

## INSPECTION REPORT

### **BAPCHILD AND TONGE C of E AIDED PRIMARY SCHOOL**

Bapchild

LEA area: Kent

Unique reference number: 118730

Headteacher: Mrs Teresa Homan

Lead inspector: Wendy Simmons

Dates of inspection: 27<sup>th</sup>– 29<sup>th</sup> September 2004

Inspection number: 266357

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:	Church Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	202
School address:	School lane Bapchild Sittingbourne Kent
Postcode:	ME9 9NL
Telephone number:	01795 424143
Fax number:	01795 424143
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Lynn Mann
Date of previous inspection:	8 <sup>th</sup> -12 <sup>th</sup> March 1999

## CHARACTERISTICS OF THE SCHOOL

Bapchild and Tonge Church of England Aided Primary School is an average size school educating 202 pupils, with broadly equal numbers of boys and girls. Most pupils come from the village of Bapchild, although the school serves the wider community of Sittingbourne and other local villages. Almost all pupils come from a White British background, with no pupils learning English as an additional language. A slightly higher than average proportion of pupils have special educational needs (SEN). Of the 43 pupils on the SEN register, most have mild learning difficulties. Four pupils receive additional support relating to more complex autistic, behavioural and emotional needs. Currently, two pupils are being assessed for a statement of SEN, which is a lower number than average for a school of this size. A lower than average proportion of pupils has free school meals. Overall, pupils' social circumstances are above average when compared with the country as a whole. Children's attainment on entry to the Foundation Stage is broadly average, although their personal and social skills are particularly well developed. The school has strong links with the local church and Christian values are central to the aims of the school. Pupils are taught in seven classes, which are organised in year groups. Many staff have worked in the school for some years and know the local families well. In September 2003, a new headteacher was appointed following the retirement of the former headteacher of 20 years, and the former chair of governors retired and a newly qualified teacher joined the teaching team. In September 2004, the school joined The Primary Leadership Programme, which unites a number of local schools for training and wider development opportunities. In 2002, the school gained a 'School Achievement Award' for improved National Test results.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32529	Anne Duke	Team inspector	English, Foundation Stage, art, music, personal, social and health education (PSHE)
20948	John Linstead	Team inspector	Mathematics, geography, history and special educational needs (SEN)

The inspection contractor was:

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>25</b>

## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

#### **Bapchild and Tonge School provides a satisfactory and improving standard of education.**

Teaching and learning are satisfactory. Good leadership by the headteacher and governors is resulting in satisfactory achievement. Management and the provision for higher ability pupils and those with special educational needs (SEN) are satisfactory. This caring school provides satisfactory value for money.

The school's main strengths and weaknesses are

- Good leadership by the headteacher and governors underpins recent improvement
- Standards and achievement in writing are not yet high enough
- Assessment procedures and information are not sufficiently developed to further lift the quality of teaching, learning and pupils' achievement
- There is very good provision and strong leadership in the Foundation Stage
- Subject managers and senior staff are committed to improving the school, but do not have enough involvement in monitoring the quality teaching, learning and pupils' achievement
- Relationships are very good. Pupils show good attitudes and behaviour and are keen to learn
- Teaching assistants give good support, especially to pupils with SEN
- Strong Christian values and good personal, spiritual, moral and social education are evident

**Satisfactory improvement has been made overall since the last inspection in 1999**, although progress has been patchy and much of this progress has been recent. The school received a Government Achievement Award in 2002 for improved national test results. Average standards were reported in 1999 and they remain broadly average, but with improvement in science from below average to average. There has been good improvement in leadership and the partnership with parents, as well as in raising standards for higher ability pupils in Years 5 and 6. Progress on the former Key issues is satisfactory overall, although insufficient progress has been made in developing the use of assessment. High standards have been maintained in the Foundation Stage and in pupils' attitudes and behaviour. There has been satisfactory improvement in the provision for pupils with SEN. There has been good progress in enhancing the accommodation. Rightly, the school has identified writing, assessment and aspects of management as areas for further improvement.

### **STANDARDS ACHIEVED**

**Achievement is satisfactory.** Pupils start at an average level in the Reception class and make good progress. A high proportion often reach the goals children are expected to reach by the end of the Reception year, but in some years this varies where the proportion of pupils with SEN is greater. By Year 2, standards of work are better than average in reading, they are average in mathematics and below average in writing. By Year 6, standards are average overall. In English, pupils' speaking and reading skills are above average, showing good achievement. However, pupils' achievement in writing is unsatisfactory and standards in writing are not high enough. In mathematics, science and ICT, standards are average and achievement satisfactory. In 2003, information shows that pupils made poor progress from Years 2 to 6. Furthermore, based on pupils' prior attainment, this school's performance was poor and in the bottom five per cent of schools in the country. Since then, firm and successful action has been taken to address underachievement and as a result, the achievement of higher ability pupils is now satisfactory. The school has improved its results against similar schools from very low in 2003 to just below average this year. Comparative data does not include information about the higher proportion of pupils with SEN, who although achieving satisfactorily, do not always gain average results.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools'
	2002	2003	2004 provisional	2004 provisional
English	A	D	C	D
mathematics	C	D	C	D
science	B	C	B	D

*Key: A\* top 5% of schools – A well above average; B – above average; C – average; D – below average; E – well below average; E\* - in the lowest 5% of schools  
Similar schools are those with a similar percentage of pupils having free school meals.*

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Pupils show good attitudes and behaviour. Attendance is good.

### **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.** The good care shown by staff and very good relationships contribute to pupils' good personal development and interest in learning. **The quality of teaching and learning is satisfactory** and supported by a satisfactory curriculum. There is a very strong emphasis on developing pupils' speaking and listening to improve their knowledge and understanding. Pupils work at a steady pace and teachers' expectations are satisfactory, although variable from class to class. Challenges for higher attaining pupils are improving. In a few lessons, middle ability pupils do not do challenging enough work. This is often because assessment information does not support teaching and pupils' learning well enough. Assessment is unsatisfactory overall. The best teaching and learning is in Foundation Stage, where activities are exciting and very good assessments help children to learn very well. Overall, pupils do not write often enough to support their learning, although there is a good emphasis on reading. Opportunities to enhance pupils' thinking and problem solving skills in mathematics are underdeveloped, but in science, opportunities are improving. Extra activities enrich pupils' learning satisfactorily. Assistants give good support, so that pupils with SEN develop confidence and skills. Homework supports learning.

### **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school is satisfactory overall.** The headteacher provides good leadership. Governance is good. Statutory responsibilities are met. Management is satisfactory, but the role of subject leaders is underdeveloped.

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

Parents and pupils like the school and feel that it is improving, especially the partnership with parents and the drive to improve standards. Parents especially like the care of their children, but would rightly like more formal times to discuss their children' progress.

