

INSPECTION REPORT

BETLEY C OF E PRIMARY SCHOOL

Crewe

LEA area: Staffordshire

Unique reference number: 124235

Headteacher: Mrs Pamela Simpson

Lead inspector: R. B. Bonner

Dates of inspection: 12 -14 January 2004

Inspection number: 262867

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: 92

School address: Church Lane
Betley
Crewe
Cheshire
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Appropriate authority: Governing body
Name of chair of governors: Mr T Goldstraw

Date of previous inspection: 17/5/1999

CHARACTERISTICS OF THE SCHOOL

Betley is a small C of E voluntary controlled primary school. The majority of pupils live in the village or surrounding areas. There are currently 92 pupils aged from 4 to 11 on roll in 4 classes. In the reception class there are 12 children attending full time and four on a part-time basis. The numbers of boys and girls are reasonably balanced overall in the school but with some significant variations between years. Attainment on entry to the school is broadly average. All the pupils are white British. The number of pupils claiming free school meals is below the national average. About an eighth of pupils have special educational needs, which is below the national average. Two pupils have statements of special educational need. Each of them has specific learning difficulties in reading and writing and also experience problems with concentration. The school received the School Achievement Award in 2001, 2002 and 2003 for improvements in test results in Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25384	R. B. Bonner	Lead inspector	Mathematics Science Information and communications technology Art and design Design and technology Physical education Religious education
13706	G. Marsland	Lay inspector	
27591	M. Campbell	Team inspector	English Geography History Music Foundation Stage Special educational needs English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is good. Standards in Year 6 are above average and overall pupils achieve well. Pupils achieve particularly well in mathematics, science and geography. Pupils achieve very well in reading. In writing, achievement is satisfactory overall because a few of the most able pupils are not always provided with sufficiently challenging work. The quality of teaching and learning during the inspection was good. Governors have a good understanding of the strengths and weaknesses of the school and are influential in their work. The leadership and management provided by the headteacher are good, but due to changes of staff and illnesses, the management role of the subject co-ordinators has not been developed sufficiently. The school provides **good value for money**.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics, science and geography.
- Leadership and management of the headteacher are good.
- The governance of the school is good.
- Teaching and learning are good throughout the school.
- The curriculum is very good and is enhanced by very good opportunities for pupils to participate in a wide range of sporting activities.
- The staff know the pupils well and provide good levels of care.
- The school has good links with parents and other schools, and very good links with the community.
- The most able pupils are not achieving as well as they should in writing.
- The school's methods of checking and recording pupils' day-to-day progress are unsatisfactory.
- The management role of subject co-ordinators is under-developed.

Since the last inspection in 1999 the school has made good progress overall. Test results in Year 6 in English, mathematics, and science have risen at a faster rate than in schools nationally. Overall the quality of teaching has improved. For example, teaching in the reception class, which was satisfactory, is now good, and the proportion of good teaching in Years 1 to 6 has increased. There have been good improvements in the provision of information and communication technology (ICT), as a result of which standards have risen to broadly average, but there is still more work to be done. In respect of other issues raised in the previous report the school has made satisfactory progress in the provision of outdoor play for children in the reception class, and the quality of written reports to parents. There is now a policy for pupils' personal, social and health education, but there is still room for improvement in the quality of teachers' marking.

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	C	A	A*	A
Science	B	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.

Overall pupils achieve well throughout the school. Standards on entry to the school are broadly average. Children in the reception class achieve well and the vast **majority achieves** the goals they are expected to reach by the end of the reception class, with a significant minority working on the

lower levels of the National Curriculum. Overall, pupils achieve well in Years 1 and 2 and standards are above average in speaking and listening, reading, mathematics, science and average in writing. In the end of Year 6 test results in 2003, standards were very high in mathematics and science and in the top five percent of schools nationally. Standards in English were well above the national average. In comparison to similar schools results were very high in science and well above average in English and mathematics.

Inspection evidence broadly supports the national test results. Standards in Year 6 are above average in English, mathematics, science and geography. Achievement is good in mathematics and science and satisfactory in English. Pupils make good and sometimes very good progress in reading but writing tasks provided for the most able pupils are not always sufficiently challenging. One reason for this is that the school does not have sufficiently rigorous systems for checking pupils' attainment or progress on a day-to-day basis. In other subjects, standards in Year 2 are above average in geography, and average in ICT, art and design, design and technology, history and religious education. In Year 6 standards are average in ICT, design and technology, history and religious education. It is not possible to make judgements on standards in music and physical education in Years 2 and 6 or art and design in Year 6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils have good attitudes. They are keen to come to school, respond well in lessons and are generally attentive, confident and motivated learners. Values are fostered effectively through the caring and supportive relationships that exist between staff and pupils, and the very good example that is set by all those working in the school. Standards of behaviour are good. Pupils distinguish right from wrong and realise the effect their actions have on others by being kind, polite and courteous. Attendance is very good. The interest that pupils show in school life reflects on the consistently high levels of pupil attendance the school achieves.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good throughout the school. Over eight tenths of lessons seen during the inspection were good or better and nearly a tenth were very good. Teachers have a good command of the subjects they teach. They generally plan their lessons well and provide good levels of support and encouragement and in response pupils listen well and try hard. Teaching and learning in English, including literacy lessons are satisfactory and they are good in mathematics including numeracy lessons. The curriculum is very good and is enhanced by very good opportunities for pupils to participate in sporting activities. The school provides pupils with good care, guidance and support. The school works well in partnership with parents and it has very good links with the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher are good. The headteacher provides strong, effective leadership and in the short time that she has been in post she has developed a very clear vision for the future improvement of the school. The school runs smoothly, procedures are clear and followed. The school improvement plan identifies the most important areas for development, and reflects a good understanding of the strengths and weaknesses of the school. Due to changes of staff and illnesses, the management role of the subject co-ordinators has not been developed sufficiently. The governing body is effective in all aspects of its work and provides good levels of support and guidance. Governors have a good understanding of the strengths and weaknesses of the school and take an active role in shaping its direction.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are positive about all aspects of the school. They report that their children like school, and that the arrangements for their children to settle into school are particularly good. They think that teaching is good and that their children are making good progress because the teachers expect them to work hard. The vast majority of pupils are also positive about school. They comment

particularly on how hard they have to work and how well their teachers help them with their work and if they are worried.

IMPROVEMENTS NEEDED

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

- Provide greater levels of challenge in writing for the most able pupils.
- Improve day-to-day assessment procedures in Years 1 to 6.
- Develop the management role of subject co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils achieve well throughout the school. Standards are above average in English, mathematics and science in Years 2 and 6. Achievement is particularly good in mathematics and science and it is satisfactory overall in English. Pupils make good and sometimes very good progress in reading but writing tasks provided for the most able pupils are not always sufficiently challenging.

Main strengths and weaknesses

- Children achieve well in the reception class.
- In the national tests in 2003 for seven-year-olds, pupils attained standards that were well above the national average in reading, and above average in writing and mathematics.
- In the national tests in 2003 for 11-year-olds, pupils attained standards that were very high in mathematics and science and well above the national average in English.
- When compared to similar schools standards in science were very high and in English and mathematics they were well above average.
- Standards in Years 2 and 6 are currently above average in English, mathematics, science and geography.
- Pupils achieve well in mathematics, science and geography and very well in reading.
- The most able are not always provided with appropriately challenging writing tasks.

