

INSPECTION REPORT

TEMPLE HERDEWYKE PRIMARY SCHOOL

Temple Herdewyke, Southam

LEA area: Warwickshire

Unique reference number: 125613

Headteacher: Miss L B Aston

Lead inspector: Peter Sandall

Dates of inspection: 24th to 26th May 2004

Inspection number: 266013

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll;	83
School address:	Falkland Place Temple Herdewyke Southam Warwickshire
Postcode:	CV 47 2UD
Telephone number:	01926 641316
Fax number:	01926 641316
Appropriate authority:	The Governing Body
Name of chair of governors:	Lt. Col. D Ingles
Date of previous inspection:	February 1998

CHARACTERISTICS OF THE SCHOOL

Temple Herdewyke is a small primary school on the edge of an army base in a rural area ten miles south of Warwick. Although it draws some of its pupils from the civilian community, 80 per cent are from army families living on the base. This has considerable implications for the movement of pupils in and out of the school, with very few completing their full primary education at Temple Herdewyke and many staying for less than three years. All its pupils are white and most are of British descent, although a few are the children of soldiers attached to the base from other countries. It has 83 full-time pupils and a balance of boys and girls, who come from a range of backgrounds. Their attainment on entry to the reception class is average for their age. The percentage of pupils with special educational needs is double the national average, as is the percentage of pupils with a statement of special educational needs. Currently there are no pupils entitled to a free school meal, and there are no pupils for whom English is an additional language. The school has increased in size since the previous inspection. Recently the school has had difficulty in recruiting a teacher for the Year 3/4 class, although this was resolved just prior to the inspection. The current headteacher is an interim appointment who took up the post shortly before the inspection, and who will be leaving at the end of the summer term.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25771	Peter Sandall	Lead inspector	Mathematics, science, information and communication technology, art and design, design and technology, music, physical education, English as an additional language
11077	Janet Harrison	Lay inspector	
30705	Graham Stephens	Team inspector	Foundation Stage curriculum, English, religious education, history, geography, citizenship, special educational needs

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	21
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Temple Herdewyke offers its pupils a **good** education and gives sound value for money. Good leadership from the headteacher in the short term, together with good teaching, have enabled the school to overcome recent recruitment problems. The school's strong ethos of support benefits all pupils, most of whom receive only part of their primary education here. The most important issues are being tackled constructively, although the school's partnership with its parents needs further development. Pupils' achievement is good, particularly where they spend a longer time in the school, and standards are average in all areas except writing.

The school's main strengths and weaknesses are:

- The interim headteacher's good leadership and management have made a significant contribution in a very short time, particularly in creating a united and effective staff team.
- Standards in writing are below average through the school.
- Teaching and learning are good overall and as result pupils achieve well.
- The school's ethos offers good care and support for pupils in all aspects of their school life.
- Pupils behave well and have good attitudes and values, leading to very good relationships with fellow pupils.
- More effective links with parents would further benefit the pupils' education.

The school has responded effectively to most issues identified in the previous report, particularly the improvements to the Foundation Stage and challenge for higher attaining pupils. However, there is still insufficient involvement of parents in supporting their children's learning. There has been very good improvement in the quality of teaching and learning. Standards in subjects remain generally average, with information and communication technology having improved considerably to reach this level. The school has made good improvement since its last inspection in 1998.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E in the lowest five per cent nationally.*

Similar schools are those with a similar number of pupils who are eligible for free school meals.

NB. There are not many pupils in Year 6 in any year, and there were only five in 2003, so grades are based on a very small sample. Because of this results fluctuate considerably, making it difficult to judge trends in performance.

Pupils' achievement is **good**, especially in view of the frequency with which pupils move in and out of the school. In the Foundation Stage children achieve well and meet the goals they are expected to reach in all areas of learning by the end of the reception class, with the exception of writing, which remains below average throughout the school. By Year 2, pupils reach average standards in reading, mathematics, science and ICT and achievement is again good. Pupils' achievement remains similar as they move through to Year 6, although current standards in English are below average. The small numbers in each year group mean some fluctuation is likely, and at present the percentage of pupils with special educational needs in the school is double the national average. Pupils with special educational needs receive appropriate support and their achievement is similar to that of their peers. More able pupils are clearly identified and make good progress.

Pupils display **good** personal qualities, and their spiritual, moral, social and cultural development is **good**. Their attitudes to each other are very good, with older and younger pupils mixing together very well. Behaviour is good, and the school's strong promotion of good relationships underpins pupils' confidence and self-esteem. All this contributes to the school's positive ethos. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a **good** standard of education: teaching and learning are **good** overall. Good teaching was observed in all classes, and it was never less than satisfactory. It is consistently good and very good in the Foundation Stage and Years 1 and 2, and is also strong in Years 5 and 6. Lessons are well planned and prepared, methods support the teacher's intentions and pupils are both challenged and encouraged. As a result they are generally interested, work hard and achieved well in the lessons seen. Good use is made of support staff, particularly in the Reception/Year 1/Year 2 class. Marking is good, particularly in English and mathematics, with comments to help pupils' understanding. While there are targets for English, mathematics and science in pupils' books, these presently have a limited impact on pupils' learning. There are examples of assessment being used effectively in the short term, but the very high number of pupils moving in and out of the school makes the tracking of progress over time more difficult to achieve.

Good arrangements for introducing children to the school give them a good start whenever they arrive. The school endeavours to provide a broad and interesting curriculum. There are sufficient opportunities for pupils to participate in sport and the arts, and there are good links with the local high school. While many parents are happy with their children's education, the school needs to do more to engage all parents, particularly as many are only involved with the school for a limited time. Links with the local community, mainly through the army base, are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The interim headteacher has a clear vision for the school and has built a united, supportive staff team in a very short time. Development planning indicates that the school's priorities are aimed at improving the quality of pupils' education. Management of the day-to-day running of the school is smooth and effective. The governors have a sound understanding of where the school is in its development and the direction it needs to take. All statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Despite recognising recent improvements, a significant number of parents expressed dissatisfaction on a range of issues. While many are historical and current practice is satisfactory, inspectors agree that the school should work to improve the educational partnership with its parents.

The great majority of pupils are very happy with their school. They believe they are well taught and helped to improve, and that teachers are fair and listen to their ideas, which is the position found by the inspection team. While some pupils are less positive about other pupils' behaviour, inspection evidence is that behaviour is good overall.

IMPROVEMENTS NEEDED

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

- Review opportunities for writing through the school in order to raise standards.
- Develop systems and structures to improve parental involvement in their children's education, both in school and at home.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall and pupils attain average standards by the end of Year 6. The only exception to this is in English, where the attainment of pupils throughout the school is below the national average in writing. In the Foundation Stage, children achieve well and are in line to meet the goals they are expected to reach in all areas of learning, apart from writing, by the end of the reception year. In Years 1 and 2, pupils reach expected standards in reading, mathematics and science and their achievement is good. By Year 6, standards are average in mathematics and science, and achievement remains good.

Main strengths and weaknesses

- Most pupils achieve well over a short time.
- Standards in writing do not match those in other aspects of English.
- The school has a high proportion of pupils with special educational needs, who achieve well.
- Higher attaining pupils are effectively catered for and achieve well.
- Standards in ICT have improved recently.

