

# INSPECTION REPORT

## **BRAYFORD PRIMARY SCHOOL**

Brayford, Barnstaple

LEA area: Devon

Unique reference number: 113153

Headteacher: Mr J R Wilsher

Acting Headteacher at the time of inspection:  
Mrs Chris Bearman

Lead inspector: Mrs Julie Moore

Dates of inspection: 24<sup>th</sup> – 25<sup>th</sup> November 2003

Inspection number: 260668

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll;	29
School address:	Brayford Barnstaple Devon
Postcode:	EX32 7QJ
Telephone number:	01598 710345
Fax number:	01598 710345
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Gosling
Date of previous inspection:	29 <sup>th</sup> September 1998

## CHARACTERISTICS OF THE SCHOOL

Brayford is much smaller than other primary schools with just 29 pupils on roll. It is situated in the small village of Brayford, about six miles from Barnstaple in North Devon. Pupils are taught in two classes and there are no pupils from ethnic minorities. Pupils are from a range of backgrounds, and a minority of them travel considerable distances to attend the school. Very few pupils leave the school before the end of Year 6, but a number of pupils join the school at times other than the start of the reception year. When children join the reception class their skills and understanding are broadly average for their age, but this does vary significantly from year to year. In some year groups all the pupils have special educational needs. Currently, the proportion of pupils with special educational needs is below average. Most of these needs are for specific learning difficulties or speech difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8710	Mrs Julie Moore	Lead inspector	English Information and communication technology Geography History Religious education English as an additional language
31754	Mrs Charlotte Roberson	Lay inspector	
19302	Mrs Chris Perrett	Team inspector	Mathematics Science Art and design Design and technology Music Physical education The Foundation Stage curriculum Special educational needs Personal, social and health education

The inspection contractor was:

*Criterion School Inspections*

*Juniper House  
23 Abbots View  
Abbotswood  
Cinderford  
Gloucestershire  
GL14 3EG*

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# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	6-7
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	8-10
Standards achieved in areas of learning, subjects and courses Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	10-15
Teaching and learning The curriculum Care, guidance and support Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	15-16
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	17-24
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	25

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a satisfactory education for its pupils.** Children get a good start when they join the reception group, and this is developed and extended well in Years 1 and 2. The strong family ethos is appropriate in such a very small school, and this is why most parents have chosen Brayford for their children's education. Parents are very supportive of the acting headteacher who has been in post for much of this term. Standards are above average at the end of Year 2 and average at the end of Year 6, but with very few pupils in each year group the results are difficult to quantify. Teaching is good, and pupils' achievements are good in the infants and satisfactory in the juniors. That said, achievement in lessons is starting to pick up in the juniors because of improved teaching, and pupils' progress has speeded up significantly during the course of the term. The school is not meeting its requirements for information and communication technology, and this holds back learning in this subject. The acting headteacher has guided the school soundly, with the full support of governors, but aspects of the school's management are inadequate. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The acting headteacher provides a clear educational direction to the school. She is committed to improvement.
- Management is unsatisfactory; however, the weaknesses are now being tackled soundly.
- The provision for information and communication technology is poor. Standards are below average and information and communication technology does not support learning consistently across the wider curriculum.
- Achievement is good throughout the school in speaking and listening and reading. In writing, it is satisfactory, but is improving rapidly and this is a strength. Achievement is good overall in Years 1 and 2.
- Higher-attaining pupils in Years 3 to 6 are not achieving as well as they could in mathematics and science.
- Behaviour is good and pupils have positive attitudes to learning. Relationships are very good.
- The team spirit is strong and everyone, including staff, pupils, parents and governors, work together well to move the school forward.

There have been satisfactory improvements since the last inspection. Standards in English and mathematics are above average at the end of Year 2 and achievement is good. Reading standards are above average throughout the school. Curriculum planning is significantly sharper and more focused. Staff know how well pupils are doing, as the systems for tracking pupils' progress and achievement are much improved. This has helped the teachers' planning to sharpen up. The provision for pupils with special educational needs has improved and is good. What has declined is the effectiveness of management, which has slipped, but gaps have been identified this term, and are now being tackled. The provision for information and communication technology has also declined.

### STANDARDS ACHIEVED

Caution must be taken in interpreting this data as very few pupils are involved. One pupil can make a significant difference to overall results. E\* indicates the lowest five per cent in the country.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	C	E	C
Mathematics	E	B	E*	E*
Science	D	C	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**The achievement of boys and girls is satisfactory**, but there are variations between Years 1 and 2 and Years 3 to 6. The unevenness in achievement is starting to be ironed out by improved teaching in the Year 3 to 6 class. Children in the Foundation Stage<sup>1</sup> are on track to exceed the goals set for them and their achievement is good. Pupils in Years 1 and 2 are achieving well. In Year 2, standards in speaking, listening, reading and mathematics are above average; standards in writing and science are average. In Years 3 to 6 the higher-attaining pupils are not achieving as well as they could in mathematics and science. Standards in English, mathematics and science are broadly average for pupils in Year 6, with higher standards in reading and speaking and listening. Pupils have made significant gains in their writing over the course of this term due to effective teaching, and standards are broadly average. Standards in religious education are in line with the expectations of the locally agreed syllabus. Standards in information and communication technology are below average. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils' attitudes and behaviour are good and their attendance is satisfactory.

## QUALITY OF EDUCATION

**The quality of education is satisfactory. Teaching is good.** Tasks are pitched at the right level in English and mathematics. However, in science, pupils' learning slows when the lessons lack sufficient challenge, and this is an area for development. Reading is taught well, across the school, and standards are good. Pupils' achievement in writing has been held back in Years 3 to 6 because unsatisfactory work has been accepted in the past, and this is not good enough. Improved teaching is now making a positive impact. Pupils are now taught in ability groups for literacy and numeracy, their progress is speeding up and achievement is improving all round. Pupils with special educational needs are taught well and they make good progress in lessons and over longer periods of time. Their achievement is good. The curriculum falls short of expectations because the provision for information and communication technology is poor, and the school is not meeting requirements in this subject. The basic curriculum is enhanced well by the good range of additional activities. Homework successfully supports and extends work undertaken in class. Staff know the pupils very well and they support them soundly. The school has a good range of links with parents, other schools and the community. Parents value this.

