nonetheless, some general points can be drawn from the test information.

##### *Year 6*

3. Standards have been well above average in Year 6 tests for many years. In 2000, standards were in the top five per cent of all schools in all subjects. In 2002, standards in

English were in the top five per cent of all schools, as they were in science in 2003. In comparison to schools with a similar proportion of pupils entitled to free school meals and to those where pupils reached similar standards in their Year 2 tests, pupils at Wootton Wawen did very much better.

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

Standards in:	School results	National results
English	29.9 (31.1)	26.8 (27.0)
mathematics	29.0 (29.9)	26.8 (26.7)
science	31.9 (30.8)	28.6 (28.3)

*There were 21 pupils in the year group. Figures in brackets are for the previous year.*

**Year 2**

4. Standards have fluctuated more in Year 2 tests, and although in 2000 and 2002 standards were also well above average, last year they dipped to average in reading and mathematics and below average in writing. Pupils did not do as well as their peers in schools with a similar free school meal entitlement. The school has looked carefully at the reasons for less consistent high performance in Year 2. In addition to the factors already mentioned, there are other likely reasons for this, such as:

- Lack of established systems to track pupils' progress and set targets for improvement.
- Less emphasis on identifying and supporting pupils with special educational needs in the past, than is currently the case.

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

Standards in:	School results	National results
reading	15.9 (17.2)	15.7 (15.8)
writing	14.3 (14.9)	14.6 (14.4)
mathematics	16.5 (17.9)	16.3 (16.5)

*There were 22 pupils in the year group. Figures in brackets are for the previous year.*

**Inspection findings**

**The Reception class (Foundation Stage)**

5. Children achieve well in the Reception class and have made good progress this year. Some pupils have already reached the levels expected for children by the end of the Reception Year. Some children, who find learning more difficult, will struggle to reach these levels this year, especially in communication, language and literacy and mathematical development. Children achieve very well in personal, social and emotional development and also reach high standards in the art and design element of their creative development.

**Years 1 and 2**

6. Pupils also achieve well in Years 1 and 2. Standards are broadly average in all subjects, including English, mathematics and science. In Year 2, this year, there are more boys than girls. When this is taken into account it means that standards are slightly better than the national picture in reading and writing. This reflects the hard work of staff to raise standards in writing particularly. About a quarter of pupils in Year 2 are identified as having special educational needs and this is the reason for the average rather than above average standards. Standards are not as high as they were at the time of the last inspection but this is related to the make up of this particular year group rather than the school's provision.

#### *Years 3 to 6*

7. Again pupils achieve well. They make good progress and this year standards are again well above average in English, mathematics and science, as they were at the time of the last inspection. Standards were broadly average in the work seen in other subjects. These subjects were only sampled and so there was less opportunity to evaluate the proportion of pupils exceeding or not meeting the levels expected for their age. Higher attaining pupils do particularly well in Year 6.

#### *Pupils with special educational needs*

8. Almost one in every five pupils has been identified with special educational needs; with five of these pupils having a statement of special educational need. All these pupils achieve well and make good progress because of the good provision made for them.

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

Pupils have positive attitudes to learning. They get on well with each other and with adults. Pupils' behaviour and personal development are good. Overall pupils' spiritual, moral, social and cultural development is good. Attendance is good.

#### **MAIN STRENGTHS AND WEAKNESSES**

- Pupils have good attitudes to learning, most behave well in class and around the school and have a clear understanding of what is right and wrong.
- Pupils' moral and social development are good and their spiritual development is satisfactory.
- Pupils' cultural development is satisfactory but does not include sufficient opportunity to look in detail at other cultures.
- Pupils' attendance and punctuality are good.

#### **COMMENTARY**

This was a strong area at the time of the last inspection and the school has worked hard to maintain this position. Pupils are enthusiastic about their school.

#### *Attitudes and behaviour*

9. This very inclusive school clearly values pupils as individuals and works hard to promote caring attitudes and values. The school's Christian ethos reflects this and is recognised

and valued by both parents and pupils. Behaviour is generally well managed and the pupils' attitudes and behaviour are good or better around the school and in most of the lessons seen. Pupils form good relationships with the staff and with other pupils and they also collaborate well with adults and each other. Older pupils regularly take responsibility for younger ones, organising or involving them in their games at lunchtimes and playtimes and looking after them during wet breaks. All pupils willingly take responsibility in class and around the school. Year 6 pupils are particularly proud of the way they help in assemblies, deliver registers or perform other tasks. Pupils are being increasingly encouraged through the school council and their class representatives to contribute to the development of their school. They welcome these opportunities and feel their views are valued.

10. Pupils appreciate the wide range of rewards that are used to reinforce and reward positive attitudes and behaviour and understand the need to balance this with a range of sanctions in the best interests of the school community and individual members of it. There are strong procedures to deal with the occasional occurrence of bullying and the school successfully resolves most situations by discussions with the pupils involved or with their families. Pupils consistently report that in any such situation they would approach adults whom they trust and are confident that problems are sorted out. There were no exclusions for inappropriate behaviour in the last academic year. However, in one or two lessons seen, the behaviour of a few pupils with identified difficulties very occasionally affected the learning of others. Staff manage this well and most pupils try to ignore such intrusions.

### *Personal development*

11. Overall pupils' personal development is good. Their moral and social development is well supported by discussions in personal, social and health education (PSHE) and religious education (RE) and opportunities to participate in a wide range of well-focused activities both in and out of lessons. Pupils readily express their views, listen to others and reach sensible conclusions. Annual discussion and agreement of class rules and the good focus on moral and social values in assemblies provide pupils with good opportunities to consider, employ and develop their own views. Sporting activities, interesting trips and a residential visit for Year 6 pupils all provide good opportunities for the development of pupils' social skills. Links with the local community, charity and fundraising events all help this process well. Assemblies and RE lessons provide some opportunities for pupils' spiritual development but there is little evidence that this is recognised as a focus in other lessons. Overall pupils' cultural understanding is satisfactory. Their knowledge and experience of local and European culture is good but their exposure to the multicultural society in this country and the wider world is not so strong. The school recognises this and is working to address this, for example through a broad approach to the major faiths in RE.

### *Attendance*

12. This year pupils' attendance has been good. Their parents ensure that they attend whenever possible and that they come to school on time each day. The school has good procedures for recording and monitoring pupils' attendance and as a result there is no unauthorised absence. There is a slight drop in the attendance rate from last year; the table below shows that it was then well above average.

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

Authorised absence		Unauthorised absence	
School data	3.9	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.*

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

The quality of education provided by the school is good. It has been maintained well since the last inspection. Teaching is good and ensures that pupils achieve well. The curriculum is interesting and enhanced by a good range of activities outside lessons. The accommodation is satisfactory overall, with limited space in some parts of the school, most particularly the ICT suite.

### **TEACHING AND LEARNING**

Teaching is good and so pupils learn effectively. There are good systems in place to check how well pupils are progressing.

