

# **INSPECTION REPORT**

## **COLLINGBOURNE CE PRIMARY SCHOOL**

Collingbourne Ducis, Marlborough

LEA area: Wiltshire

Unique reference number: 126320

Headteacher: Mr Jeff Mason

Lead inspector: Mrs Christine Huard

Dates of inspection: 31<sup>st</sup> January – 2<sup>nd</sup> February 2005

Inspection number: 266651

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

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## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Primary  |
| School category:             | Voluntary controlled   |
| Age range of pupils:         | 4-11   |
| Gender of pupils:            | Mixed  |
| Number on roll:              | 101  |
| School address:              | Chicks Lane<br>Collingbourne Ducis<br>Marlborough<br>Wiltshire |
| Postcode:                    | SN8 3UH  |
| Telephone number:            | 01264 850346   |
| Fax number:                  | 01264 850674   |
| Appropriate authority:       | The governing body   |
| Name of chair of governors:  | Dr B King  |
| Date of previous inspection: | 16 <sup>th</sup> November 1998                                 |

## CHARACTERISTICS OF THE SCHOOL

Collingbourne Primary is a small Church of England village school about 12 miles from Marlborough. It caters for pupils between the ages of four and eleven. There are 101 pupils on roll and, although there are fewer pupils than at the last inspection, numbers are rising. While the majority of pupils attend from the local area, nearly half attend from nearby villages. Pupils are from a range of backgrounds and there is a broad social mix, and some deprivation. The area is broadly average in socio-economic terms. A larger than usual percentage of pupils leave and join the school each year. There are significantly more boys than girls in Years 3 and 6. Children enter the school in the September prior to their fifth birthday. Many children have attended the pre-school held in the village hall. The attainment of children currently in the reception class was below average on entry, and well below average in personal development and communication and language skills. The school has few pupils from ethnic minority groups and a very few for whom English is not their home language. The percentage of pupils eligible for free school meals is broadly similar to most other schools. About ten per cent of pupils have been identified as having special educational needs, which is below average. Pupils who have learning difficulties and problems with speech and communication receive additional support, as do those with behavioural difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                        |                | Subject responsibilities  |
|--------------------------------|------------------------|----------------|---|
| 27290                          | Mrs Christine Huard    | Lead inspector | English<br>Information and communication technology<br>Art and design<br>Design and technology<br>Music<br>Physical education<br>Religious education<br>Special educational needs |
| 31754                          | Mrs Charlotte Roberson | Lay inspector  |   |
| 20230                          | Mrs Jenny Clayphan     | Team inspector | Mathematics<br>Science<br>Personal, social and health education<br>Geography<br>History<br>The Foundation Stage curriculum<br>English as an additional language                   |

The inspection contractor was:

*Criterion School Inspections*

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

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Collingbourne CE Primary School provides a sound education for its pupils** and gives satisfactory value for money. Although national tests show standards to be below average, overall, the quality of provision is improving rapidly and inspection evidence shows that, overall, standards now are broadly in line with those expected. There is much good teaching and learning, although both are satisfactory overall, enabling most pupils to achieve appropriately. The leadership of the headteacher is good and has been instrumental in taking the school forward. Appropriate areas for development have been identified and the whole staff and governors are committed to further improvement.

The school's main strengths and weaknesses are:

- The good leadership of the headteacher which has been pivotal to the improvements made.
- The provision in the reception class which means children receive a good start to their education.
- Standards in mathematics, and information and communication technology, are below average at the end of Year 6.
- Work is not always sufficiently matched to the individual needs of pupils.
- The good attitudes and behaviour of the pupils, which enable them to learn appropriately.
- The good overall development of pupils' personal qualities.
- Systems for day-to-day marking and assessment in the non-core subjects<sup>1</sup> are not consistently applied across the classes.
- Attendance, although improving, is below average, largely because too many parents take pupils on holiday in term time.

Improvement since the last inspection has been unsatisfactory. The school has made sound progress in addressing key issues, in relation to pupils' spiritual and creative development, but insufficient progress has been made in developing pupils' investigative skills. In addition, the school has been receiving considerable additional support from the local authority for the last few years, because of declining overall provision and standards. It has only shown any real improvement in the last year, since the appointment of a new headteacher. Considerable improvement is evident in standards, teaching and learning. As a result, staff morale is higher and there is good commitment from the whole team to further improvement.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2002        | 2003 | 2004 | 2004            |
| English   | D           | C    | D    | D               |
| Mathematics   | E           | C    | D    | D               |
| Science   | E*          | D    | E    | E               |

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

**Achievement is satisfactory overall.** It is good in reception and satisfactory in Years 1 to 6. The relatively small number of pupils in each year group means that comparisons with national statistics are useful only when considered in the light of knowledge of the individual pupils. The school's tracking systems show that pupils are now achieving satisfactorily. Pupils' work since September reflects sound progress overall. Results of the 2004 national tests show that pupils at the end of Year 2 achieved above the expected levels in reading, but below those expected in writing, and well below standards expected in mathematics. At the end of Year 6, standards were below average in English

<sup>1</sup> The non-core subjects are: art and design, design and technology, geography, history, music and physical education.

and mathematics and well below average in science. Overall, improvement over time has been below that found nationally. However, the situation has improved significantly over the last few months. When children start the reception year their attainment is below average. The children make good progress and nearly all will meet the goals expected nationally in each area of learning<sup>2</sup> by the time they move into Year 1. In Years 1 and 2, inspection findings are that standards are generally in line with those expected in reading, writing and mathematics. In Year 6 standards are broadly in line with those expected in English and science, although slightly below average in mathematics. Standards in information and communication technology are below those expected at the end of Year 6, but are rapidly improving because of the acquisition and good use of new equipment. Pupils with special educational needs and those who are gifted and talented achieve satisfactorily, but work is not always matched sufficiently closely to their needs.

**Pupils' personal qualities and spiritual, moral, social and cultural development are good.** Pupils' attitudes towards their work are good. They are well motivated, curious and keen to learn. Behaviour in and around the school is good. Pupils are polite and have good relationships with each other and the adults in school. Pupils are appropriately prepared for life in an ethnically diverse society. Attendance is unsatisfactory; due mainly to the poor attendance of a small number of pupils and through families taking holidays in term time. Punctuality is good.

## **QUALITY OF EDUCATION**

**The school provides its pupils with a sound education. The quality of teaching and learning throughout the school is satisfactory.** Teaching is best in the reception class and Years 1 and 2. Over half the teaching observed during the inspection was good, although evidence from the examination of pupils work would suggest that improvements are relatively recent. This means that, although pupils make consistently sound progress and achieve satisfactorily, they have not made sufficient progress to significantly raise standards across all subjects. In the reception class and Years 1 and 2, pupils learn and achieve well because teaching is good and pupils are well motivated and interested in their work. In Years 3 to 6 pupils learn satisfactorily, but, particularly in Years 3 and 4, pupils have a good deal of catching up to do. Systems for assessment across the non-core subjects, although satisfactory overall, are currently inconsistent between classes. Assessment information is not always used to set work which is well matched to pupils' capabilities. As a result, pupils with special educational needs and higher-attaining pupils are not always set appropriate tasks. The school provides a sound, broad curriculum. It is supported by a good range of activities which enrich pupils' learning further. The school takes good care of its pupils. Relationships with parents and other schools are good and benefit pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The headteacher provides good leadership. He has high expectations of what the school can achieve and a good understanding of the areas where improvement is necessary. Actions taken to bring about improvement are having a positive effect on the school, although there is still more to be done. Governors challenge the school effectively and fulfil their statutory duties. The staff work together well as a team, and their roles as subject co-ordinators are developing appropriately.