Commentary

1. At the end of Year 2, results in the tests in 2003 were well above the national average in reading, above average in writing and mathematics. In comparison to similar school standards were average in all three subjects. Although the percentage of pupils attaining at the expected levels is relatively high, this is not the case in respect of the higher level (Level 3), particularly in reading and writing. There were no significant differences between the attainment of boys and girls. The trend in the school's average National Curriculum points for the core subjects of reading, writing and mathematics was below the national trend. There appears to have been a gradual decline in standards in Year 2 from 2000 to 2003 in all three subjects. However, as this is a small school the effect of the performance of one pupil can be considerable.
2. Teacher assessments in science show the proportion of pupils achieving the expected level (Level 2) was very high but the percentage achieving the higher level (Level 3) was below the national average. In comparison to similar schools the proportion of pupils achieving the expected level was very high but those achieving at the higher level was well below average. Standards fell last year because of a decline in the number of pupils achieving at the higher level (Level 3). Previous test results indicate that this group of pupils was atypical and that a good number of pupils usually achieve at Level 3.

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

Standards in:	School results	National results
reading	17.0 (17.7)	15.7 (15.8)
writing	15.6 (15.9)	14.6 (14.4)
mathematics	17.4 (18.7)	16.3 (16.5)

There were 16 pupils in the year group. Figures in brackets are for the previous year

3. At the end of Year 6, results in the tests in 2003 were very high in mathematics and science and in the top five per cent of schools nationally. Standards in English were well above the national average. In comparison to similar schools standards were very high in science and well above average in English and mathematics. Standards in all three subjects have risen at a faster rate than in other schools. There were no significant differences between the attainment of boys and girls. The school has recognised that this group of pupils may not have made the progress that it should in English and has put into place a system of rigorous checking and support to ensure that pupils achieve as well as they can. The targets set for 2004 are achievable in mathematics and science, but in view of the current standards in Year 6 they are particularly challenging in English.

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

Standards in:	School results	National results
English	29.3 (30.5)	26.8 (27.0)
mathematics	30.0 (29.5)	26.8 (26.7)
science	32.3 (30.5)	28.3 (28.6)

There were 8 pupils in the year group. Figures in brackets are for the previous year

4. Children enter the reception class with standards that are broadly average. Children are well taught in their lessons and make good progress in their learning. This is a good improvement since the last inspection when teaching and learning in this class was satisfactory. By the time they enter the Year 1 class, the vast majority achieve at the expected levels in all areas of learning and a significant minority exceed them.
5. Inspection evidence points to standards in the current Year 2 that are above average in speaking and listening, reading, mathematics and science. There are a few higher-attaining pupils in this class who are already working within Level 3 in reading, mathematics and science. Pupils in Years 1 and 2 achieve well as a result of the good teaching they receive. In other subjects of the curriculum standards in Years 2 are above average in geography, and average in ICT, art and design, design and technology, history and religious education. It is not possible to make a secure judgement on standards in music or physical education.
6. Inspection evidence points to standards in Year 6 that are above average in English, mathematics and science. Achievement is good in mathematics and science and satisfactory in English. Pupils make good and sometimes very good progress in reading as a result of the good teaching and particularly good levels of support they receive. But writing tasks provided for the most able pupils are not always sufficiently challenging. One reason for this is that the school does not have sufficiently rigorous systems for checking pupils' attainment or progress on a day-to-day basis. In other subjects of the curriculum standards in Year 6 are above average in geography and average in ICT, design and technology, history and religious education. It is not possible to make a secure judgement on standards in art and design, music or physical education.
7. Pupils with special educational needs achieve well throughout the school because they are given work which matches their needs and have specific targets on their individual education plan. They are identified early in their school life and monitored closely to ensure sufficient progress is being made. Teaching in small withdrawal groups is particularly effective and enables these pupils, at times, to make very good progress. Pupils who are gifted and talented in football or mathematics for example, are clearly identified by the school and provided with appropriate additional support and guidance.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are **very good**. The attitudes and behaviour of pupils are **good**. Pupils' moral, social and cultural development is **good**. The pupils' spiritual development is **satisfactory**.

Main strengths and weaknesses

- Attendance is well above the average for primary schools and pupils arrive on time allowing lessons to start promptly.
- The pupils have positive attitudes to learning.
- The pupils behave well and no incidents of bullying or harassment were observed.
- The pupils enjoy the good range of after school activities provided.
- Good provision is made for the pupils' moral, social and cultural development.

Commentary

8. Attendance is high because the pupils enjoy coming to school. They arrive early and eager to start their lessons. Registration is carried out swiftly and effectively and the administrative officer frequently checks the registers and keeps the headteacher informed. Parents provide very good support by telephoning the school if their child is ill and by avoiding holidays in term time.
9. The pupils have good attitudes to learning and behave well, showing mutual respect and support for each other. They listen to their teachers and enjoy classroom discussions. A good example of this was seen in a Year 2 religious education lesson where they discussed how Jesus helped people. They settle quickly down to their tasks with enthusiasm. The children in the Reception class were observed eagerly participating in a literacy lesson. The pupils are polite and mature and can be trusted to work independently when opportunities arise. They are confident and have high self-esteem as a result of their good relationships with staff.
10. Pupils behave well in and around the school and there have been no exclusions. The staff have high expectations for good behaviour and the pupils respond well. Badges, team points and praise encourage good behaviour. An appropriate scheme of sanctions is also in place, such as withdrawal from playtime, but they are not often needed. The pupils confirm that incidents of bullying or harassment are rare, but when they occasionally occur, they immediately inform a member of staff. Incidents are dealt with swiftly and effectively.
11. Many pupils enjoy participating in the after school activities provided. Football, netball, badminton, recorders, the art and craft club and science club enrich the pupils' learning. Inter-school sporting activities are well supported.
12. Pupils who have special educational needs are developing confidence and positive self-esteem. They relate well to the teachers and support staff, developing an enthusiasm for their work and an increasing ability to concentrate. Pupils benefit from the positive attitude towards learning that other pupils demonstrate.
13. The pupils' moral development is good. Pupils learn what behaviour is acceptable and why the school puts a strong emphasis on this. They are encouraged to apologise for their actions and to think of the consequences on other people. The staff are good role models and class rules are negotiated with the pupils. There is suitable provision for dealing with moral issues such as the misuse of drugs and personal safety within the personal, social and health education programme. Many opportunities exist for pupils to learn about others less fortunate than themselves. All pupils are involved in raising funds for charities especially their sponsorship of a young boy in Zimbabwe.