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

- Teaching is particularly strong in the Reception class and in Year 6.
- Teachers' secure subject knowledge helps them to challenge all pupils effectively.
- Lessons are planned imaginatively and prepared well and this ensures that pupils are fully engaged in learning.
- Very good relationships between pupils and their teachers underpin effective learning.
- Teaching assistants provide good support, especially for pupils with special educational needs.
- Teachers have difficulties in engaging all children effectively when working in the ICT suite because of the suite layout.
- Sometimes long introductions to lessons limit the time available for pupils to work independently.
- Generally teachers manage pupils well, but very occasionally the lessons are too noisy for easy concentration and very occasionally pupils with behavioural difficulties disrupt lessons.

### **Commentary**

Teaching and learning are good throughout the school. This is similar to the positive picture revealed by the last inspection. There are particular strengths in the teaching in the Reception class and Year 6.

#### **Summary of teaching observed during the inspection in 31 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (13%)	19 (61%)	8 (26%)	0 (0%)	0 (0%)	0 (0%)

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

#### **Strengths in the teaching**

13. There are some strengths that underpin learning in all classes. These include:

- Good subject knowledge. Teachers have secure subject knowledge of the Foundation Stage and the National Curriculum. This enables them to plan work effectively. Some teachers have particular expertise; in music, for example. The teachers' talents are used well to support learning across the school.
- Good planning and preparation. Teachers plan lessons carefully, so that all groups of pupils work on appropriate tasks. Often they are very imaginative in what they decide to do with the pupils and this helps pupils to be caught up in the fun of learning. An imaginative and lively approach was a particular characteristic of lessons seen in the Reception class and Year 6.
- Very good relationships between pupils and their teachers. These help pupils to have the confidence to try new strategies or ask for help.
- Teaching assistants provide good support, especially for pupils with special educational needs. Teaching assistants are well briefed and often work closely with individuals and small groups of pupils who need extra help. One assistant withdraws pupils into the 'nook' for extra help. Pupils obviously enjoy these sessions and benefit tremendously from the focused support they are given.

*Strengths in teaching in the very good lessons*

14. Particular features of the very good lessons include:

- Very clear explanations. All teachers explain new things well, but in the very good lessons explanations were crystal clear and so pupils 'caught on' very quickly.
- Good questioning. In these lessons teachers used questioning very well to challenge pupils to think very carefully.
- High expectations. All teachers expect pupils to do their best, but in the very good lessons pupils were expected to always go one step further.

These very good lessons were seen in the Reception class and Year 6.

## Areas for development

15. Within the context of good overall teaching there are some areas for development. These include:

- Management of ICT lessons. Teachers have difficulties in engaging all pupils effectively when working in the ICT suite because it is in a corridor and an adjoining alcove. In this particular case the accommodation has a detrimental effect on the quality of teaching. Teachers are not able to have all pupils in view and so do not know when they require help or encouragement.
- Introductions to lessons. Occasionally long introductions to lessons limit the time available for pupils to work independently.
- Behaviour management. Generally teachers manage pupils well, but occasionally the lessons are too noisy for easy concentration and at other times pupils with behavioural difficulties very occasionally disrupt lessons in Years 2 to 4.

## *Homework*

16. Almost all parents who responded to the pre-inspection questionnaire were very happy with the quality of the teaching and the homework set. A few parents at the meeting held for them voiced some concern about the consistency of the arrangements. The inspection found that information provided by the school about homework is very clear, but that there is some inconsistency in the use of the home-school diary.

## *Checking how well pupils are doing*

17. Overall the procedures for checking how well pupils are doing are good. In the Reception class children's progress is charted using the new national profile documents, which provide good information on the children's standards and progress. In Years 1 to 6 there are good procedures for checking how well pupils are doing in English, mathematics and science and sound procedures for other subjects. The school is developing a system for tracking pupils' progress from entry to Year 6. Staff also use 'targets' in English and mathematics to let pupils know what they have to do to improve. These are displayed for groups of pupils on their worktables. There is scope for linking them even more closely to National Curriculum levels, giving each child their own copy of the targets and involving the parents more.

## **The curriculum**

The school provides pupils with a good range of learning opportunities, which is enriched and enlivened by visits, visitors and out of lesson activities. There is a good ratio of teachers to pupils and both accommodation and resources are satisfactory overall.

## **Main strengths and weaknesses**

- There is a well planned, interesting and lively curriculum enriched by visits, visitors and use of the locality.
- There are good opportunities for learning outside the school day.
- There is good support for pupils with special educational needs in this very inclusive school.
- Limitations of the building restrict work in ICT, PE and SEN support and limit opportunities for pupils to work independently and in groups.

## **Commentary**

### *The Foundation Stage*

18. Since the last inspection the school has developed provision for children in the early years well. The school's curriculum for children in the Reception class is planned imaginatively to provide a range of interesting and varied activities and to cover the nationally identified six areas of learning. There is a good ratio of teaching and support staff, well experienced in working with children of this age. There are sufficient resources to support chosen activities and ample internal and external space for children to undertake them. Although the outside area is not fully enclosed, the school intends to address this.

### *Years 1 to 6*

19. The school has made good progress in planning work for the different subjects. The concerns of the last inspection have been tackled. The curriculum meets statutory requirements, is broad, balanced and firmly based on the National Curriculum and the new locally agreed syllabus for religious education. Suitable emphasis is placed on literacy and numeracy.
20. National guidance and strategies were originally used as the basis for planning in most subjects. The school has now adapted and augmented these, often with commercial schemes. Plans outline the development of skills in different subjects clearly. Links are often made between subjects to make learning meaningful and relevant for pupils. Increasing use is made of ICT to support learning in other subjects and the school plans to introduce a more focused approach to its use. In Years 3 to 6 a two-year cycle ensures pupils in the mixed age classes are working at the expected levels. This has been particularly effective in, and contributed to, the high standards achieved in science.

### *Planning for pupils with special educational needs*

21. The school has a very strong commitment to including all pupils in the whole range of learning activities. Pupils either with learning difficulties or special educational needs receive good support from teachers and the well-briefed teaching assistants. Consequently, these pupils have full access to the curriculum. Individuals and small groups are withdrawn for short bursts of work related to the targets on their individual education plans. This strategy works well for these pupils and they learn effectively as a result.

### *Activities outside lessons*

22. A strength of the curriculum is the good range of extra activities that are used to make learning exciting. Good use of the locality, visits, visitors, a Year 6 residential visit, music, sport and other clubs all play an important part in enriching pupils' learning and supporting their personal development. Parents and pupils appreciate the range of activities offered.

### *Personal and social development*

23. Specific teaching on sex, relationships, health, personal safety and misuse of drugs form an important part of pupils' personal and social development. Class discussions and

development of the school council make a satisfactory contribution to this work, which is often linked to science or RE.