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

Parents are positive in their views of the school and appreciate the opportunities offered by the school to be involved in their children's education. Pupils say they enjoy their work because teachers make tasks interesting for them. The school council operates effectively although they say that things sometimes take too long to be put into effect.

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<sup>2</sup> The areas of learning are: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, physical development and creative development.

## **IMPROVEMENTS NEEDED**

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

- Provide more opportunities for pupils to undertake problem solving in mathematics.
- Fully implement the programme for information and communication technology, particularly in Years 3 to 6.
- Ensure that work is matched more closely to the individual needs of all pupils; in particular for the higher attainers, in order to provide sufficient challenge.
- Set assessment systems in place for all the non-core subjects so that teachers can plan more effectively and track pupils' progress better.
- Implement the school's marking policy and have higher expectations of pupils' responses.
- Continue to work with the educational welfare service to improve rates of attendance.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils achieve satisfactorily throughout the school. Standards are at the expected level by the end of the reception year and by the end of Years 2 and 6.

#### Main strengths and weaknesses

- There is evidence to show that standards have considerably improved in the last year.
- Although pupils achieve satisfactorily overall, it is clear that pupils' rate of achievement has increased over the last few months.
- Standards in mathematics and information and communication technology are below those expected at the end of Year 6.

#### Commentary

1. When children start the reception year their attainment is below average. Due to the good provision, the children make good progress and achieve well. Most children are on course to meet all the specific learning goals for children at the end of the reception year. Inspection evidence shows that pupils continue to make good progress in their learning in Years 1 and 2 and attain standards above those expected in reading and well in line with those expected in speaking, listening, writing, mathematics and science. In Years 3 to 6, pupils are attaining standards that are in line with those expected in English, and science, but slightly below average in mathematics.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading       | 16.1 (18.1)    | 15.8 (15.7)      |
| Writing       | 13.6 (12.6)    | 14.6 (14.6)      |
| Mathematics   | 15.0 (15.9)    | 16.2 (16.3)      |

*There were 13 pupils in the year group. Figures in brackets are for the previous year.*

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 26.1 (26.5)    | 26.9 (26.8 )     |
| Mathematics   | 26.1 (26.5)    | 27.0 (26.8)      |
| Science       | 27.0 (27.5)    | 28.6 (28.6)      |

*There were 13 pupils in the year group. Figures in brackets are for the previous year.*

2. Standards have declined since the last inspection. The school's trend of improvement in test results is below that seen nationally. The school has been working with the local authority improvement team to raise standards, and the work examined shows that improvements have occurred in the last year and significantly so since September 2004. In the national tests in 2004, standards at the end of Year 2 were above average in reading, below average in mathematics and well below average in writing. At the end of Year 6, standards were below average in English and mathematics and well below average in science. These results showed a decline from the previous year. However, because fairly small groups of pupils take the tests, statistics are not reliable and the fall was due mainly because the prior attainment of the group was lower than in the previous year. The overall inspection evidence shows that throughout the school standards are rising.

3. The school's curricular provision in the core subjects has improved significantly, and this has had a positive impact on pupils' achievement. The new headteacher and teaching team in Key Stages 1 and 2<sup>3</sup> have brought a new rigour to teaching and learning and provided a strong focus on raising standards which builds on the good start children make in the reception year. Although the school failed to meet its targets last summer, it carried out good analyses of the performance of different groups of pupils in reading, writing, mathematics and science. This information has helped to ensure that the school has taken appropriate actions to remedy difficulties. The school has set ambitious targets for the test results in 2005 and, although these are very challenging, they could be achievable if improvements continue at the current rate of progress. The pupils presently in Year 6 are working at a level comparable with the national expectations in English and science and slightly below the level expected in mathematics. This is because they have had too few opportunities to solve problems and too little work on data handling has been covered.
4. Standards in information and communication technology are currently in line with the standards expected at the end of Year 2, but are below those expected at the end of Year 6. This is because the equipment in the school's old building was antiquated and not enough software was available for the pupils to use. In addition, teachers' expertise was not sufficiently well developed, which has had an adverse effect on pupils' progress in the past. The school has now moved into new accommodation with new state of the art equipment. The staff are more competent and the school is taking full advantage of the new facilities as a result of which standards are rapidly improving as pupils' competence and skills develop.
5. Pupils with special educational needs are catered for satisfactorily. The school has a policy to teach these pupils within classes on most occasions, rather than in withdrawal groups. On many occasions, the pupils make good progress because work is well-programmed and targeted. However, this is not consistent in all lessons and sometimes the work provided is not matched sufficiently to either pupils' needs or the targets in their individual education plans. Similarly, although good provision is made for pupils who are gifted and talented this is not always the case in Year 6. The school is aware of this and it has been identified as an area for development and plans are well advanced for further training for staff and links with appropriate agencies. There are no significant differences in the performance of boys and girls.
6. Pupils with English as an additional language attain at broadly similar levels to their classmates and achieve satisfactorily.
7. As a result of the good provision and the school's focus on core skills, pupils' competence in literacy, mathematics and in particular speaking and listening, enables them to achieve appropriately in other subjects including religious education, which meets the requirements of the locally Agreed Syllabus.

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

PUPIL'S ATTITUDES AND VALUES AND OTHER PERSONAL QUALITIES ARE GOOD. THEIR BEHAVIOUR IS GENERALLY GOOD. PROVISION FOR PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT IS GOOD. ATTENDANCE IS UNSATISFACTORY, BUT PUNCTUALITY IS GOOD OVERALL.

### **MAIN STRENGTHS AND WEAKNESSES**

- The children in the reception class behave well because of the very well organised routines and enjoyable activities provided by the very experienced teacher.

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<sup>3</sup> Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2. Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

- The school successfully promotes many aspects of pupils' personal development including their spiritual, moral, social and cultural development.
- Attendance rates last year were much lower than in schools nationally, but figures have improved significantly so far this school year.

## Commentary

- When the children start in the reception class, daily routines are quickly established and reinforced. This means they settle in well and, as a result, quickly become very sensible for their age and try very hard to do what is asked. They are very contented in their class, where they work and play happily throughout the day. Pupils have settled into the new school happily and under the direction of the headteacher and the class teachers, know that they are expected to behave well. All pupils are encouraged to think of each other, to do their best and to obey the school's golden rules. Sometimes pupils behave exceptionally well, such as during assemblies and at dinnertime, and in lessons their behaviour is good overall. Pupils in Years 1 and 2 were very interested when a nurse came to talk to them and behaved very politely when they asked her questions in turn. The school is zealous in implementing its anti-bullying policy and successfully promotes positive behaviour and attitudes. There were no exclusions in the last school year. Good relationships are very evident. All pupils are developing positive attitudes towards school, are keen to get involved and, on the whole, they very much enjoy their learning.
- Much thought and planning has gone into ensuring that time is used well, including through assemblies, to promote many personal qualities in pupils. Thorough monitoring of the way the school promotes pupils' spiritual, moral, social and cultural development takes place at regular intervals. Overall, provision is good and developing well. Pupils are taught about their rights and their responsibilities and they co-operate well together when, for example, they talk about how they can help others less fortunate than themselves. They learn about other faiths and religions, as well as other cultures and are respectful of each other's views and opinions. They are well prepared for life in a culturally diverse society. Displays around the school celebrate their achievements and indicate how they empathise with and think of others.
- Attendance last year was much lower than in schools nationally and there were also higher rates of unauthorised absences which, together, gave an unsatisfactory picture of attendance. However, with the support of the education welfare service the headteacher has put in place strategies to tackle this issue. Very good improvement last term resulted in an attendance rate much closer to the national average. Figures are adversely affected by a small number of pupils who do not attend as often as they should, including several families who take holidays during term time. The majority of pupils, including those who travel on the school bus, arrive punctually. Office staff track and record attendance data and punctuality rigorously and meet statutory requirements well.