### **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Improve standards and pupils' achievement in writing
- Develop assessment to enhance pupils' achievement and learning
- Widen the role of subject managers, so that they are more involved in monitoring

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is satisfactory overall; it is best in the Foundation Stage, where children achieve well. By Years 2 and 6, standards are above average in speaking, listening and reading, but in writing, they are lower than average. In writing, pupils do not achieve well enough. Standards are broadly average by Years 2 and 6 in mathematics, science and ICT. Standards of work are currently found to be average overall.

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

- Standards and pupils' achievement are improving due to good leadership
- Pupils achieve well in speaking and reading, but in writing, pupils' do not do well enough
- Weaknesses in assessment hamper better achievement
- Pupils achieve well in the Foundation Stage
- There are limited opportunities for pupils to do investigations in mathematics

#### **Commentary**

1. Since the school's last inspection, standards of work have fluctuated. Overall, improvement is satisfactory in terms of the former key issues, but there have been periods of slower progress. Better leadership by the headteacher and governors is helping the school to improve pupils' achievement by Year 6. Girls and boys achieve similarly and the school is beginning to monitor their performance more systematically.
2. The average standards reported at the time of the last inspection are also evident in this report. Since 1999, there has been good improvement in science, where standards have risen from below average to at least average. Overall, since 2003, the school has worked successfully to improve the provision for pupils of above average ability. Since 1999, the progress for pupils with SEN has developed satisfactorily, so that their progress is more consistent from year to year. In 1999, standards, by Year 2, were above average in reading and this has been maintained. It was noted that in writing, few gained higher Level 3 results, which continues to be a weakness. In mathematics, standards are similar. By Year 6, standards are similar to those reported at the time of the last inspection.
3. The school did best in 2002, where there was a strong group of pupils and the school received a special Government Achievement Award. Standards were lowest in 2003, when they fell to below average by Year 6. While this was partly due to the higher than average proportion of pupils with SEN, other, more significant factors were evident, which showed significant underachievement by the most able pupils. In 2003, underachievement of higher ability pupils was evident both by Year 2, and Year 6. This is a major factor in why this school has not performed as well as other similar schools in recent years. In 2003, data showed that the progress, and value added for pupils from Year 2 to Year 6 was negative and in the bottom five percent of the country. At the parents' meeting, a number of parents commented that pupils "could have been pushed far more". However, they also noted that this is improving, especially in Years 5 and 6. The vision and commitment by the headteacher has significantly improved the value added to pupils as they move from Year 2 to Year 6. This has risen from very poor to close to average in 2004.
4. The table below shows that Year 2 pupils' performance is better than average in reading, average in writing and lower than average in mathematics. Lower results in mathematics are due to fewer pupils reaching higher Level 3 results.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	16.9 (17.0)	16.0 (15.9)
writing	14.8 (14.2)	14.8 (14.8)
mathematics	15.4 (15.9)	16.4 (16.4)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.*



5. The table below shows the improving results for the last group of Year 6 pupils. The 2004 results confirm the improvement in the provision for the higher ability pupils, particularly at the upper end of the school. This is because the headteacher works with groups of able pupils on a weekly basis in Years 5 and 6. There are plans to extend additional support to Years 3 and 4. As a result of strong leadership and group support, English and mathematics results improved by 14 percent and in science, by 18 percent, with more than half of the class gaining a very high result. Compared with similar schools the results are not as high. This is because results do not account for the number of pupils with SEN, which is higher than average. Pupils with SEN, achieve satisfactorily and are well supported, but few reach average standards.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	27.4 (25.3)	27.0 (26.8)
mathematics	27.6 (26.6)	27.2 (26.8)
science	29.4 (27.0)	28.9 (28.6)

*There were 29 pupils in the year group, although two were absent for the tests.*

*Figures in brackets are for the previous year.*

6. Pupils achieve well in reading due to the steady development of skills and regular practice. However, pupils are not achieving well enough in writing from Year 2 onwards. This is because of limited opportunities to write, especially for sustained periods. Furthermore, the pupils are not drafting and re-drafting their work often enough. The school also correctly recognises that assessment systems are not helpful enough in raising pupils' achievement. The emphasis on questioning, speaking, listening and discussing has a positive impact on pupils' achievement and standards. Furthermore the sample of work shows that the school is developing more opportunities to do investigations in science in Years 5 and 6. However, in mathematics, investigation activities are still limited and this does not help pupils to achieve their very best. Nonetheless, achievement in mathematics is satisfactory because pupils learn numeracy skills steadily and systematically.
7. Children make the most rapid and consistent progress in the Foundation Stage, where achievement is good from a broadly average starting point, when they join the school. Factors, such as very good teaching and learning and very good assessment procedures clearly impact positively on pupils' good achievement. By the end of the Reception class, standards are currently above average because a higher than average proportion reach the goals expected by the end of the Reception year, in all areas of learning. However, year groups vary considerably, with some classes, in the past, having more pupils with SEN than others.
8. From Years 1 to 6, progress and achievement are satisfactory. Pupils achieve best in Years 5 and 6 where teachers have higher expectations and use tracking data well to evaluate pupils' progress. In a few lessons seen, across the school, middle ability pupils were not always given challenging activities for parts of the lesson, which slows their achievement. The school is now just beginning to increase the use of ICT skills to enhance pupils' achievement.

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

Pupils' attitudes values and other personal qualities are good: in the foundation stage, they are very good. They are supported by good behaviour; by good attendance and punctuality and good provision overall for their spiritual, moral, social and cultural development. Provision for multi cultural development is beginning to have a higher profile in the school.

**Main strengths and weaknesses**

- Children in the Foundation Stage have very good attitudes to their learning
- The strong Christian ethos and very good relationships and a good focus on the spiritual, moral and social education has a positive impact on pupils' achievement
- Multicultural education is underdeveloped
- Behaviour is good and pupils are keen to learn, interested and friendly