## LEADERSHIP AND MANAGEMENT

**The leadership of the acting headteacher is satisfactory. Management is unsatisfactory.** Aspects of management have slipped over the last school year, but these gaps have been identified and are now being tackled by the acting headteacher and the governors. Day-to-day management is good. Subject leaders provide satisfactory support for their subjects. Governors support the acting headteacher fully, and the governance of the school is satisfactory, although not all statutory requirements are met in full. In the past, governors have had only partial information about the school's performance and this has limited their ability to make long-term strategic plans for the school. Governors pursue best value principles at all times.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and they value all that it provides for their children. Pupils are also well satisfied with their school. Some of them would like a bigger playing area, and a minority feel that their work is too easy.

## IMPROVEMENTS NEEDED

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

- Continue to address the weaknesses in management.
- Improve standards in writing and information and communication technology.
- Enhance the achievement of the higher attaining pupils in mathematics and science in Years 3 to 6;

and, to meet statutory requirements:

- Ensure that provision for information and communication technology meets requirements.

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<sup>1</sup> The Foundation Stage caters for children from the age of 3 to the end of the reception year.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

*This is a very small school, with two very small classes. The infant class has reception, Year 1 and Year 2 pupils, and the junior class has pupils in Years 3 to 6. The number of pupils in each year group is very small and one pupil more or less can make a very significant difference to overall standards. Results must be treated with caution. Some year groups have pupils of one gender only.*

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

The achievement of boys and girls is satisfactory overall. It is good for all pupils throughout the school in reading and in speaking and listening. Achievement is good in the Foundation Stage and in Years 1 and 2 – the infant class. Achievement is good in lessons for pupils in Year 3 to 6 – the junior class – but is only satisfactory over longer periods of time, but is less secure over time due to weaknesses in previous teaching. Higher-attaining pupils are not achieving as well as they could in mathematics and science.

### Main strengths and weaknesses

- Children in the Foundation Stage get a good start and they achieve well.
- Pupils with special educational needs achieve well.
- Standards in speaking, listening and reading are above average at the end of Years 2 and 6 and pupils' achievement is good.
- Standards in writing are satisfactory at the end of Years 2 and 6. Pupils' achievement in writing is satisfactory, but it could be better.
- In the past, there has been too much emphasis on using worksheets in other subjects such as history and geography. This has limited pupils' progress in developing their writing skills.
- Standards are above average in mathematics at the end of Year 2. Higher-attaining pupils are not achieving as well as they could in mathematics and science in Years 3 to 6.
- Pupils' skills in information and communication technology are below average across the school.

### Commentary

1. Standards at the last inspection were broadly average. They are better than this at the end of Year 2 and they remain at the same level at the end of Year 6. Standards in information and communication technology, which, at the previous inspection, were above average at the end of Year 6, are now below average. There are a number of reasons for this decline, which include delays in upgrading the computers, staff not being adequately trained to deliver the subject, and the absence of the subject leader.
2. **A very small number** of pupils took the 2003 national tests at the end of Years 2 and 6. At the end of Year 2, standards were well above average in reading, well below average in writing and below average in mathematics. At the end of Year 6, standards were well below average in English and science and they were in the lowest five per cent in the country in mathematics. The very few pupils involved means that any individual differences are highlighted significantly, as they are by all the other comparative data. Because of the very small numbers of pupils involved year-on-year, it is not possible to make a reasonable judgement about trends over time.
3. Work in pupils' books shows that pupils make good progress in English and mathematics in Years 1 and 2 and their achievement is good. Satisfactory progress is made in science. During last year, 2002/3, pupils' progress slowed in Years 3 to 6 and their achievement, overall, was barely adequate. In writing, achievement was inadequate. The good teaching since September is having a positive impact all round. Achievement is now good in lessons. Gaps in previous learning hold back pupils' longer-term achievement, and this is especially so in writing across the board, and in aspects of mathematics and science for the higher attainers, as they work they have been given has not been challenging enough.

4. Children in the Foundation Stage achieve well in personal, social and emotional development and in communication, language and literacy and in mathematical development. Most of the current group are on course to do well and a minority should exceed their targets in the areas of learning highlighted above.
5. Standards in religious education are in line with the expectations of the locally agreed syllabus for religious education. Standards are below average in information and communication technology. It was not possible to make reliable judgements about standards and achievement in any of the other subjects in this very small school.
6. Pupils with special educational needs achieve well. Their needs are identified early on and they get good support that is pitched at the right level. Targets are realistic and achievable, and this helps the pupils to move forward with confidence.

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

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good, as are their attitudes and behaviour. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- The caring ethos of the school permeates all activities, and helps to promote very good relationships, and good attitudes and personal development
- The very good role models of the staff ensure that pupils quickly know the difference between right and wrong and behave well.

### **Commentary**

7. Pupils' attitudes, values and personal development are good. The positive picture found at the last inspection has been maintained. The vast majority of pupils are well behaved, polite and courteous, and respond well to the caring ethos of the school. Children in the Foundation Stage quickly learn the routines of the class and develop good work habits. They enjoy the range of activities planned for them and are eager to learn. Pupils in the rest of the school also enjoy school, and show a considerable pride in being members of the school community. They are interested and involved in the range of activities that the school provides, both in lessons and out of school hours. Parents are very supportive of the school, and very happy with the values the school promotes. Pupils' behaviour in lessons and around the school is good overall. Staff deal quickly and effectively with the few incidents of inappropriate behaviour that occur. The pupils are proud that the 'school does not have bullies' and certainly no incidents of bullying were seen during the inspection. No pupils have been excluded from school and there have been no racist incidents.
8. Levels of attendance over the past year are very similar to all schools nationally and are satisfactory. Pupils rarely arrive late. Recent procedures for monitoring attendance encourage parents to phone on day one if a child is away, and if parents fail to make contact the school telephones families mid-morning.

Authorised absence	
School data	5.9
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

9. Pupils' relationships with adults and each other are very good, and have a positive impact on their learning. They are supportive of each other and their teachers. Pupils are happy and secure, and enjoy the caring family atmosphere of the school where all are valued. Pupils respond well to the help provided, and enjoy the praise that is often given. Pupils of all ages mix well at playtime and lunchtime, and pupils with special educational needs take a full and active part in lessons and activities at playtimes.