### *Staffing, accommodation and resources*

24. There is a good overall match of teachers to the curriculum and sufficient support staff to help children in the Reception class and to support pupils with special educational needs in Years 1 to 6. They are complemented well by a number of parent and adult helpers.
25. The school's accommodation is satisfactory overall, but has some shortcomings that place constraints on both teaching and learning. The school has worked hard to overcome these and has plans to address outstanding issues. The ICT suite and library are sited in corridors and have restricted space; consequently it is difficult to teach whole class groups in these areas. Two classrooms provide the only through route to the outside Year 1 classroom, which has no lavatories. This means that these classes are sometimes interrupted. The special educational needs area is small and has no ventilation. The small hall restricts work in physical education (PE). The lavatories are unpleasant and in need of refurbishment. The school has plans to build a new ICT suite and a new staff room and improve disabled access and facilities. The extensive grounds are being developed well with quiet areas, attractive planting and plans for an adventure area. Broken tarmac edges, rough area and the unsafe climbing frame are all to be improved. Good improvements have been made in developing the outside area for children under five and this now provides good opportunities for work in all areas of learning. Resources have been improved and supplemented since the last inspection. In all subjects they are at least adequate for need and in ICT they are good.

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

The provision for pupils' care, welfare, health and safety is good. Pupils are provided with good support, advice and guidance. The way in which the school seeks, values and acts on pupils' views is good.

### **Main strengths and weaknesses**

- All pupils in the school are cared for very well.
- There are very good and supportive relationships between staff and pupils.
- Induction arrangements for children new to the school are good.
- The school council is increasingly effective and is developing ways for pupils to make their views heard.

### **Commentary**

#### *Care for pupils*

26. The school looks after and supports its pupils well. This has a good impact on their achievement, makes them feel safe and confident to learn and prepares them well for secondary education. Child protection procedures are well understood and managed. There are good arrangements for health and safety including regular risk assessments, for example, when visits outside school are made. Parents feel that their children are

safe and well looked after. All parents responding to the questionnaire said that they find it easy to approach the school if they have any concerns.

### *Support and guidance*

27. Relationships between pupils and teachers are a particular strength and have a very good impact on pupils' learning and happiness at school. Pupils say that teachers are kind and friendly and that it is always easy to talk to them if they have a problem. They are confident that any bullying is 'sorted out' by adults and that they quickly make friends again. Pupils receive good support and guidance, which helps them to learn and to achieve well. Staff know them well and understand their individual needs. Assessment of their work and progress is used effectively to set work, which is well matched to their level of ability. Pupils say that teachers are helpful to them when they 'get stuck' and that they can ask any adult for help and guidance and they will receive it. Teachers and assistants keep careful day-to-day records for pupils who have special educational needs. Centrally held records for these pupils are not all up to date and so it is not easy to have an overview on pupils' progress or parental involvement.
28. The school does all it can to make sure that induction processes are focused on helping children to have a positive start to their education. Visits to local nurseries by staff, gradual introductions to the classroom and good information for parents on how to help their children are a key part of this good feature of the school. Parents are very positive about the arrangements for helping their children to settle in.

### *Taking account of pupils' views*

29. The good support and guidance and positive relationships with adults give pupils the confidence to make their feelings known and to discuss matters that concern them. They say that they have no difficulty in talking about their ideas and making suggestions to teachers and the headteacher. The school council is having an increasing impact on the school's development. All pupils are invited to jot down their suggestions on a large board and these are taken forward for discussion. Pupils' views have been sought recently on topics such as improvements to the playground and the organisation of lunchtimes and staff have taken their views seriously.

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

The school's links with parents, the community and other schools are **good**.

## **Main strengths and weaknesses**

- Parents are pleased about all that the school does for their children.
- There is good parental involvement in the school's work.
- A few parents of pupils who have special educational needs are not as involved as they could be in their children's learning.
- Good links with the community are used to make pupils' learning more interesting.
- There are good links with other local schools.

## **Commentary**

### *Parents' views*

30. Parents are pleased with the education provided for their children. They feel that the school is well run and appreciate the good teaching, which helps their children to make good progress. The school has an established reputation with its families but parents say that the school is more approachable and open than previously. They feel that they are kept well informed through weekly newsletters, regular consultation meetings and good, informal links with staff, which mean that they can discuss their children's progress quickly and easily. Parents feel that reports are thorough although some would like to receive these earlier so that they have time to discuss any concerns before the end of the summer term. Not all parents of pupils who have special educational needs are fully involved in discussions about their child's progress. About a fifth of these parents do not attend meetings organised by the school. The school is seeking ways to improve this particular partnership. Overall inspectors agree with parents' positive views of the school and find that there is a good and productive partnership between home and school, which benefits pupils' learning.

#### *Parents' contributions*

31. Parents play a good and supportive role in the life of the school. They are active in their support as governors, helping in classrooms and on visits outside school, supporting pupils in sports events with other schools and running the before and after-school club. The 'Friends' of the school are an active group who raise significant sums of money to support the school's work and organise social events for pupils and families. Parents are pleased that the school has recently sought their views through a questionnaire and that they were given good feedback on its findings.

#### *Community links*

32. The school makes good use of its community links to enrich pupils' learning outside the classroom. Visits to museums and interactive science exhibitions in Birmingham, visits from theatre groups and authors and participation in the Henley and Warwickshire Chamber Music Festivals are just a few examples of the wide range of experiences available. Parents appreciate the school's standing in the local community and the positive links with the church and the pre-school group. Regular articles in the parish news keep local people well informed about the school's activities and development.

#### *Links with other schools*

33. The school has good links with other primary schools in the area. Informal meetings between headteachers and other staff are supportive. The school is seeking more ways of developing joint opportunities for staff training and meetings so that staff benefit from sharing others' expertise. Sporting links between primary schools are good and give pupils the opportunity to meet and compete with others in the area. Pupils go to a wide range of secondary schools and transition procedures at the end of Year 6 are satisfactory. The school offers good opportunities for students to undertake work experience and teaching practice.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The headteacher provides a clear sense of direction and he is supported well by other key staff. Governance of the school is satisfactory.

### **MAIN STRENGTHS AND WEAKNESSES**

- The headteacher's good leadership and high expectations provide a clear focus and direction for the work of the school.
- Senior staff provide strong support and are good role models.
- Staff work well as a team to promote the caring and supportive ethos in which all pupils are valued.
- The school is managed well and all staff are clear about their roles and responsibilities.
- Governors' roles in monitoring the work of the school by finding out for themselves how things are going are not as strong as they could be.