## Commentary

9. There are particular strengths in the Foundation Stage because of the high quality activities and relationships, which motivate the children to be inquisitive and persevere with new things. Adults are always enthusiastic and have high expectations of children behaving well. The very good relationships are an important factor in the children's confident attitudes to school life and their growing ability to try new things without the fear of failure. Children are praised for their efforts, which help them to show positive attitudes to learning and good achievement.
10. Pupils develop their individual strengths and self esteem because of the very good relationships. In assemblies and some lessons there are good opportunities for reflection and a good spiritual element supports the Christian ethos. Social, moral and personal education are taught across the school, in lessons and through circle time and make a good contribution to pupils' personal and social development, especially in enhancing their self-esteem, which has a positive impact on pupils' satisfactory achievement. The school is working successfully to widen pupils' spiritual development. For example, the 'Astrodome' (Pupils sit in a large black tent and through the use of lighting and projection learn to understand the universe) came to the school and this proved a very exciting and spiritual occasion.
11. The school is aware that the multi cultural dimension of learning is an area for development. They have made a good start through the arts week events, but there is room for further improvement in widening the range of multicultural artefacts and books. The school is successful in using art, music and history to widen cultural appreciation.
12. Pupils are enthusiastic about their school. Social education is good. They are courteous and polite to each other and to the adults who provide very good role models. Pupils work and play very well together and develop good levels of independence. Many, especially in Year 6, have responsibilities around the school, such as, acting as librarians, house captains, and playground buddies. They are very keen to learn and most are happy to come to school. Pupils show respect for the school environment and handle resources with care. They support charities and understand that there are many who are less fortunate than they are and this supports their personal development.
13. Behaviour is good; it is supported by the school's strong moral code and a clear and consistently applied behaviour policy. Pupils appreciate the celebration assemblies and enjoy 'golden time' when they can choose their activity during a twenty-minute period but can lose some or all of this privilege if they do not behave well. Pupils say that behaviour has improved as a result of this initiative. Pupils know the school rules and want to obey them and the school successfully helps them to understand right and wrong. No bullying was observed, and most parents and pupils are confident that teachers would deal with any incidents effectively. The recently set up school council operates in a democratic way and offers good opportunities for pupils to put forward their opinions freely. As a result of the school council discussions, new playground games have been bought and playground rules established. This good behaviour enhances children's attitudes to learning.
14. Attendance is good; it is above the national average. Unauthorised attendance is in line with the national average: the school operates a very strict policy and allows absence other than for holidays, only in exceptional circumstances. Most pupils attend school regularly and on time and understand that this is important in helping them to learn. There have been no exclusions.

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

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.3
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Pupils are well cared for and their views are valued. The school satisfactorily seeks to ensure that all pupils have equal opportunities. Teaching and learning are satisfactory. The curriculum and extra activities are satisfactory and improving links with parents and good links with the community support pupils' learning. Accommodation and resources are satisfactory and improving.

### Teaching and learning

The quality of teaching and learning is satisfactory. Assessment is unsatisfactory.

### Main strengths and weaknesses

- Assessment is not used well enough to enhance pupils' learning
- Teaching and learning and assessment are very good in the Foundation Stage
- There have been improvements in teachers' expectations
- Good questioning, by teachers helps pupils to learn and understand new things
- Independent investigation activities are not yet developed to their full potential
- Very good relationships help pupils to be keen learners
- There is good support by assistants for pupils with SEN
- Homework makes a positive contribution to pupils' learning

### Commentary

#### Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (15%)	5 (19%)	17 (65%)	0	0	0

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

15. Parents feel that teaching and learning are satisfactory and improving. Inspectors agree with this and note, in particular, the way in which staff are improving their expectations and provision for the higher ability pupils. This works best in Years 5 and 6, where pupils are often organised into ability groups for English, mathematics and science. In other classes, teachers mostly plan work for different ability groups and have satisfactory expectations overall, although in a few lessons, the challenge for middle ability pupils was underdeveloped.
16. Inspectors also agree with parents that the Foundation Stage provides very good teaching and learning opportunities. Assessment here is very good and skilfully used to help the children to make systematic steps in their learning. Teaching methods are very good. Adults are always enthusiastic and so children are very keen to experience the broad range of activities available to help them learn well.
17. Throughout the school, when work has a writing focus, challenges are sometimes not high enough, as pupils are not learning and developing more complex writing skills enough. Nonetheless, reading skills are used well to enrich pupils' knowledge. Pupils like their teachers and most feel that they find out new things in lessons. Homework positively supports learning, although sometimes there are missed opportunities to use these activities to develop independent thinking and research, as in some classes, there are many worksheets, but spellings, reading and tables successfully reinforce class activities.
18. The recent increase in visits, extra activities and good links with the community are significant factors in pupils' interest in learning. Staff are keen to promote these, so that pupils can learn more through 'hands on' activities, which is good practice. Most noticeably is the development of investigation activities in science. In some lessons, this can be really exciting, as evident in a very good Year 5 lesson, when pupils used globes, paper and torches to improve their knowledge and understanding of the phases of the moon. However, this style of teaching is not consistent in the school as a whole.

19. Pupils' skills and knowledge are usefully developed through teachers' good questioning, which was evident in all year groups. Questioning helps pupils to think and clarify their knowledge and widen their vocabulary when answering. However, in mathematics, pupils do not do enough investigation activities that require the pupils to come up with different ways to solve number and word problems. Nonetheless, staff make satisfactory use of the National Numeracy Strategy to help pupils to build up skills from year to year.
20. Since the last inspection, the overall quality of teaching and learning has altered from good to satisfactory. Teaching remains strong overall, but learning is not well enough supported by assessment and this has not improved enough since 1999. Although the assessment manager has tried a number of new initiatives, some have had limited impact on enhancing pupils' learning. From Years 1 to 6, teachers know about the levels at which pupils are working at in reading, writing and mathematics, although the format of keeping this is inconsistent, which is unhelpful in tracking pupils' progress quickly. While the school has set targets for school improvement, the pupils are not sure about what they need to do to improve, especially as most pupils do not have specific targets to work towards and some teachers' marking of pupils' work lacks useful pointers to guide pupils in how to develop their ideas, skills and understanding. The assessment manager has already identified useful ways of improving assessment. For example, by the end of this term, all staff will have attended training courses. A stronger feature of assessment is the good use of informal discussions with pupils to assess their understanding and learning in lessons. Following these discussions, occasionally notes are made on teachers' planning sheets, so that they modify future lessons. This is good practice, but not sufficiently evident in all written plans.
21. Teaching and learning opportunities are satisfactory for pupils with SEN. There is a strong emphasis on developing basic skills of literacy and numeracy. Teaching assistants are an effective team. However, targets on pupils' individual education plans do not always support their focus in lessons. Where they are best, small steps of improvement are noted, but where they are less helpful, the targets are too big and difficult to master in a short space of time.

### **The curriculum**

The curriculum is satisfactory overall. It is adequately planned with a strong emphasis on English and Mathematics. There is a satisfactory range of activities outside of lessons and an improving use of local facilities and visitors to enrich the school's planned activities. Staffing is good. Accommodation and resources are satisfactory and improving.