14. Social development is good and the pupils work well together in pairs and groups. They take turns in speaking and listening to each other. In a Year 1/2 discussion period called 'circle time' the pupils listened carefully to each other's description of happiness and waited patiently for their turn to speak. Classroom routines are securely established throughout the school and these contribute significantly to the productive working atmosphere. Older pupils look after younger ones in the playground and in the dining hall. Pupils are happy to take responsibility for jobs around school such as helping in assembly and distributing fruit at break time.
15. Good provision is in place for the pupils' cultural development. Older pupils have the opportunity to participate in residential visits to places such as Abersoch and Shugborough. Visits to the local neighbourhood also encourage the pupils to think about their own local community. Visits to castles, country parks and theatres have taken place. Visitors to school have included a speaker from Hong Kong and a group from the Caribbean, who made puppets, sang and created drawings with the pupils. Pupils are studying the Chembakolli village in India, painting in the style of Mondrian and Andy Warhol and writing poems about characters in the land of Narnia. A range of interesting experiences representing different world cultures is provided. The school makes good attempts to enable pupils to gain an understanding of life in our own culturally diverse society. They learn about faiths and beliefs such as Hinduism and Islam in religious education and have visited the Shelton mosque. Good multicultural projects are also initiated through the primary cluster group.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.1
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
92	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are **good** overall. The breadth of both curricular opportunities and opportunities for enrichment is **very good**. Accommodation is **good** and resources are **satisfactory**.

Teaching and learning

Teaching and learning are **good** throughout the school.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	18	4	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.

Main strengths and weaknesses

- Teachers have a good command of the subjects they teach.
- Teachers have high expectations of pupils' attitudes and behaviour.
- Teachers and teaching assistants provide good levels of encouragement.
- The lack of detailed information on pupils' attainment and progress sometimes leads to work that is not sufficiently tailored to meet the learning needs of individuals.

Commentary

16. All lessons observed during the inspection were at least satisfactory. Over eight tenths of lessons were good or better and nearly a tenth were very good. This constitutes an improvement since the previous inspection. Teaching in the reception class, which was satisfactory, is now good and the proportion of good teaching in Years 1 to 6 has increased.
17. Teachers have a secure knowledge of the subjects they teach and demonstrate this through their clear explanations. They check pupils' understanding of prior learning before carefully linking it to the task in hand. They present lessons in a variety of ways that excite and capture pupils' interest. In a very good science lesson in the Year 3/4 class for example, the teacher effectively used an 'interactive whiteboard' to illustrate teaching points and involve the pupils in their learning. The pupils enjoyed taking turns to 'drag' individual bones across the board and put them into place on an outline skeleton. The teacher provided the pupils with a wide range of interesting activities that engaged and maintained their interest. One group of pupils became particularly excited when they found a 'fold out' picture of a skeleton that was nearly as tall as themselves.
18. In a very good science lesson in the Year 5/6 class on the subject of soluble and insoluble materials, the teacher provided the pupils with a wide range of materials to choose from that effectively promoted their skills of scientific enquiry. The pupils worked very effectively as members of a team, discussing which equipment to choose and deciding how they would tackle their experiments. They demonstrated a real 'thirst for learning' as they filtered a variety of mixtures through cotton wool, fabric and filter paper. A key feature of these and many others lessons is the importance that teachers place on the correct use of subject specific vocabulary.
19. Teachers have high expectations of pupils' behaviour and attention and in response most pupils listen well and display positive attitudes to their work. Teachers and learning support staff are consistent and patient and as a result pupils feel their contributions are valued. This appreciation helps to build their self-esteem and encourages them to try harder. The majority of lessons move along at a good pace that challenges pupils to work hard, but the introduction of a small minority of lessons is too long and slow and although pupils are well behaved, they begin to lose concentration and interest.
20. In the best lessons teachers use the session at the end effectively to revisit the learning objectives and to assess what the pupils have learned. Based on these observations teachers plan the next stage of pupils' learning. In less effective lessons, these sessions are not used well, and as a result teachers do not have a clear picture of pupils' progress.

Teachers' marking of pupils' work is variable. In the best cases, they clearly indicate how well the pupils have achieved and where they need to improve. In a minority of cases, however, work is not marked sufficiently well to help pupils progress in their learning.

21. There is currently no whole-school approach to recording pupils' skills, knowledge and understanding in any subjects. Some useful information is passed on to the new teacher at the end of each school year but in its current form is insufficiently detailed. As a result, teachers do not always sufficiently tailor work to meet the learning needs of individual pupils. This is most noticeable in English where the lack of challenge in some writing tasks inhibits the progress of the most able pupils. Close examination of pupils' previous work in mathematics and science illustrates the problem still further. Sometimes the most- and least-able pupils are provided with the same work with no account taken of their specific learning needs. Although pupils are achieving well in these two subjects, it is clear they could do better still. The quality of teachers' marking of pupils' work is variable. In the best cases, teachers provide pupils with a clear view of the quality of their work and where they need to improve. There are a few examples where work is not marked and in others where there is a cursory tick. Marking is not always used effectively to set high expectations or to raise standards.
22. The teaching of English is satisfactory overall. Class teachers have a good understanding of all aspects of the National Literacy Strategy and planning for the literacy hour is effective. Teaching of reading is particularly good and pupils achieve well. However, there are insufficient opportunities for pupils to write for different audiences and purposes, which inhibits their progress. Sometimes there is insufficient challenge for the more able.
23. The teaching of mathematics is good. Learning intentions for each lesson are clearly defined in the planning and shared with pupils. Teachers display good subject knowledge. They encourage the use of correct mathematical vocabulary and provide good opportunities for pupils to explain their methods and practise what they know. The session at the end of lessons is often effectively used to revisit the learning objectives and to assess what the pupils have learned. Sometimes work is not sufficiently tailored to meet the needs of all the pupils.
24. The teaching of pupils with special educational needs is good. Most teachers are careful to ensure that these pupils experience success in front of their peers. Class teaching is good when teachers draw in the less able pupils by including them in questioning at the beginning and the end of lessons. Teachers also provide pupils with challenging tasks that develop the specific skills and attitudes that are written in their individual plans. The impact of the range of support by the co-ordinator and special needs staff is good. The school policy of early intervention works well and children are monitored as early as the reception class. Staff monitor and assess the progress of these pupils well. The co-ordinator is aware of the needs and progress of all pupils with special educational needs.

The curriculum

The school is successful in providing a **very good** curriculum.

Main strengths and weaknesses

- A very good enrichment of the curriculum is provided by visits, visitors and a wide range of activities outside normal lessons.
 - Pupils with special educational needs receive a good quality education.
 - The curriculum for children in the Foundation Stage is good.
25. The curriculum provided for the children in the reception class is good. The teacher provides a wide range of planned and structured activities that give the youngest children a sure start to school in all the recommended areas of learning, especially personal and social

development. The curriculum for the pupils in Years 1 to 6 meets the requirements of the National Curriculum and religious education. An appropriate proportion of time is allocated to each subject. The curriculum is well balanced and relevant in infants and junior classes. Since the last inspection the school environment has improved, most notably in the provision of a new library and computer area.

26. Visitors add to the richness of the curriculum. Pupils are involved in a range of educational visits that make their learning more meaningful. These include museum and theatre visits, a mosque and the youngest children go to a local supermarket. Older pupils participate in a residential experience where they learn to live and share with each other. The school provides a very wide range of extra-curricular activities. These include many sporting activities, as well as musical opportunities. All pupils are provided access to a wide range of studies and help to develop positive attitudes to learning.
27. Provision for pupils with special educational needs is good. The curriculum is adapted well by class work specially matched to their needs. They also have good individual education plans. The targets in these are well focused and precise. The use and quality of teaching assistants and special needs teacher enables all groups of pupils to access the curriculum, and when working in small groups, these pupils make very good progress.
28. The accommodation is good. The building has undergone some modification, is well maintained and facilities for pupils and staff are being continually improved and give pupils a safe and secure environment in which to learn. The development of the library as a computer suite has helped to improve standards in ICT. Overall, resource provision is satisfactory.