### **Commentary**

#### *Leadership*

34. The headteacher, who has been in post for just a year, is providing good leadership. He has brought to the school a strong determination to maintain the high standards found in Year 6, while identifying the need for a stronger emphasis on raising pupils' achievement in Years 1 and 2. He has high expectations for pupils' academic and personal development and communicates these well. With the strong support of the deputy headteacher and senior teacher, he has developed good working relationships with teachers, support and administrative staff, pupils and parents that are based on mutual respect. This was reflected in the positive remarks made during the inspection and at the pre-inspection parents' meeting. Teamwork is promoted effectively and it is clear that the staff enjoy working together. Following the lead of the headteacher they support each other well as, for example, in their commitment to ensure that all pupils are valued and have equal access to the full range of activities provided.
35. The headteacher and senior staff work well together on long-term planning as well as the day-to-day management of the school. They are good role models for staff through their conscientious approach to all aspects of their work. The deputy headteacher is also responsible for leading the work with pupils who have special educational needs. She has only recently taken on this responsibility and has a clear overview of provision and what needs to be improved. The co-ordinators for the key subjects of English, mathematics and science also fulfill their roles well. They make an important contribution to pupils' learning and provide effective support for colleagues. The work of the mathematics and science co-ordinators has had a greater impact on work in Years 3 to 6, than in Years 1 and 2. Leadership of other subjects is satisfactory and co-ordinators report that recent training has helped to clarify their roles and has raised their status within the school.

#### *Planning for improvement*

36. The headteacher has consulted with all staff and governors to create a school improvement plan. This included a training day, arranged soon after his appointment, to help him to get to know the school and to let teachers, other staff and governors know that they are valued and that their opinions matter. Consequently, the improvement plan reflects the areas staff and governors identified for development as well as their

ambitions for the school. The document is currently rather unwieldy and it is difficult to tease out the key priorities. The headteacher is aware of the need to identify priorities more clearly to ensure a sharper focus on standards of attainment. All co-ordinators have produced action plans for their subjects and these feed into the whole school plan. Improvement planning has developed well since the last inspection.

### *Management*

37. The school is managed well. Good procedures enable the school to run smoothly on a daily basis. Roles have been clarified and responsibilities have been delegated to match staff expertise as far as possible. The headteacher supports staff sensitively and encourages their professional development. Staff performance management procedures are used effectively to include school priorities as well as individual teachers' needs. For example, the headteacher has used the process well to re-focus teachers' attention, particularly in Years 1 and 2, on raising levels of pupils' achievement.

### *Checking and evaluating the work of the school*

38. There are good procedures in place to check how well the school is running. The results of annual tests in all age groups are analysed carefully and teachers are now being made more aware of areas for improvement as well as strengths. The headteacher checks teachers' planning and senior staff regularly observe in classrooms. In addition, all teachers share the task of examining samples of pupils' completed work. These are significant improvements since the last inspection. Overall, good use is made of the information gathered in these ways, with areas for improvement feeding into the school improvement plan.

### *Financial management*

39. Management of the school's finances is satisfactory. The headteacher and governors check the budget regularly and there are sound procedures to ensure that the school spends wisely and carefully. Things are improving under the guidance of the headteacher and there plans in place to develop and extend the role of the administrative officer. This will reduce the need for the headteacher to get involved in day-to-day routine matters. Finances have been very tight this year and the overspend of more than £9,000 in 2003 has been reduced to £6,000. It is likely that a balanced budget will be achieved within the next year. Overall, the school makes good use of its finances and provides good value for money.

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

Income and expenditure (£)		Balances (£)	
Total income	£387,787.04	Balance from previous year	£6,787.79
Total expenditure	£403,960.77	Balance carried forward to the next	-£9,386.00
Expenditure per pupil	£2,623.12		

### *Governance*

40. Governance is satisfactory. The governors are strongly committed to the school and they ensure that statutory requirements are met in full. Appropriate committees are in place and they provide sound support for the leadership and management of the school. The headteacher keeps governors well informed about all aspects of school life including the results of testing. As a result, they have a sound awareness of the school's performance in the national tests in Year 2 and Year 6. Some governors have adopted classes or subjects and visit regularly to broaden their awareness of the school's most significant strengths and weaknesses. Consequently, they are able to provide valuable feedback to their fellow governors. This is something that the headteacher wants to encourage. Visits by governors to observe teaching and learning are relatively rare although they appreciate that this would help them to develop their understanding about how the curriculum operates. It would also help them to play a more active role in shaping the future development of the school.

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

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

There has been good improvement made in the provision for children in the Reception class since the last inspection and it is now good with some very good aspects. Planning has improved with the introduction of new national guidance for work with children of this age. The outside area has also been developed very well this year to provide an exciting outside classroom. The teaching team consists of a full-time teacher and two part-time assistants. They work very well together to provide good learning opportunities for the children.

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

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

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

- Children are happy and confident at school because the staff are very positive and encouraging.
- Children show great independence and initiative in their work and play because of the very good opportunities provided for them.
- Children behave very well and act responsibly.
- Very good relationships are evident between staff and children, who also get on very well with each other.

#### **Commentary**

41. Children achieve very well in this area of learning because of very strong teaching. They have made very good progress since they started school in September and most have already reached the levels expected for children at the end of the Reception Year. Children have settled into school routines very well. They listen carefully to staff and pay good attention when the teacher talks to the whole class on the carpet. They are sensible when working independently, taking turns and sharing, for example. They look after the equipment carefully and tidy up well at the end of sessions. They show initiative when working independently, plan their own activities and persevere for extended periods. Children clearly know the difference between right and wrong. They behave very well and the staff rarely need to talk to children about their behaviour. Children have done so well in this area because the staff make it clear to children what is expected. Staff clearly enjoy working with the children and this enjoyment underpins the very good and happy relationships evident in this class.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

## MAIN STRENGTHS AND WEAKNESSES

- Children communicate confidently because their contributions are valued.
- Children enjoy stories because there is an emphasis on sharing good quality picture books with the class.
- Some children are exceeding the levels expected for their age in reading and writing.
- There is scope to increase the opportunities for children to engage in reading and writing tasks in the independent activity part of each session.

### Commentary

42. Children achieve well and make good progress. Standards are very wide ranging. Some children have already reached the levels expected for them by the end of the year, while others are not doing as well as one would expect for their age. There are fewer children in the middle. Most children speak confidently, with some using extended sentences. They are all encouraged to contribute during whole class sessions and staff take particular care to foster children's use of language in small group sessions. Children have made a good start on reading. Staff place great emphasis on sharing good quality picture books with the children. During the inspection, Michael Rosen's *'I'm Going on a Bear Hunt'* was a focus for the work, for example. Consequently children enjoy stories and are keen to read themselves. Children regularly take books home to share with parents or carers and this helps them to develop their skills. The book area in the classroom is well stocked and provides a good place to browse, although not many children did so during the inspection. Children are beginning to write. Most write their own names confidently and some are already writing independently. There is a writing area for children to use, although there is scope to develop this further, with a wider range of paper and materials. Staff work with small groups of children on focused activities and this means that children make good progress because of the good attention that they receive. There is also scope to increase the number of language and literacy based activities available for children when they work independently.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Teaching is lively and imaginative and captures children's interest.
- Class sessions are very well planned, with a wealth of good quality practical activities.
- There is a good emphasis on helping children to develop mathematical language.
- As in communication, language and literacy, there is scope to increase the opportunities for children to engage in reading and writing tasks in the independent activity part of each session.