### **Main strengths and weaknesses**

- The Foundation Stage curriculum is very good
- Writing and the links between other subjects in the curriculum are underdeveloped
- The provision for personal, social and health education is good
- There has been good recent improvement in extra curricular activities
- Timetables are not always carefully planned to make the best of learning time

### **Commentary**

22. The curriculum has developed satisfactorily since the last inspection. It remains very good in the Foundation Stage and has improved throughout the school. The balance is now satisfactory and teachers plan pupils' work, so that skills build up progressively. However, there are still not enough links between subjects to make best use of available time and to make subjects purposeful, exciting and relevant. This particularly limits pupils' attainment in writing, which lacks an inspirational and creative approach to learning. During the inspection there were occasions when the timetables, especially for ICT, were not well planned to enhance learning.
23. Provision for the most able pupils has improved over the last year, particularly in Years 5 and 6 and this is reflected in the 2004 national test results. Pupils who are gifted and talented in the creative arts or physical education are given regular opportunities to demonstrate and celebrate their skills at school assemblies. Plans are in place to further enhance the provision.
24. Provision for pupils with special educational needs is satisfactory. Classroom assistants give good support and adapt the curriculum to meet their needs. Additional activities, such as 'Springboard' and additional literacy activities, are used to develop their skills in literacy and numeracy. Individual education plans are not always used routinely to guide teachers' planning.

25. Children start school with a varied and imaginative curriculum in the Reception class. Activities such as the whole school “Arts week” during the summer, with a particular focus on multi cultural drama, art and dance, enrich the curriculum for all pupils. The curriculum is successfully enriched by visits and visitors to the school. Visits to the immediate locality are increasingly planned to make learning more meaningful to pupils. Annual school trips are now being more closely linked to the curriculum. The range of after school activities has improved since the last inspection. The school now offers extra curricular provision in rounders, cricket, football, netball, science, art and craft and recorders. Rugby and athletics clubs are planned and the school is currently forming a choir with the local church. The good provision for personal and social education accounts for the happy caring atmosphere in the school.
26. There have been some significant improvements to the building since the previous inspection. The new information technology suite is a good facility to improve pupils’ acquisition of ICT skills and the new school library is an effective part of measures to improve reading provision. Further improvements are also planned to include an additional small working area, better disabled provision and a covered outdoor area in the Reception class.

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

The school makes good arrangements for the care, welfare and safety of the pupils and this is embedded in the school’s Christian ethos. The school seeks and values the pupils’ views and the very good relationships between pupils and adults ensure pupils are confident that they will be carefully looked after. Support and advice are satisfactory.

### **Main strengths and weaknesses**

- Most pupils are very positive about their experience in school
- There has been good improvement overall since the last inspection
- Attendance and behaviour are very carefully monitored and recorded
- Assessment information and individual targets are insufficiently developed
- The school has good arrangements for children entering school

### **Commentary**

27. The school is committed to being a caring community and continues to make good progress in enhancing care since 1999. For example, the care of pupils with SEN is better and health and safety procedures are tighter. Care has been taken to make the playground more stimulating, so that pupils do not get bored and play more imaginatively. Almost all pupils praise their teachers and the help that they receive, which supports their learning and satisfactory achievement. Pupils know the staff well, are confident in approaching them, and know that they will be listened to. Pupils are supervised very well and this makes a significant contribution to their safety as well as encouraging strong relationships.
28. Pupils’ health, safety and welfare are carefully monitored by means of good routines and practices and pupils who are hurt or unwell in school receive very good care from staff who are qualified in first aid. Pupils have a good understanding of what is acceptable at school and the behaviour code is carefully followed. The headteacher has undergone training in child protection and staff are fully aware of procedures so that any problems can be addressed very quickly. These good standards contribute very well to the school’s positive ethos and parents’ and pupils’ confidence in the school.
29. Class teachers know their pupils well and can offer good advice, support and guidance in relation to their personal development. They are generally alert to pupils’ learning needs, take their views seriously and are keen to support them. The school is developing more rigorous procedures for checking pupils’ progress. Currently, parents do not have a clear idea of how well their children are doing and what they must do to improve.
30. There is good collaboration with the nearby playgroup and children are very familiar with the school by the time they are ready to join it. They are invited to sports day and the nativity and settle into school very easily. They attend school part-time to begin with and are mature and sensible when they move up to Year 1. Parents are welcomed into school before the children start; some feel that their children are ready for a longer day before the school provides this.

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

The school's links with parents are improving and have some good features and are satisfactory overall: Most parents say the school is very approachable and that their children are happy. Links with other schools and the wider community are good.

### **Main strengths and weaknesses**

- There has been good improvement since 1999
- Good links with the community support and extend pupils' learning
- Parents like the school and have confidence in the staff who are very approachable
- The 'Friends of Bapchild' (FOBS) successfully raise funds to support children's learning
- Parents would like more formal opportunities to discuss their children's progress

### **Commentary**

31. The school has worked successful to improve links with parents, which had a number of significant shortcomings at the time of the last inspection. Overall there were missed opportunities to build a constructive partnership with parents and a sizeable minority of parents felt that they were not sufficiently well informed about their children's progress. Parents now say that the information they receive has improved and includes regular school and community newsletters and regular curriculum information. They would, however, like more than one formal opportunity to discuss their children's work with teachers and inspectors agree that this is not enough. Individual education plans, for pupils with SEN, are not sufficiently planned with parents. The school is aware of these weaknesses and is looking at ways of improving consultations. Parents feel that homework supports learning, but sometimes there is too much or it is dull and uninspiring. Most parents are pleased with the care and education their children receive. Most parents also feel that the school is well led and managed, that the staff are very approachable and that they are welcome. Those who help in school are a valuable asset because they understand what is expected of them and provide help where needed. They also help with visits and support their children's learning well at home.
32. The school now positively encourages its pupils to be involved with the local community. Festival services such as at Harvest (proceeds of which are being donated to 'water for life' in Africa:) are held in the parish Church and receive good support from parents. Pupils also support the work of good causes such as the British Heart Foundation and 'Christmas Child'. The summer fete is very much a community event and local businesses give good support by way of donations. Pupils receive bibles when they leave school, provided anonymously and presented by the Bishop. There are also visitors, such as the Church Army and an Indian lady who introduced the pupils to Bhangra dancing. A volunteer reader comes in each week. The school is used free of charge by many local groups such as 'Brownies'. Good links with the nearby playgroup and with cluster schools and joint activities add significantly to the pupils' overall experience. The school is now linking with other schools as part of 'The Primary Leadership Programme', as part of its drive to raise the overall effectiveness of the school.
33. The successful parent teacher association is a fund raising body, which helps with cost of visits and provides extras such as swimming certificates, playground markings and the Christmas pantomime. This support effectively supplements the school's provision.

## LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher is good but other senior managers have limited opportunities to play significant roles, which is unsatisfactory. Governance is good with governors now playing a major part in shaping the direction of the school. They comply with all statutory responsibilities.