Care, guidance and support

Pupils' care, welfare and health and safety are **good**. Provision of support, advice and guidance based on monitoring is **good**. Involvement of pupils through seeking, valuing and acting on their views is **good**.

Main strengths and weaknesses

- Care of the pupils is a high priority.
- Induction arrangements help the pupils to settle into school life quickly.
- The newly established school council enables the pupils to put forward their views.

Commentary

29. The staff take good care of their pupils. Good procedures are in place for child protection and the newly appointed headteacher has arrangements in place for further staff training. All staff are aware of procedures. The school adheres to the health and safety policy and whole-school risk assessment has been carried out. Procedures to ensure safe use of the Internet are in place. Two members of staff are fully trained to administer first aid and the rest of the staff have attended short courses. The school maintains a good supply of first aid resources and safe procedures are in place in case of accidents. Pupils are well cared for at breaks and lunchtimes. The Before and After School Care Club, run by the local nursery from the school, also provides a safe and secure environment for the pupils until school starts or parents collect them at the end of the day.
30. The well-planned induction procedures enable children in the reception class to settle quickly into school life. Regular visits to the Reception class are held so that the children gain confidence before they attend school on a full-time basis.
31. The staff supporting pupils with special educational needs encourage them to grow in maturity, independence and self-awareness. The lessons always have a strong component

of social training such as sharing work together. This contributes well to their social development.

32. Pupils' views and ideas are valued and acted upon by the staff. The newly established school council enables the pupils to put forward their suggestions about school issues. They have appointed a chair and vice chair and keep the minutes of each meeting. Each junior year group has two elected members and the remaining two pupils are chosen by the staff. The school council has been in discussions regarding the refurbishment of the toilets. During the inspection they were observed opening the pupils' 'suggestion box' and discussing the idea of a 'tuck shop'. These opportunities support the pupils' personal development.

Partnership with parents, other schools and the community

The school maintains **good** links with parents. The quality of links with the church and local community are **very good**. Links with other schools, the local nursery and playgroup are also **very good**.

Main strengths and weaknesses

- Links with parents support the pupils' learning.
- Good quality information keeps parents well informed.
- Strong links with the church and local community support the school's efforts to provide an enriched learning environment.
- Very good links with other schools and transition arrangements with the local high school provide the pupils with valuable support.

Commentary

33. The school benefits from a good partnership with parents. Parents confirm that their children enjoy coming to a school where there is a good range of activities that they enjoy and find interesting. They agree that the pupils are well cared for. A minority of parents expressed concerns about bullying and harassment. However, in discussions with pupils and staff all were confident that if issues arose they were dealt with promptly. Pupils confirmed that they would have no hesitation in informing a member of staff. The newly appointed headteacher has recently distributed parents' questionnaire as a means of communication between home and school and the results have been conveyed to parents.
34. Good links with parents are maintained by inviting them to church services, school productions and issuing a fortnightly newsletter. This keeps them informed of events and achievements. The 'Friends of Betley' Association has been established to organise social and fund-raising events. A substantial amount is raised to enhance the pupils' learning through activities such as carol singing and raffles. This has enabled the school to purchase additional resources to benefit the pupils, such as the playhouse and library books. Some parents also act as volunteer helpers and assist in the library, with reading and on educational visits. Parents have also provided help with planting flowers and shrubs in the school grounds.
35. A good range of information regarding their children's progress and personal development is available to parents. Curriculum information is regularly sent home to explain to parents what their children will be studying. 'Action workshops' have been held to explain the National Numeracy Strategy, reading and special educational needs. Pupils' progress reports have improved and are now of a good quality. They contain all the required information and explain each pupil's target where improvements are needed. This enables the pupils and their parents to understand what each child must do to improve their work. Two formal parents' meetings are held to provide the opportunity for parents to discuss their child's progress in detail. These meetings are very well attended. The parents of pupils who have special

educational needs value the commitment of the staff to care for their children. Parents are invited to all review meetings and the school has good links with specialist support agencies.

36. Strong links with the church and local community are a valuable resource, which support the pupils' learning. Regular visits to the church for services and school productions enhance the pupils' religious education and personal development. The local parish council has also sought the pupils' opinions about their ideas and perceptions for the village. Very good links with the support services such as health professionals and the police are maintained and the school provides training to students from local universities. Links with a local computer company has provided the school with additional computers and local housing development companies have provided finance for building work. The school would like to purchase a nearby plot of land to assist with their teaching of environmental education. The local community has assisted by very quickly raising a substantial amount of money to support them.
37. Well-organised induction procedures are in place with the local high school. Year 7 staff visit the school and individual induction plans can be arranged if pupils need additional support. Lessons are also taken and the high school provides additional support for information and communication technology. Year 6 visit the high school, receive an explanatory induction pack and take part in joint projects such as dance and design technology. E-mail projects forge links with other local schools. Good links are maintained with the playgroup and local nursery who run the Before and After School Club. The autumn communal walk and pre-school visits ensures the children are familiar with the school environment before they enter the reception class.

LEADERSHIP AND MANAGEMENT

Governance is **good**. Leadership and management of the headteacher are **good**.

Main strengths and weaknesses

- The headteacher provides strong leadership and has a clear vision for the future development of the school.
- Governors have a good understanding of the strengths and weaknesses of the school and are influential in their work.
- Financial management is very good.
- Curriculum co-ordinators have not had sufficient opportunities to monitor standards or teaching and learning.

Commentary

38. Governors have a clear view of the strengths and weaknesses of the school. They have a good understanding of how well the school is doing in terms of the results of national tests at seven and eleven. They rely on the headteacher to report on analyses of results and any implications for future planning. The chair makes regular visits to the school to see it in action and ensure that any reports that governors receive are borne out in practice. He helps to take pupils swimming and in the past has provided additional mathematics classes for more able pupils in Year 6. Governors fulfil their statutory duties effectively and all the appropriate policies, including those for drugs education and Internet safety are in place. They conduct health and safety checks and use the talents of individual governors well in this and other areas of its work. The chair of the finance committee for example, is very knowledgeable and has been influential in raising funds for building projects and carefully monitors school's spending. Governors have been involved in making key decisions, for example increasing the numbers of classes in the school from three to four to ensure low numbers in each class.
39. The headteacher, who has been in post since September, has approached her new role with great energy and enthusiasm. She has already developed a clear view of the strengths and

weaknesses of the school and where improvements are needed. Since joining the school the headteacher has:

- Developed a draft school improvement plan that identifies the key areas of: assessment, the role of subject co-ordinator and ICT as requiring development.
- In consultation with staff, revised school aims and shared these aims with the governors.
- Analysed the school's test results, identifying areas of weakness and put into place measures to tackle these.
- Sent out questionnaires to parents, analysed returns and informed parents of the outcomes.
- Observed lessons and provided support and guidance to individual teachers.
- Introduced a school council.
- Improved extra-curricular activities.
- Improved the accommodation.