10. Pupils' spiritual development is good. They have a caring attitude towards each other and they respect each other's viewpoint. In both classes there are many opportunities that enable pupils to flourish and develop successfully, and they have a good understanding of right and wrong, which is promoted from a very early age. Pupils benefit from the very good role models set by the adults in school. All pupils are aware of school rules and this helps the school to be a harmonious and orderly community. Positive values are promoted effectively through all activities, and through the whole-class discussion periods known as 'circle time'<sup>2</sup>.
11. There are opportunities for pupils to enhance their social development, through taking responsibility, which they do with commitment and pride. In both classes, pupils are keen to act as monitors, helping the smooth running of the class. Residential visits for pupils in Years 3 to 6 provide a good opportunity for pupils to develop maturity. Pupils are encouraged, through all school activities, to be honest, trustworthy, and well mannered. All members of the school community know each other well respecting each other's needs and celebrating each other's talents. Pupils are provided with a curriculum that promotes a good understanding of Western culture in subjects such as history, art and design, music, and English. Pupils' understanding of different cultures is promoted through religious education in which pupils learn about the major world faiths, and the many international links that the school has established. However, there are limited opportunities for pupils to appreciate the nature of modern multicultural Britain.

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

The quality of education provided is satisfactory. Teaching and learning are good overall, as are the school's links with the wider community and other schools. There is a satisfactory partnership with parents and the school provides satisfactory care, guidance and support for its pupils. The curriculum is unsatisfactory.

### **Teaching and learning**

Teaching is good overall and learning moves forward at a good pace. This holds good in both classes, and in the Foundation Stage. Systems for assessing pupils' progress and achievements are securely in place in the Foundation Stage and in the main subjects of English, mathematics and science.

### **Main strengths and weaknesses**

- Classes are well managed, tasks are pitched at the right levels, and pupils move forward in their learning. This holds good for pupils with special educational needs as well as the others.
- Teaching is good in the Foundation Stage and the children get a good start. This helps them to develop positive attitudes to learning and to school life generally.
- Teachers' high expectations about the speed of pupils' responses and the amount of work they produce in a lesson is having a positive impact on pupils' achievement in Years 3 to 6. Limited expectations have held them back in the past.
- In Years 3 to 6, the higher-attaining pupils are not reaching their full potential in mathematics and science.
- Pupils' learning in information and communication technology falls short of expectations, due to shortcomings in the provision of the subject.
- In Years 3 to 6 all pupils have individual targets and these give them a clear focus for making progress. This is having a positive impact on pushing up standards, especially in writing.
- Marking is good. It points out what the pupils need to do in order to improve the standard and quality of their work.

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<sup>2</sup> 'Circle time' is a session provided for pupils to discuss a wide range of personal issues as a class, following strict rules about listening to others and taking turns to speak.

## Commentary

12. Teaching remains at the same level that it was at the last inspection. Satisfactory progress has been made in tackling the issues raised about planning the curriculum and assessing how well the pupils are doing. Strong teamwork and positive leadership is having a beneficial impact all round. Teachers make sure that all pupils learn well and no-one is left out. Much hard work has gone into improving the school's system for assessing how well its pupils are doing. Detailed monitoring and effective marking contribute effectively, making sure that pupils are fully aware of how well they are doing and what they need to do in order to improve.
13. Children in the Foundation Stage are taught in the infant class with pupils who are in Years 1 and 2. This is generally what happens in most very small schools. Teaching is good. Children with special educational needs are identified early on so that they receive suitable support. Tasks are focused on the appropriate curriculum for the youngest children in the school, but there are limited opportunities for the children to choose their own activities. Parents are fully involved in supporting their children's learning, which gives a good boost to their progress.
14. Lessons are interesting for pupils in Years 1 and 2. The teacher and her assistant know the pupils well, and they make sure they are challenged by their activities. Planning is at different levels for pupils of differing capabilities, and this is effective as it enables higher-, average- and lower-attaining pupils to achieve well. Lessons move forward at a good pace and brisk beginnings get everyone's attention straight away. The good use of individual questions for different pupils enables the teacher to quickly check out pupils' understanding, as in a literacy session, which focused around the story '*Baby Elephant*', by Susan Holland. On occasions, some lessons are too long. When this happens a small minority of pupils 'switch off' from time-to-time, but good teaching brings their attention back on course.
15. In Years 3 to 6, revised systems for teaching and learning are effective. They are chosen well to help the pupils to gain knowledge and develop understanding at a good rate. The new systems have not been in place long enough to ensure that the higher-attaining pupils are achieving well in mathematics and science. It is early days, but there are positive signs of improvement. In literacy and numeracy, the pupils work in groups, with others of similar capability. This helps the teaching to be targeted effectively and makes good use of everyone's time. Work in pupils' books indicates that all pupils have made rapid gains in their learning in literacy and numeracy since the beginning of this term. Work from the previous year shows significantly less progress over longer periods of time.
16. Pupils' skills in information and communication technology fall short of expectations because of the limited use of information and communication technology in classrooms. The reasons for this are:-
  - Some aging computers that are not up to doing the job;
  - The absence of the subject leader means that developments have halted in this very small school;
  - The lack of a complete training programme for permanent staff.
17. Pupils' learning was sound where information and communication technology was being used to support learning during the inspection, especially in the Years 3 to 6 class. However, there are too many gaps in the information and communication technology curriculum for teaching and learning to be securely in place, and this is a weakness.

### **Summary of teaching observed during the inspection in 16 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	10	6	0	0	0

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

18. Across the school, teachers make good use of homework to support pupils' learning in class, and this boosts standards successfully. Parents are happy to help with homework and most of them feel their children get the right amount. Pupils with special educational needs get good

support that helps them to reach the targets on their individual plans. Their achievement is good.

## **The curriculum**

The curriculum is unsatisfactory, overall, because the school is not meeting its requirements for information and communication technology. The planned curriculum is brought alive by clubs, practical activities, visits and visitors. Planning for different subjects has improved significantly since the last inspection. Resources to support the curriculum and learning are satisfactory except for information and communication technology, where they are unsatisfactory. The accommodation has been improved recently with the addition of a library and an attractive play area for the children in the reception year.

## **Main strengths and weaknesses**

- Good use of visits, visitors and events to bring the curriculum alive, supported by a good range of out of lesson clubs and activities.
- The school is totally committed to ensuring individuals and groups of boys and girls have full equality of access and opportunity to the curriculum on offer.
- Curriculum planning has improved since the last inspection, with further developments securely in hand.
- The provision for information and communication technology falls well short of expectations and there is a lack of use of information and communication technology to support learning in other subjects.