### Main strengths and weaknesses

- There has been good recent improvement in leadership and management
- The head teacher has a clear vision for the school and provides strong leadership
- Governors give good support and are challenging the school to raise achievement
- There is a strong sense of teamwork
- The roles of coordinators are not developed sufficiently
- Leadership and management of the Foundation Stage are good

### Commentary

34. In 1999, the last inspection report noted many significant weaknesses in the leadership and management of the school. The school has worked effectively to address most of the issues from 1999. The leadership of the headteacher is good. Leadership has improved significantly since the school's last inspection. The headteacher has a clear vision for the school and shares this with governors and all other members of staff. In a relatively short period of time the new headteacher has brought about a renewed sense of purpose in the school. Rigorous action to improve standards is evident, especially relating to the achievement of the higher ability pupils, which she rightly assessed as unsatisfactory on her arrival to the school. Her analysis of the school's results had shown that the school was performing poorly on value added information for pupils in the 2003 national test results. Teamwork and commitment are now strong features of leadership. Staff are keen to work on improvements.
35. The governing body is now well organised with committees that meet regularly and to good effect. Governors have developed their knowledge and understanding and are well informed through regular, well-focussed visits. They also receive good quality information from school staff and continue to increase their expertise through training. This enables them to support as well as question and challenge what the school does. For example, they have been keen to raise the standards for higher ability pupils by asking questions about how they can enhance the provision for these pupils. Several governors, including the chair, are regular helpers in school giving them first hand experience of its work. Governors are well aware of the strengths of the school and where improvements need to be made to improve the effectiveness of the school.
36. The management of the school is satisfactory. The whole staff, has been involved in drawing up the plans to improve. These plans provide a useful management tool for raising standards. The plans include the expansion of the roles of senior managers. The plan contains many initiatives, but the written plan does not clearly identify the key main priorities, although staff and governors know what these are. There is a strong emphasis on improving assessment. The school's performance management systems are used appropriately to set targets for staff development.
37. The roles of staff with management responsibilities are insufficiently developed, and this impacts on how well the achievement of pupils can be improved. A start has been made, so for example, curriculum leaders have all produced plans to improve their subjects and have had responsibility for the spending of budgets. However there is very little monitoring by subject managers and senior staff, especially relating to checking on the quality of teaching and learning, through the observation of lessons, and scrutinising pupils' work and teachers' plans. The leadership and management of the school's provision for SEN are now satisfactory, although the line management of teaching assistants is not clearly defined. A strength of the school is the good leadership and management of the Foundation Stage. Here, good leadership is rooted in raising the quality of learning and pupils' achievement.
38. The school's finances are well managed. This shows good improvement since the last inspection. Money has been set aside to fund the rolling programme of refurbishment as well as building alterations to include a new group room and re-locating the headteacher's office so that it is more central to the working of the school. This is why the school currently has a high surplus budget. The

school's expenditure is carefully thought out and closely linked to the plans for improvement. Administrative staff, including a part-time bursar, are effective. Prudent management is ensuring that resources such as books and computers are increasing.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	485,787
Total expenditure	461,260
Expenditure per pupil	2,261

Balances (£)	
Balance from previous year	25,358
Balance carried forward to the next	49,885



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

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

Provision for children in the Foundation Stage is very good.

39. The Foundation Stage was identified as a major strength in the last Inspection and this has been maintained. Parents speak highly of the support they and their children receive from the staff. When children join the Reception class, their skills and knowledge are as expected. They make good progress overall in a well-organised environment, which is stimulating, exciting and challenging. Imaginative teaching methods, carefully planned and based on a good understanding of young children's needs, have a positive impact on their learning. Very thorough assessment procedures enhance learning and achievement. The staff build upon assessment information throughout the year by carefully tracking children's development and using these assessments to plan the work and activities they will experience. By the time they are ready to move into Year 1, almost all children, in 2004, achieved the early learning goals, with an average proportion working at a higher level. However, the proportion of children reaching the goals expected alters from year to year, according to the proportion of pupils with SEN. The staff are enthusiastic, have high expectations and make learning fun. They plan learning carefully so that it is a balance between teacher directed activities and those that children select for themselves. Leadership and management are good. The accommodation for the foundation stage is good with a spacious room and easy access to an outdoor area. There are plans to cover this outdoor area within the next year.

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

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

#### **Main strengths**

- Arrangements for starting school are well established
- Children achieve well because of the very good range of activities
- Relationships between adults and children are very good

#### **Commentary**

40. Children achieve very well in their personal and social development because they are encouraged to make choices for themselves, to join in planned and whole class activities and to feel confident about what they can achieve. Where children choose which activities they want to do, the staff give them time to investigate and encourage them to persevere. They experience a wide range of activities, which are interesting, and fun but which are carefully planned to increase their learning. The adults provide good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to understand one another's point of view. Children's behaviour is very good and they respond very well to staff's high expectations. Children achieve well in all areas of their learning because of this very good start in developing their personal and social skills. Standards are much higher than average by Year 1 overall.

#### **Communication, language and literacy**

Provision in communication, language and literacy is very good.

#### **Main strengths**

- There is a very strong focus on developing children's speaking and listening skills
- Children become confident readers in the Reception class

#### **Commentary**

41. Standards are above average by the end of the Reception year and achievement is good. Teaching is very good in this area of learning and children make good progress. With constant encouragement they become confident speakers and learn to listen with enjoyment to stories, songs and poems. They learn to interact with each other in a variety of contexts, organising themselves and taking turns in conversation. Activities in the Reception class are very well planned to develop

speaking and listening and staff take every opportunity to encourage the children to talk through their ideas and ask and answer questions with confidence. Big books are used well so that children learn early reading skills. Reading is linked very successfully with other activities taking place in the class. For example, in one lesson seen, the reading together of a big book entitled "Just add Water" was followed by activities giving children the choice of adding water to powder paint to get the right consistency for a paint brush; making icing to ice spider biscuits and adding washing up liquid to water to make bubbles. So the children are given a carefully linked and rounded experience of learning, which impacts on their good achievement and progress. Teaching soundly promotes early writing skills so that by the end of the Reception year, most children write their own first name and other words from memory while some can write simple sentences using well-formed letters.

### **Mathematical development**

Provision in mathematical development is good.

#### **Main strengths**

- Good teaching promotes mathematical development in a wide range of activities
- Children talk about their mathematical knowledge and understanding and this is consistently extended through good questioning by adults
- Children learn to count confidently and record numbers correctly

#### **Commentary**

42. This area of learning is well taught and, by the end of the Reception year, most children will have reached the early learning goals for mathematics and a few will have exceeded them. The staff are skilled in helping the children to understand the mathematics in a wide range of activities and to talk about their growing knowledge. For example, in a lesson seen, just three weeks into the year, an activity making spiders with dough was used to encourage the children to count to eight for the legs and to understand that eight could be divided by two to make four legs on each side. In a physical activity seen, using "ribbon sticks", the support assistant was consistently encouraging children's understanding of positional language by directing them to move the ribbons "above, below, in front, behind" etc. By the end of the year, standards are often above average, the vast majority of children being able to count and order up to 10 and do simple addition and subtraction activities. They know their shapes and can compare size and weights of different objects.