40. In addition, the headteacher has a wide range of innovative ideas to improve the curriculum. She communicates very effectively with the staff and the governors to ensure that everyone understands the school's priorities for development and works successfully as a team. She has developed a good balance between the strategic, administrative and monitoring elements of her work. In all of these she is well informed. The headteacher provides a strong focus on raising standards. The school collects performance data, and the headteacher carefully analyses results, reviews patterns and takes prompt action when weaknesses are identified. After the fall in the number of pupils achieving at the higher level (Level 3) in the 2003 national tests in Year 2 for example, the headteacher has established rigorous procedures to ensure that these pupils achieve well by the time they take the tests in Year 6.
41. The aims of the school that focus on the educational, social and personal development of the individual are shared by all and underpin its work. The school is committed to raising standards with equality of opportunity for all pupils. The headteacher is well supported in this task by both staff and governors. All staff are clear about their roles and responsibilities and personal objectives and are dedicated to the pupils and the work of the school. However, due to changes in staff and long-term illnesses the role of subject co-ordinators has not been adequately developed. They have had few opportunities to monitor standards of pupils' work or teaching and learning in the classroom and as a result are unaware of weaknesses in marking or provision of challenging writing tasks for the most able, for example.
42. The management of provision for pupils with special educational needs is good. Since her appointment, the co-ordinator, who is the headteacher, has rapidly immersed herself in getting to know and understand the needs of the pupils already identified. The school has good links with the local high school and transfer arrangements are entered into early so as to ease the pupils' transition into the next phase of their education.
43. The school improvement plan is an effective working document that is based on a thorough review of the school's present position. The school has set itself a manageable number of clearly defined measurable targets that focus on the raising of standards. The budget is set according to the priorities of the school improvement plan and value for money is determined by how effectively a spending decision impacts on raising standards or improving progress. Governors have a good understanding of the principles of best value, and apply them effectively. They ensure grants for specific purposes such as special educational needs are used to meet those needs. The secretary plays an effective role in the day-day management of the school and in budget management and administration. Given the amount the school receives and the standards it achieves, it provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	Balances (£)
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Total income	237,805
Total expenditure	244,023
Expenditure per pupil	2,804

Balance from previous year	18,190
Balance carried forward to the next	11,970

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the reception class is good, enabling children to make a good start to their learning in a welcoming and supportive environment. Children enter the reception class in the term following their fourth birthday. Attainment on entry is broadly average. The children are provided with a good curriculum that is stimulating, interesting and of good quality. Teaching is good and children achieve well in all areas of learning. This represents good improvement since the last inspection when teaching was satisfactory. By the end of the reception year virtually all will have reached the expected goals and many will be working at the early stages of the National Curriculum. This constitutes good improvement since the last inspection. The teacher knows her class well and her record keeping and continual monitoring of children's learning informs curriculum planning. All staff bring enthusiasm, skill and understanding to the children's learning. Every opportunity is taken to develop spoken language, literacy and numeracy skills and this helps the children make good progress in all areas of work.

Other key strengths of teaching are the consistently high expectations of the teacher and teaching assistant and their organisation and management of the children. Activities are based upon the Foundation Stage curriculum and as the children get older, they are introduced to slightly more formal ways of working to prepare them for the National Curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the good teaching and high expectations set by staff.
 - Caring and warm relationships, induction procedures as well as small numbers help children make a smooth transition into full-time education.
44. All children in the reception class achieve very well in this area of learning because they receive patient, caring and appropriate teaching. Once in school, children quickly get to know regular routines. They understand the need to change activities and learn how to make independent choices. They take part willingly at tidy up time, because they have learnt that working together makes the task easier. Because of good liaison with both the nursery and the playgroup, the reception teacher knows the children's pre-school experiences and school continues to develop this learning. All staff praise good behaviour and explain calmly why certain behaviour such as shouting out or not sharing are unacceptable. As a result, most children show sound levels of self-discipline and confidence by the end of the year.
45. Relationships are very positive and this plays an important part in the children's learning. Children enjoy their work and respond well to all the new experiences. They particularly enjoy working in the role-play area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff take every opportunity to develop the children's language skills and teaching is good.
- Opportunities for writing need a greater focus.

46. Children make good progress in speaking and listening and in reading and satisfactory progress in writing because of the good teaching they receive. Children develop confidence with speaking because the staff take every opportunity to engage them in conversation. They chat, question and encourage children to extend their vocabulary. Children learn to initiate their own conversations through well-planned activities for example, using their owl puppets in the puppet theatre or re-telling the Owl Babies story.
47. Children listen well to class stories. More able children identify the names, sounds and blends of certain letters. A 'sound table' encourages children to bring in articles from home. This enables parents to be involved in their children's learning. Clear labels, descriptions and pictures are prominently displayed and used to encourage the development of early reading skills. Children use the writing area to write shopping lists for the supermarket but this aspect needs to be given higher status during choice activity times in order to encourage children to write more frequently.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning.
 - The development of mathematical vocabulary is emphasised well.
48. Children experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning. They are introduced to simple numbers, names and shapes. Average children recognise numbers to 5, and count to 5 or 10 forwards and backwards. More able children are working with numbers up to 20.
49. Children use their knowledge of number to begin to understand 'less than', using an 'owl' number line. They count pennies when they use the role-play supermarket and individual targets are often stressed by the teacher. Children are encouraged to use mathematical vocabulary as they explain their work. Much attention is given to consolidating children's learning through play situations and positional language is emphasised frequently, such as during creative and language activities. Teaching is good, offering all children opportunities to consolidate learning and extend their mathematical thinking in a meaningful and enjoyable way.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The range and quality of activities provided is good.
50. The teacher makes good provision for developing children's knowledge and understanding of the world, and achievement is good. Staff plan an interesting range of activities which help children learn about the world around them and develop an appropriate vocabulary. For example, when studying day and night, the children learn about nocturnal animals, they investigate clothing that could be seen in the dark and they know that they need torchlight to see the animals inside the dark-box. Children have good adult support to help them develop vocabulary and knowledge.

51. All children have good access to computers. They have a wide range of competence in the use of computers with many children able to use click and drag across the screen whilst others still find the necessary co-ordination difficult. They program a floor robot to make it travel a certain distance. Children use a variety of construction toys to create models. They use simple tools to create owls and flying birds and are shown safe techniques for cutting and joining materials. Children take part in discussions about their own traditions and those of other cultures. They have celebrated Divali and Christmas and this helps the children to learn the need to respect the views of others that are different from theirs.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have many opportunities to develop good levels of co-ordination.
- The range of activities and resources is good.
- Opportunities to choose outdoor activities independently are limited by the numbers of staff available to supervise activities.

52. Children learn quickly and their achievement is good because they participate in structured and purposeful activities both indoors and outdoors. Children are given ample opportunity to develop skills of co-ordination. They manipulate the computer mouse and roll and mould play dough and pastry. They use scissors, glue sticks and paint brushes when making models and puppets. They are offered a wide variety of construction toys to use on the carpeted areas.

53. As children use their outside area and the school hall for physical activity, they begin to develop an awareness of space and how to move about safely, running, jumping and hopping, with due regard for others. The adventure play area has a good range of equipment where children learn to balance and move with greater care. They also have access to a range of large wheeled vehicles and toys. However, opportunities for children to choose when they play on this equipment are limited due to lack of staff to monitor the activities.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The range of activities and resources provided is good.
54. Children's achievement is good as they have access to good quality activities daily such as paints and a variety of fabrics, papers and artist's materials. Children's creative skills are developed further by the provision of a wide range of activities in the role-play area using good quality resources that children use imaginatively with useful adult input. The 'supermarket' area allows children to replay an everyday activity with which they are all familiar, using shopping baskets and a checkout till. Adults talk to children as they play, to develop their ideas and vocabulary, and to encourage their understanding of the need to share and help others.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Overall, the provision for English is **good**.