### Commentary

43. Children achieve well in this area because the teaching is lively and fun. As in other areas of learning children's knowledge, understanding and skills are very wide ranging, with some children already exceeding the levels expected for their age and some unlikely

to meet the goals expected for them by the end of the year. In the session seen, children were fully engaged in learning. This is because the teacher captured children's imagination by using strategies such as a 'magic ruler' and a 'forgetty teddy' bear. Children hung on the teacher's every word in the session seen. The teddy struggled to remember his numbers to 20 and the children enjoyed helping him out. In the activity part of this particular lesson there were some very well planned activities, again based on *'We're going on a Bear Hunt'*. These were related to measurement and the staff made every effort to help children to develop their mathematical language.

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

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

### **Main strengths and weaknesses**

- Children's ICT skills are very well developed.
- Very good use is made of the outside area in this area of learning.
- Children engage in a wide range of interesting activities.

### **Commentary**

44. This area of learning is very well planned and every opportunity is taken to engage children in interesting and relevant activities. Consequently children achieve well, with some exceeding the levels expected for their age. They do particularly well in ICT. This is because good attention is paid to skills' development. Children use the computers in the main ICT suite and do so with confidence. In the session seen they controlled the mouse well, clicking and dragging pictures on the screen, for example. Very good use is made of the outside area to help children to learn about the natural world. They have grown plants, for example and developed habitats suitable for mini-beasts. Work on display in the classroom shows good attention to all aspects of knowledge and understanding of the world. Children have found out about the past, for example, by comparing old and new toys. They have learnt about the life cycle of a butterfly and worked on push and pull toys.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Good use is made of the hall for class lessons.
- There is no large equipment for children to develop their balancing and climbing skills in the outside area.

### **Commentary**

45. Children also achieve well in this area because of good teaching. Most pupils are on line to reach the goals expected for them by the end of their Reception Year. Children use the space in the Reception classroom and outside area sensibly. They move around in a controlled and considered way. The class regularly uses the hall for physical education lessons and in the session seen used the space well to create sequenced movement.

This was again based on *'We're going on a Bear Hunt'* and children use their imaginations to develop movement well. There is currently no large balancing equipment in the outside area for children to use. In the past, children have used the school's adventure playground, but this is no longer safe. There are wheeled toys for children to use, although they were not used during the inspection. Children also have good opportunities to develop their control of small toys and tools and use scissors, for example, with increasing dexterity.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Children's artwork is of a very high standard.
- There is good emphasis on helping children to develop their imaginative play.

### **Commentary**

46. Children achieve very well in this area because the teaching is very good. Most are well set to reach the levels expected for them in this area of learning, with some already exceeding these in art related activities. Children's artwork is outstanding. During the inspection children were working on large poppy pictures inspired by the work of Georgia O'Keefe. They also used clay to make three-dimensional poppies. Unusually for children of this age, they have their own sketchbooks. These show that children are developing their drawing skills very well. The teacher's subject expertise has an obvious impact on work in this area. Children also have rich opportunities to develop their imaginations. The role-play area is a 'dinosaur den' for example. It was used well during the inspection. Small groups of children also worked with staff to act out *'We're going on a Bear Hunt'* and were fully involved in what they were doing.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Standards in all aspects of English have been well above average in Year 6 for many years.
- Standards have fluctuated in Year 2 tests, but are now rising because of the school's efforts to improve writing.
- Throughout the school pupils achieve well because the teaching is good.
- There is a good emphasis on encouraging pupils to enjoy good quality picture books and novels.
- Pupils with special educational needs are supported well.
- The library has a limited number of non-fiction books.
- There is no planning framework for the development of literacy skills in other subjects.

## Commentary

47. Pupils achieve well because the teaching is good. Overall pupils make good progress between the Reception Year and Year 6. Standards are well above average in Year 6 and have been so for many years in national tests. Standards have fluctuated more in Year 2 tests; currently standards in this year group are broadly average.
48. All groups of pupils are challenged effectively, with teachers taking care to plan learning activities that will make demands of them. A good deal is expected of higher attaining pupils, particularly in Year 6. Pupils with special educational needs are supported well. Sometimes these pupils have extra support in class and work on suitably challenging activities with extra help, or individuals and small groups are withdrawn for focused support on their particular difficulties. They make good progress at these times.
49. Pupils are given good opportunities to develop their speaking and listening skills. These occur both within whole-class sessions, when pupils respond well to the teacher's questioning, and in activities where pupils are asked to discuss work with each other. Most pupils speak confidently, with older ones using Standard English and taking good account of their audience. At the moment there is no planning framework to outline the development of speaking and listening skills across the curriculum, or to map out the school's provision for drama. Consequently, opportunities are lost to develop pupils' skills in other subjects.
50. Reading is taught well. Consequently the development of pupils' skills in tackling increasingly difficult words goes hand in hand with their enjoyment of books and stories. Pupils are quite clear about the strategies that they use to tackle new words. In Year 2, for example, they use 'sounding out', breaking words down into syllables and context cues, when they meet an unfamiliar word. Pupils generally enjoy reading and from a young age have clear preferences for certain authors or genres. The following are key factors in pupils' good achievements:
- Book areas in classrooms where pupils can browse.
  - Good teaching about high quality picture books and novels.
  - Good support for individuals and small groups.
  - A good emphasis on the development of pupils' phonic skills.
  - Encouragement from parents and carers at home.
51. In the context of this good provision, there is scope for extending the quality of non-fiction texts in the library and for using the home-school reading diary to extend the dialogue between parents and carers and teachers.
52. The school is working hard to improve writing standards throughout the school and especially in the younger pupils' classes. Generally writing tasks are interesting and serve some purpose. This helps pupils to feel that there is point to their writing tasks. Two factors that have laid a good basis for continued improvement are:
- The introduction of a writing progress book to record and track pupils' progress through the school.
  - An increased focus on handwriting and presentation.

53. Teachers generally have high expectations of hard work and in all classes pupils have covered a good deal of work, with many pupils writing at length. Expectations of presentation vary from class to class and are particularly high in Year 1 and Year 6.
54. Overall the quality of teaching is good and this is the key factor in pupils' good achievement. Particular strengths in the teaching of English are:
- Good planning, based on the National Literacy Strategy.
  - Interesting activities.
  - Good support from teaching assistants.

Within this positive picture there are one or two areas for development. These include:

- Consistent expectations for the good presentation of pupils' work.
  - Sometimes reducing the time pupils spend listening to the teacher.
55. The subject co-ordinator has maintained the good procedures that were in place to check how well the subject is being taught. She has a clear view of strengths in the provision and areas needing development.