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

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

#### **Main strengths**

- Imaginatively planned experiences help children to learn very successfully
- Children have very good skills in using ICT

#### **Commentary**

43. Assessment at the beginning of the year shows that most children are at expected levels of understanding and knowledge about the world around them. Well-planned and imaginative activities, together with skilled teaching ensure that the vast majority of children at least reach the goals expected by the end of the year with some exceeding expectations. There is a very effective blend of direct teaching and opportunity for children to explore and discover for themselves. For example, in a lesson seen, children were making "spider biscuits" which included mixing icing sugar with water. Children were encouraged to think for themselves, talk about what they had seen and what had happened. Good questioning by adults developed children's knowledge about the "change" they had seen. Children were very confident, at an early stage in the year, in using ICT skills. They were using the computers independently, controlling the mouse and following programme instructions accurately and with concentration.

### **Physical development**

44. Too little direct teaching was seen during the inspection to make an overall judgement on provision. Children enter the Reception class with a little above average attainment in this area and this is maintained and improved by the end of the year when almost all children attain the learning goals and some beyond. The outside area is used well, with a variety of activities, to develop children's

co-ordination, control and balance. When covered, this area will provide all weather provision but, meanwhile, the school hall is used to enable children to develop their movements and confidence in a large space. Many activities were seen which gave children opportunities to demonstrate fine hand skills when manipulating small objects and malleable materials, demonstrating good dexterity and co-ordination.

### **Creative development**

45. Not enough direct teaching was seen during the inspection to make an overall judgement on provision. Children make good progress and achieve well in this area of learning because there is a wide range of opportunities provided and children have fun exploring them. Children experiment with mixing colour when painting, and create interesting collages using glue, glitter and a range of other materials. They are well supported in this but given frequent opportunities for independent choice. For example, when children made “ghosts” for the “hairy scary castle”, they were supported with the techniques necessary but chose the expressions to paint onto their ghosts’ face. Their work is displayed well for all to celebrate and to provide an interesting and exciting learning environment. Music is used well to indicate when children need to tidy up and to finish the session with a quiet prayer. Children can sing simple songs from memory accompanying them with instruments and join in with great gusto. The enjoyment evident in these sessions typifies the very good relationships and motivated learning that makes the Foundation Stage a strength of the school. Standards are slightly above average by Year 1.

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

### **ENGLISH**

Provision in English is satisfactory.

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

- There is a drive to improve and raise standards, especially in Years 5 and 6
- Writing is not sufficiently developed and in this aspect, achievement is unsatisfactory
- Assessment procedures are not ensuring that all pupils achieve their best
- Standards of work and pupils achievement are good in speaking and listening
- Reading skills are well developed

#### **Commentary**

46. Standards are broadly average overall by Years 2 and 6. Achievement is satisfactory overall. The school has been successful in raising standards for higher ability pupils in Years 5 and 6. Standards and achievement are above average in reading, and speaking and listening. However, in writing, standards are below average and achievement is unsatisfactory.
47. The Year 6 test results in 2003 were below average in English with a noticeable decline compared to 2002. They were well below average compared to similar schools and also in terms of how well these pupils had done at the end of Year 2. This represents a decline in standards in English from the time of the last inspection. However, firm action over the past year to address under achievement of the higher ability pupils has resulted in a significant improvement in results for 2004.
48. One of the key strengths of provision is its attention to the development of speaking and listening skills, which are very well promoted throughout the school. Pupils are very confident speakers and use a wide range of vocabulary in discussion. Good questioning by teachers aids pupils’ learning and achievement. In a good Year 6 lesson seen, pupils discussing Duncan’s death as part of their work on Macbeth were confidently suggesting headlines for a newspaper report: “crowned one day, murdered the next”, being one of the best examples. Pupils throughout the school listen attentively to their teachers and each other.
49. The standard of reading by Year 2 is above average and this attainment is maintained throughout the school. In a Year 2 lesson seen, pupils read with fluency, used phonic strategies well and were very clear about the use of past and present tense in the passage read. Pupils are confident readers of fiction and drama, are able to appropriately vary their expression and tone when reading aloud and can demonstrate a sound analysis of the passages of text. The school has improved reading book provision since the last inspection. The new school library contains a wide range of books,

which are used by all pupils to extend their reading for reference skills. Acquisition of “boy-friendly” texts and multi cultural books are currently areas that the school is developing.

50. The development of writing is unsatisfactory, with expectations too low in many classes. Analysis of work showed that from Year 1 onwards pupils have limited experience at writing and developing their ideas over several sessions, so as to create longer and sustained pieces of work. During the inspection, too little was expected of them in terms of quality and productivity. By Years 5 and 6, recent improvements are resulting in a much better range of writing. However enrichment through more links with other subjects and very frequent opportunities for more sustained writing are too limited to further lift their achievement and standards. Standards of presentation of written work, including handwriting, are too variable. Year 2 pupils are not joining their letters consistently and punctuation is not extended, although spelling is of above average standard. Pupils are not writing often enough on a daily basis. By Year 6, some middle ability pupils are still only punctuating at a simple level and show limited use of complex sentences or imaginative adjectives. Higher ability children however, show some excitement in their writing, demonstrated by well-chosen sentences and some good character development. The recent focus on challenge for higher ability children was evident in work scrutinised. The headteacher and staff are very aware of the need to develop writing.
51. Teaching and learning are satisfactory overall, with some good lessons seen in Years 5 and 6. In the best lessons, teachers have high expectations, the pace of work is brisk and pupils are stimulated and challenged to ensure good achievement by all ability groups. The provision for higher ability pupils is improving but the slowest achievement is in writing, where also, some middle ability pupils could be doing better. For example, the pace of progress is slower in Years 3 and 4.
52. Assessment procedures are in place but are not making sufficient difference to teaching and learning. Teachers mark pupils’ work and often give them praise, but there are not enough comments that help them to understand how to improve. This is especially evident in the limited amount of extended writing that comes as a result of drafting and re-drafting work.
53. The subject is being led satisfactorily with a clear aspiration to develop phonic and spelling skills and to significantly improve pupils’ achievement in writing during the next year. Management systems are insufficiently developed. While there is a clear development plan, it is very general. Furthermore, the subject leader does not have enough opportunity to evaluate the quality of teaching and pupils’ learning across the school as a whole. As a result of this, there is inconsistency in the standards of pupils’ achievement and the quality of teaching and learning. Already, plans are in place for the English coordinator to observe lessons, scrutinise teachers’ planning and pupils’ work and have relevant discussions with staff and children. As yet, this has not had sufficient impact on the overall quality of the provision in the school as a whole.

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

54. Links with other subjects are underdeveloped, especially in writing. There are too many missed opportunities to link writing to other subjects. However, links with other subjects in developing speaking are good and in reading they are also well developed.

#### **MATHEMATICS**

Provision in mathematics is satisfactory.