Commentary

1. There are not many pupils in either Year 2 or Year 6 in any one year, so results are based on a very small sample. Because of this they fluctuate considerably, making it difficult to judge trends in performance over time. An individual pupil may account for up to 20 per cent of the school's results in national tests in any given year. Taken over the past five years, test results at both Year 2 and Year 6 indicate broadly average standards in the

core subjects of English, mathematics and science. This is encouraging, given the high proportion of pupils with a special educational need and the very high transience of pupils.

2. Children in the Foundation Stage enter school with broadly average levels of attainment. They generally reach appropriate standards in relation to the goals children are expected to reach in all areas of learning by the end of reception, with a minority exceeding these levels, except in writing. Both higher attaining and lower attaining children achieve well, as do those with special educational needs, due to some very good support. Although children are given frequent opportunities to practise writing, currently only a minority attain the expected level.
3. Standards in Year 2 are average in both reading and mathematics but below average in writing. By Year 6 standards are average in mathematics and science. Although standards in speaking and listening, and in reading, are also average at Year 6, they are below average in writing, which makes English overall below average. While pupils can express themselves well in written work, their often weak spelling, handwriting and punctuation have an impact on overall standards. There are not enough planned opportunities for pupils to write for different purposes and audiences, not only in English but in other subjects of the curriculum.
4. The table below shows recent standards in Year 2. There is no table showing comparative standards at Year 6 in 2003, as there were only five pupils in the year group. Standards in writing for this group of pupils, and for those who took the tests in 2002, were above average, indicating that the concern over writing does not apply to all pupils and year groups.

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

Standards in:	School results	National results
reading	15.2 (16.3)	15.7 (15.8)
writing	15.2 (15.0)	14.6 (14.4)
mathematics	15.7 (17.4)	16.3 (16.5)

There were 12 pupils in the year group. Figures in brackets are for the previous year

5. Despite pupils entering and leaving the school with broadly average standards overall, they achieve well. The very high mobility means that pupils often join the school part way through a year, and pupils' records are often sketchy or arrive long after the pupil. Many pupils will only remain in the school for two or three years before their parents are posted elsewhere. Despite this, teachers are adept at quickly assessing pupils' needs and abilities and providing them with appropriate learning opportunities which encourage good progress in the short term. Pupils who remain with the school for a longer period, whose progress can be tracked more effectively, often make good gains in knowledge and understanding.
6. These frequent changes affect writing standards more than other areas of the curriculum. This is partly because opportunities for writing for different purposes and audiences are not sufficiently planned for in a range of subjects. While writing skills are often well taught in literacy lessons, pupils are not regularly encouraged to employ them effectively when they write in subjects such as science, religious education or history, thereby missing the opportunity to consolidate them in a realistic context.
7. The achievement of pupils with special educational needs is also good. This is because pupils receive a good level of support from teachers and teaching assistants, especially in mathematics and English. Until recently targets in their Individual Education Plans were too general, and consequently it was difficult for teachers to plan successfully and build sequentially on what pupils could understand and do. New systems now ensure that targets are specific and are used by both teachers and teaching assistants to assess individual progress.
8. Pupils' achievement in ICT has improved throughout the school since the previous inspection, leading to average standards at both Year 2 and Year 6. This is due to a combination of better planning, increased teacher confidence and improving resources.
9. The recent achievement of pupils in the Year 3/4 class has not been as good as in the rest of the school. This was due to staffing difficulties beyond the school's control, related to difficulties in recruitment. Despite this, analysis of pupils' books indicates that appropriate work was covered and standards remained securely in line with expectations, although practice was inconsistent in areas such as marking and expectations were not always high enough. The school has now resolved the problem satisfactorily in the short term, and inspection evidence suggests that pupils' progress is picking up again.
10. The quality of teaching and learning in the school, and particularly its consistency both at the lower and upper ends of the school, contributes strongly to pupils' good achievement. Teachers have high expectations of all their pupils while at the same time pitching work at

an appropriately challenging level. The interim headteacher's influence on the quality of classroom practice has also been a strong factor in raising pupils' achievement.

11. The school has effective procedures for assessing pupils who arrive at short notice, including the children of soldiers from other countries who are attached to the army camp, which helps them to settle quickly and make progress. Boys and girls do equally well and attain similar standards, although the small numbers make it difficult to isolate trends.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes toward their learning. Behaviour around the school and in classes is also good. Pupils' spiritual, moral, social and cultural development is good, as is attendance and punctuality.

Main strengths and weaknesses

- Relationships are very good and ensure that pupils receive good support in all that they do.
- Good attitudes to learning enable pupils to achieve well.
- The good behaviour of most pupils has a positive effect on their learning.
- The school's effective planning helps pupils to develop spiritually, morally, socially and culturally.
- The school successfully promotes the importance of good attendance and punctuality.

Commentary

12. Children in the reception class will all reach the appropriate goals in personal and social education, and some will exceed them. This is because of the good induction procedures which help children to be ready for school, the clear expectations of the teacher and teaching assistants, and the good role models provided by everyone who works with the children.
13. All adults do their best to ensure that despite the frequent changes in the school population, pupils feel welcomed and settle quickly into school routines. For example, every new pupil is given a class 'buddy' who supports them at work and at play for the first few days until friendships are formed. The outcome is that pupils, including those with special educational needs, establish very good relationships with both other pupils and adults. Planned opportunities for *Circle Time*, when pupils can speak openly and honestly about things that matter to them, also ensure that all feel mutually supported during their time at the school. Observations confirm that pupils relate and work very well together.
14. Pupils speak with enthusiasm about their work generally. Pupils in Years 5 and 6 are justifiably proud that because of their efforts, and with the support of staff, they have gone some way towards establishing a play park on the adjacent estate. Pupils play happily together on the playground and all understand why they need to share popular equipment, with all adhering sensibly to the established rota system. The school explores every opportunity to support the small minority of pupils whose behaviour falls below the high standards expected and seeks the support of outside agencies if necessary. Inspection evidence indicates that the school is successful in this regard. There were no exclusions in the year prior to the inspection.
15. Attendance is good due to the effective monitoring procedures, co-operation from parents and a focus on its importance. The good level of attendance and punctuality shows the pupils' enthusiasm for school and makes a positive contribution to the standards they achieve.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8
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.

16. Provision for spiritual, social, moral and cultural education is good. All adults present very good role models, treating each other and pupils with courtesy and respect and expecting the same in return. Pupils' work is valued and displayed to good effect throughout the school. Displays include photographs of a Year 5/6 visit to the local church to learn more about and to reflect on the meaning of baptism. In Year 2 everyone can see who is the 'star of the week', and why. The school receives good support from the local authority's intercultural support service to help prepare pupils successfully for life in a multicultural society. As well as visits to a Sikh temple and, last year, a mosque, visitors to the school talk about Indian costume, customs, music and religion and cook and share traditional food with the pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. The school's good ethos supports learning, as does a shared commitment to improvement and good leadership and management. Where teaching is good, as in the majority of cases, it is beginning to impact on standards. The school does not yet involve pupils sufficiently in knowing how to improve their own learning. Pupils receive good support and guidance, but parents are not always sufficiently informed about their children's standards and progress.