## **Commentary**

19. The curriculum is broad and, with the exception of information and communication technology, the requirements are met in all other subjects, which are firmly anchored on the National Curriculum and the locally agreed syllabus for religious education. A regular programme of visits and visitors helps to bring learning alive. Annual residential visits for pupils in Years 3 to 6 provide good opportunities for their personal development. The school rightly judges that pupils' personal development is an important part of its day-to-day life. Health issues, including sex, drugs and relationship issues are tackled with sensitivity and thoroughness. Planning has improved since the last inspection and the school is now developing the use of national guidelines to tailor its planning to suit the needs of the school. Provision for information and communication technology falls well short of expectations, as there is a lack of hardware, and staff do not have the necessary skills to teach all the elements of the subject, resulting in unsatisfactory standards. There is insufficient use of information and communication technology to support learning in other subjects.
20. The Foundation Stage curriculum is good overall and meets national guidelines. Staff plan a good range of activities that engage and interest the children in all the areas of learning. There is no specific planning for the personal, social and emotional strand, but this area of learning is developed well, albeit informally, through all daily activities. Children with special educational needs are quickly identified, and appropriate support is planned and provided, enabling them to achieve well.
21. Suitable emphasis is placed on English and mathematics. The National Strategies for Literacy and Numeracy are used soundly by staff as their basis for planning in these subjects. The improved planning in Years 3 to 6, during this term, is already having a positive impact on pupils' achievement. The curriculum is not always as balanced as it might be. Lengthy morning sessions of English and mathematics do not always help pupils to maintain concentration and interest or maximise learning. Sessions of one hour for music are too long, particularly for the youngest pupils.
22. The school's strong commitment to ensuring equality of access and opportunity for all its pupils is achieved by its small family atmosphere where all adults know the pupils very well. Classes are very small and the low ratio of pupils to adults means that pupils' needs are met well. Teachers and classroom assistants give good support in lessons, particularly for pupils

who find learning hard. At present there is a mixture of a two- and four-year planning cycle to accommodate the different age groups in the mixed-age classes, so that coverage of all the subjects is ensured. The need for the four-year cycle is no longer necessary, but the school has been slow to change this. All pupils on the special needs register have individual education plans highlighting their particular needs, which are regularly reviewed. All pupils with special educational needs have access to the same curriculum as their classmates.

23. The accommodation, although satisfactory, is small with no extra spaces for group work and no staff room. It has, however, very recently been improved with the conversion of a storeroom into an attractive library, and the addition of a stimulating play area for the reception-aged children. The dining room doubles up as an information and communication technology suite, but there are insufficient up-to-date machines. There is no hall, but good use is made of the local village hall for physical education lessons. Overall, with the exception of information and communication technology, resources are satisfactory and meet the needs of the curriculum.
24. The outdoor hard-surfaced playing areas are small but there is a large grassed area for play and games activities, all of which are used well. There is a good range of clubs to enrich the curriculum, and the school has fostered many links with other parts of the world, giving pupils a greater understanding of other cultures. The school joins with other local small schools for such occasions as music festivals, enabling pupils to develop friendship groups outside their own school.

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

Standards of care and welfare, including guidance and support, are satisfactory overall. This is a very small school and the staff, pupils and parents know each other very well indeed. Child protection procedures are in place and pupils are well supported in their learning and in their personal development. Pupils' views are listened to and taken on board, and their opinion has been sought through a questionnaire.

### **Main strengths and weaknesses**

- Staff know the pupils very well. Relationships are very good, and pupils readily turn to adults and often to each other for help and support.
- The absence of job descriptions, which could identify specific roles and responsibilities for care, is a weakness.
- Some policies and procedures, for example for child protection, which guide care and support, are still to be reviewed.
- Induction arrangements for new pupils are good.
- Staff listen to pupils views through 'circle time' but there is no structured school council in place.

### **Commentary**

25. Governors are taking an increasingly active role in ensuring the school is a safe and healthy place to work and play. Risk assessments are being effectively carried out in many areas of school life. All staff know the pupils and their circumstances well, and the small numbers enable relationships to be very good and pupils to feel safe and secure. Staff are clearly committed to looking after all pupils equally, and very caringly, but in the absence of job descriptions which could identify their specific roles and responsibilities, and with many staff coming and going throughout the week, there is a need for a review in this area. The acting headteacher knows this and further training has been identified in some areas, for example in first aid and in child protection, to ensure that everyone working in the school is clear in their role. However she is confident that if support and advice from outside agencies and professionals, for example the nurse, is requested, then it is available and effective.
26. The achievement and progress of children in the Foundation Stage are monitored carefully and effectively, as is the case for pupils' achievement and progress in the main subjects. Much work has been done since the last inspection to improve the school's systems for assessing how well its pupils are doing, and good progress has been made.

27. Home visits and flexible starting arrangements help the youngest children settle in happily. Older pupils who are new to the school also feel very comfortable in the close atmosphere and they, too, adjust quickly. Boys and girls trust adults and say they readily turn to them for advice. All pupils are supervised properly and they and staff enjoy a freshly cooked and tasty meal together at midday. Informally, throughout the day, staff provide good levels of care to pupils. Targets are used in some areas to encourage the development of positive skills, such as listening and sitting quietly, and they, too, are effective in supporting individual personal needs.
28. Through 'circle time', and because of close relationships, pupils' views are listened to and their feelings responded to sensitively. There is, as yet, no formal system such as a school council, which could involve their overall views more in the development of school life. Last term, after a class debate among older pupils, some playground rules were reviewed but their actual involvement in such exercises is at present limited but on balance, generally satisfactory.

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

Partnerships with parents and with the community are good. Links with other schools are well established and are also generally good.

### **Main strengths and weaknesses**

- The school is central to village life and as such is valued within its community.
- Parents are very supportive of the school and happy with provision.
- Parents are keen to help and get involved in school life.
- There are close and beneficial links with four schools in Europe.