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 7.4 | School data          | 0.6 |
| National data      | 5.1 | 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. Teaching and learning are satisfactory overall. The school offers a broad curriculum which is well supported by a wide range of visits and extra-curricular activities. The strong ethos ensures that good care, support and guidance are provided for all pupils. The school has established strong links with parents, partner schools and the local community and these have a positive impact on the learning of the pupils.

## Teaching and learning

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

### Main strengths and weaknesses

- Teaching in the reception class is good overall.
- Teachers are confident and have good knowledge of their subjects and how to use resources most effectively to reinforce their teaching.
- In some lessons, work is not matched closely enough to pupils' capabilities.
- Pupils learn effectively because they are interested in their work and are inspired by their teachers.
- Assessment is generally used appropriately to help track pupils' learning; however pupils' responses to marking are unsatisfactory.
- In a small minority of lessons, the pace slows because pupils are insufficiently challenged.

### Commentary

11. At the last inspection, the quality of teaching was judged to be a significant strength of the school. Since then, there has been almost a complete change of staffing and although all the teaching observed was of at least a satisfactory quality it was not as good as previously.

#### *Summary of teaching observed during the inspection in 25 lessons*

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 3         | 14   | 8            | 0              | 0    | 0         |

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

12. The teaching observed during the inspection was generally good, although the examination of pupils work and teachers' planning showed that, over the last 12 months, this has not always been the case. However, with good new members of staff, and good quality monitoring of teaching, together with constructive and helpful feedback, the pupils are consistently learning more effectively and standards are improving.
13. Teaching in the reception class is consistently good and shows a good understanding of the needs of young children. In Years 1 to 6, teachers have a good command of the subject areas and teach confidently across the range of the curriculum. They ensure that pupils develop sound levels of knowledge, improve their skills, and deepen their levels of understanding. Planning is thorough, with clear objectives to indicate what is to be learnt by pupils. Teachers form good relationships with pupils, show a good level of interest in their welfare, and give praise and encouragement to spur pupils to higher levels of achievement. Appropriate teaching methods are used, such as good question and answer sessions during the introduction of lessons, which make pupils use their reasoning skills and allow them to express their views clearly. In the best lessons, the plenary session<sup>4</sup> not only consolidated learning, but also showed pupils what they should do next, in preparation for the following lesson. This did not always occur in every lesson and it often was just a review of what the pupils had been doing during the lesson. Learning resources are generally used well, particularly individual whiteboards to make jottings and to draft answers. However, in some areas; notably science, a lack of resources makes it difficult for pupils to carry out their own experiments. Classes are generally managed well and teachers insist on high standards of behaviour. There were some weaknesses in teaching. In a small number of lessons the pace of working was a little slow and the introduction over-long, so that pupils become fidgety. Sometimes staff did not have high enough expectations of what the pupils were capable of achieving. On a few occasions, tasks were not matched well to the complete range of ability within the class; in particular the higher-attaining pupils were not always sufficiently challenged by the work given to them.

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<sup>4</sup> A plenary session is the final part of the lesson which is used to consolidate pupils' learning.

14. Pupils with special educational needs generally benefit from provision that is carefully planned to meet the needs of individual pupils. Some individual educational plans have targets that are matched well to pupils' needs and identify the small steps needed for them to make good progress and achieve well, but this is not consistent across all classes. Pupils are managed well both by teachers and support staff. The support staff are well deployed both in the whole-class teaching led by the teacher and in group work. Pupils with special educational needs are normally taught within groups in the classroom. Extra support is provided when the class teacher or classroom assistant sits with the group. This ensures that pupils sustain concentration and make good progress. Occasionally, individuals or groups are taught separately for more focused work on specific skills, for example for 'booster' session in mathematics. The teaching observed in these small group situations was very good, very well planned and matched to individual pupils' needs.
15. There is no special provision at present for pupils who have English as an additional language. Teachers know their pupils well and give well judged additional help with vocabulary, as needed, which ensures that these pupils work at appropriate levels.
16. Assessment procedures are satisfactory, but there is scope for improvement. There are some examples of good assessment practices, particularly in English, mathematics and science. However, arrangements throughout the school in the other subjects are too piecemeal and a cohesive approach is lacking. Marking is often thorough and some teachers make valuable comments which help pupils to understand what they have to do to improve, but this is not an embedded practice with all staff. In addition, pupils often do not respond in any way to the comments made, which significantly detracts from their usefulness. Some pupils have specific targets for improvement and many older pupils know how their performance in English and mathematics can be improved. However, the practice of setting targets is patchy and not all pupils know the next step expected to improve their own learning.

## **The curriculum**

The school provides a satisfactory curriculum which is broad, balanced and meets the statutory requirements. It is supported by a good range of activities which enrich pupils' learning. The accommodation and resources are sound overall.

### **Main strengths and weaknesses**

- A good range of activities outside the classrooms provide experiences that enrich the pupils' learning.
- Preparation for later stages of education is good.
- The new accommodation is good overall and benefits pupils' learning.

### **Commentary**

17. The curriculum for children in the reception year is good, with a wide variety of activities that interest young children and extend their learning well. The curriculum in Years 1 to 6 covers all the subjects required by the National Curriculum. Planning ensures that the topics are interesting and are covered in good detail, but, on occasions, too little account is taken in the subjects, such as history and geography, of the wide age range in each class and the need to build each year group's skills systematically.
18. The school is working assiduously to provide an education that meets the needs of all its pupils. Pupils with special emotional or educational needs and those who speak English as an additional language are catered for appropriately and are fully involved in all school activities.
19. There is a good range of extra-curricular activities, including netball and football in which pupils meet others from cluster schools, as well as a sewing club and recorders. There are visits to the theatre and local places of interest, and pupils' learning is enriched further by an unusually generous number of opportunities for pupils to take part in residential trips. These all provide

experiences that are valuable in widening pupils' horizons and building their social and emotional skills.

