

# INSPECTION REPORT

## **MARSWORTH CHURCH OF ENGLAND INFANT SCHOOL**

Tring

LEA area: Buckinghamshire

Unique reference number: 110454

Headteacher: Mrs Y Goodwin

Lead inspector: Mrs R J Schaffer

Dates of inspection: 14 – 15 March 2005

Inspection number: 267285

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant School  
School category: Voluntary aided  
Age range of pupils: 5-7  
Gender of pupils: Mixed  
Number on roll: 44

School address: Vicarage Road  
Marsworth  
Tring  
Hertfordshire

Postcode: HP23 4LT  
Telephone number: 01296 668 440  
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Appropriate authority: Governing body  
Name of chair of governors: Rev R Hale

Date of previous inspection: 25 January 1999

## CHARACTERISTICS OF THE SCHOOL

Marsworth Church of England Infant School is much smaller than other schools of its type with 50 pupils on roll. Children are admitted to the Foundation Stage class in September, January and April, the term after their fourth birthday. They attend part-time for the first two terms. Pupils are taught in three single age classes in the mornings but in the afternoon there are two classes, one of which is a mixed Reception and Year 1 class. There has been no significant change in the size of the school since the previous inspection but there is no longer a class of pupils aged seven to eight. Five pupils are identified with special educational needs but none have a statement of special educational need. Almost all pupils are of white United Kingdom heritage, with one of European heritage and one of Sri Lanka heritage. No pupils are eligible for free school meals and this is above the national average. Pupils come from homes that have the advantage of favourable economic circumstances. The attainment of pupils on entry to the school is above average. The school received the Achievement Award from the Department for Education and Skills in 2002. The school is a member of the Federation of Small Schools which provides advice and guidance particular to the needs of schools of this size.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23698	J Schaffer	Lead inspector	Mathematics Science Geography History Areas of learning in the Foundation Stage English as an additional language
9843	S Drake	Lay inspector	
27292	J Calvert	Team inspector	English Information and communication technology Art and design Design and technology Music Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school.** Very good teaching in Years 1 and 2 maintains standards that are well above the national average and pupils' achievement is very good. The headteacher sets a high standard of care and ensures that all are welcome and included in the school's provision. The governors are very effective in their work and the school provides good value for money.

#### The school's main strengths and weaknesses:

- pupils attain well above average standards in English, mathematics and science, and above expected levels in information and communication technology (ICT) and geography;
- pupils gain in confidence and learn to care for each other because of very good moral and social teaching;
- Assessment provides a secure foundation to the very good quality teaching;
- the school makes very good provision for pupils with special educational needs;
- pupils' learning benefits greatly from the school's partnership with parents and the wider community;
- the facilities in the Foundation Stage limit teachers' planning; and
- the methods used to teach writing in that stage slow down children's progress.

A robust programme of development to which staff are fully committed has led to good improvement in almost all aspects of concern outlined at the previous inspection in 1999. The Foundation Stage was identified as in need of development and improvements have been made, although there is still more to do. The high standards seen at the last inspection have been maintained and improved upon and overall improvement has been good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	C	B	A*	A*
Writing	A	C	A*	A*
Mathematics	A	B	A*	A*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Pupils' achievement is very good.** The school's results in the National Curriculum tests, at the end of Year 2 in 2004, were among the top five per cent when compared either to all school or to similar schools nationally. Differences in results between years are to be expected because of the small number of pupils that take the tests. When the school's results are averaged out over a three-year period, the pupils' performance is well above the national median.

The judgements made during inspection are that currently:

- children in the Foundation Stage make good progress and are on course to exceed the levels expected of them by the end of the Reception Year, except in writing, where they will meet the level expected but make insufficient progress;

- standards in reading, writing, mathematics and science are well above average in Year 2, and pupils' attainment in ICT and geography is above expectations;
- pupils with special educational needs make very good progress towards their individual targets and are on track to attain at least the expected level at the end of Year 2 in English, mathematics and science;
- in Years 1 and 2 pupils' achievement is very good.

No judgement was made on standards in art and design, design and technology, history, music and physical education.

**Pupils' attitudes and behaviour are very good. Overall spiritual, moral, social and cultural development is good.** Pupils have very good attitudes to learning, and they behave very well in lessons and around school. There is no harassment in school. Pupils have good opportunities to learn about their cultural heritage, but opportunities to understand other cultures are limited. Attendance and punctuality are very good.