### **Commentary**

29. Parents are happy with what the school provides and many express much appreciation for many aspects of the school, as they did at the last inspection. They feel very comfortable in approaching staff informally, sometimes on a daily basis, and communication is good.
30. Many parents support learning at home and listen to their children read and help with spellings every week. Parents of children in the Foundation Stage are encouraged to settle their children every morning in the classroom and time is always given to answer any queries they may have. Older pupils are well prepared for their transfer to secondary school through visits and friendship groups with pupils in other small schools. Very regular newsletters keep parents and the community well informed about what is going on. Written reports are satisfactory overall; however, there is scope to share targets with parents and to report more fully in information and communication technology.
31. Parents are very keen to get involved as school governors, and elections were held recently for two vacancies. Parents also support the school through the parent-teacher association. The community, too, is welcomed to school events, such as the Christmas concert, and the pupils themselves also join in village events whenever they can. The school listens to parents but is not actively seeking their views, through questionnaires, for example, although there is good representation of parents on the governing body. Complaints or concerns are dealt with straight away, and parents are pleased about this.
32. The school has productive links with the community, especially with the church and the chapel. The Exmoor Warden is closely involved during Exmoor Day, when many parents also join the pupils for an educational visit. Visits further afield are arranged which provide interest for all pupils, for example, to Exeter. The quality of links with the community has good features.
33. Over the years the substantive headteacher has built up many links and friendships with three schools in Crete, Spain and Sweden. Although this partnership has lapsed this term, there is evidence to support the judgement that links with these schools benefit pupils, because they have emailed each other and learnt something of the traditions and customs of other cultures. Links with nearby schools are also generally developing well, with a recent focus, through the South Molten Academic Council, on getting involved in music festivals and science fairs with other small schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The acting headteacher provides satisfactory leadership. The governance of the school is satisfactory, and the leadership by key staff is also satisfactory. Management is unsatisfactory because there are some previous gaps in the school's systems for managing its affairs. These have been identified by the acting headteacher, who is tackling them effectively. However, it is too early to judge the impact of her action, but early results are positive.

### **Main strengths and weaknesses**

- The acting headteacher is doing a sound job of leading the school. She has the full and unequivocal support of the parents, pupils, staff and governors.
- Management is unsatisfactory because of the number of omissions and gaps in the school's management systems. These have built up over previous years.
- The acting headteacher has made a good start in tackling the main issues since her appointment in September. It is too soon to judge the impact of her work.
- Governors are playing an increasingly effective role in moving the school forward and they fulfil their duties satisfactorily. They have had limited information in the past about the school's strengths and weaknesses and this has hindered their ability to plan ahead with confidence.

### **Commentary**

34. The acting headteacher has had a positive impact since she took over the role at the beginning of September. Teamwork is good, and everyone is working together effectively to move the school forward. There is a clear vision about the way forward. Strengths and weaknesses are being identified and sound steps are being taken to tackle the school's weaknesses. This team approach has ensured that all staff and governors have an improved understanding of what needs doing to improve the school's management.
35. The school is managed well on a day-to-day basis. The provision for pupils with special educational needs is planned and managed successfully, and led well. Pupils' achievement is good. There is good communication across the school, with parents, outside agencies and the wider community. Effective systems enable the school to function in a smooth and orderly way. However, there have been gaps in the school's previous systems for monitoring its work. These include:
  - Limited monitoring of all the data about the school's performance.
  - Limited systems for the performance management of all staff.
  - The lack of up-to-date job descriptions.
36. Work has begun in tackling these but it is too early to make any judgements about the impact of new initiatives. Standards, teaching and learning are checked out at regular intervals. Some slippage had occurred because of the illness of the headteacher, and his subsequent absence. When this happened the local education authority provided effective support for the acting headteacher, enabling the issues to be speedily and effectively addressed.
37. Governors have a clear understanding of their roles and responsibilities and they do their best to fulfil them effectively, holding the school to account where necessary. Essential committees are in place and key people bring a range of skills to the governance of the school. Governors with a curriculum responsibility visit the school regularly to gain an improved understanding of the quality of the school's provision. They have only recently become aware of the deficiencies in information and communication technology, due to the lack of appropriate information and other circumstances totally outside the school's control. In this area the school does not fulfil its statutory requirements. The absence of the subject leader, alongside the limited training of staff, means there is no-one in this very small school who has the capability to move the subject forward.

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

Income and expenditure (£)	
Total income	174,528
Total expenditure	158,810
Expenditure per pupil	4,670

Balances (£)	
Balance from previous year	15,018
Balance carried forward to the next	14,852

38. It costs a large amount of money to educate a pupil at Brayford. This is because it is such a very small school that cannot benefit from the economies of scale that larger schools experience. Finances are monitored carefully and governors check out spending patterns at regular meetings. Monies are carried forward to support specific projects, such as improving the outdoor area for the children in reception, and establishing the new library and resource room, all of which significantly enhance educational opportunities and standards for the pupils at Brayford.
39. Governors are aware of the limitations of the school development plan, as this only covers the current school year and does not include future years from 2004 onwards. The illness and absence of the headteacher is the reason for the one-year plan and governors are currently addressing this issue with the support of the local education authority. Systems are in place for the allocation of funds to support the development plan, however, there is no appropriate system for the allocation of funds to support other aspects of curriculum development, which would enable subject leaders to plan developments in their subjects more effectively and is very important in this extremely small school, where everyone has a large number of curriculum responsibilities. Governors fully understand that best value principles are central to all aspects of school management and they are determined to implement these effectively across all aspects of the school's work. More information is now available to them, and they are in a significantly stronger position to judge the school's strengths and weaknesses and decide how best to tackle them. The school has made satisfactory progress since it was last inspected five years ago, and there is satisfactory capacity for further improvement. The school provides satisfactory value for money.

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

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

**Provision in the Foundation Stage is good** and children are well prepared for transfer to Year 1. Children whose fifth birthday is before the end of February enter reception in the September, while younger ones enter the following January. The children are taught in a class with pupils in Years 1 and 2. The vast majority of children have attended some form of pre-school provision. There are thorough induction procedures, including home visits, so the children are well prepared to start school.

Children enter reception with a wide range of abilities, which are average for this age overall. All children achieve well because the teaching is good and the adults set high expectations. The curriculum is appropriately planned to provide a range of interesting and relevant activities, but many of these activities are led by the teacher, with limited opportunities for children to make their own choices. The teacher is very aware of the need to plan for the recommended areas of learning, however, some lessons, such as music, are too long. All adults set very good role models for the children and manage them well. There is a good ratio of adults to children, ensuring that the needs of all are met well.