Teaching and learning

The quality of teaching and learning is good overall. It is strongest in the first class for reception, Year 1 and Year 2, and in Years 5 and 6. Assessment is satisfactory.

Main strengths and weaknesses

- There was a high proportion of good and very good teaching during the inspection.
- Scrutiny of pupils' books indicates that teaching over time has also been good.
- Opportunities for writing throughout the curriculum are not sufficiently planned for.
- Teaching assistants make a strong contribution to pupils' learning.
- Very good relationships and good behaviour enable pupils to work well independently and collaboratively.
- The quality of marking in books is good.
- Target setting for individual pupils is not yet having an impact on achievement.
- Teachers make good use of day to day assessment in their planning.

Commentary

17. Teaching is good overall. The school places a strong emphasis on creating an ethos in which learning is encouraged and seen as important by pupils. Most lessons are well ordered and purposeful, so teachers and pupils focus sharply on the learning intentions. Teachers usually expect high standards of behaviour and in most cases pupils respond positively. Occasionally, staff have to work hard to maintain the concentration of a minority

of pupils, who are more involved if they have an appropriate activity, rather than sitting and listening.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	10	5	0	0	0

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

18. Half the lessons seen during the inspection were good, with a further quarter judged to be very good. This is a much better picture than that found by the previous inspection. These better lessons were characterised by clear planning with a focus on what the pupils were expected to learn. Methods and activities were well chosen to support this, and the good relationships enjoyed by both teachers and pupils meant that time was well used for learning. The teachers' positive approach encourages a 'can do' response from the pupils. Teachers use both questions and activities effectively to target the different age groups and abilities within the class, so that work is pitched at an appropriate level, and lower attainers are given support. One effect is that younger, higher attaining pupils have good opportunities to accelerate their learning where they have the necessary understanding.
19. The school makes good use of its learning support staff, who play an important role in the pupils' learning. As well as giving specific support to pupils with special educational needs they show good awareness of other pupils, and are able to supplement the support offered by teachers. This is good practice. The teaching of the reception children is enhanced because they are often taken as a group by a teaching assistant, leading to a very good level of individual attention. Learning assistants are aware of teachers' planning and intentions, and contribute their own assessments to help future learning.
20. Until recently teaching assistants did not work in close partnership with teachers when reviewing and setting targets for learning for pupils with special educational needs. However a recent review of procedures means that all teachers and teaching assistants have now formed an effective partnership, ensuring that work is well matched to pupils' needs, especially in the core subjects of mathematics and English. Teachers are skilled at asking questions so that pupils of all abilities are fully included in lessons. Pupils with special educational needs are well taught.
21. Scrutiny of pupils' books in all subjects indicates that teaching over time is generally good, with evidence of increasing good practice. The content shows that pupils are covering all the appropriate areas of the National Curriculum, in most cases at a suitable depth. There is an emphasis on knowledge which sometimes comes at the expense of wider understanding. For example, there is limited evidence in design and technology of pupils evaluating what they have made. In history, pupils use research skills to find relevant information and present it personally, but there is less evidence of older pupils linking characteristics or considering changes and their cause and effect. There are too few opportunities for pupils to write for different purposes and audiences, and marking here rarely focuses on how pupils' writing could be made more expressive or organised more effectively.

22. Assessment is used satisfactorily. The school works hard to track the progress of individual pupils over time, but this is made difficult by their frequent movement in and out of the school. Despite this, the attainment of individual pupils is assessed regularly, and the information is used to set challenging expectations for progress over the year. The setting of individual targets for pupils in English, mathematics and science is through stickers on the front of their books. However, there is no evidence that this is having an effect on pupils' achievements. Pupils spoken to are not always sure what their targets are, nor what they need to do to specifically to attain them. This is a missed opportunity to engage older pupils, in particular, in setting their own goals and being aware of how well they are doing. The way in which teachers encourage pupils to assess their own understanding at the end of a lesson is an example of effective practice.
23. Similarly, the targets in pupils' reports tend to be too general to set a clear agenda for improvement. Conversely, there are plenty of examples of helpful marking in books, where teachers encourage pupils by giving specific advice as to how they might improve. There are plenty of useful comments, especially in English and mathematics, which older pupils in particular respond to. The work of younger pupils is often carefully annotated by the teacher to indicate understanding, a positive aid to assessment helping future planning. Homework is appropriate and supports pupils' learning in school, but parents are not always made fully aware of the school's expectations, or how best to support their children effectively.

The curriculum

The curriculum is satisfactory overall. There is a broad range of learning experiences which helps all pupils to make progress. There are satisfactory opportunities for enrichment. The accommodation and the quality and range of learning resources are satisfactory.

Main strengths and weaknesses

- The curriculum meets pupils' needs well in English, mathematics and science.
- Good attention is paid to pupils' personal, social and health education.
- Planning, supported well by national schemes and plans, takes due account of pupils' different abilities and ages.
- The large number of teaching assistants supports pupils well in all classes and ensures all are fully included in activities.
- The exploration of links between subjects is at an early stage of development.

Commentary

24. The curriculum has improved since the last inspection and all statutory requirements are met. The curriculum in the Foundation Stage is now securely based on the nationally recommended 'stepping stones' in all areas of learning. Long term planning in all other subjects is based on national schemes. Teachers use plans written for each 'unit' to support the implementation of the literacy and numeracy strategies, which they adapt as necessary to meet the needs of pupils according to age and ability. However, there are too few planned opportunities for pupils to practise their writing skills through work in subjects other than English.
25. The interim headteacher has recently led a review of curriculum provision. The curriculum now follows a two year cycle with the intention that it is adjusted annually, if necessary, to ensure that pupils in mixed age classes do not either repeat or miss out on topics. The high turnover of pupils inevitably means that some repetition will occur. Subjects are taught separately and the

exploitation of links between them is at an early stage of development. There are good examples, such as the letter writing that evolved from the campaign for a local play park, organised by pupils in Year 6. However, pupils are not always helped to appreciate the relevance of the links that exist between subjects.