20. The provision for pupils' personal, social and health education is satisfactory. The programme covers a basic range of topics, but details are left open for teachers to develop as appropriate. Pupils learn to take turns in speaking, and to listen carefully and with consideration to others' views. There is provision to discuss the importance of diet, the effect of harmful substances and, for older pupils, the onset of puberty.
21. Pupils are prepared well for each stage of their education. They move smoothly from class to class and are known well by all adults. The school is developing good links with local secondary school in order to be able to make better provision for its higher-attaining pupils. In addition, reciprocal visits are made between the schools in order to ensure that the transition for pupils at the end of Year 6 is as smooth as possible and they understand some of the routines and curricular arrangements before moving on.
22. There are sufficient teachers and teaching assistants to meet the needs of the curriculum. The absence of the assistant in the reception class places a heavy burden on the teacher, although enthusiastic and competent volunteers provide good support for the teaching. The new accommodation is of good size, although the reception classroom would be restrictive if the class did not move out into the central hall area on a regular basis. It has a secure play area for the youngest children which is satisfactory in size. Resources are satisfactory, except in science, where they are inadequate, with the result that pupils cannot always carry out their own investigations.

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

Provision for the care, welfare and health and safety of all pupils is good. The school provides generally good support and guidance. There are good arrangements for seeking the views of pupils.

### **Main strengths and weaknesses**

- Governors have been fully involved in ensuring the new school is a safe and secure environment for all pupils.
- Induction of children into the reception class is very good.
- The views of pupils are sought, valued and often acted upon when implementing changes.
- Arrangements for monitoring pupils' progress in the core areas and aspects of personal and social development are good, but the monitoring of achievements in other subjects is less well developed.

### **Commentary**

23. Policies and procedures are reviewed regularly and inform good standards of care and welfare. Many adjustments have been made to working practices since moving into the new buildings and the safety of pupils is always a key priority. The grounds are currently being developed and provide a safe and secure environment for pupils to work and play. Appropriate child protection procedures are in place. Governors have a great deal of expertise in matters of health, care and welfare which is being very well used to ensure standards are maintained at a good level. Their help and advice has been especially effective this last year. Overall, this is a positive aspect of school because pupils' interests are central to the work of the school. It is an area in which parents have confidence.
24. Arrangements for the induction of children new to the school in the reception class are good and most visit each month from pre-school age until they start formally. Newsletters are sent to prospective parents regularly. Once the children have started school, home-school books are provided which enables good communications to be maintained. Parents are very willing helpers in the reception class. Children, thus, adapt to school very well and make significant

and fast progress because information is shared so well and their care and well being paramount.

25. The school council is well established and active in the school, although the headteacher recognises it as being an area needing further development. Pupils from all classes discuss issues as they arise in timetabled lessons and then report back to the elected Year 6 council members who themselves hold weekly meetings. They are very keen to implement changes, such as to the rules on the new playground, but sometimes get frustrated when, in their eyes, things take too long to happen. Nonetheless they fully understand the purpose of the council. During personal, social and health education lessons, teachers actively seek the views and thoughts of pupils to good effect. In addition a 'Feelings Thermometer' is displayed in classrooms, which, in one class, is being especially well used to encourage pupils to express themselves freely and to air their worries with an adult. In this way, confidence develops and pupils learn that problems can be sorted out with the support and guidance of adults.
26. Teachers use a good new 'A, B, C (Attendance, Behaviour and Concerns) system to monitor aspects of personal and social development. This works well and is monitored closely by the headteacher. Midday supervisors are also involved in assessing pupils' behaviour and other personal qualities, for example. Staff look out for, and then support well, any pupil who may need extra attention. Assessment of academic progress in the core subjects and information and communication technology is good. Assessment in the non-core subjects is piecemeal and ad hoc. However, the school has already identified this as an area which needs continuing development and attention.

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

There are good links with parents, the community, the church and other schools.

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

- The community has been fully involved in the move into the new buildings.
- Parents support the school well and recognise its many good features.
- Church links are well established.
- Links with other schools are productive and developing well.

#### **Commentary**

27. The relocation to a new site more central to the village and its other amenities, for example, the village hall, is seen as a very positive move by the community. Parents and friends have worked tirelessly and raised very significant sums of money to ensure that pupils and staff have what they need in the new school. They have also worked together in practical ways to ensure the new school is a success. Friends and neighbours often visit to talk to the pupils about their roles and to share their expertise in topics of interest, for example, when talking about other faiths and cultures. They also offer voluntary reading support every week. A school website is currently being developed by a member of the community which is seen as a positive move. Groups from within the community are now actively being approached and encouraged to use the new school facilities.
28. Parents are pleased with what the school provides and told inspectors their children are happy and well cared for in school. Parents welcome opportunities to share information especially when children start school. They are kept well informed by the school, including through written reports which are of a good standard. The headteacher and governors are looking to improve partnerships with parents even further and, through questioning them formally, ensure their views are being increasingly taken on board. Many help with reading and design and technology activities at home. The parent-teacher association is fully committed in its fund-raising efforts and the help it offers on a regular basis. Links are solidly good and, unlike at the time of the previous inspection, there are no issues in terms of keeping parents properly

informed about how to complain if there is a need which, since the new headteacher has been in post, is rare.

29. Church links are strong. The new school was blessed by the Bishop, and the vicar is a regular and welcome visitor. The wider community joins the school for worship in the church, which is now conveniently located very near the school. During 'Education Sunday', the church organised enjoyable activities and a church service especially for families with children at the school. Links with the church are good, overall, and make a positive contribution to the experiences provided for all pupils.
30. The headteacher is outward looking, and is actively seeking to establish stronger friendships with other schools, which, nevertheless, are good. School links are developing well with a new initiative, whereby higher-attaining pupils can benefit from the expertise in, for example, mathematics provided by a secondary school nearby. Staff benefit from shared training, for example, in reviewing special educational needs, and joint meetings with colleagues are held in the school. Many past pupils come and visit to share their experiences in the world of work. Links with the nearby playgroup are good.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good overall. There are significant strengths in the leadership of the headteacher. Management is good. Governance is good.

### **Main strengths and weaknesses**

- The competent and committed leadership of the headteacher, and strong support of the deputy headteacher.
- The role of the governors in monitoring the performance of the school is good.
- There is a good team spirit and all staff are committed to raising achievement.
- The finances of the school are managed well.

### **Commentary**

31. The headteacher provides good leadership. The aims and values of the school place a high priority on the provision of a stimulating and inspiring education for all within the ethos of a Church of England school which respects the tenets and beliefs of other faiths. Since his appointment one year ago, the headteacher has proved himself to be a competent and committed leader. He has been successful in identifying the considerable problems with pupils' behaviour, and the quality of teaching and learning, and taken appropriate action to address these. He has a clear vision for empowering both staff and pupils to give of their best and is focused upon improving teaching and learning in order to raise standards and achievement. He aims to improve the school further in order to make it 'the school of choice' in the area. Staff, pupils, governors and parents respect these expectations. The deputy headteacher has equally high expectations of what the school can achieve. She works very well alongside the headteacher and gives much useful feedback, advice and support.
32. The governing body provides clear direction, good support, and ensures that the school meets all its statutory requirements. Governors have been working very closely with the local authority in order to raise standards and to improve teaching, learning and the leadership and management of the school. In recent years, it became necessary for them to take over much of the day-to-day running of the school, which they did well. However, some seem reluctant to relinquish this responsibility in spite of the fact they have appointed a headteacher who is perfectly competent to carry out the role. In order for him to perform to his optimum it is important that the status quo is reinstated.
33. In order to gain a greater awareness of standards and achievement some governors visit the school to monitor various aspects of the curriculum. This builds good relationships between staff and governors and gives a greater insight into how the school is organised. Most governors have a good awareness of the school's strengths and weaknesses and some have



taken part in training days organised for the teachers to improve different aspects of the curriculum. This is a useful means of evaluating how well the school is tackling weaker areas. Until recently, the school's development planning has been based on an action plan drawn up with local authority improvement team. The school has now produced a development plan which identifies appropriate areas for improvement and builds on previous action plans. The governors receive good information on the curriculum, through reports from the headteacher and subject co-ordinators, and operate effectively in committees, which deal with issues relating to the curriculum, finance and premises. They are gaining a good understanding of their monitoring role and carefully review progress made towards targets.