The provision is managed well, and all staff work very well as a cohesive team, monitoring children's progress carefully. The accommodation is satisfactory and has been enhanced recently by the addition of an attractive separate secure play area, giving greater scope for physical development. There are good links with parents, and the teachers use every opportunity to involve parents in the learning of their children, so forging a good home-school partnership.

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

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

### **Main strengths and weaknesses**

- Although there is no formal planning for this area of learning, children achieve well because of the very good role models and the high expectations set by all the adults.
- Supportive relationships are being established where children feel confident and happy.

### **Commentary**

40. Teaching is good. Clear boundaries and the consistent role models set by the adults working in the reception year ensure that children know what is expected of them, so that they quickly learn the correct way to behave. Children know the routines well, settle to tasks with a minimum of fuss, and their behaviour is good. The majority of children show interest in what they are doing, concentrate well, even when not directly supervised, and are eager to learn. Children are continually encouraged to feel confident about what they achieve, and reminded of the high standards that the adults expect.
41. Children are friendly and take a pride in their work. They are encouraged to share and take turns amicably, and put up their hands when answering a question. When children do not conform they are dealt with firmly, but fairly, so that they learn how to appreciate the needs of others within the group. Children are expected to clear up after themselves, which they do without prompting.
42. The very supportive relationships ensure that children feel secure and confident in seeking help when required. The gains in learning evident in this area are as a result of the continual reinforcement of rules by the adults, and treating each other and the children with courtesy and respect. This leads to trusting relationships, and helps the children succeed. Reception children benefit from the mature attitudes of the older pupils in the class. Children's achievement is good and by the time children start Year 1 their personal and social skills are likely to be well developed.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The quality of teaching and learning is good.
- All adults are skilled in promoting children's language skills in all areas of required learning.

### **Commentary**

43. In this small group of children indications are that the majority of children are on course to at least meet the expectations in this area of learning, with some children exceeding them. Children are making good progress as a result of the many opportunities they are given to talk and listen, and their speaking and listening skills are well developed. Very good relationships mean that children talk confidently, and all adults appear to be genuinely interested in what the children have to say.
44. Children enjoy books, and listen attentively when a story is read to them. The school places a high priority on learning to read, and children are encouraged to share books with adults at home every day. This results in children's reading skills developing well, and many children can easily recognise simple words within the given text. Examination of current planning indicates that there is an appropriate emphasis on writing, and the higher-attaining children are already beginning to write simple words unaided. All children are encouraged to hold pencils correctly, and are already beginning to form letters correctly.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teachers plan a wide range of activities to support learning which help children to achieve well.
- Many appropriate different methods are used to sustain children's interest and enhance their learning.

### **Commentary**

45. Teaching is satisfactory. The teacher plans a range of interesting activities to promote mathematical understanding. Most children are working at levels expected for their age as a result of high expectations set by the adults. A study of children's work shows that they make good progress, with higher-attaining children understanding numbers to at least ten. During one well-planned activity, children successfully recognised and ordered numbers to ten. Various methods were used to ensure that children's learning was secure. The practical activities used enhanced children's personal development when they learned to take turns and this prepares the way well for future learning. The many different activities ensure that children sustain interest and do not become bored. By the end of the reception year, children are likely to have attained the early learning goals for this area of learning, with several children working within the early stages of the National Curriculum.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT**

Limited time in school meant that it was not possible to make an overall judgement of provision or standards in these areas of learning. However, observations of pupils in the playground indicate that they are well co-ordinated, and children were observed using small tools such as scissors, and glue sticks with dexterity. The work on display indicates that standards in creative development are as expected. There was no use of role-play to develop children's imagination, observed during the inspection, but during a singing lesson the children sung tunefully, remembering most of the words.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards in reading and speaking and listening are above average in both the infant and junior classes.
- Writing standards are improving speedily in the junior class, especially since September.
- Pupils do not have enough opportunities to use their writing skills in other subjects, such as history and geography because they use too many worksheets. This holds back their writing.
- Pupils with special educational needs are provided for well, and this helps them to make good progress.
- Individual targets move learning on for higher-, average- and lower-attaining pupils. Their progress and achievement are tracked effectively.
- Written work is marked thoroughly, and teachers' comments give the pupils a clear indication of what has to be done if standards are to improve.
- Pupils have limited skills in using the library.
- Information and communication technology does not support learning in English.

#### Commentary

46. Standards in English are above average at the end of Year 2 and average at the end of Year 6, an improvement since the last inspection. In some year groups all the pupils have special educational needs, and very small numbers in every year group mean that overall results must be treated with caution.
47. Children join the reception group in the infant class with broadly average skills and understanding. Achievement is good in the infant class<sup>3</sup> and satisfactory in the junior class<sup>4</sup>. The achievement of pupils with special educational needs is good because they get effective support all through the school. Higher attainers in the juniors achieve well in reading and in speaking and listening. Their achievement has begun to pick up in writing over the course of the term, and it is satisfactory in lessons. Achievement in writing is only satisfactory because significant gaps in pupils' writing skills have not always been identified and tackled well in the past and this has held them back.
48. Boys and girls' listening and speaking skills are good, and are better than expected at the end of Year 2 and Year 6. In the infants, pupils are confident when talking to the class, or when dramatising a story. In one example they successfully acted the story of *'Baby Elephant'*, putting a range of good expression into their voices, which showed how well they interpreted feelings of happiness or sadness in the text. Pupils in Year 6 speak confidently in a range of contexts, engaging the listener well. The school has worked hard to make sure that all staff create many opportunities for the pupils to engage in discussions, use effective questions, and respond at length, and staff are successful in promoting these.
49. Standards in reading are above average at the end of Years 2 and 6. Reading has a strong focus from the time the children join the reception class and pupils of all capabilities use effective strategies to identify unknown words. Older pupils talk enthusiastically, and at length, about why they enjoy a certain book, or work by a particular author. Pupils read at home, and parents complete their child's reading diary regularly. This contributes to pupils' learning effectively.
50. Writing has been identified as an area for development and standards are showing signs of improvement. Good progress in made in Years 1 and 2, and pupils of all capabilities are

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<sup>3</sup> Infant class includes reception and Years 1 and 2.