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

56. Pupils use and develop their language and literacy skills effectively in other subjects, most particularly the humanities. At the moment there is no long-term planning framework to outline the skills that could be developed in different subjects and different year groups. Consequently opportunities are lost to move pupils on more quickly.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards in Year 6 have been consistently high for a number of years.
- Teaching is good and so most pupils achieve well.
- Leadership and management of the subject are good.
- There are good systems for checking pupils' progress.
- Opportunities to use mathematical knowledge and skills in other subjects are not planned systematically.

### **Commentary**

57. Results in the national tests for Year 2 pupils have fluctuated widely for the last few years ranging from well below to well above average, largely due to the nature of the particular age groups. Standards this year are average, matching the test results for 2003. In both of these groups there was a significant proportion of pupils with special educational needs so these results represent good achievement. Most pupils develop a sound knowledge and understanding of basic number, shape and measurement. They are introduced to the basic skills of data handling.

58. In Year 6, the school has done well to maintain consistently high standards for a number of years. In the current Year 6 pupils achieve well and attain standards that are well above average. As a result of the teacher's high expectations two thirds of them attain higher levels than expected for 11-year-olds. Most of them calculate equivalent fractions including decimals and percentages and use formulae to deal with the area of compound shapes.
59. Teachers have successfully adopted the National Numeracy Strategy as the basis for planning. All teachers use it consistently to provide a good range of opportunities for pupils to explore a variety of strategies for calculation and to acquire a confident recall of number facts. It also ensures that pupils build successfully on their earlier learning so that their knowledge and understanding develops systematically as they move through the school. It is used particularly well in the mixed age classes in Years 3 to 6 to plan work that meets pupils' needs. Boys and girls respond and achieve equally well. As a result of good support from teachers and teaching assistants pupils with special educational needs also achieve well. By the time they leave the school many of them reach the levels expected for their age.
60. Teaching is good overall and has improved since the last inspection. It is stronger in Years 3 to 6. All teachers know exactly what they want to achieve in each lesson and share this information with pupils in their introductions. They make helpful connections with pupils' earlier work but do not always clarify the next steps in learning. Teachers' secure knowledge of mathematics is evident in their clear explanations and instructions. Coupled with a thoughtful step-by-step approach this helped pupils in Class 5 to make good gains in their understanding of area and perimeter. Pupils in Class 6, dealing with the area of more complex shapes, were successfully extended by the teacher's high expectations. She skilfully increased the level of challenge as the lesson progressed and this ensured that all groups of pupils achieved well. This was particularly effective in pushing the more capable pupils to their limits. Throughout the school teachers' methods and strategies motivate pupils well and ensure that they enjoy their learning. Although teaching was never less than satisfactory there is some inconsistency from class to class in the way that teachers:
- Manage the challenging behaviour of a small minority of pupils.
  - Extend pupils' thinking and reasoning through the use of more open-ended questions.
  - Plan work at different levels to match the needs of all pupils in the class.
61. These could be dealt with effectively by sharing some of the good ideas seen in the more successful lessons.
62. The co-ordinator provides good leadership and management. She oversees effective arrangements for checking on pupils' progress across the school. Her detailed analyses of pupils' performances in regular testing highlight specific areas for development and provide clear guidance for colleagues. She is aware of the need to become more actively involved in the younger classes.

### **Mathematics across the curriculum**

63. Pupils often use mathematics as part of their work in other subjects giving them an opportunity to use their skills in a variety of practical situations. For example, they use

graphs and tables to record data in geography, record temperatures in science investigations and measure materials in a range of assignments in design and technology. Teachers take advantage of these opportunities as they crop up but they are not yet identified systematically in the planning frameworks for these subjects.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are high in Year 6 and have improved in Year 2.
- Leadership and management are effective and focused.
- Good teaching enabling pupils to achieve well.
- A strong emphasis is placed on the use of the correct terms and the development of an investigative approach.
- The use of ICT in the subject is underdeveloped.

### **Commentary**

64. Standards are average in Year 2 and well above average in Year 6. Since the last inspection the school has done well to maintain the high standards in Year 6. In the 2003 tests, standards in Year 6 were in the top five per cent of schools nationally and the Year 6 test results have been consistently well above average for the last three years. Although standards have been lower in Year 2 there is evidence that they are improving. In the work and lessons seen boys and girls, pupils of all abilities including the more able and those with special educational needs all make good progress and achieve equally well.
65. There has been an effective focus on providing a challenging curriculum for Years 3 to 6 that takes account of the mixed age classes. Analysis of test results and annual review are used to refine and personalise national guidance and commercial schemes to the school's specification. Practical work and investigations are used to develop scientific understanding. All age groups study the same topics at an appropriate level during the year, progressively developing pupils' skills. This is why Year 6 pupils achieve high standards. National guidance has been well used as the basis for planning in Years 1 and 2. However, the curriculum has not been developed and personalised either in the same way or as effectively as in Years 3 to 6.
66. By Year 2, pupils have studied the effect of heat on materials, created simple circuits and looked closely at fruit and seeds. They are beginning to investigate, observe and record and are working broadly at the expected level for their age. Pupils in Years 3 and 4 understood the need for a 'fair' test and used previous learning to predict a shape that would support the most weight in water. Year 6 pupils design their own investigations, making good use of previous work to suggest ways to recover salt from a saline solution. Their work, which is carefully presented, is well above the expected level. Teachers develop pupils' recording skills well, using strategies to support those with limited literacy skills. Throughout the school there is strong focus on the use of correct terminology as seen, for example, in a Year 4 and 5 lesson on the role of the stigma and stamens in the fertilization of flowers.

67. Teaching and learning are both good. Teachers have good subject knowledge and use it to skillfully question pupils. Well chosen and prepared practical activities capture pupils' interest and promote enthusiasm. These activities build well on previous work, develop pupils' understanding and provide good levels of challenge and interest for all abilities. Pupils co-operate well, use materials and equipment carefully, discuss ideas and support each other. Good examples of this were seen in the Year 3 and 4 work on floatability and the Year 5 and 6 work on solutions. Well-briefed teaching assistants provide good support for pupils with special educational needs so they achieve as well as their peers. Marking is supportive and indicates how work could be improved but presentation is variable.
68. Pupils use their numeracy skills effectively when measuring and recording. ICT is sometimes used for research, to record, interpret and display work and to monitor the environment. However, the school recognises the need for a more consistent approach to its use. Good use is made of the school grounds, locality and visits to provide practical experience of different habitats and to support work on topics. A good example was Year 1's work on sound. The co-ordinator has effectively managed, led and maintained an overview of the subject. Assessment has been developed and is well used to record and monitor pupils' progress and plan the next steps in their learning. There are sufficient resources for whole class use and plans to improve the range and quality of these resources.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Direct teaching of ICT skills is good so most pupils achieve well.
- Work is well planned to link with other subjects and to provide interesting tasks.
- The accommodation for ICT is unsatisfactory but there are plans to rectify this.
- More able pupils are not always sufficiently extended.