Main strengths and weaknesses

- Good teaching enables pupils of all abilities to make good progress in speaking and listening and very good progress in reading.
 - Pupils attain very high standards in reading by the end of the juniors.
 - There is insufficient emphasis on writing, especially for more able pupils.
 - The preferred hand writing style has yet to be translated into consistent practice by all staff and pupils.
55. Inspection evidence and results from national tests show that by the end of Year 2, standards are above national expectations in speaking and listening and in reading but average in writing. By the end of Year 6, standards in reading are well above and speaking and listening above national expectations. However, standards in writing remain only satisfactory. Pupils with special educational needs achieve well because of the good support they receive.
56. There are missed opportunities for pupils to develop their writing skills. In the infant class, although some pupils used a computer program to formulate and word process questions about elephants, other pupils were working on a worksheet, which limited their scope for writing. In geography, pupils could ask the questions well, but found writing them demanding. Pupils are beginning to work with story boards to develop their writing structure and are starting to undertake work which allows use of adjectives to be developed, such as 'the dragon came to school with wings out glittering in the sky' by a more able pupil. Currently pupils have insufficient opportunities to write for different purposes and audiences.
57. Older pupils use pictures about 'Rama and the Demon King' to help support their writing of story introductions and although there is some use of descriptive language, there is limited use of complex sentences. The oldest juniors continue to develop writing using story boards, but some find other writing activities too challenging and more able pupils are not sufficiently extended. In one lesson, the notion of a 'setting' for the legend of King Arthur proved difficult for some and many pupils struggled with the idea of relationships within the text.
58. Teaching in the subject is satisfactory overall, but with particularly good teaching of reading. In the infants and juniors, there are insufficient opportunities for pupils to write expressively, factually and, as they get older, for extended lengths. There are some examples of this, for instance in a piece of persuasive writing produced by pupils in the Year 5/6 class, but in general there is insufficient challenge for the most able pupils.
59. Pupils listen well in their lessons. They participate well in discussion work and are articulate with a good command of spoken English. In Class 2, pupils formulated questions that they might ask of their sponsored child in Zimbabwe and older pupils discussed how the story of King Arthur might be classed as a legend, using a 'story board' to support idea development. Both groups of pupils used appropriate vocabulary and listened well to each other's contributions.
60. Throughout the school, a new cursive handwriting policy has been adopted. However, there is little evidence of modelling by staff in books or on whiteboards and in classes, and has yet to be fully developed with the pupils. Spellings are regularly taught to all groups of pupils throughout the school and their spelling skills show improvement.
61. By the time pupils leave the infants, their reading skills are well developed. They know how to use a variety of strategies when tackling difficult words. This is due to the good teaching that

is seen in, initially the reception class and then further developed in Class 2. These good foundations for reading are further developed as the pupils move through the school. By the end of the juniors, pupils thoroughly enjoy reading activities. They use their voices expressively to emphasise the meaning to the listener. They are aware that using punctuation correctly also helps to ensure meaning and to add emphasis to moments of suspense. They discuss fiction and non-fiction work with confidence, have favourite authors and use the library and ICT to research their work.

62. The leadership and management of the subject require further development. There is little opportunity to monitor the quality of teaching and learning of colleagues, to be fully aware of standards throughout the school and she has not yet scrutinised pupils' books to ensure progression. Tracking of pupils' work has also to be fully developed after the numeracy pilot scheme has been evaluated. Until that time, it is difficult for the school to ensure all pupils are making sufficient progress in all areas of this subject.

Language and literacy across the curriculum

63. Although opportunities for speaking and listening are well developed by all staff in all curriculum areas, there needs to be greater emphasis on written work in other subjects. Pupils do not write enough in subjects such as science, history and geography, especially the oldest pupils.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Year 2 and 6 are above average.
- Teaching and learning are good and pupils achieve well.

Commentary

64. Standards in Years 2 and 6 are currently above the national average. Pupils achieve well in relation to their prior attainment.
65. Pupils in Year 2 have a satisfactory understanding of the value of numbers to 100. Most add two single digit numbers mentally but their skills of subtraction are not so secure. The majority calculates accurately 10 more than and 10 less than a given number but less able pupils find this difficult. Pupils name common two-dimensional shapes and more able pupils successfully identify their properties. In lessons, pupils count in odd and even numbers, forwards and backwards and demonstrate a good understanding of multiplication facts of 2, 5 and 10.
66. Pupils in Year 6 use their understanding of place value to multiply and divide whole numbers by 10 and 100, but are not so sure when working with decimals. They have a satisfactory understanding of fractions and percentages and their equivalence. Pupils have a good understanding of areas and perimeters of shapes, and more able pupils successfully calculate the surface area of three-dimensional shapes. They collect and group data in class intervals and display their findings on block graphs, and construct straight-line graphs to convert miles into kilometres.
67. The quality of teaching and learning is good overall. In the best lessons, work is well planned at an appropriately challenging level. There are clear learning objectives that are shared with pupils so they know what they are going to learn. Teachers pay particularly good attention to the development of mental skills and begin lessons with a good range of tasks and activities. In a lesson in the Year 5/6 class for example, the teacher encouraged pupils to think about

different methods of calculating and solving number problems. In this lesson the teacher provided clear explanations, linking past learning about money problem solving to the pupils' current work, so they were able to make connections in their learning. Pupils were well managed and the teacher's supportive approach encouraged pupils to concentrate hard and achieve well.

68. In the lessons observed appropriate work was provided to challenge all ability groups. However, close examination of pupils' previous work show that this is not always the case. The most- and least-able pupils are sometimes provided with the same work as other pupils with no account taken of their specific learning needs. Currently, there is no whole-school system of recording pupils' progress to guide teachers' planning. The quality of teachers' marking of pupils' work is variable. In the best cases, teachers provide pupils with a clear view of the quality of their work and where they need to improve. There are a few examples where work is not marked and in others where there is only a cursory tick.
69. The school makes particularly good provision for the most able mathematicians. For example, a pupil in Year 4 works alongside pupils in the Year 5/6 class during numeracy lessons. It is clear that the transition arrangements for this pupil have been effective and he is working well in this class.

Mathematics across the curriculum

70. There are satisfactory opportunities for pupils to use mathematics in other subjects of the curriculum. In science, pupils in Year 1/2 measured each other's height in centimetres, and displayed their information on graphs and in Year 6 pupils measured the temperature of water with a thermometer. In a design and technology project on Tudor houses, pupils in Year 6 accurately measured and cut pieces of card to form the structure. Computers are sometimes used well to support and enrich pupils' learning. For example, in a lesson in the Year 5/6 class pupils entered data on a spreadsheet to help solve a money problem. Pupils had previously collected and displayed data on what facilities they particularly liked in their village.

SCIENCE

Provision in science is **good** with some very good features.

Main strengths and weaknesses

- Standards in Years 2 and 6 are currently above average.
- The quality of teaching is good overall and is sometimes very good.
- The school places an appropriately strong focus on the development of skills of scientific enquiry.
- Pupils demonstrate good attitudes and work effectively as members of a team.