<sup>4</sup> Junior class covers Years 3 to 6.

achieving well. Written work has a clear structure, punctuation and spelling are good. As the term has progressed, pupils use a wider range of vocabulary and their work is presented well. In the junior class, with pupils in Years 3 to 6, much is being done to improve writing standards. Good teaching is paying dividends. Individual targets guide pupils forward so that they have clear goals and they know what is expected of them. This term's work is acceptable in its length and content. Pupils' achievement is satisfactory, and is on course to be good, but standards just meet national expectations overall, because of gaps in pupils' previous learning. Older pupils use information and communication technology confidently, many of them have home computers and they can practise their skills outside school. Other pupils have limited skills, and information and communication technology does not fully support their learning.

51. The quality of teaching is good. Teachers work together as an effective team. They have high expectations about what the pupils are capable of achieving and the pupils rise to the challenges set for them. This has not always been so. In writing, not enough emphasis has been placed on writing extended pieces of work using a wide vocabulary, incorporating correct grammar and punctuation, and creating a suitable structure in the range of written tasks. From time to time, work has been accepted that was not pupils' best efforts. However, pupils are now keen to try hard and they are enjoying their challenging tasks in Years 3 to 6. Good systems are in place to track pupils' progress and achievement in English. Realistic targets are moving learning on successfully. Pupils' with special educational needs get good support that enables them to reach their targets. The subject leader is moving the subject forward soundly, but she has limited opportunities to monitor teaching and learning in each classroom. She does not have a job description.

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

52. Language and literacy across the curriculum is satisfactory overall. Pupils speak clearly and articulately, both to each other and in larger groups. Reading skills are used effectively, but writing is an area for development. In the past, pupils have used too many worksheets in other subjects such as history and geography, and this inhibits the quality of their writing.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved recently as a result of good teaching, but the higher attaining pupils are not achieving as well as they could.
- There is now a strong focus placed on developing pupils' mental maths strategies.
- Rigorous marking ensures that pupils are clear about what they have to do to improve.
- The use of information and communication technology is under developed.
- There is insufficient emphasis on problem-solving.
- The monitoring of teaching and learning is not sufficiently developed.

### **Commentary**

53. As the number of pupils in Years 2 and 6 is small, standards fluctuate widely from year to year. Standards in the current Year 2 are above average, which is an improvement since the last inspection, and in Year 6 they are average, as they were at the last inspection. Pupils entering Year 1 have a good mathematical understanding of number, which stands them in good stead for further learning. The teaching in Years 1 and 2 is good and the pupils achieve well. However, there are limited opportunities for pupils to use their knowledge and understanding to solve problems. Examination of pupils' past work in Years 3 to 6 indicates that there has been a lack of extra challenge for the higher-attaining pupils, and pupils use a limited range of mental strategies when doing calculations. This means there has been some underachievement, with pupils not working at the higher level. However, the present teacher is very aware of the pupils' shortcomings, and now plans work to match their abilities rather than their age, resulting in more appropriate challenge for all pupils. Current teaching and learning are good, and this is

ensuring that achievement in Years 3 to 6 is satisfactory. Pupils with special educational needs, well supported by teachers and classroom assistants, achieve as well as their classmates. Boys and girls are currently making similar progress.

54. The strong and appropriate focus on numeracy skills has improved pupils' knowledge and capability. Their recall of other areas of mathematics is rather more limited. Work in pupils' books shows few examples of the understanding of other mathematical concepts, or their use to solve practical everyday problems.
55. In both classes teaching is good and teachers have high expectations of what their pupils can do. Work is appropriately planned to meet the needs of the wide ability and age range in each class. Carefully planned lessons, with clear learning objectives, have a positive impact on pupils' learning and standards. There is generally good emphasis on the correct use of mathematical vocabulary, but this is not always done consistently. For example, in Years 1 and 2 the teacher referred to 'nothing' instead of 'zero'. The teacher in Years 3 to 6 continuously emphasises different methods of calculation, which enhances the pupils' mental ability, resulting in quicker answers to mental sums. Clear explanations ensure all pupils understand how to complete the task successfully. Marking in this class is very thorough, giving every pupil a target for improvement, so that they are very clear what they have to do to improve. Classroom assistants make a very positive contribution to pupils' learning. They are well briefed and set the same high standards as the teachers. At the end of lessons, learning points are highlighted well, and are used effectively to reinforce learning.
56. Secure assessment procedures ensure that teachers are aware of what their pupils know, but a regular pattern of monitoring teaching and learning by the subject leader is not firmly established in both classes, because of current time limitations at present. Resources are sufficient for current needs, although the use of information and communication technology is not an integral part of mathematics lessons. The subject leader does not have an up-to-date job description, but the subject is moving forward at a reasonable pace.

### **Mathematics across the curriculum**

57. Pupils often use mathematics as part of their work in other subjects and, consequently, develop an appreciation of the practical uses of these skills. For example, they use graphs and tables to record data in science. However, opportunities tend to occur coincidentally, rather than as part of systematic planning.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- There is a good emphasis on the use of specific technical language, and pupils are given many opportunities to learn through practical investigations.
- Assessment procedures have improved.
- Information and communication technology is not used enough to support learning in science.
- There are insufficient opportunities for pupils to enhance their literacy skills.
- Weaknesses in planning result in insufficient challenge for the most capable pupils.

## Commentary

58. The small number of pupils in Years 2 and 6 are in line to meet the nationally expected standards by the end of the year, as they were at the time of the last inspection. No differences were observed between the achievement of boys and girls, and their achievement is satisfactory. Pupils with special educational needs receive good support in lessons and make good progress. All pupils benefit from the small numbers in the class and additional help given by classroom assistants. However, many older pupils have gaps in their knowledge and understanding, as a result of long periods of time before topics are revisited. All pupils in the junior class are set the same activity, as planning for lessons does not include more challenge for the higher-attaining pupils. This results in pupils not achieving the higher levels.
59. In the lessons seen during the inspection teaching was satisfactory. Teachers' subject knowledge is secure, and planning shows a clear focus to lessons. Pupils have positive attitudes and make sound gains in their learning. They show enjoyment and interest. However, some lessons are rather long and this limits pupils' learning. For example, in one lesson the science content of the lesson was too limited to fill the long period of time, so pupils spent much of the lesson making a collage. This did not enhance their scientific skills. Teachers provide good opportunities for pupils to carry out experiments, but scrutiny of work indicates that there are insufficient opportunities for pupils to plan their own investigations. There is good emphasis in all lessons seen on the correct use of specific vocabulary, which ensures that pupils fully understand scientific terms. Worksheets are used very regularly to record results and this limits the opportunities for pupils to extend their writing skills.
60. The subject leader has had no opportunities to monitor teaching and learning in the subject, and there has not been any recent analysis of test results to highlight strengths and weaknesses to help inform subsequent lesson planning. However, she is only in school for one day a week, and has other areas of responsibility. This means that she has virtually no time to carry out her leadership role, which is not clear because there is no job description. Assessment procedures have improved since the last inspection and resources are satisfactory.
61. There are many examples of the use of mathematics to support work in science, in the use of charts, graphs and tables to help recording, and pupils use their measuring skills effectively to aid their work on heat insulation. There is a lack of the use of information and communication technology to support learning in the subject.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **poor** and the school is not meeting the requirements of the National Curriculum.