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

- There has been good recent improvement in standards by Year 6
- Opportunities for independent investigation and problem solving are underdeveloped
- Pupils’ attitudes to the subject are good and they have good relationships with staff
- Assessment is not used well enough to raise achievement

#### **Commentary**

55. Standards in mathematics are broadly in line with the national average. Recent improvements in teaching have raised pupils’ attainment. Standards dipped from average, but have now climbed back to average by Year 6. The results of national tests in 2004 showed that by Year 2 most pupils reached the national average although very few exceeded it. By Year 6 the number of pupils reaching the higher levels had increased and continued the upward trend started two years earlier.

Inspection findings confirm this improving picture and overall pupils' achieve satisfactorily, including those with special educational needs.

56. Achievement is satisfactory and pupils' make steady progress as they move through the school. Pupils have adequate computational skills and ways of solving problems mentally. Most lessons give them opportunities to develop these, for example in using 'tables', doubling and partitioning. Written number work is practised extensively and sometimes unnecessarily when it is clear pupils already have a good understanding. There is also an overuse of worksheets, especially in the younger classes. The school recognises that it needs to provide more opportunities for pupils to use their number skills to solve problems or carry out investigations. All teachers are aware of the need to develop these skills, but at present there are limited opportunities for pupils to practise in this area.
57. The standard of teaching overall is satisfactory. Teachers have established good relationships with their pupils who respond well. Teachers encourage and praise so pupils are well motivated to try hard and do their best. They listen well, are keen to answer and work well together when given the chance. Most teachers make good use of questioning as a means of helping pupils understand. What pupils say is often used to help others, for example in explanations of how a pupil worked something out. Pupils make the most progress when teachers interact with them orally, usually in the practical assignments when teachers work with a group, often, though not exclusively, with higher attaining pupils. Teaching assistants, too, are skilled in asking and using questions to model ideas and extend understanding. Lower attaining pupils especially benefit from this input so that they learn well. The work arranged for pupils seen as broadly average is not so successful. In some lessons this was too easy or inappropriate and with limited adult support given to these groups. Teachers make good use of homework and this is an important part of pupils' learning.
58. Teachers are not using assessment well enough to set pupils targets and provide suitable work, which is particularly apparent in that given to 'the average' groups. In one younger class however, good assessments were made by a teaching assistant on the group she was teaching. This provided valuable information on what pupils could do or found difficult so that appropriate work could be set next time. Teachers' marking occasionally shows pupils how they could improve but largely consists of praise, ticks and corrections.
59. The leadership and management of the subject are satisfactory. Standards have been raised, especially in the attainments of higher ability pupils in Years 5 and 6. Lower ability pupils are also provided for well, mainly through the work of teaching assistants who make a valuable contribution. The role of the coordinator is being developed, with a good start being made through observing lessons given by all teachers. Some analysis has also been carried out on the areas in which pupils do least well, such as answering word based problems.

### **Mathematics across the curriculum**

60. The school makes sound use of mathematics in other subjects. In science and geography, teachers encourage mathematical skills in handling and recording data and using the computer to produce graphs and spreadsheets. However, there is little evidence of the use of computers in mathematics lessons.

### **SCIENCE**

Provision for science is satisfactory.

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

- Pupils' achievement and standards have improved since the last inspection
- Teachers place a good emphasis on pupils learning the language of science
- There are missed opportunities to develop writing through science
- Pupils with SEN are well supported
- Science makes a positive contribution to pupils' spiritual and personal development

#### **Commentary**

61. Pupils achieve satisfactorily and there is a drive for improvement, which is evident in the 2004 provisional results for science, where just over 50 percent of the pupils reached a higher Level 5 in the national tests. Standards are currently average overall by Year 2 and Year 6.

62. Improvement in the curriculum and teaching styles are factors in the development of the subject, which has improved from below average in 1999 to average at the time of this inspection. Pupils are beginning to do more investigations, although this is stronger in Years 5 and 6, than in other year groups, especially Year 4, where standards are lower than average. Nonetheless, as pupils move through the school, they gain a suitable range of knowledge and skills. Pupils with SEN are well supported and included in lessons. Often teaching assistants help pupils on a one to one basis, guiding them in thinking through their ideas.
63. By Year 2, from the sample of work seen, achievement is satisfactory. It was not possible to judge teaching, as lessons were later in the week of the inspection. In Year 1 pupils know about the basic features of plants and by Year 2, can talk about and record the growth of plants over four weeks. Knowledge of light, electricity, friction and healthy eating build up in a progressive way.
64. In Years 3 to 6, the quality of teaching and learning are satisfactory overall. Teachers have satisfactory knowledge and improving skills in helping pupils to learn from practical activities. Moreover, science has a positive impact on pupils' spiritual and personal development, as pupils are excited by activities and especially enjoy the visits, which successfully support their learning. For example, during the inspection, pupils were in raptures about their experiences in the 'Astrodome' where the mysteries of the earth sciences were brought to life. Where lessons are highly practical, teaching is very good and pupils learn very well. As seen in Year 5, were pupils used paper, torches and globes to understand the relationship between the earth and the sun. Here, links with literacy were very good and involved note taking, reading, use of Web sites and time to present their findings to other groups. In all lessons seen there was a good emphasis on the correct use of specific vocabulary. Questions are well used to check pupils' understanding and advance their thinking, as in Year 3, when pupils confidently explained the function and names of different teeth. Pupils, by Year 6 have a secure knowledge of growth and living things in the environment and a suitable knowledge of electricity, forces, light and sound. Links with mathematics are satisfactory. Pupils' writing skills are not well enough developed to support better achievement, particularly in extending evaluations and re-drafting their ideas for greater clarity. The use of ICT supports learning satisfactorily.
65. The subject co-ordinator has a good grasp of the strengths and weaknesses of the subject. Leadership has a positive impact on encouraging teachers to improve practical activities. Nonetheless, there remain some areas for development, for example, the monitoring of teaching and learning and the tracking of pupils' progress by developing more rigorous assessment procedures. Marking is correctly identified for improvement, especially as a way of enhancing pupils' ability to explain things in writing.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Overall provision for ICT is satisfactory.

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

- There has been improvement in resources, the curriculum and in staff training since the last inspection
- Monitoring of teaching and learning is not fully developed
- Assessment is limited

#### **Commentary**

66. Standards in ICT are as expected by the end of Year 2 and Year 6. Pupils, including those with SEN and of higher ability achieve satisfactorily. Pupils learn a suitable range of new skills as they move through the school. Achievement is satisfactory and supported by a useful commercial scheme of work. However, there are missed opportunities to link learning to other subjects. In Years 5 and 6, pupils visit a residential centre where they learn to make multimedia presentations and enhance their skills in using control technology. Throughout the school, although pupils learn how to edit and redraft their writing there are many missed opportunities to use these skills to support their writing in other subjects. Pupils confidently use toolbars and know how to send e-mails and change instructions to control different objects.