26. The curriculum is enriched by a satisfactory variety of extra-curricular activities and visits. Clubs range from a football club to problem solving, cross-country running, cooking and many others. All are well attended by pupils of all ages, apart from the cross-country running club that is restricted to older pupils. Interviews with pupils confirm that the clubs form an important part of their school life. The school makes full use of the facilities offered by the local army base and has visited the church, police and fire stations, and gym. In every case pupils completed tasks that were planned to complement the curriculum and on-going work in school. Despite its isolated location, visits to other towns and facilities such as museums further studies in literacy, mathematics and geography, as well as multi-cultural aspects of the curriculum.
27. Careful planning, questioning matched to the needs and abilities of the pupils and good support from teaching assistants, especially in the reception, Year 1 and Year 2 class where the adult/pupil ratio is seven to one, ensure that pupils are fully included in all areas of the curriculum. Pupils are confident speakers and most do not hesitate to ask for additional support if needed, further ensuring full access to the curriculum.
28. Provision for pupils with special educational needs is currently good, although satisfactory until recently. These pupils have full access to a broad and balanced curriculum. Systems and procedures have very recently been reviewed and the impact of these changes is just beginning to be reflected in practice. Targets set are now more specific, enabling teachers and teaching assistants to track progress, especially in the core subjects of English and mathematics. Gifted and talented pupils are identified and arrangements made for them to be taught with older pupils in English, mathematics and science to ensure that the curriculum offered is well matched to their needs.
29. There are currently no pupils in the school for whom English is an additional language, although it is likely that at least one will be admitted shortly. The interim headteacher has prepared a draft policy for supporting pupils who have little or no English, and has approached the local authority's support services for help and guidance.
30. Personal, social and health education is given a high priority by the school. Lessons are timetabled regularly and the work involved successfully underpins the open and honest relationships that exist between all staff and pupils. This establishes a very secure environment in which all aspects of the curriculum can be taught, and which ensures that new pupils quickly feel at home, a judgement which they themselves are quick to endorse.
31. The combination of full and part-time teachers and teaching assistants is well deployed to offer good support in all aspects of the curriculum, and especially in English and mathematics. It had proved difficult, until very recently, to find long-term cover for an absent teacher in the Year 3/4 class but this was resolved three weeks before the inspection. Outdoor facilities are very good for the number of pupils in the school and, with one exception, classrooms are of an adequate size. The school library was recently audited and the school acknowledges that the provision of non-fiction books and some reading scheme books for younger pupils needs to be reviewed.

Care, guidance and support

The school makes good provision for the care, welfare, health and safety of pupils and provides them with good support, advice and guidance. Its involvement of pupils, through seeking, valuing and acting on their views, is good.

Main strengths and weaknesses

- The school is friendly and orderly and this enables pupils to learn with confidence.
- Child protection and health and safety procedures are good, so that children feel safe.
- Pupils know their views matter and this makes them feel valued.

Commentary

32. Most pupils say that their teachers and their peers are helpful if they have problems and that they are well looked after. This reassurance has a positive impact on their learning. There are good induction procedures and children who arrive part way through a school year due to the postings of their parents in the Army are helped to settle quickly. Being paired with a 'buddy' in their class to befriend and guide them helps the new entrants. There are good levels of support for the younger children in the classroom.
33. Procedures for monitoring the provision and progress for pupils with special educational needs have recently been reviewed and are now good. All have access to the full range of the curriculum and are well supported because of the good adult/pupil ratio that exists in the school. Pupils are well known to all staff and consequently receive appropriate support and guidance throughout the school day. Outside agencies have worked closely with the school in establishing priorities for the further improvement of special educational needs provision and this effective working partnership continues.
34. The school's behaviour policy is effectively and consistently implemented, and as a result pupils get on well together at work and at play. Some parents indicated a concern about bullying at the school. No evidence of this was found during the inspection, and pupils spoken to were confident there was not a problem. The school keeps a central record of any such incidents, in order to track and monitor accurately and so be in a better position to alleviate any concerns parents may have.
35. The school is well maintained and clean. There are appropriate health and safety procedures. The school benefits from the help of personnel from the adjacent military base in carrying out safety checks. Supervision levels at breaks and lunch times are good. Child protection procedures are effective. The written guidelines are currently being revised and brought up to date and training is planned for all staff; this promises to further strengthen procedures.
36. There is a good programme of personal, social and health education lessons, which enables pupils to discuss their feelings, explore emotions and be aware of safety issues. The teachers are aware of the particular needs of children whose parents are serving abroad and satisfy these in a sensitive fashion. There has been a lack of continuity of teaching in Year 3 and 4, which some parents felt had affected their children's progress. The inspectors agree this has been disruptive to the welfare and support of pupils concerned, but consider that the school has done the best it can to redress this. Pupils receive good academic guidance through the thorough marking of their work and their teachers' comments.
37. Pupils are pleased that the school listens to their views and proud of the changes that they have helped to bring about. The School Council has advised on new books for the school library and helped to revise the lunchtime arrangements so that children have more time for play. Pupils chair and minute their School Council meetings. The active and willing involvement of pupils in the running of their school makes a good contribution to their personal development.

Partnership with parents, other schools and the community

The educational partnership with parents and carers, while improving, remains unsatisfactory. The school has satisfactory links with other schools and good links with the local community.

Main strengths and weaknesses

- Most parents are supportive of the school but could be more actively involved in their children's learning at school and at home.
- Communications sent to parents are satisfactory and improving, but consultation is underdeveloped.
- Good community links enrich pupils' learning and personal development.

Commentary

38. Many parents are pleased with the support and education their children receive. Parents also recognise that there have been considerable recent improvements at the school resulting in, for example, prompter communications. However, a significant number of parents expressed some dissatisfaction with the school in both the questionnaire and at the pre-inspection meeting. There are still some weaknesses in the areas relating to the home school partnership. The inspectors consider that many of the issues raised by parents were historical as current practice is improved and satisfactory. However, more remains to be done to invite and encourage an educational partnership with parents. This was an issue identified in the last inspection report, which has not been sufficiently addressed.
39. The writing of Individual Education Plans for pupils with special educational needs has recently been reviewed. Targets set are now more specific and consequently parents are given more detailed advice as to how best to support their children when progress is reviewed and new targets set.
40. Parents demonstrate a keen interest in their children's education by their high levels of attendance at the meetings with teachers to discuss their child's progress. The *Friends of the School* organise well-supported events. Parents enjoy the opportunities they have to visit the school for the Friday assemblies. There is, however, scope to involve parents more in their children's education through information about the curriculum, ways to help their children at home and more detailed information on progress. For example, the written reports on pupils' progress are broadly satisfactory, but would be improved if they were to be written more clearly, with less educational terminology, and if they gave a clearer indication of progress and standards in all subjects. Parents show a good degree of support for the school and willingness to help with practical matters, yet there is currently no regular parental support in the classroom. A significant minority of parents believe that their views are not heard. The inspectors agree that consultation needs to be more systematic so that parents feel that they are more involved in the progress and successes of the school.
41. The school has established good links with the local pre-school provision. The reception class teacher and the pre-school leader plan the curriculum together. This good practice helps those children who leave the pre-school provision to join the reception class settle quickly. There are good links with the local high school with some transitional projects and visits. However, despite its best efforts, the school has difficulty in obtaining records for the many pupils joining the school during the year from their diverse transferring schools both in this country and abroad. This hampers the school's assessment system and means that teachers have to work hard to fill in the gaps in pupils' knowledge, so that links with other schools are satisfactory overall, despite some good features.

42. There are good links with the army base, which enhance pupils' education. The base has recently let pupils use an extra field as an additional play area, which the pupils are delighted with. Pupils enjoy educational visits to the army fire station and the church. There are some good educational links with the local community heritage centre and a car factory. There are 'before and after' school clubs based at the school and this childcare is much appreciated by parents in the local area. Parents also benefit from community education courses held at the school on topics such as 'training and returning to work' and 'keeping up with your child'. During the inspection, the support offered through the school community to a newly arrived mother on the base who spoke no English exemplified the strength of the school's links with the community it mainly serves.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the interim headteacher is good, as is the quality of management in the school. The governance of the school is satisfactory. The leadership is successfully addressing the barriers to effective learning caused by the extremely high mobility of the pupils.