34. The headteacher has a clear picture of the school's strengths and weaknesses, and uses monitoring effectively to target action plans for development. There is a shared desire for pupils to achieve high standards, but this does not compromise the broad curriculum and wide range of learning opportunities provided by the school, and the development of all children as individuals. A highly positive environment has now been developed and maintained. This, combined with pupils' good attitudes and behaviour, makes a significant contribution to their learning. The school, quite rightly, has concentrated its initial efforts on raising standards in literacy and numeracy. These areas have been monitored particularly well by the school, consultants and the local authority. This includes examining teachers' planning, regular lesson observations, and the systematic examination of pupils' written work. These activities have contributed to the on-going improvements in the curriculum and quality of teaching and learning, as well as enabling the school to identify priorities for future development. Teachers receive good quality feedback on their work and are able to develop their practice through a well-structured programme of staff development.
35. Provision for special educational needs is managed appropriately. The co-ordinator, who is the headteacher, has been strongly supported by the special educational needs governor. Reviews of the provision for pupils are held regularly. Although the special needs co-ordinator has not yet monitored the provision in classrooms to ensure the quality of teaching and support is maintained consistently, this aspect of the role has been carried out effectively by the governor for special needs who is experienced in this area.
36. There are good induction procedures for newly qualified teachers and all teachers new to the school to ensure they settle quickly and soon learn how things work. They are supported well in their professional development to enable them to achieve their full potential.

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

| Income and expenditure (£) |         | Balances (£)                        |        |
|----------------------------|---------|-------------------------------------|--------|
| Total income               | 233,669 | Balance from previous year          | 29,336 |
| Total expenditure          | 236,031 | Balance carried forward to the next | 26,974 |
| Expenditure per pupil      | 2,384   |                                     |        |

37. The school development plan is now linked closely to the school's finances. This ensures that evaluations are made on the extent to which all pupils benefit from targeted spending in the curriculum. There have been considerable difficulties with sorting out the finances in the last year although they are now managed well. The school has employed the services of the local authority accountancy service which is proving to be beneficial. The headteacher and governing body apply the principles of achieving best value well. The school administrator plays a key role in this process, ensuring materials are bought at the best price, and keeping everyone informed about the state of the school's finances.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE<sup>5</sup>

38. Provision for children in the reception class is good and has improved since the last inspection when it was judged to be satisfactory. Children enter the reception class with a wide spread of attainment, but, overall, it is generally below average. Teaching is consistently good and in some areas it is very good, which means that children achieve well. Children with special educational needs are identified promptly and receive satisfactory support. Those who speak English as an additional language receive good, discreet levels of support which enable them to make good progress. The good use made of the new accommodation has enabled improvements to be made to the scope of the curriculum. The curriculum has been revised and assessment has been updated and is used well to plan next steps in learning. The provision is managed very well by a keen and experienced leader who, with voluntary support, ensures that adults form a close knit and supportive team.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

#### Main strengths and weaknesses

- The constant, high expectations of adults and the very good daily routines encourage children to be self-confident and to behave very well.

#### Commentary

39. Teaching in this area of learning is very good enabling children to learn effectively and achieve well. The atmosphere is calm and welcoming and adults treat the children as responsible and interesting individuals. Thorough planning ensures that children are engaged in a wide variety of tasks. They are also regularly encouraged to choose activities and this involves them in taking decisions and in negotiating with others. There are high levels of good behaviour in the class, as children work independently in their small groups, discussing what they are doing, sharing resources and taking turns. Children are competent at changing independently for physical education lessons. By the end of the reception year most children will attain the level expected for their age and many will attain beyond.

### COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

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

#### Main strengths and weaknesses

- Children are making very good progress in their ability to listen intently.
- Opportunities are used well to develop children's speaking skills.
- There is very good teaching of simple phonics.

#### Commentary

40. The teaching in this area is good and shows good understanding of the needs of young children. Children make good progress and achieve well. Interesting activities are planned that motivate and interest the children. The teacher constantly asks questions that require full answers, she judges very well who is capable of answering in complete sentences and those for whom a more simple response is appropriate. Several children still find it hard to express their thoughts fully, and are slow to volunteer to speak in front of the class, although they chat

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<sup>5</sup> The Foundation Stage caters for children from the age of three to the end of the reception year.

happily to their friends in short phrases. The stories are well told, and the information interesting, which ensure that children listen attentively to adults. By the end of the reception year children's listening skills are likely to be good and most children are on course to attain the expected level in speaking and listening.

41. Children have opportunities to practise and develop their writing skills. Some are still at the stage where they use 'emergent writing' that they are proud of, but which only they can understand. There were examples round the room that showed that they write labels to identify their models and shopping lists for use in the class supermarket. A few children are starting to write legibly, using their knowledge of letter sounds, and have made captions to accompany large photographs taken during a visit to a real supermarket. Most children practise their writing skills at some time during each day. Most children are likely to attain the expected goals by the end of the year.
42. Reading is developing well but is a little below the expected level for children of their age at present. Children are very interested in books and enjoy looking at the pictures and 'retelling' the stories that they know. Very good teaching of letter sounds means that many children are able to recognise the sounds of the alphabet confidently, and a few recognise 'sh' and 'ch' in words. Good teaching heightens children's awareness of 'title', 'author' and 'illustrator' and everyone knows how books work and that writing runs from left to right. Many children are on course to attain the expected level by the end of the year.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Planning includes stimulating and appropriate activities.
- Teaching was very good during the inspection.

### **Commentary**

43. The teaching in this area is good, overall, and is likely to enable children to reach the expected goals by the end of the year. The children achieve well. The very good teaching seen in one lesson made learning the names and properties of three-sided shapes fun and the children responded with high levels of interest. They were delighted to see two-dimensional shapes that they knew already, such as 'square' and 'triangle', on these new ones. There was considerable excitement as they found objects in the classroom that were cubes or cuboids. Most children attain at the expected level in this area and use vocabulary such as 'face', and 'edge' confidently and correctly. All the children can count to ten, and many can count beyond this. Many children recognise numbers one to 20 on the number line, but there is limited evidence that they have regular practice forming numbers. They enjoy counting objects and some use the terms 'more', and 'less' with excellent understanding. The role play area is currently a supermarket, following a class visit, and children have a good understanding of the use of bar codes and that money is needed to buy items.

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

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

### **Main strengths and weaknesses**

- Planning and teaching are good in this wide area of learning.