### **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. Teaching and learning are very good** in Years 1 and 2 and good in the Foundation Stage. Pupils with special educational needs learn very well because the school identifies their needs at an early stage and provides effective support. The assessment of pupils' understanding is very good, and teachers use the information they gain from assessments very successfully to plan work that moves pupils on quickly with their learning. In Years 1 and 2, there is a lively, full curriculum and teachers challenge pupils' thinking very well so that those of higher attainment are always working to their full extent. The range and number of activities offered out of school time are good. In all classes, very good use is made of ICT to promote learning. The school provides good care and very good support and guidance for pupils. It works very well with parents and the community to enhance pupils' achievements. In the Foundation Stage, most basic skills are taught well, but the methods used to teach writing do not securely rest on promoting the use of letter sounds and this slows children's learning. Although the school has made good improvements to the fabric of the building, the lack of space and facilities in the Reception class limits the range of activities to develop learning through play and the opportunity to encourage independent writing.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are good.** The headteacher, very ably supported by the senior teacher, sets a high standard for staff and pupils to aspire to. The staff work very well together as a team to check on pupils' progress but subject co-ordinators do not have enough opportunity to evaluate aspects of teaching. The governing body is very effective. It supports and challenges the school very well. There is very efficient financial management by the governors, headteacher and administrator. In all important aspects, governors ensure that statutory requirements are met but two requirements have been overlooked.

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

Almost all parents are very satisfied with the school's provision and pupils regard their teachers highly. The concerns raised by a very small minority of parents were considered but found not to be justified, with the exception of those relating to the teaching of writing in the Foundation Stage.

### **IMPROVEMENTS NEEDED**

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

- Improve the methods used to teach independent writing in the Foundation Stage;
- Improve the facilities in the Foundation Stage so that there is room for a wet play area and for equipment not in use to be stored elsewhere;
- Involve co-ordinators fully in the monitoring of teaching and learning,

and, to meet statutory requirements:

- Include all outside visits in the school's policy on risk assessment.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards in Year 2 are well above average in English, mathematics and science. In Years 1 and 2 pupils' achievement is very good. In the Foundation Stage, children are on track to exceed the levels set for them in most areas of learning and overall their achievement is good.

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

- Pupils' performance in national tests is high almost every year.
- Pupils with special educational needs achieve very well because of effective support.
- Teachers' high expectations account for the very good achievement of higher attaining pupils.
- In ICT and geography, pupils' work in Year 2 is of a higher standard than that generally expected of seven-year-olds.
- In the Foundation Stage, children make good progress in all areas of learning, except in writing where they do not make enough progress.

#### **Commentary**

- 1 In 2004, the school's results in national tests for reading, writing and mathematics were in the top five per cent nationally. They were also in the top five per cent when compared to schools in a similar context. All pupils attained the expected level and a very high proportion attained the level above that. This was a very successful year but the school does well almost every year. It is important to bear in mind that the number of pupils sitting the test is small, and that when this is the case, year-on-year fluctuations in test results are to be expected. What is particularly creditable is that the average score taken over a three year period is well above the national average and that in only a few instances are standards brought slightly lower because of a greater number of pupils with special education needs. The upward trend in the school's results has risen faster than the national trend.
- 2 Teachers have high expectations for all pupils and this, together with very effective teaching in Years 1 and 2, results in pupils of all levels of attainment achieving very well. Pupils of higher attainment work on tasks that stretch their thinking. Sometimes, as with English, they successfully use punctuation normally taught to pupils in Year 3, and sometimes they are encouraged to widen their general knowledge in subjects such as science and history. As a result, they have a very good vocabulary and interest in the world around them. Pupils with special educational needs are given well-targeted support that aims at improving the skills where they have fallen behind. A close watch is kept on their progress so that they can be moved on as quickly as possible. In the current Year 2, all pupils, including those with special educational needs, are on track to attain the expected level. Although there are slightly fewer pupils than last year who are likely to attain the highest level, standards are well above average in English, mathematics and science.
- 3 Pupils are very used to working with computers in almost all subjects. They confidently look for information on the internet and understand how ICT can be used

to research topics in which they are interested. They present text and pictures at a standard beyond that expected for their age. They have a good understanding of how computers can sort and display information and, although not covering the full curriculum for the level beyond that for their age, overall their standard of work is higher than expected. In geography, pupils use advanced vocabulary and, in their study of India, show a good level of understanding of how to compare a very different locality to their own. The level of their work is above that expected of seven-year-olds.