Main strengths and weaknesses

- The interim headteacher has a clear vision for the school and has brought about much positive change in a very limited time.
- Monitoring by the headteacher has underpinned improvements in teaching and learning.
- Day to day management is smooth and effective.
- A significant minority of parents lack confidence in the school's leadership.
- The governing body, while enthusiastic and supportive, has limited experience.
- Strategic planning reflects both teachers' intentions and pupils' needs well.
- Financial management has improved considerably and is now satisfactory.

Commentary

43. The interim headteacher has provided good leadership over the course of three months. She inherited a school in which there were clearly identified problems and has successfully addressed most of the major issues, although the full impact of many changes is not yet apparent or measurable. Her main achievement has been to unite teachers, staff and governors into a positive and enthusiastic partnership who are working as a team to bring about improvement in many aspects of the school's work. However, while the majority of parents rightly accept that things have changed for the better, a significant minority still need to be convinced.
44. The school has a positive ethos because everyone is pulling in the same direction. This sense of purpose has communicated itself to the pupils, most of whom have a positive attitude to learning and a mature approach. There is an appropriate balance between achieving good academic standards and the development of rounded individuals through a broad and interesting range of experiences. The headteacher, teachers and support staff are rightly sensitive to the special needs in the broadest sense of many of the pupils, due to their frequent movement between schools.

45. The interim headteacher's effort and commitment are recognised by both governors and staff, as well as the majority of parents. She devotes time and energy to both her leadership and management roles. Although there is no management team as such, her example and enthusiasm ensure that all feel able to contribute. The ethos in the school reflects the attitude which everyone shares; that the advantages that a small school offers to its pupils will be made good use of, and the difficulties will be overcome. Development planning is clearly focused on raising standards by improving teaching and learning, and by the effective monitoring and evaluation of pupils' progress, a very important issue in view of the very high pupil mobility.
46. The interim headteacher took over the role of co-ordinator and made the review of provision for special educational needs a priority when she was appointed. With the effective support of outside agencies, the writing of Individual Education Plans was reviewed and an on-going programme of training for both teaching and non-teaching staff implemented. Procedures are now secure and overall provision is satisfactory so that the school is in a strong position to improve provision further. Subject co-ordinators have been given increased responsibility and are developing action plans and systems to support teaching and learning. While these are often positive, the short time scale means they have limited effect as yet on provision across the school.
47. The school is well managed. Governors in particular cite the improvements made by the new leadership. While formal processes are still developing, the school responds thoughtfully to issues as they arise, and reflects these in its development planning. It is aware of relative weaknesses and endeavours to improve, seeing them as a challenge rather than a problem. Performance management at all levels is clearly tied in to school improvement as well as the personal development of both teachers and teaching assistants. The deployment of staff makes the best use of their abilities and time and contributes significantly to improving the achievement of individual pupils. The constant turnover of pupils is well managed by the whole staff, ensuring that a productive climate for learning exists throughout the school.
48. The governing body is relatively new, with only the chair and vice-chair having any length of experience. They are aware of this and have already put in place a programme of training to address the issue. Governors are supportive of the school and are conscious of both its recent problems and the steps taken to deal with them. The chair in particular has a good working relationship with the interim headteacher, while parent governors are endeavouring to respond to the concerns of some parents. While governors are now involved in development planning, this has not been the case in the past, and governors accept that in these areas they face a steep learning curve. The governing body ensures that the school meets all statutory requirements.
49. Financial management has shown considerable and necessary improvement. Governors receive detailed information and have a finance committee which reports regularly to the full governing body. The many recommendations of the audit report of January 2004 are now all in place and there are effective systems and procedures. Governors know the percentage of the budget carried forward is higher than that normally recommended, but they know that in the school's situation, numbers fluctuate unpredictably and they need to be prepared. While governors are aware of the principles of best value, there is no formal statement of their approach to ensuring value for money. Given its standards and provision and the quality of teaching, leadership and management, the school provides sound value for money despite having costs which are well above average.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	250,026
Total expenditure	259,392
Expenditure per pupil	4,804

Balances (£)	
Balance from previous year	44,660
Balance carried forward to the next	35,294

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

50. Provision for children in the Foundation Stage is **good** overall, an improvement since the last inspection. Children begin school at the beginning of the year in which they are five with entry staggered throughout the first half term, depending on the age and individual circumstances relating to each child. They are taught in a class that also contains Year 1 and Year 2 pupils. The accommodation has recently been successfully reorganised to ensure that it meets the needs of all the pupils, including the youngest children. It provides well for the different areas of learning and opens onto a secure and spacious play area. Outdoor provision is good overall, although opportunities for climbing are restricted to the use of the climbing frame on the main playground.
51. Information to guide parents is published in the school prospectus although the development of written guidance for parents overall is underdeveloped. Most children attend a pre-school setting and enter the class with average attainment except in writing, which is below average. High mobility of pupils both joining and leaving the school means that even in the Foundation Stage, where numbers are low, there is higher than average mobility. This makes the judgement of overall progress in the different areas of learning more complicated. Also, 50 per cent of the current year group have special educational needs. However, good planning and teaching based securely on the 'stepping stones' for learning, supported by three teaching assistants, ensure that pupils' needs are met.
52. All adults, well led by the teacher in charge, work very well as a team and present very good role models to the children. While overall responsibility for leadership and management lies with the headteacher, the day to day management of the provision is effectively organised by the class teacher. The children make good progress whilst in school and most will attain the goals they are expected to reach by the time they enter Year 1; a minority will exceed them. The exception is writing, where attainment overall remains below average.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All adults have high expectations. They expect children to behave well and cooperate with each other and they do.
- Children are given plenty of opportunities to demonstrate and develop their growing independence.

Commentary

53. All children will achieve the expected goals by the time they enter Year 1 and some will exceed them. They achieve well because of the good teaching and the high expectations of all the adults involved. Induction procedures, that ensure every child is visited at home by the teacher, provide a good start to school life. All adults provide very good role models, treating both each other and the children with courtesy and respect and expecting the same in return. The children are taught for part of every day with Year 1 and Year 2 pupils and working and playing with older age groups has a positive impact on both their attitudes and behaviour.

54. Children move around, both inside and outside, confidently, and always have access to an adult for further advice and guidance. They cooperate well in the 'travel agents' and photographic evidence shows that they have many opportunities to assume different roles in well-resourced role-play settings. Children are expected to help clear away and they cooperate well, sharing tasks and demonstrating that they know where everything is kept. In the summer term parents are encouraged to leave their children outside and allow them to enter the classroom on their own in order to further encourage independence. They enter a room already inhabited by four adults, self register and sensibly choose an activity either inside or outside in the play area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff provide many opportunities to develop the children's speaking and listening skills.
- Reading is taught well and this is reflected in children's positive attitude to books.
- Children are given many opportunities to write, often in small groups with good support from an adult. Despite this, many will not attain the expected goals in writing.