## **Commentary**

44. Good planning and teaching ensures that children enjoy a wide variety of experiences which help them investigate and understand simple science, geography, history, religious education and technology. As a result, they achieve well in this area. For example, children have a growing understanding of the local area and made a simple plan of their journey to the supermarket. A visit to a museum and a visit to them by a 'story reader' widened their horizons well, while a visit by a dentist heightened their understanding of hygiene. A mother fascinated the children by telling them about Diwali, and learning to count in Gujarati is developing their awareness of different cultures and customs. They know familiar stories from the Bible. They have made models and vehicles from re-cycled materials and commercially available construction materials. Children's knowledge of information and technology is at the level expected for their age. Many children are on course to attain at the expected level by the end of the year.

## **PHYSICAL DEVELOPMENT**

45. It was not possible to make a judgement in this area of learning, as a full range of activities was not observed. The children moved with confidence, enjoyment, and growing imagination, in the hall, where they were well challenged in a good dance lesson. They have a good awareness of space, both in the hall and when they play outside, and they control their bodies well. However, their hand control is not as well developed. The teacher provides numerous interesting activities involving the use of glue and paint brushes and scissors. By the end of the reception year, many children are likely to attain at the expected levels overall.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and good opportunities are provided for creative and imaginative play.

## **Commentary**

46. The teacher gives children an interesting range of experiences and encourages them to engage in a wide variety of imaginative play. During the inspection, children built large-scale railways and other buildings in the hall, in connection with their learning about three dimensional shapes, and the role play area was a supermarket, which allowed them to engage in shopping trips, making purchases and paying for them. These involved growing, imaginative dialogue and developed children's social skills well. The classroom has colourful displays of the children's art work, showing a range of different techniques and media. Because of the good teaching, the majority of children are likely to attain the expected levels by the end of the year.

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

### **ENGLISH**

Provision in English is **satisfactory** and improving.

### **Main strengths and weaknesses**

- Pupils achieve well by the end of Year 6.
- Although standards are below average at the end of Years 2 and 6, they are steadily improving because the quality of teaching has improved and is now good.

## Commentary

47. Standards in the national tests at the end of Year 2 in 2004 showed that attainment in reading was above average and writing was below average. Standards at the end of Year 6 were below average and showed a decline in the 2004 national tests. This was due to the make up of the group taking the tests and the fact that the constructive actions taken by the school to improve attainment had not had sufficient time to make a positive impact on test results. Pupils currently achieve satisfactorily by the time they leave in Year 6. There is strong evidence to show that pupils had been making unsatisfactory progress, until mid way through last year, and actions taken to improve teaching and learning, with a view to raising standards, are now bearing fruit. There is now a very strong focus on developing reading and writing skills throughout the school. As a result of these changes, standards are beginning to improve.
48. The standards attained in speaking and listening are well in line with the national expectations in both Years 2 and 6, and pupils achieve appropriately. All adults provide very good role models and this is reflected in the courtesy with which pupils address each other and adults. Teachers are developing pupils' vocabularies well and, by Year 6, boys and girls speak to one another and to adults confidently. In class, pupils are encouraged to consider their answers. They listen to others' views or reflect on them carefully. They justify their reasoning, display humour and listen to one another with respect.
49. Standards in reading are well in line with those expected at the end of Years 2 and 6, and all pupils, including higher-attaining pupils, and those with special educational needs, achieve satisfactorily. Younger pupils use their good knowledge of sounds to help them break down words. They show fluency and understanding as they read work sheets or stories. Good resources, including a well-stocked library and carefully selected group-reading books, help motivate boys and girls equally as they move through the school. Pupils read expressively and are able to discuss characters and story line. By the end of Year 6, they are skilled and knowledgeable readers and demonstrate a growing interest in authors, such as Jacqueline Wilson. All pupils select books independently and approach new texts, with confidence, to read accurately.
50. Standards in writing are average in Year 2 and just average by the time pupils reach Year 6. The school's focus on improving writing has brought about better standards and this is very evident in the writing of the younger pupils in Years 1 and 2. Pupils in Years 3 and 4 show more limited writing skills and do not always have sufficient opportunities for writing at length. The quality of handwriting is satisfactory. It is generally legible and pupils achieve some consistency in the size of letters. Narrative is beginning to show some structure. There is a wider range and purpose to writing in Years 5 and 6. Pupils write poetry, play scripts, narrative and instructional texts, to extend formal and informal writing skills. Some well-constructed and lively play scripts, based on 'Macbeth', clearly demonstrate increasing potential of pupils in Year 6 as writers. However, insufficient emphasis is put on correct spelling and this is a weakness in both the junior classes.
51. The quality of teaching and learning is good overall. Teachers' subject knowledge and their knowledge of the literacy strategy is sound and this helps them to plan and prepare lessons well. Relationships in classes are good. Teachers know pupils well and understand their specific difficulties. They value the contribution which pupils make to lessons. As a result, pupils feel confident and willing to try their best. Teachers generally take care to match work to pupils' different needs and abilities. Consequently, they make steady progress in lessons. Classroom assistants work effectively with pupils and carefully record their progress. Teachers manage pupils well and insist on high standards of behaviour. Pupils respond well to teachers' expectations. They are polite and respectful and generally work hard. Where information and communication technology is used in lessons, it has a good effect on learning, and teachers show confidence when using the digital projectors. In a Year 6 lesson, for example, the teacher used a computer presentation package to highlight features of a poem and went on to use it to show how changes in adjectives changed the mood of the poem. This immediately raised the level of interest and pupils were animated and enthusiastic. In most lessons, teachers' expectations are high and pupils' skills are challenged.

52. The management of the subject is good. Appropriate areas have been identified for improvement and actions taken are monitored carefully. Systems for assessment are sound and data analysis is used to predict pupils' future attainment levels. The subject co-ordinator regularly monitors and evaluates teaching effectively and provides a clear role model for improved teaching.

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

53. There is growing evidence of increased cross-curricular links in different areas of the curriculum and of the effective implementation of key literacy and language skills. Presentation and handwriting are strong features across subjects and in all work displayed. Appropriate non-fiction writing skills are applied in other subjects, for example, the use of the appropriate style when writing up science experiments.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers have begun to set appropriate tasks for pupils of different abilities.
- Pupils' have insufficient opportunities to solve problems independently.
- Pupils' have carried out too little work in data handling.

### **Commentary**

54. Standards in mathematics dropped since the last inspection, but are starting to rise again. Lesson observations and analysis of pupils' work confirm that the attainment of pupils in the present Year 2 group is broadly at nationally expected levels. Since pupils usually enter Year 1 with attainment that is average, this represents satisfactory achievement. Standards for pupils in the Year 6 group are a little below average, but pupils are working hard and their achievement is now satisfactory. The school is acutely aware that standards need to rise further and is giving booster lessons that help to maintain good levels of confidence as well as raising the individual pupil's standards. Although some evidence of pupils engaging in problem solving activities was observed during the inspection, there is evidence in pupils' work that they still do not have sufficient opportunities to work independently to solve pupils. In addition, there is little evidence of pupils developing their data-handling skills.
55. Teaching is satisfactory overall. Teachers show good understanding of the National Numeracy Strategy and are starting to adapt it to suit the needs of all pupils. They are clear about what pupils are to learn in each session and they devise tasks at appropriate levels of difficulty, so that all pupils now make steady progress in new knowledge. Analysis of pupils' work across the school indicates that this is a recent development and the impact is only just beginning to show as lower- and average-attaining pupils now work with greater understanding, and higher-attaining pupils have more challenge. Marking is perfunctory, and pupils do not consistently correct errors that have been pointed out. All teachers expect their pupils to behave well and to pay attention, and this creates an atmosphere where pupils are ready to learn. Teachers use the start of lessons well, as they check pupils' knowledge and then extend them further by the use of constant questions which stimulate pupils to think and reason interspersed with new information. Tasks are usually explained clearly so that pupils set to work confidently. For example, in a good lesson in Class 4, the teacher gave clear preliminary examples of how to multiply numbers, such as 33 with 35. Higher-attaining pupils then worked immediately at that level and proceeded to problems with decimals, while the lowest-attaining pupils worked with smaller numbers and used a different method of calculation. The lesson also gave pupils good practice in extracting relevant information from written problems, which they found very challenging.