### **Commentary**

69. In Years 2 and 6, most pupils reach the levels expected for their age. Pupils develop the expected range of skills and learning to use ICT for word processing, handling and presenting data, graphics and the Internet as well as control, monitoring and modelling. Existing resources are just adequate but they are managed well to ensure satisfactory coverage of the subject. However, in the older classes in particular this does limit the depth of coverage of some aspects such as control.
70. A particular strength is the way that teachers plan carefully to develop pupils' skills year on year so that their learning builds effectively on their earlier experiences. This was demonstrated clearly in the three lessons seen on data handling. In Class 3, pupils showed good recall of their previous work when entering results of a recent questionnaire into a database. Most were able to move between screens and all could use the drop down menus as they gained a sound understanding of using a database to store and retrieve information. In Class 4 pupils learned to analyse data using the sort and search icons. This helped them to develop an appreciation of the wider uses of ICT to learn more about Wootton Wawen and the people who live in the village. This was taken a

step further in Class 5 where pupils worked in pairs to produce a branching database using knowledge of mini-beasts gained during a recent educational visit. In a review of the lesson the teacher encouraged them to consider the limitations, as well as the benefits, of using ICT in this way.

71. The quality of teaching and learning is good overall. This is because teachers work hard to make the best use of the computer suite and they have successfully developed their own technical skills and confidence. As a result, they explain tasks clearly and demonstrate skills carefully so that pupils know exactly what is expected of them. Selected activities build well on previous skills. Pupils are enthusiastic, well behaved and willing to share ideas. Most pupils achieve well. Those who have developed above average skills, partly through their work with computers at home, are insufficiently challenged by some of the work and therefore do not achieve as well as they should.
72. The subject is coordinated by the headteacher. Since his appointment there have been other priorities so his leadership of ICT is currently no better than satisfactory. He is aware of the need to refine existing arrangements for checking pupils' progress and to gather samples of pupils' work to clarify expectations for each age group. The accommodation for ICT is currently unsatisfactory. The suite, situated in an L-shaped section of the main corridor, is cramped and working conditions are uncomfortable for pupils and teachers. Plans are well advanced to rectify this. Despite these weaknesses, the school has worked hard to improve provision since the last inspection and has made good headway by establishing a computer suite and improving the quality of teaching.

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

73. The co-ordinator encourages a positive learning atmosphere within the subject and this is helping to promote the use of ICT in other subjects. This is developing well in lessons in the computer suite but there was little evidence of classroom computers being used in this way. One notable exception was the use of the interactive whiteboard to provide a clear and interesting introduction to a mathematics lesson in Class 6. There is no planned overview to identify opportunities to use ICT across the curriculum in the subjects and topics covered.

### **HUMANITIES**

74. Work in **history** and **geography** was sampled, with only two lessons seen in total. Therefore no overall judgement about provision, or about the quality of teaching, can be made in these subjects. Inspectors also looked at pupils' work and talked to them about what they knew, understood and could do.
75. Although no lessons were seen in **geography** there is ample evidence, including a broad range of pupils' earlier work, discussions with teachers and pupils and from teachers' planning, to show that standards in Year 2 and Year 6 are in line with expected levels.
76. The range of work shows that pupils achieve well, especially in relation to the acquisition of key skills. For example, from the start they are introduced to appropriate geographical vocabulary and make good use of atlases, globes, maps and plans in looking at favourite holiday destinations in Class 2 and in their study of our Island Home in Class 3. In Class 4, ICT is used well to support pupils' learning about land use, traffic and people in Wootton Wawen. Information sources include a good collection of aerial and oblique photographs. In Class 5 pupils study habitats around the world using reference books and the Internet to

develop their research skills. Pupils in Class 6 have completed a study of the River Alne, which provided good opportunities to extend their fieldwork skills. They looked in detail at two different locations making sketches of the landscape and measuring the width and speed of the river.

77. The leadership and management of the subject are satisfactory. The co-ordinator has worked steadily to improve teaching and learning by producing a clear framework for planning that provides teachers with helpful guidance on the ongoing development of key skills. She regularly examines samples of pupils' work although she has not yet had the opportunity to monitor teaching and learning directly through classroom observations.
78. In **history**, careful analysis of pupils' work shows that standards in both Year 2 and Year 6 are in line with the levels expected for their ages.
79. In Years 1 and 2, pupils develop a good bank of factual knowledge about personalities from the past such as Samuel Pepys and events such as the Great Fire of London. However, teachers miss opportunities to use dates, timelines and appropriate vocabulary to extend pupils' awareness of the passage of time. Pupils' completed work in Years 5 to 6 shows that their factual knowledge builds well as they develop and refine their research skills. They make good use of a variety of resources including the Internet and CD ROMs to explore a variety of topics. A good variety of visits, visitors and well planned activities enrich the curriculum and bring learning to life.
80. In the two lessons seen teaching was good and enabled pupils to achieve well. In Year 1 a visitor talked to pupils about her childhood holidays. They listened attentively and the wide variety of questions they asked showed clearly how their interest had been captured. In the follow-up they carefully examined contrasting seaside pictures of then and now, making detailed observations as they identified similarities and differences. Skilful teaching, based on secure knowledge of the subject, helped pupils in Years 3 and 4 to begin to distinguish between facts and opinions about Henry VIII. The written task was carefully planned at different levels to ensure that all groups of pupils were appropriately challenged. Pupils' use of dates showed a growing awareness of different periods in history.
81. The leadership and management of the subject are satisfactory. The co-ordinator has produced detailed guidance for teachers that ensures pupils in mixed age classes do not repeat work unnecessarily. It is implemented consistently by all teachers and contributes to the systematic development of knowledge, skills and understanding across the school. She gains a good overview of standards by sampling pupils' work but there have been no opportunities to carry out lesson observations.

## **Religious Education**

Provision in religious education is **satisfactory**.

## **Main strengths and weaknesses**

- Good links are made between the subject and everyday life.
- There is good encouragement of pupils to share their feelings.
- There is limited use of visits and visitors to broaden pupils' first hand experience.
- There is inconsistency in written recording from class to class.