Commentary

55. Children will reach the expected goals in reading, and speaking and listening, by the time they enter Year 1 and a significant minority will exceed them, representing good achievement in these areas, particularly as half the children have special educational needs. Most will not attain the expected levels in writing, although a minority will. All but one of the current year group are boys, and national evidence is that boys are often reluctant writers. The children are taught well in all aspects of literacy. Children are confident speakers and are keen to explain what they are doing to enquiring adults. Teachers organise the time in this mixed age class well to ensure that the children receive a good level of support in small groups when practising their reading and writing skills.
56. Resources are well prepared and the amount of repetition and consolidation of the skills taught is appropriate. Teaching is good and teachers have high expectations, demonstrated by the teacher when supervising the writing of a sentence. The exercise was repeated until the sentence was written correctly and the child clearly enjoyed receiving the well-deserved praise for his efforts, boosting his self-esteem in the process. Children have very positive attitudes to books. They use picture clues to help them predict what might happen and most read successfully because books are well matched to their ability, ensuring success and further encouraging them to read more.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children are taught well with plenty of planned opportunities to practise and consolidate understanding.

- Teachers are beginning to make good links between mathematics and other aspects of the curriculum, for example in creative development.
- Adults do not always make the most of every opportunity to develop children's mathematical understanding in the children's self-chosen activities.

Commentary

57. Most children achieve well and will reach the expected goals in mathematics by the time they enter Year 1. They listen well and successfully make repeating patterns in a variety of ways. They sort plastic bears, with one explaining that 'you just put a green one and then a blue one.' Further consolidation through making patterns in the sand tray, with patterned rollers and with different coloured papers, ensures that the concept is understood. Children count confidently to ten and some to twenty and scrutiny of books indicates many opportunities to count and to practise writing their figures to ten. They handle money in the 'travel agents' and identify the shapes of the blocks that they build with in the play area. Teaching is good in the sessions formally devoted to mathematics. However, adults need to seize the opportunity to question and challenge more when children are involved with their chosen activity, such as playing at the water tray.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of activities is planned that stimulates children's curiosity and encourages them to ask questions.
- A very good ratio of adults to children ensures that questions are answered promptly and curiosity quickly satisfied before interest is lost.

Commentary

58. Both the use of the school environment and the provision of structured activities ensure that children will achieve the expected goals by the time they enter Year 1. All adults are skilled at asking questions that encourage children to reflect and think about the consequences of their decisions. Teaching is good, providing plenty of opportunities which stimulate children's interest and curiosity. Asked why he had decided to choose the biggest broad bean to plant, a child replied 'because it will have the most flowers and beans'. Children are involved in incubating eggs and handle the new-born chicks. They visit the local fire station and use the digital camera themselves as they select and record images around the school. They are keen to talk about 'our newts' in the well-protected pond and they handle the mouse and control the cursor well on the computer. Children achieve well in this area of learning.

PHYSICAL DEVELOPMENT

59. As no direct teaching was seen it is not possible to make a judgement on either provision or standards in physical education. Children run and weave with dexterity, playing with older pupils in a variety of games on the playground and field. In the play area they demonstrate good fine motor control using scissors to cut different materials to make a pattern in mathematics, handle a variety of tools well and build with small construction

materials. Although no physical education lessons were seen the timetable shows that an appropriate amount of time is allowed, normally in the school hall, where facilities exist to allow the children to climb, run, crawl and dance.

CREATIVE DEVELOPMENT

60. It is not possible to make an overall judgement of either provision or standards in this area of learning, but the artwork on display indicates that an appropriate range of work is undertaken in that aspect of creative work. Photographic evidence indicates a range of role-play to stimulate imagination, and pupils use a wide variety of materials to print, paint, build and model.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils who stay in the school over a long period of time achieve well in reading, writing and speaking and listening.
- Standards in writing are below average at the end of Year 2 and Year 6.
- Teaching is good in Years 1 and 2 and Years 5 and 6.
- Effective marking helps to improve pupils' learning.
- The provision of both non-fiction books and books to support the early stages of reading needs improvement.

Commentary

61. Overall standards in English in work seen are below average at both Year 2 and Year 6 because of the relative weakness in writing. The turnover of pupils is very high, with only two out of five pupils in Year 2 starting at the school and no pupils in Year 6 remaining at the school who entered in the reception class. Most pupils in Year 6 have joined the school comparatively recently, with several experiencing several schools prior to transfer. Consequently it is more difficult to judge achievement over time. However, scrutiny of work and lesson observations indicate that pupils do achieve well, with improvements in both the presentation and content of written work in various subjects across the curriculum. Improvement since the previous inspection is good, because although standards remain similar, achievement has improved, despite a small and frequently changing cohort of pupils with a high proportion who have special educational needs. Teaching and learning are currently much improved.
62. Standards in speaking and listening are average in Year 2. The very good ratio of adults to pupils ensures that pupils are surrounded by good role models and always have an adult to whom they can turn, either to ask questions or seek clarification. The adults are also skilled at asking questions that encourage the pupils to reflect, explain and justify their thinking, thereby developing their speaking and listening skills well. In Year 6 standards of speaking and listening are average, although they are above average for a significant minority of pupils. Pupils are very confident and enjoy the opportunity to talk about their work and experiences. The teacher gives them many planned opportunities to talk with each other in pairs and also to take part in role-play. These experiences further encourage the pupils to speak with confidence and listen attentively to what others have to say.
63. Standards in reading are average in both Year 2 and Year 6. Pupils in Year 2 enjoy sharing their books with an adult and use both picture clues and their phonic¹ knowledge well to support them in their task. Scrutiny of home/school books shows few evaluative comments from teachers to guide parents in supporting their children's reading at home. This aspect of communication with parents needs to be reviewed in order to encourage a

¹ *The sounds represented by both individual and groups of letters.*

more effective educational partnership. Some of the reading stock, used to support pupils' early stages of reading acquisition, is well used.

64. Standards of reading in Year 6 vary from well above average to below average. Pupils have positive attitudes to books and reading, although few belong to a public library because access is difficult. All can find information quickly in non-fiction books but not all understand the function of a glossary. The quantity and range of subjects covered by books in the school library needs improving. However, pupils supplement this information by using the Internet effectively to research information, especially in geography, history and religious education.
65. Pupils' writing standards are currently below average overall in both Year 2 and Year 6. The scrutiny of books indicates that pupils' achievement is satisfactory because both the standard of handwriting and content improves over the time they are in the school. Evidence from the national tests at Year 2 over the past two years shows that these pupils attained above average standards. The constant movement of pupils in and out of the school means that standards fluctuate constantly depending on the ability of the pupils currently in the school.
66. Most pupils in Year 2 join their letters, and where they don't individual letters are well formed. Although pupils write extensively the number of opportunities they have to write for a real purpose and for different audiences is limited. There is insufficient use of writing skills in subjects other than English, a missed opportunity to raise standards. Pupils in Year 6 express themselves well in writing although spelling errors, the incorrect choice of tense and inconsistent punctuation affects the standards achieved. The frequent arrival of pupils from different educational backgrounds with different experiences and standards makes it more difficult for teachers to raise standards over time.
67. Teaching is good overall, being particularly strong in Years 1 and 2 and Years 5 and 6. In Years 1 and 2, tasks are clearly explained and, at the end of the lesson, work shared with others. The teacher takes every opportunity to at this stage to encourage pupils to suggest improvements in each other's work. As a result pupils begin to think carefully, improving their learning as they do so. In Years 5 and 6 the teachers take care to include all pupils by matching questions to their ability, enabling all to contribute and receive praise. Pupils are challenged to empathise with the character in a book, for example, and lessons proceed at a good pace maintaining pupils' interest well. Marking throughout the school is good and very good in Years 5 and 6. It informs learning well, offering suggestions and models on which pupils can reflect before completing the next task.
68. The co-ordinator for English was absent at the time of the inspection. Reviews of action plans and discussion with other staff and pupils, as well as current practice, indicate sound leadership. Standards remain similar to those found by the previous inspection, but there is now a better focus on the teaching of key skills and the use of assessment data, both of which were weaknesses. Improvement overall is satisfactory.