56. The pace of lessons varies and teachers do not always provide enough challenge in the time they set for pupils to complete tasks. Plenary sessions at the end of lessons are often short. Teachers use them to share pupils' work with the class, but rarely refer to their original learning objectives, or ask their class if they think they have achieved them. Pupils with special educational needs are supported well and make broadly similar progress to their classmates, however, tasks do not always take account of the targets in their individual education plans. Pupils who have English as an additional language understand at satisfactory levels and also achieve as well as the rest of their class.
57. The co-ordinator has made a good start in the post. She has only recently taken on the responsibility and her leadership and management of the subject are satisfactory overall. Assessment is starting to be used to analyse and correct areas of weakness. Pupils have broad, individual targets of which they are aware, teachers know their pupils well and are starting to use this information effectively.

### **Mathematics across the curriculum**

58. Pupils' numeracy skills are used appropriately in science for measuring and recording during investigations. Pupils are aware of chronology and some dates in history.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved and are now broadly in line with those expected at the end of Year 6.
- There are insufficient resources and this limits pupils' ability to make independent investigations.

### **Commentary**

59. Standards have fluctuated during the past few years and now are similar to those at the time of the previous inspection. Attainment is broadly in line with that expected for pupils in Year 2 and Year 6, but pupils are hampered in carrying out their own investigations by a lack of resources. This means that they cannot carry out investigations for themselves, but have to watch the teacher carry out an experiment. As a result, they don't have the opportunity to select resources for themselves or choose criteria for investigations. There is little evidence to show that teachers have regularly designed tasks of different challenge for the wide age and ability range in their classes during the year. This limits pupils' achievement to satisfactory over time, although achievement in some of the lessons seen was good. Pupils with special educational needs make similar progress to their classmates, but at a lower level. Those who speak English as an additional language have vocabulary explained, when necessary, and generally show good understanding.
60. Teaching during the inspection varied between good and satisfactory and is satisfactory overall. Where teaching was good, lessons had been carefully planned with clear objectives for pupils of differing abilities. This ensured that pupils were confident and able to follow the lesson fully. The pace of the lessons was brisk which maintained pupils' interest well. All teachers gave the pupils good opportunities to involve themselves in discussion with partners to discuss aspects of the lesson. They used questions well, which stimulated pupils' thinking, but the lack of resources in some lessons then restricted pupils' ability to investigate for themselves. For example, in Class 4 the teacher intrigued the pupils by producing 'Moon Dust', 'Moon Water' and 'Moon Juice', which were mixtures or solutions to be separated. Pupils' knowledge and suggestions were used well, but there were no opportunities for groups of pupils to be actively involved in the tasks. Where teaching was satisfactory, there was a slower pace and pupils had time to chat because their tasks were not interesting and challenging enough to keep them totally focused. A study of pupils' work indicates that marking of pupils' work is inconsistent and too often fails to give them a clear idea of how well

they are doing. Plenary sessions at the end of lessons do not always help pupils to be aware of the quality of their own learning.

61. The co-ordinator is on long term sick leave, so it is impossible to judge fully the quality of leadership and management. Planning ensures that aspects of the subject are covered satisfactorily. Assessment is satisfactory, but is not as well developed as that in English and mathematics.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The subject leader is enthusiastic and has a clear understanding of what needs to be improved.
- Standards in information and communication technology are below those expected at the end of Year 6.

### **Commentary**

62. No examples of direct teaching were observed during the inspection, although pupils were using computers throughout the time in school. The school has, until recently, had very outdated and limited resources for information and communication technology. The school is now very well resourced with the acquisition of laptops and data projectors, which means there are enough computers available around the school to enable pupils to use them as a matter of course in lessons. The knowledge and understanding of the teaching staff are good. They make good use of the resources available to develop pupils' skills and understanding in the use of information and communication technology and the school is in a strong position to raise standards further.
63. From an early age, pupils gain confidence in using the computers and see information and communication technology as a tool which helps them to make their work easier and more interesting. By the end of Year 2, pupils have a wide range of competencies and standards are in line with those expected. Younger pupils use an appropriate program to help them create name labels. They confidently import art work, and can change the size and style of font, as well as adding borders to make them more interesting. In the lessons observed, it was clear that they develop their independence to the extent that, the vast majority competently use the mouse and keyboard to operate the tools and symbols on their screens without help. When following instructions, most require little help although some lower-attaining pupils need regular support from their working partner, or an adult
64. Standards at the end of Year 6 are currently below those expected, because the pupils have not had the opportunities, prior to this year, to follow the full range of the curriculum. The school has tried hard in the past to ensure that pupils have had opportunities to experience some of the aspects they were unable to provide, such as writing a program to control a robot, when pupils were away on residential visits. Pupils also say they have now had opportunities to develop the use of multi-media presentations adding animation to images, for example, when they were studying 'Treasure Island'. They have learned to successfully utilise the internet for enhancing their own work. However, pupils have not had the opportunity to use sensors or spreadsheets, and the use of data-handling software is limited. The school has an appropriate agreement on internet safety, which is agreed by parents and pupils alike. Most pupils successfully resize images and merge them with text to present information.
65. Prior to this year, it is clear that information and communication technology was underdeveloped. The subject leader manages the subject well. She is very aware of the past weaknesses in the provision for information and communication technology, is enthusiastic to develop the subject, and has the subject expertise to ensure this occurs. The improvement plan recognises what needs to be done and has set out appropriate actions to achieve them. The subject leader has worked hard, with the support of the local authority adviser, to ensure



the school is now fully equipped to deliver the national curriculum, both in discrete lessons and across the curriculum. An appropriate assessment system to enable pupils' progress to be tracked has been introduced and this is being tried out across the school.

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

66. Information and communication technology is beginning to be used extensively across the curriculum and there are some examples of its useful application. For instance, it was used to good effect in an English lesson, where pupils used the computer to build sentences using a word bank. In geography it was used successfully to create a questionnaire, as to the viability of a local by-pass, and the results were then produced as graphs. Some teachers are making very effective use of information and communication technology in whole-class teaching, using appropriate interactive programs through a data projector, for example, in English and science.

### **HUMANITIES**

It was not possible to inspect either **history** or **geography** in full. Analysis of work, discussions with pupils and work on display indicate that standards are at expected levels. Planning ensures that there is a suitable balance of each during the year. The topics are taught in satisfactory depth. Some increasing use is made of pupils' writing skills to record their new learning which is an encouraging trend. Pupils in Years 5 and 6 are learning about Victorian England and have written lively recounts of the lives of several black Victorians. Following a geography visit to Swanage, older pupils used their information and communication technology skills satisfactorily to carry out research and then record their new knowledge. Pupils in Years 3 and 4 have investigated their local area well and are aware of differences in land use. In Years 1 and 2, pupils have developed a good understanding of differences between old and new toys. In connection with studying Florence Nightingale, they questioned the nurse very closely about her job and were enthralled to feel their pulses. They have good understanding of simple plans and have drawn maps of their journeys to school.