## Commentary

82. Standards in Years 2 and 6 are at least at the level expected in the locally agreed syllabus, a similar position to the last inspection. The newly revised locally agreed syllabus is used as the basis for planning in the subject. Pupils, including those with special educational needs, achieve well and make sound progress.
83. Overall teaching and learning are good. Much of the work in the subject is of an oral nature. Good links exist with the local church and vicar. Year 1 pupils visited St Peter's Church and could remember and explain the function of features such as the altar, lectern and font in the guidebooks they were preparing. Pupils' personal development is supported well by linking the subject to everyday life. Work in the subject makes a strong contribution to their spiritual and cultural development. Year 2 pupils used role-play to explore how you should behave towards others in the light of Jesus' instruction to 'love your neighbour'. They had learnt about the role of Jesus, Buddha and Mohammed in their respective faiths. Pupils learn about the use of symbols in religion. Year 4 and 5 pupils knew that candles light the world and Easter eggs represent new life. By Year 6 pupils are developing a greater awareness of themselves by exploring and identifying feelings created by meditation. They discussed similarities between the Sikh Mool Mantar and the Lord's Prayer. In discussion they recalled a visit in previous years to the mosque. Pupils enter enthusiastically into the activities and although a few, with identified difficulties, are not always on task most show a suitable maturity of understanding. Recorded work varies from class to class in consistency of approach, expectation and quality.
84. The co-ordinator has attended training and recently led teachers in selecting topics for study from the new syllabus. The school has chosen to cover a wider range of major faiths than required by the agreed syllabus to provide opportunities to broaden the cultural understanding of its mono-cultural pupils. The school is aware that it will need to ensure that this does not dilute the development of pupils' understanding and experience expected in the agreed syllabus. Opportunities for monitoring work in the subject have largely focused on viewing teachers' planning and pupils' work.
85. There are good examples of links between the subject and pupils' work in PSHE. Displays are often used to celebrate pupils' completed work or remind pupils of topics studied. There are sufficient resources, including artefacts, but little recent use of visits or visitors to support learning about religions other than Christianity. The use of ICT in the subject is at an early stage of development. Overall the school has maintained the sound provision noted by the last inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. Work was sampled in **art and design, design and technology, music and physical education**. In total five lessons were seen, inspectors looked at pupils' work and talked to pupils about what they knew, understood and could do. They also talked to staff with responsibility for these subjects.
87. Pupils' work in **art and design** is broadly in line with the levels expected for their age. In all year groups their work is celebrated in attractive classroom displays. These displays show that pupils use a range of media and are developing their skills effectively in the use

of pencil, oil pastel and paint particularly. There is scope to improve the planning for skills' development, so that pupils do not repeat work. In Years 2 and Years 4 and 5, for example, pupils have undertaken very similar exercises on colour mixing.

88. In the lesson seen pupils achieved satisfactorily because of sound teaching. They worked on designs for a papier-mâché beast, following their visit to Coombe. Visits and visitors are a regular feature of the art curriculum. Every year, for example, Year 6 pupils visit an art gallery in Birmingham.
89. The good and supportive leadership of the subject co-ordinator has contributed well to improvements in teachers' subject expertise, which was highlighted as an area for development by the last inspection. She has run several training sessions for staff and observed lessons. She has a very clear picture of what still needs to be improved and is currently working with staff to simplify planning.
90. Work in **design and technology** was sampled during the inspection with only one lesson seen. Talking to pupils and teachers and viewing examples of pupils' work suggest good emphasis is placed on the design and make process. By Year 6, work is finished to at least the expected level. Examples on display and in their books show how Year 6 pupils researched commercial biscuits and then made their own, employed techniques to strengthen card and paper bridges and produced detailed constructional drawings of footwear before making slippers. Research and use of specific techniques is a common feature of pupils' projects. Displays show how Year 1 pupils investigated and used suitable fastenings for their glove puppets and Year 3/4 pupils found out about pneumatics and used this to make their monsters move. Although pupils usually consider how they might improve their work, evaluation does not enjoy the same focus as designing and making. ICT is sometimes used in the subject, as seen in the Year 4 and 5 cocktail recipes and Year 1 bird houses. It is not yet being used for either control or regularly for research and design.
91. Good attention is paid to safety and pupils are well encouraged to use and develop skills they have already learnt to tackle new situations. In a Year 2 lesson pupils practised accurate cutting and measuring of wood. They made good use of corner strengthening techniques, used previously to make picture frames, to assemble a vehicle chassis. The subject manager has used training and curriculum materials to support colleagues and has plans to develop this further. Concerns from the previous inspection about teacher subject knowledge have been addressed.
92. **Music** now has a high profile in the school and the limited evidence available suggests that it is much improved. The parents highlighted this at the meeting held for them before the inspection. They were particularly pleased with the termly music concerts and annual productions. One of the key factors in this improvement has been the appointment of a music specialist. She takes classes throughout the school as well as the weekly hymn practice.
93. In the two lessons seen pupils achieved well. This was because the teaching was lively, with planning based on the teacher's very good subject knowledge. In the session seen, Year 2 pupils held a beat well and clearly had good knowledge and understanding of the different sounds made by a range of percussion instruments. Older pupils, in Years 4 and 5, worked on an action song and were fully involved in learning because of the good teaching. In both of these sessions standards were broadly in line with levels expected for the age of the pupils. Singing in assembly is enthusiastic and tuneful, with pupils responding well to the

lively songs and hymns selected for them. There are opportunities for older pupils to learn to play a range of instruments from visiting teachers. Provision for music is enhanced by voluntary out of school clubs. There is a choir open to pupils throughout the school as well as an orchestra and recorder groups.

94. As well as a discussion with the co-ordinator and talking to pupils one lesson was seen in **physical education**. It is not possible to make overall judgements about standards or teaching based on this limited evidence.
95. The school makes good provision for swimming with all pupils swimming for two half-termly sessions per year. This enables pupils to achieve well with almost all meeting or exceeding national expectations by the time they leave the school. There is also good provision for extra-curricular activities and pupils of all ages take part enthusiastically.
96. Teaching was satisfactory in the lesson seen. The teacher made good use of space and games equipment to provide opportunities for pupils to practise the basic skills of striking and fielding games. A strong feature of the lesson was the warm-up session led confidently by two of the pupils. However, during the lesson, a significant minority of pupils did not listen attentively or follow instructions and this affected the continuity of teaching and learning.
97. Leadership and management of the subject are satisfactory. The co-ordinator is enthusiastic and has some good ideas about ways to develop the subject including a review of arrangements to check pupils' progress across the school. He has limited experience as a co-ordinator but has benefited from recent staff training to clarify the role of subject leaders. A commercially produced scheme of work provides good guidance for non-specialist teachers.

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

98. The school correctly attaches importance to pupils' personal development. A programme of personal, social and health education is taught on a regular basis. Pupils benefit from opportunities to share their ideas and feelings during these sessions and also in discussions in their RE lessons. Teachers deal sensitively with issues such as emotions and feelings, diet, health, sex, drugs and personal safety. Good use is made of visitors from outside agencies and the emergency services to support this work. Teachers are responsive to pupils' needs. Year 6 pupils gained reassurance from viewing a video about transfer to secondary school, after visits to their new schools. The openness of their comments and the way they shared positive and negative feelings demonstrated well the supportive climate their teacher had established. Pupils regularly raise monies for charities and to support others less fortunate than themselves. The School Council provides increasing opportunities for pupils to be involved in the running of the school. This approach helps to promote the caring and supportive atmosphere of the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

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

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

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
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>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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

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

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