Language and literacy across the curriculum

69. Teachers are beginning to exploit opportunities to use English in subjects across the curriculum but this aspect is at an early stage of development and its use is more incidental than planned. This is particularly true in the use of writing. Conversely, there is a good emphasis on pupils discussing with each other and explaining or defending a point

of view, thereby building their speaking and listening skills. Marking in some pupils' books, for example in Year 2 for science, addresses writing skills as well as subject knowledge.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The teaching of mathematics is good throughout the school and as a result pupils achieve well.
- Good marking of work helps pupils to improve.
- Pupils with special educational needs receive effective support.
- Able pupils are given the opportunity to make further progress.

Commentary

70. Pupils attain average standards by the end of Year 2 and Year 6. This is confirmed by test results over time, which show that pupils match national standards, although there are big fluctuations from year to year, due to the differences between small year groups. While pupils enter Year 1 with average attainment overall, this represents good achievement, due to the limited time many pupils spend in the school and the lack of information about their level of attainment when they arrive. The proportion of pupils with special educational needs currently in the school is double the national average, but the tracking the school is able to produce shows that they make sound and sometimes good progress. More able pupils achieve well, because work is pitched at a challenging level. Pupils who have a gift for mathematics are identified by the school and, if appropriate, work with the age group above, accelerating their progress.
71. Improvement since the previous inspection six years ago is satisfactory overall, in that standards were average then and remain so now. Good behaviour and positive attitudes mean that teachers are able to focus on encouraging learning, and little time is wasted on managing some pupils at the expense of others. The few pupils who have specific problems in responding appropriately are very well managed by both teachers and teaching assistants, and as a result lessons are purposeful learning experiences. Pupils are encouraged to work both independently and at times co-operatively with others, when their very good relationships make these productive occasions.
72. Teachers make good use of the national strategy for teaching mathematics, and cover all aspects of the subject effectively. There is an appropriate focus on solving problems through the teaching of skills and methods, but little chance for the pupils to investigate for themselves, looking for the interesting links and patterns which help to support mathematical understanding. This is a missed opportunity, especially for more able pupils, who might otherwise achieve very well. The school is developing mathematical displays which encourage pupils to think by asking questions or setting challenges, which is a positive action to involve pupils in mathematics.
73. The school has taken the decision to teach pupils in the Year 5/6 class separately for mathematics. This is working well. It allows teachers to plan work at appropriately challenging levels, and to introduce topics so that all pupils have sound understanding.

Planning is carefully structured and within each teaching group activities are prepared with different demands, so that most of the time pupils are given tasks which are well suited to both the concept being taught and their understanding. Groups are small, so that pupils receive plenty of attention, and as a result pupils of all abilities progress well. The school is planning to offer the same opportunity to pupils in the Year 4 age group for the rest of the school year, to give them a boost before they move to the top class, evidence of thoughtful and effective planning.

74. The quality of teaching seen during the inspection was consistently good, and occasionally very good. This represents very good improvement since the previous inspection. Looking at pupils' books indicates that these standards are maintained, and as a result pupils learn well. The disruption to pupils in the Year 3/4 class due to the frequent changes of teacher was evident in their books, but did not prevent them covering an appropriate curriculum. Teachers have high expectations and maintain a good pace, resulting in a good quantity of accurate and finished work. Marking is encouraging and supportive, and often attempts to move learning forward by asking leading questions or setting further challenges. At times there is an over-emphasis on learning and practising number skills at the expense of other areas of mathematics. The school is reviewing the way in which mathematical topics are planned in an attempt to address this.
75. Assessment over time is complicated by the transience of many pupils, but the school keeps what records it can and is developing ICT systems to make their use more effective. In the short term class teachers evaluate progress and have a good grasp of pupils' attainment. The setting of individual targets is in place, but is not yet effective in helping pupils to know what they need to do to improve in a particular area of mathematics: this is under review by the school.
76. Mathematics is led by a well informed and aware co-ordinator, although she has been in post for less than a year. Good support from the local education authority has resulted in training for all staff which has improved teaching skills as well as planning. There is an action plan which addresses the most important issues. Leadership is currently sound but has clear potential to develop further.

Mathematics across the curriculum

77. Although the use of mathematical skills is not consistently planned for in other subjects there are examples of graphs and tables supporting learning, for example in ICT. However, in subjects such as science and geography, which offer good opportunities for pupils to apply their knowledge in a meaningful context, there is less evidence that this is happening.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Recent improvement is evident in pupils' books.
- Pupils cover a good range of aspects of science.
- Teachers mark work helpfully to extend pupils' learning.

- Wherever possible, learning is through practical investigation, so pupils have a good understanding of the topic being studied.
- Pupils' books show little evidence of the use of mathematical or ICT skills in science.

Commentary

78. Standards in science are average in both Year 2 and Year 6. This judgement is based mainly on pupils' work, as it was possible to see only two lessons, and no teaching or learning in Year 6. Discussions with staff and pupils indicate that standards are getting better, and science is a focus in the current school planning for improvement. Scrutiny of pupils' books indicate that in Years 5 and 6 there is some good achievement, although achievement overall is satisfactory. Standards remain similar to those found by the previous inspection, although investigative and experimental work by older pupils has improved.
79. Pupils' work over the year shows that they cover a wide range of topics. In both the Year 1/2 and Year 5/6 classes there is a good emphasis on prediction, particularly for the older pupils. There are also plenty of experiments, with an appropriate emphasis on 'fair testing'. While pupils are encouraged to draw conclusions from their experiments, these are often not linked back to their prediction of what they thought would happen, and this is a missed opportunity. Older pupils are sometimes given the opportunity to devise their own experiments to test a theory, which is good practice.
80. From the quality of the pupils' written work, teaching and learning are judged as good overall. Teaching in the Year 3/4 class was satisfactory. It was carefully linked to previous work, and there was a good emphasis on reasons for predictions being more important than whether the answer was right or wrong, as well as on using scientific language. However, the small classroom, together with a very hot afternoon, meant that many pupils found it hard to concentrate. This was not helped by pupils working in large groups with only one plant to look at between them.
81. Teaching in the science lesson in Year 1/2 was very good. Again scientific language was carefully chosen and pupils were encouraged to employ this in their replies. The teacher's very good use of open-ended questions encouraged pupils to reach scientific conclusions for themselves. The 'unveiling' of the boxes of plants grown in different conditions was carried out dramatically, fully engaging the pupils and resulting in a memorable occasion. The careful planning and the skills of the teacher meant that very good learning took place.
82. The co-ordinator gives sound leadership. She analyses pupils' answers to the annual tests carefully to pick up possible areas of weakness for the school to address. She has a good knowledge of standards but has had insufficient opportunity to monitor pupils' attainment and progress, either through looking at their work or talking to them. She has observed one science lesson, but rightly sees the need for these opportunities to be extended. There has been satisfactory improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

83. Due to the nature of the school's timetable and the time available for inspection, only one lesson could be seen in ICT. It is not, therefore, possible to make a judgement on provision or the quality of teaching in this subject.