- 4 In the Foundation Stage, children's achievement is good in speaking and listening, reading, mathematical development, knowledge and understanding of the world and physical development. Children's interest in the world around them is very good and they can explain what they know well. For instance, when deciding on whether a model house they are constructing using a commercial kit should have a garage or not, they conclude that it does not have one because its owner does not have a car. Many read simple stories successfully because they know a good number of familiar words and use letter sounds to work out those they do not know. However, when they are writing they do not use these letter sounds to make plausible attempts at words but wait for an adult to give them a spelling. As a result, their writing mainly consists of copying words given to them by an adult. They do not make enough progress in understanding spelling or sequencing the words in their own sentences.

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

Pupils' attitudes, behaviour and attendance are all very good. Their personal development, including their spiritual, moral, social and cultural development, is good.

### **Main strengths and weaknesses**

- Pupils are happy in school and enjoy learning.
- Very good relationships create a harmonious atmosphere.
- The school promotes pupils' social and moral very well but there is room to broaden their awareness of cultures other than their own.

### **Commentary**

- 5 From first thing in the morning to going-home time, the school operates as a happy, businesslike community. Pupils are interested in finding things out, and staff work hard to help them understand that 'getting it wrong' sometimes is an inevitable part of learning. This means that pupils have confidence to ask questions, try to work out problems for themselves and volunteer ideas, all of which help them to confirm their understanding and make rapid progress. They listen well, sustain their concentration, discuss their ideas sensibly with partners, work hard and are, justifiably, proud of their achievements.
- 6 Staff act as very good role models in the way that they speak to and treat pupils and other adults, which results in pupils following their example and forming very good relationships. They are polite, patient and very helpful. Neither parents nor pupils mentioned any concerns about bullying or racism, which indicates that the school's strong emphasis on treating others with respect is borne out in practice. Pupils cooperate well in the playground, with the recently introduced buddies taking very seriously their task of ensuring that everyone is included in playtime activities. All

pupils handle resources carefully and they dispose of litter in a responsible manner. Standards of behaviour are very good and there have been no exclusions for many years.

- 7 One of the reasons that pupils' personal development is so mature is that staff encourage them to stop and think about more than the material aspects of life. There is time to enjoy the sweeping waves of Vaughan Williams' Wasps Overture in assembly, to anticipate with excitement the contents of a special box, or to think about Rainbow Bear's feelings and moods, so that pupils' overall spiritual development is good. They join in daily prayers in a suitably reverent fashion. In religious education pupils learn about Judaism and Islam, and in geography lessons they are introduced to aspects of life in India, but there is little evidence that staff take active steps to increase pupils' appreciation of the vibrant multi-cultural society of Britain today.
- 8 Pupils' attendance levels and punctuality are both very good. Their regular presence at school means that they have very few gaps in their learning and this supports their progress very well.

**Attendance in the latest complete reporting year (96.5%)**

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.0
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 school provides a very good quality of education. Teaching, learning and the assessment of pupils' work are very good overall. The good curriculum is enhanced by a good range of activities beyond the classroom. Pupils receive good care and very good support and guidance. The school has a very good partnership with parents and the community.

**Teaching and learning**

Teaching and learning are very good in Years 1 and 2 and good in the Foundation Stage. The use of assessment and the school's systems are very good.

**Main strengths and weaknesses**

- Exciting and challenging lessons capture pupils' interest.
- Information from assessments, both daily and longer term, is used very effectively to plan the next stage of pupils' learning.
- The teaching of pupils with special education needs is very good.
- Although teaching in the Foundation Stage has improved since the previous inspection, the teaching of writing in that stage slows children's learning.

**Commentary**

- 9 The quality of teaching has improved on that found at the time of the last inspection, when there was some unsatisfactory teaching and planning did not make enough use of assessment. In the Foundation Stage, lessons are now planned with a clear

objective and children have more opportunity to learn through investigation and play, but methods of teaching writing are not well-chosen and do not encourage children to be eager writers.