### Main strengths and weaknesses

- The subject is a priority on the school development plan but it has not moved forward sufficiently. The aging computers do not fulfil the requirements of the National Curriculum for information and communication technology.
- The subject leader has been fully trained for a number of years to deliver the subject. However, the rest of the staff are only partially trained and this is a weakness.
- Staffing issues mean that currently there is no-one on the staff who has the necessary training to move the subject forward.
- Standards are below average across the school and information and communication technology does not support learning across the curriculum.

## Commentary

62. There has been a decline in this subject since the last inspection in 1998 when standards were above average and information and communication technology was judged to be a strength of the school. Standards are now below average and pupils' progress falls short of expectations. Many of the school's computers are old and do not meet the requirements of the National Curriculum for the subject. That said the school does have a small number of suitable computers that are used to support learning in both the infant and junior classes.
63. A number of pupils have appropriate information and communication technology skills for their age, but most of these pupils have home computers and are able to practise their skills at home. Other pupils, who do not have a home computer, have limited skills. For example, many pupils in Year 3 do not know how to save or retrieve their work. Standards are stronger in Year 6 and pupils use the Internet as a research tool successfully. They have been researching the work of Louis Braille to support their history topic, and have successfully incorporated their findings into their class work. These older pupils also use the Internet to link with their colleagues in other schools around the world. Few pupils appear to have any experience of control and monitoring technology, and this is unsatisfactory.
64. The subject leader is absent from school. As a matter of urgency, steps need to be taken to train all the staff in teaching information and communication technology so that the subject can move forward.

## Information and communication technology across the curriculum

65. Information and communication technology is not used sufficiently to support learning in the other curriculum areas.

## HUMANITIES

Work was sampled in **geography and history** but no lessons were seen. The subjects were not a focus in this inspection and it is, therefore, not possible to make a judgement about the provision in these subjects. The curriculum is planned around a series of topics and pupils have studied some aspects in depth, for instance junior pupils have studied life in Roman times. Younger pupils are aware of the passage of time and they can identify changes that take place over time. As part of their topic on *Communication*, pupils know about the achievements of Louis Braille, and their impact on everyday life. The school's international links have provided a sound focus for work in geography. The subject leaders do not have job descriptions and staff are not clear about their responsibilities. This needs to be tackled without delay.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- The subject leader is secure in her knowledge about the subject. Her skills and expertise are used across the school to improve standards and achievement for all pupils.
- There are secure systems for tracking pupils' progress and achievement and this helps staff to plan future work at the right level.

## Commentary

66. Standards throughout the school are in line with those expected in the locally agreed syllabus for religious education, as they were at the last inspection. Teaching is satisfactory. At this time in the year, pupils are beginning to focus on the message of Christmas and its meaning. In the junior class, pupils demonstrated their secure understanding of events leading up to the nativity as they highlighted the main points in discussions groups. Their task was to prepare a dramatic presentation for the rest of the class in a modern setting. Higher-attaining pupils rose

to this challenge successfully, but some of the average and lower attainers needed support to present their findings in a suitable way.

67. In the infant class, pupils worked soundly, but one or two lost interest when they were discussing the different characters in the Nativity. They were soon back on track when their teacher made effective use of music and mime to convey feelings such as the weariness and tiredness of Mary and the astonishment of the shepherds. In both classes, the pupils responded well to the teaching. They were keen and eager to join in and their speaking and listening skills were developed successfully. Pupils' achievement is sound.
68. Older pupils tackle work on Christianity, Islam and Judaism. They know about the different traditions, beliefs, festivals and celebrations, which they have studied as part of their work in religious education. The curriculum is planned over a two-year cycle, and the subject leader has worked hard and successfully to make sure the subject has a high profile in school, however, there is no up-to-date job description that clearly identifies her responsibilities.

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

It is not possible to make a firm judgement about provision in **art and design, design and technology, music and physical education**. However, two music lessons were observed during the inspection and, in addition, inspectors spoke to co-ordinators about their work, interviewed pupils, and examined work on display.

69. **In music** the indications are, from the two lessons seen, that standards are good. The school makes good use of specialist teaching by a part-time teacher who teaches music throughout the school. In the lessons observed, teaching was good, and pupils made good gains in their singing skills as they learned songs for the Christmas concert. The teacher has considerable expertise, which ensures that the pupils' achievement is good.
70. **In art**, displays indicate that pupils have a wide range of experiences, and emphasis is put on skill development. Good use is made of visiting artists, such as a sculptor who helped pupils make a range of sculptures using natural materials. There are also many examples of his work around the school, enhancing the learning environment. There is little evidence of work in **design and technology**.
71. The school compensates for the lack of a hall by using the neighbouring village hall for **physical education** lessons, and the whole school goes swimming for one term using the local leisure centre. Evidence suggests that standards in swimming are good. Extra-curricular sporting activities enhance skills for those who attend.

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

### **Personal, social and health education**

It was not possible to make an overall judgement about the provision for personal, social and health education. Although there is no formal scheme of work, the school sees pupils' personal development as an important part of its day-to-day life. The programme of activities, including work on diet, health, sex and relationships, drugs and personal safety, is delivered through the science curriculum. Social issues are dealt with through religious education lessons and class discussions during 'circle time'. The school is aware of the need to formalise this area of the curriculum.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<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	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
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>4</b>
The governance of the school	4
The leadership of the acting headteacher	4
The leadership of other key staff	4
The effectiveness of management	5

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