84. Although it was possible to observe only one lesson in which pupils used ICT directly, discussion with staff and pupils, particularly with Year 6 pupils demonstrating their understanding and confidence when retrieving and discussing their work, as well as evidence of the use of ICT in other subjects, indicates that standards are average by Year 6. This represents good improvement since the previous inspection. There is insufficient evidence to make a judgement about standards by Year 2, but planning shows that pupils receive an appropriate curriculum.
85. In the one very good lesson seen, the teacher offered a small group of able Year 1 and Year 2 pupils considerable freedom as they plotted the course of a robot around a complicated route in the school hall. The level of discussion which ensued was of a high standard, and the pupils also recorded the sequence of instructions. The whole class then came out to see the robot programmed and complete the course with unerring accuracy, much to everyone's delight. This was a very good example of the school's expectations of pupils' independence being put into practice, and the pupils involved achieved very well.
86. Two Year 6 pupils were able to retrieve their work from the hard drive on the computers and discuss what they had done in various different applications. They showed a sound level of understanding and had covered a wide range of tasks and programs. They were able to explain, for example, the use of different types of graph and where these would be most appropriate in their work.
87. Leadership of the subject is satisfactory. The co-ordinator is well informed and knowledgeable about ICT as a subject, and is both hard-working and conscientious. Although staff have been trained in the past, many have now left, so her intention to have a skills audit is sensible. While her own planning is very good, she is not aware of how other teachers plan for ICT, and this limits her effectiveness. ICT has a high profile in the school's improvement planning and the targets are appropriate. However, the lack of clear success criteria, as well as dates for completion, who is responsible and how progress will be evaluated, reduces its value.

Information and communication technology across the curriculum

88. The co-ordinator, who currently teaches in the Year 5/6 class, has very detailed medium term planning which clearly shows opportunities where ICT can contribute to pupils' learning in other subjects, or where its use will consolidate recently learned skills. This is very good practice, but it is not clear that it is followed through the school. The scrutiny of pupils' work in subjects such as mathematics, science and geography, where ICT skills can often be effectively integrated into learning, showed very little evidence of this happening.

HUMANITIES

The cyclical nature of the curriculum meant that only one lesson could be seen in geography and religious education and none in history. Consequently it is not possible to make an overall judgement on either teaching or provision in any of these subjects, and they are reported as samples.

89. Teaching in the **religious education** lesson observed in Year 6 was good. Planning ensured that work was well matched to pupils' abilities and pupils were encouraged to reflect on and discuss how ceremonies and celebrations mark the important stages in life,

focusing on baptism. The school uses the locally agreed syllabus as a basis for its work and the curriculum was recently organised into a two-year cycle to ensure continuity and progression and a lack of repetition in the mixed aged classes. Scrutiny of work confirmed that standards are securely in line with those expected at Year 2 and Year 6, as they were at the last inspection, indicating sound improvement, and that the school is in a strong position to raise standards still further.

90. In a sound **geography** lesson observed in Years 5 and 6 the teacher explained how the environment affects the nature of human activity. Good preparation of resources, including the unpacking of a climber's backpack to review the equipment required, together with good support from a part-time teacher and a student, ensured that satisfactory progress was made during the lesson. Scrutiny of work confirmed that national schemes are used effectively as a basis for planning. Discussions with pupils confirmed that standards in geography are currently average at both Year 2 and Year 6 and that pupils have very positive attitudes to the subject. Standards in Year 6 are similar to those found by the previous inspection.
91. No lessons were observed in **history** but an incidental observation indicated very positive attitudes in Year 3/4 as pupils completed the making of papyrus boats as part of their work on Ancient Egypt. Scrutiny of pupils' books and displayed work confirms that standards are average at both Year 2 and Year 6. Discussions with pupils indicate that although they are secure in their knowledge of relevant periods of history they are less confident when attempting to identify and discuss the skills of interpretation and enquiry.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Due to the nature of the school's timetable and the time available for inspection, only one lesson could be seen in physical education, and it was not possible to observe teaching in art and design, design and technology or music. It is not, therefore, possible to make a judgement on provision or the quality of teaching in any of these subjects, which are reported as samples.

92. The **physical education** lesson on orienteering for pupils in the Year 5/6 class was well taught. The quality of the warm-up before the activity was very good, and pupils are clearly used to this. Good planning and resources ensured that all pupils got full benefit, with no time wasted. The use of small groups encouraged co-operation and teamwork, with boys and girls working together happily. Pupils were encouraged to devise their own strategies and responded positively to the challenge. The need for pupils to both orientate and then read a map accurately linked well with geography.
93. Discussion with the co-ordinator indicates that the school ensures that all aspects of the physical education curriculum are fully covered. While pupils go swimming, the cost and distance to travel limit this to one term, and as a result many pupils fail to achieve the expected target of swimming 25 metres unaided. There is a range of sporting clubs after school which are well attended, with help from parents and students from the local high school. Able pupils are encouraged to enter for competitions, such as cross country and athletics.
94. **Art** work around the school is well displayed and shows a range of approaches. This is confirmed by pupils' portfolios, which use different media and techniques, including a

good focus on texture through using different materials. Three-dimensional work is less in evidence, although a recent art day led to pupils producing innovative structures displayed inside and outside the building. Year 6 pupils have some knowledge of famous artists and their work, and talk with some sophistication about the differences and similarities between artists and photographers. Pupils' sketchbooks, however, are disappointing. Although used, there is little variety and very limited evidence of ideas being pursued and refined, or the practising of specific skills and techniques.

95. There was little **design and technology** to see, but the Year 5/6 class hats designed to match a film title showed both originality and a good focus on the use of different techniques and materials, as well as effective methods of joining them together. Written work accompanying the display showed pupils had thought about their designs and materials, made a rough model using card and paper first, and evaluated them afterwards.
96. There was no opportunity to see **music** being taught, but the whole-school hymn practice demonstrated that most pupils enjoy singing and take part enthusiastically. They are able to sing in three parts, successfully holding their own tune. In discussion, Year 6 pupils talked about different composers and types of music they have listened to. They have composed and performed their own music, although apparently not very often. Their musical vocabulary, however, is weak.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

97. PSHE is regularly timetabled through the school. Two lessons were seen, one in Year 3/4 and one in the Reception/Year 1/2 class. The teaching ranged from sound to good, and the pupils participated with interest. Teachers and teaching assistants worked well together to ensure all pupils were involved, with particularly good support for pupils with special educational needs. Pupils' comments are valued and encouraged, and teachers make good use of questions to encourage this. The school sees pupils' personal development as a very important part of its work, and inspection evidence indicates that it is tackling this key area with increasing success.
98. Through *Circle Time* and personal and social education lessons, pupils gain confidence, self-esteem and learn how to interact well with others. The School Council also provides pupils with opportunities to take responsibility for themselves in and around the school, and to feel that their voice matters.

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	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	5
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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