Commentary

71. Standards in Years 2 and 6 are currently above the national average. Pupils achieve well in relation to their prior attainment. Standards in Year 6 are higher than those recorded at the time of the last inspection.
72. Pupils in Year 2 conduct experiments; compare results and record their findings in charts and on graphs. During a project on sound, for example pupils correctly grouped instruments according to how the sound was produced. More able pupils identified higher and lower pitch and reported that sounds created vibrations. Pupils correctly identify different parts of the body and the more able accurately label different major organs and bones. They understand that living things grow and change and have some insight into what plants and humans need to be healthy.

73. Pupils in Year 6 demonstrate a good understanding of how to conduct and record the results of experiments. In a very good lesson in the Year 5/6 class for example, pupils chose from a range of resources as they sought to separate various mixtures. They experimented with fabrics, cotton wool and filter paper working systematically through each task and recording their observations. In this lesson, pupils approached the challenge with great enthusiasm, demonstrating a real thirst for learning and working effectively as members of a team. Pupils make reasoned predictions, for example whether cornflower, chalk or salt will dissolve in water, drawing on their previous knowledge and experiences to inform their judgement. They recall key facts about organs of the body and their functions and demonstrate a good understanding of the apparent motion of the sun across the sky and the formation of shadows.
74. Teaching and learning are good. The best lessons are very well planned and organised with a wide range of activities to promote pupils' interest and challenge their thinking. In a very good lesson in the Year 3/4 class for example, the teacher provided x-rays of bones for pupils to examine, computer programs through which they could compare skeletons and a wide range of books for pupils to research. At the beginning of this lesson the teacher successfully used an 'interactive whiteboard' to engage and maintain the pupils' interest. She used the equipment well to illustrate teaching points and involve individual pupils. During the lesson pupils thoroughly enjoyed working on the computers and finding out information from the books. Throughout the lesson the teacher promoted technical vocabulary effectively and the more able pupils in particular thoroughly enjoyed learning the names of the different bones. At the end of the lesson there was a good opportunity for pupils to report back what they had learned and for the teacher to reinforce the learning intentions.
75. Teachers place an appropriately strong emphasis on pupils conducting experiments and recording the results in a variety of ways. This was seen not only in lessons but also in the pupils' work. Teachers often tailor work carefully to the learning needs of individuals but this is not always the case. Sometimes less able pupils are provided with the same work as the other pupils, which results in them being unable to complete the task successfully. Where work had been marked there were few indications of areas for improvement or what the pupils might do next. The subject co-ordinator is new to the post and is keen to develop the role. She has some understanding of standards being achieved in the school and recognises that there are weaknesses in the day-to-day recording of pupils' attainment and progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There have been good improvements in the provision and standards since the last inspection.
- Pupils have good attitudes to this subject.

Commentary

76. Standards in Year 2 and 6 are broadly average. Pupils achieve satisfactorily. The school has made good improvements since the last inspection when this subject was a key issue.

- Standards have risen.
 - Staff have received training and also attended courses on ICT in numeracy and ‘interactive whiteboard’ training.
 - The school has been accepted into a local Network Learning Community to raise the profile of ICT.
 - There has been a significant increase in the number of computers.
77. Pupils in Year 2 demonstrate satisfactory keyboard and mouse skills as they type questions to ask a pen friend in Zimbabwe. They create pictures for Christmas calendars using an art program. Pupils effectively explore adventure programs, finding out where a spell book is hidden, for example or to collect witches’ spells. In lessons they enter a series of commands into a floor robot to follow a pre-determined course, displaying satisfactory levels of understanding. More able pupils successfully plan a route, recording the directions and turns accurately. Pupils talk about how computers are used outside of school, for example in the library or cash points.
78. Pupils in Year 6 save, retrieve and print using a range of programs. When using computers for word processing, pupils readily change the font style, size and colour and combine pictures with the text. They create coloured banners for the wall and front covers for topic books on a variety of themes, for example, the Tudors or Hong Kong. More able pupils download pictures from the Internet and incorporate these into their work. Pupils use graphic programs to record the results of surveys they have undertaken, for example, which facilities they like most in the village. In lessons, pupils enter data into a spreadsheet to help them calculate the cost of food for a party. Pupils efficiently use search engines on the Internet to research topics on Hong Kong, the Tudors or Indian music for example. Good links with other schools are beginning to provide a wide range of opportunities for pupils to send e-mails. There is also an on-going writing project with another school, where pupils from one school start off a story and send it by e-mail for pupils at the other school to complete.
79. As only one lesson was seen it is not possible to make an overall judgement on teaching and learning. The lesson in the Year 1/2 class was well planned and organised and clearly built on pupils’ previous learning. The teacher effectively used another adult and pupils to illustrate important teaching points, for example the need to give accurate directions. The pupils were keen to take part and were excited when it was their turn to be navigated from the picture of one wild animal to another. The teacher provided clear step-by-step instructions that set a good pattern for the commands that pupils would later enter into a floor robot. The teacher gave the pupils a good range of challenging tasks, which they worked at with interest. During the lesson the teacher monitored pupils’ progress well, supporting their learning and ensuring that they stayed on task and worked hard. In other lessons, teachers use ‘interactive whiteboard’ effectively to gain pupils’ attention and to illustrate teaching points.

Information and communication technology across the curriculum

80. Discussions with pupils and close examination of pupils’ previous work illustrate that computers and computer programs are used satisfactorily to support pupils’ learning in other subjects. In mathematics, pupils use spreadsheets and graphic programs and in science they use computers to learn about bones and skeletons, for example. Pupils often use the Internet to research topics on geography and history.

HUMANITIES

81. In humanities, work was sampled in **history** and **religious education**, with no lessons seen in history and only one in religious education. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication that standards are

broadly average and pupils achieve satisfactorily. This is a similar situation to that recorded in the previous report.

82. **In history** pupils gain sound knowledge about different periods as they move through the school. Teachers use places of interest and the village locality as well as visitors, to support, consolidate and extend pupils' learning. There is sound development of historical skills by various methods and resources, which help to make the pupils' learning meaningful.
83. Infant classes study 'Famous People', for example Florence Nightingale and Louise Braille, the latter being linked with science work on 'Senses.' Older pupils study the Tudor period, comparing their life-styles, entertainment and schools with ones during this period. Homework includes researching their family tree on the Internet and one pupil went back five generations. These activities help pupils make sense of their learning across the curriculum and builds on historical skills that are established earlier in school, using primary and secondary sources. It also gives parents involvement in their children's learning in school. Pupils have insufficient opportunities to write at length in the subject. Most pupils find the subject interesting and enjoyable. The role of the co-ordinator, who has been in post for a short time, has yet to be fully developed.
84. **In religious education**, pupils make satisfactory and occasionally good progress. In a good lesson in the Year1/2 class for example, the teacher effectively introduced the story of Jesus' 'Stilling the Storm' by playing a piece of music that represented wild weather. This had the effect of stimulating the pupils' imagination and capturing their attention for the reading of the story. The pupils tried hard to empathise with the plight of the disciples commenting on the fact that they would be terrified or shocked. The lesson was well planned with appropriately challenging work for all pupils. Pupils used their senses well as they recorded what it would have been like to have been in the storm. Examination of pupils' previous work demonstrates a satisfactory understanding of the importance of giving and receiving gifts and saying thank you. They know that different religions celebrate special meals, for example 'The Last Supper', and events, like Divali.
85. In discussions, pupils in Year 6 demonstrate a satisfactory knowledge of the major religions of the world. They recall the names of key figures and important events from the Old and New Testament. They talk about the importance of rules for living and recount instances where they have been a 'Good Samaritan'. But they are unsure about Christian belief in the trinity. Pupils in Years 3 to 6 have a good understanding of key events in the Christian calendar, for example Advent, Christmas and Easter and record these in the form of flow charts or storyboards. The oldest pupils recall how Moslems call God 'Allah'. They demonstrate a good understanding of the importance that followers of Islam place on washing and prayer. Their knowledge of the significance of religious symbols is limited.