67. Teaching and learning are satisfactory. Lessons focus on clear objectives that are shared with pupils. Teachers have a growing knowledge of how to teach ICT. The new ICT room is attractive and well organised, so that pupils can work independently or in pairs. Relationships are very good and this means that pupils confidently get on with their work and appreciate the helpful comments that staff make to help them to improve. Instructions and explanations are clear so that pupils know what to do and demonstrations are used well to enable them to work independently, as evident in Year 1, when pupils worked hard on changing the colours and style of their writing. Teaching assistants give effective support to lower attaining pupils. Currently, half of the class often do ICT and then swap with the other half; this is not as successful as it could be. This is because pupils are just getting going and they have to stop. There is no reason for this, as the school has plenty of computers and it impacts on pupils' better learning and achievement over time.
68. Satisfactory leadership is resulting in improving resources and skills. but there are limited opportunities to monitor the quality of teaching and learning in lessons. Currently, assessment is limited, with no formal way of knowing which pupils are working at particular levels. Improvement since the last inspection is satisfactory and some exciting new plans are underway to develop a website with the support of a governor. The new ICT suite is a good feature of improvement.

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

69. Links with other subjects are developing steadily and the school is keen to improve this quickly. Links with mathematics are satisfactory. For example, pupils in Year 5 carried out a road survey and produced various graphs to present their work. Pupils use CD ROMS to widen their knowledge of such things as insects in Years 1 and 2. In Years 5 and 6; they use more complex search techniques using the Internet to find out about life in the 1960s. Displays show how the digital camera is used to record such things as the growth of sunflowers. Links with art, are developing well, as evident in pupils' pictures of the great fire of London and in their work on Mondrian in Year 2. The school has a clear plan to continue to improve resources and develop links with music, which are currently limited.

### **HUMANITIES**

70. Religious education was not inspected by this team, as this is a church aided school. There was insufficient evidence to make secure judgements on the overall provision in geography and history as only one lesson was seen in each subject. In **History** and **geography**, pupils' attainments by Year 2 and Year 6 are in line with expectations of pupils of these ages. Work scrutiny shows that the programmes of study are being adequately covered. In the lessons seen pupils had a good knowledge of the work they were doing. For example younger pupils recalled many facts about the life of Henry VIII. Older pupils understood some of the problems associated with increased traffic in and around the village. Pupils' work shows that they often continue their studies at home and in one class parents completed a questionnaire as part of the class studies. Teaching in these lessons was satisfactory with teachers having a good knowledge of the subjects. This enables teachers to pose questions and direct discussions to good effect, which results in pupils achieving well in speaking and listening. Pupils clearly enjoy their lessons and take an active part in both the practical assignments and the discussions. There are missed opportunities to develop writing skills through the humanities.
71. The leadership of the humanities is satisfactory although aspects of the management role, such as evaluating whole school teaching, is not developed sufficiently. Nonetheless, the coordinator has produced good plans to develop the subject. At present there is too little monitoring of teaching and learning and scrutinising of pupils' work in order to further raise achievement. History and geography make a positive contribution to pupils' cultural development.

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

72. The main focus areas for the inspection were English, mathematics, science and ICT Thus creative aspects did not receive as much inspection time and this is why provision overall is not judged in each subject. Inspectors talked to pupils, held discussions with teachers, and sampled pupils' work. Few art and music lessons were going on during the three day inspection.

73. No **art** lessons were seen during inspection although timetables show that they are taught regularly. Displays in corridors showed that during the “Art Week” at the end of the summer term, pupils experienced a wide range of activities including Kenyan work on houses, Ikat designs and quilting. The younger pupils were very proud of the masks they made last year using balloons. These were displayed well, with information about how they were made. The overall standard of artwork seen in the classrooms and around the school was as expected for pupils’ ages, although there were some very good black and white pastel pictures on display in Years 5 and 6. Currently, commercial schemes of work are used to structure pupils’ development of skills in art. Plans are in place to widen links between art and other subjects. Currently this works most successfully with ICT, as evident in the samples of work seen and from an ICT lesson, when pupils created individual geometrical shapes and line pictures in the style of Mondrian’s work. Here, pupils were encouraged to think creatively, and overall, art makes a positive contribution to pupils’ personal and cultural development.
74. In **music**, pupils sing tunefully, as evident when the Church Army visited the school and they sang along with joy and good spirituality to ‘It’s a Great, Great, Brill World’. Class teachers use a commercial scheme of work, so that pupils develop skills as they move through the school. In addition to this, a visiting music teacher takes 20 of the 120 junior children for instrumental lessons. The school purchased new musical instruments in 2002 to improve its provision. A recorder club operates for pupils from Year 3 upwards. Pupils use their musical skills in a variety of school performances and in a “cluster schools music day”. Parents would like more music and drama, but note that this is now developing.
75. Insufficient evidence was gathered on **design and technology**, as it was agreed with the headteacher and governors, in advance of the inspection, that there would not be enough time to look at this in depth, as it was not a main focus area of the inspection.
76. It was not possible to gain sufficient evidence about **PE** to form firm judgements. However, one lesson was seen in gymnastics, which showed good teaching and learning, as pupils in Year 2 worked on developing their balance and poise. Here, good on-going assessment, by the teacher, helped pupils to become more skilled. There is a clear plan for improvement in PE. There is recognition of the needs of the most talented pupils, and a commitment to further develop this. The best feature of leadership is the action to organise the teaching, so that all classes have a regular lesson with the coordinator. The improvement plan correctly identifies monitoring of teaching and learning as a useful way of raising standards. Pupils enjoy football, netball, rounders and cricket clubs. Links with the community are helpful in raising pupils’ achievement. For example higher ability pupils have support from Arsenal Football Club. Pupils are shortly to go on a residential trip to the Isle of Wight, which support pupils’ social and personal development, as well as their physical skills.

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

77. It was only possible to see one ‘circle time’, but pupils were interviewed, including the school’s council. Discussions were held with the headteacher. However, the quality of teaching, learning and overall provision is not judged. Nonetheless, there are a number of significant strengths, which have a positive impact on pupils’ attitudes, achievement and preparation for their future lives. The school’s policy is clear and states that personal, social, health education and citizenship are taught in different ways. Sometimes, this may be as a discrete subject, such as drugs education. At other times it may be linked to other subjects. Sex education is sensitively taught. In geography, pupils are given the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. The curriculum aims to enable pupils to be independent and responsible members of society and provides opportunities for them to be involved in charitable work. Pupils like being involved in making decisions about their school, especially through the school council and they enjoy opportunities to take responsibility. During the inspection, the Year 6 pupils and staff were beginning to plan their residential visit to the Isle of Wight where there is a particular focus on developing pupils’ self esteem and giving them opportunities to develop leadership and co-operative skills.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	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).*