### **Religious education**

Provision in religious education is **satisfactory**.

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

- The school explores and investigates a range of religions, which supports pupils' learning of other cultures and their spiritual development.
  - There are good opportunities within the subject for speaking and listening.
67. Standards in religious education are broadly in line with those expected in the locally Agreed Syllabus and pupils achieve satisfactorily. This reflects the judgement made at the previous inspection. There were limited lesson observations during the inspection, however, it was possible to look at pupils' work and talk to them about their experiences and work. The subject leader's portfolio, including photographs, were also available to show the range of work undertaken over a period of time. Examples of work relate to the themes of celebrations, Christmas, birthdays and christenings. The pupils have visited the local church and they are able to compare these with other places of worship, such as a synagogue. They articulately describe similarities and differences both in the buildings and the practice of different faiths and, last year, welcomed into the school visitors from the Christian, Jewish and Islamic faiths.
68. In the small number of lessons observed, teaching was good overall. In a Years 1 and 2 lesson as part of the topic, 'People Who Help Us', the strengths included a good introduction, during which pupils were encouraged to draw on previous learning, and describe how different people help them in and out of school. They drew on their visit they had had, earlier in the week, from a nurse who came to tell them of her work. The quality of discussion was good and the pupils showed they had good understanding. When the teacher went on to expand her theme, she told a story to illustrate that 'actions speak louder than words' very well and asked good well-focused questions to ensure that the pupils understood this idea.

69. By Year 6, pupils have covered a good deal of work and show good understanding of the Christian and Islamic faiths. The work examined showed that there were good opportunities for pupils to write and record their work in a number of ways. They have also had the chance to explore and record their own feelings about a number of topics, and they expressed their views on the topic, 'I think the world is not dependent on God because....', thoughtfully and honestly.
70. The subject is managed well. The co-ordinator has a very good subject knowledge and the school has compiled a comprehensive range of planning materials and topic plans based on the locally Agreed Syllabus. The subject is well monitored by both the vicar and the Chair of the curriculum committee. The school is very conscious of the need to provide a broad curriculum for religious education in order to involve a more global slant and prepare its pupils appropriately for life in a multi-faith society.

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

**Design and technology, music and physical education** were not a focus of the inspection, therefore, it is not possible to make substantive judgements about provision. However, pupils' work was examined carefully and there were discussions with them about what they have learned in these subjects.

71. Standards in **design and technology** are in line with those expected in Years 2 and 6. There is good coverage of the curriculum, with all classes learning, from an early stage, the full design process. This was particularly evident in the one lesson observed, where pupils in Year 4 were designing and making electrical circuits for a specific purpose. As well as reinforcing their scientific knowledge, this showed how they could use electricity for a practical purpose in their own models. The quality of teaching was good in this lesson and demonstrated well the thoroughness with which the project had been planned. It is clear from planning and the evidence of pupils' work that appropriate skills, such as measuring, sawing, and joining wood are carefully taught and used.
72. There were few opportunities to evaluate the quality of **music** in the school. However, it is an integral part of school life and taught regularly. The pupils were heard singing in assembly. This was tuneful and clear, and they maintained the pitch of the songs well. The pupils have a good sense of rhythm. Pupils listen to music from a range of cultures and also participate in a range of dramatic productions involving music.
73. In **physical education**, no lessons were observed. However, in discussions with staff and pupils it is clear that the full range of the curriculum is covered. The accommodation is much improved and the school has the opportunity to use the village hall for gymnastics. Pupils enjoy their lessons. The school provides well for swimming and the pupils achieve well. The whole school goes swimming during the course of the year and the great majority of pupils are able to swim 25 metres by the time they leave at the end of Year 6.

### **Art and design**

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

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

- A good range of work in different media is provided.
- The accommodation and resources are good.

#### **Commentary**

74. Standards in art are in line with those expected in Years 2 and 6. Work in art and design is planned to introduce pupils to the required skills and understanding and to support work in other subjects, such as history, science and religious education. This is generally successful,

and pupils in all year groups have produced a satisfactory variety of work, to sound standard, in an appropriate range of media. In addition, there has been some work on art appreciation and in critical studies of a range of art and design. Pupils have a sound knowledge of the work of a range of famous artists and have learned a little of art from different cultures. Work is generally planned to cover the necessary concepts, and there are works of art on display to stimulate pupils. Pupils' own work is displayed to a satisfactory standard, and these create a bright and welcoming atmosphere.

75. The teaching observed was satisfactory overall. Pupils achieve appropriately and benefit from the teachers' knowledge. Teachers confidently demonstrate techniques to the pupils. The enthusiasm of the teacher in one lesson transmitted itself to the pupils in Years 1 and 2, and they eagerly set about creating their own animals from clay, using joining techniques which had been carefully explained to them. Pupils worked hard, the attention to detail was good, and they confidently experimented with joining, as well as creating texture to make their work more effective. In Year 6, pupils were designing their own plates, based on the 'Willow Pattern' story, providing a good link with their work in literacy. Good use is made of information and communication technology, and computers are often used for reference purposes, as well as for creating designs and exploring ideas.
76. The leadership and management of the subject are satisfactory. This is not currently an area of focus for the school, although it has identified appropriate areas for further development.

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

Provision in personal, social and health education and citizenship is **satisfactory**.

### **Main strengths and weaknesses**

- There are no outstanding strengths or weaknesses.

### **Commentary**

77. The school is starting to promote the values and principles of citizenship increasingly consistently. Relationships throughout the school are secure and adults present good role models. Pupils are generally proud of their school and are pleased to be members of the school community. However, although there is a school council, pupils feel it does not play a strong role in the life of the school, and pupils of all ages have fairly limited responsibilities at present. There is a growing awareness of others. The oldest pupils regularly help and play with younger pupils and children, and pupils with special educational needs, and those who have English as an additional language, are welcomed warmly into the school community. Pupils have a good understanding of the need for rules and helped formulate those used in class.
78. There is satisfactory planning for citizenship through the programme for personal, social and health education. Pupils are encouraged to express their own opinions and to listen to the views of others, but not all older pupils enjoy these sessions.

## 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  | 5            |
| 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 (ethos)</b> | <b>3</b>     |
| Attendance  | 5            |
| 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   | 4            |
| How well the curriculum meets pupils' needs                           | 4            |
| Enrichment of the curriculum, including out-of-school activities      | 3            |
| Accommodation and resources   | 4            |
| Pupils' care, welfare, health and safety                              | 3            |
| Support, advice and guidance for pupils                               | 3            |
| How well the school seeks and acts on pupils' views                   | 3            |
| The effectiveness of the school's links with parents                  | 3            |
| The quality of the school's links with the community                  | 3            |
| The school's links with other schools and colleges                    | 3            |
| <b>The leadership and management of the school</b>                    | <b>3</b>     |
| The governance of the school  | 3            |
| The leadership of the headteacher                                     | 3            |
| The leadership of other key staff                                     | 3            |
| The effectiveness of management                                       | 3            |

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