Geography

Provision in Geography is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
 - Teaching of geographical skills throughout the school is good.
 - Opportunities to include other subjects within geography are good.
 - Limited opportunities for the subject co-ordinator to develop her role.
86. During the inspection, three geography lessons were observed in the infants and juniors. There was also work for scrutiny, and careful and informative displays throughout school contribute to the judgement that standards of seven and 11-year-olds are above national

expectations. Pupils achieve well throughout the school due to good teaching. This constitutes good improvement since the last inspection.

87. Teachers provide young pupils with good opportunities to visit their local environment and are encouraged to respect and take care of it. The work in the juniors consolidates and extends earlier learning. The range of locations to be studied is extended into a global dimension and work on Hong Kong and India is undertaken, again, linked to topics that have everyday meaning for the pupils such as foods, homes and lifestyles. There is evidence of the development of geographical skills throughout school. Educational visits to rivers, residential centres and coastal locations, as well as visitors into school make the pupils' learning more relevant.
88. Overall, teaching is good. In a good lesson in Year 1/2 for example, the teacher spoke knowledgeably about Zimbabwe. Her enthusiasm and expertise captured the interest of the pupils, who were fascinated by her knowledge of the country and in particular, her personal experiences. The pupils were keen to know about the life of a boy that the school is sponsoring and sought to find his village using the Internet.
89. This subject makes a positive contribution to social, cultural and moral development by raising pupils' awareness of other cultures and societies. The subject leader has had no time for monitoring work or the quality of teaching and learning across the school as she has been in post for only a short time.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

90. In creative, aesthetic, practical and physical subjects only one lesson was observed in **art and design** and no lessons were seen in **music or physical education**. In addition to observing the lesson, inspectors spoke to co-ordinators about their work, talked to pupils about what they had learnt, and sampled pupils' work. It is not possible to make a firm judgement about provision in any of these subjects or standards pupils achieve in music and physical education in Years 2 and 6, or art and design in Year 6.
91. In **art and design**, pupils in Year 2 attain standards that are broadly average, with some examples of work that are above this level. Overall, pupils achieve satisfactorily. This is a similar picture to that recorded in the previous report. Pupils in the Year 1/2 class created paintings of good quality, depicting an African scene using both bright and subtle colours to good effect. They made decorative masks, based on pictures they had seen of the Makishi dancers at the Victoria Falls in Zimbabwe. They decorated the paper masks with strong patterns in black and red that effectively captured the designs they had seen. Pupils also created three-dimensional models, for example frogs from fabric and dragons from salt dough.
92. There are some good examples of artwork in the Year 3/4 class, where pupils produced paintings in the style of Picasso and Mondrian, and created cityscape collages using a range of paints and different papers. There are some particularly impressive examples of pupils using a computer program to create images in the style of Andy Warhol. Pupils in this class also created some colourful paper masks and costumes, as part of a Caribbean project. Pupils in Year 6 produce observational drawings of a satisfactory standard, developing skills of shading to create different textures. In the good lesson in the Year 5/6 class, pupils demonstrated satisfactory co-ordination as they carved three-dimensional shapes from bars of soap. The lesson was well planned and organised and pupils were well supported and encouraged throughout a task that a significant minority found particularly challenging.
93. In **music**, examination of teachers' planning indicates that pupils have access to an appropriate curriculum. This provision is enhanced by opportunities for pupils to learn to play the recorder and piano, and in addition flute, clarinet and brass tuition is provided by peripatetic teachers. In assemblies, pupils sing tunefully in time to the piano. The subject

contributes well to pupils' multi-cultural development, with opportunities for pupils to take part in African drumming and listen to Indian music. Other projects are planned, for example a visit of Taiko drummers.

94. In **physical education**, the school works very hard to overcome the limitation of the site. From viewing planning and discussions with the subject co-ordinator it is evident that all the strands of the subject, including outdoor and adventurous activities are regularly taught within the course of the two-year cycle. The standards achieved in swimming by Year 6 are good with all pupils being able to swim at least 25 metres.
95. Pupils in Years 3 to 6 are regularly coached in football and the football team was undefeated in the league and shared the small schools' cup. Good use is made of outside providers to give specialist training in tag rugby, and judo. Pupils in Years 5 and 6 visit a residential outdoor education centre where they have opportunities to participate in climbing, walking and pot holing.

Design and Technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Good teaching in Year 5/6.
 - Pupils enjoy the subject and display good attitudes.
96. Standards in Years 2 and 6 are broadly average. Pupils achieve satisfactorily. This is a similar picture to that recorded in the previous report. In a satisfactory lesson in the Year 1/2 class, pupils demonstrated satisfactory skills of folding and gluing, as they created paper huts. Examination of previous work shows that pupils designed and made dragons where the movement of the jaw was operated by pneumatics, a plastic tube and a balloon. The designs clearly explained how the pupils made their dragons and the equipment they used. Pupils had also created dragons from card, using split pins to create movement in the legs.
97. In a good lesson in the Year 5/6 class pupils examined different types of biscuits, evaluating and describing their characteristics based on their shape, flavour and wrapping. Examination of previous work indicates that pupils in Year 6 have created labelled diagrams of a satisfactory standard showing how to construct a model of a Tudor house. The pictures of the houses were shown from different elevations and the size of each piece of card that was to be used was clearly identified. The completed artefacts, which were of satisfactory quality, and clearly resembled the original designs. There is little indication of pupils' evaluating their work or describing how it could be improved.
98. Teaching and learning are satisfactory overall. In both the lessons observed the teachers provided pupils with clear explanations and instructions, which was demonstrated by the ease at which pupils settled to their work and the confidence they showed. The teachers monitored pupils' progress well and gave them good support in their tasks. In response, pupils in both classes worked hard with good levels of concentration. Pupils in the Year 5/6 class worked particularly effectively as members of a team as they discussed their ideas.
99. There is an appropriate curriculum that underpins the progressive development of pupils' skills, knowledge and understanding. The school often uses this subject to enhance and enrich pupils' learning in other areas of the curriculum. In some cases this is done well, but in others insufficient attention is given to the development of pupils' subject specific skills, and sometimes tasks lack challenge.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

100. The school makes good provision for pupils' personal, social and health education and citizenship. Drugs and sex education policies are in place. Lessons and 'circle time' help pupils to develop a sense of right and wrong and of being part of the school community. Opportunities to talk about things that are important to them are welcomed by the pupils; they like to think they can influence some of the decisions made in the school. The school council provides pupils with important insights into issues of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection Judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
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	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

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