### **Summary of teaching observed during the inspection in 14 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	8	3	0	0	0

- 10 In Years 1 and 2, teaching is very good and pupils enjoy their learning because their interest is fully engaged. Teachers set their sights high. They challenge pupils, but not without first making sure that pupils are likely to succeed, by carefully checking their level of understanding from the previous work they have done. A very good range of resources is used to illustrate and enliven learning. An example of this was a lesson on India, when pupils first watched a ten-minute video about life in an Indian home, then tasted foods such as poppadoms, mango chutney and Indian sweets, and finally recorded their observations on a computer program. Pupils did not have a minute in which they were not fully engaged and their interest high. In all classes, teachers establish sensible and often well-loved routines which effectively support pupils' confidence and their enjoyment in learning. High expectations of good behaviour are responded to by all.
- 11 The quality of assessment is very good. Teachers check pupils' understanding as lessons proceed and quickly pick up on any misconceptions. Work is marked very well. Comments refer to the objective of the lesson concerned, tell pupils how well they have done and let them know what to do to improve further. Pupils often respond in writing to their teachers' comment, which shows that they are gaining an insight into how well they learn. Information from marking is used to plan the next step in pupils' learning. Every pupil has a target in both English and mathematics. For pupils with special educational needs these are dovetailed into their individual learning plans. Teachers and classroom assistants plan together very well to boost the learning for pupils who need extra time on particular skills, such as spelling or handwriting.
- 12 Staff in the Foundation Stage work very well together and generally plan activities that are well-matched to the differing ages, levels of maturity and attainment in the class. Careful observations of individual children form the basis of well-planned tasks. Relationships are very good and children are interested and curious in the experiences provided. A Satisfactory range of independent activities encourages children to investigate and decide on their own learning. However, the environment is not used well to encourage interest and experimentation in writing during independent play. Adults provide good role models for speaking and listening and have a good understanding of how to develop basic skills, with the exception of teaching writing. The current methods used are carefully graded in response to children's level of understanding, but they lead to children copying, sometimes without too much thought. As a result, some become uninterested and do not put in the same effort as they do in other tasks.

### **The curriculum**

The school provides a **good** curriculum that meets pupils' needs well. There are good opportunities for enrichment and learning beyond the school day. The accommodation and resources are satisfactory overall, but in the Foundation Stage they are unsatisfactory as facilities are too cramped and the range of resources is limited.

### **Main strengths and weaknesses**

- In Years 1 and 2, the curriculum is lively because planning draws upon all subjects to make work interesting.
- Everyone has access to all areas of the curriculum.
- Teaching assistants are very well matched to the demands of the curriculum and provision for pupils with special educational needs is very good.
- There is a good range of enrichment activities.
- In the Foundation Stage, planning is restricted by the limitations of the accommodation and the lack of resources designed for this age range.

### **Commentary**

- 13 The school has improved its curriculum since the last inspection. A wide and varied range of learning experiences fulfils the relevant statutory requirements. Schemes of work form a secure basis for teachers to plan learning that builds effectively on pupils' previous knowledge. Information and communication technology is used very well in learning in other areas of the curriculum. The basic skills of reading, writing and mathematics are developed very well in other subjects, such as, history, science, design and technology and geography. The good links between subjects make work relevant and interesting, but they are not always consistently identified in the planning of all subjects. Teachers make very effective use of their ongoing assessments, which inform the next stage of planning. They rightly use national guidance documents flexibly, dipping into planning for the age range above or below where appropriate.
- 14 The curriculum for children in the Foundation Stage is satisfactory overall. It has improved since the previous inspection in that all areas of learning are identified and planned for. Most activities are relevant to the age of the children and capture their interest. However, the classroom has numerous drawbacks as it doubles as a dining room and has very limited storage space. Its size restricts planning for children to engage in active learning. In some lessons in the afternoon, when the reception age children are with Year 1, planning fails to identify differences to match their level of maturity.
- 15 Throughout the school, the curriculum is well matched to pupils' requirements. It fully includes those with special educational needs, who are integrated very well. This enables all pupils to achieve very well and be very well prepared for the next stage of education. Provision for pupils with special educational needs is very good and takes appropriate account of national requirements and guidance. Support by committed and experienced teaching assistants is planned for within the main curriculum and well directed at improving specific skills. It is very effective because the quality and level of support are of a very high standard. The special needs co-ordinator is clearly focused on ensuring that all pupils achieve their potential. Pupils' individual education plans are matched very well to their needs and work in the classroom reflects the targets set. Pupils with special gifts and talents have not been

formally identified, but teachers' planning makes good provision for their work to go beyond the level of others because very good assessment identifies their needs.

- 16 All pupils have full access to the curriculum and to activities out of school time. Enrichment of the curriculum is good. This includes sports clubs and music groups. There is also a French club that takes place weekly. Opportunities to perform to an audience are planned for regularly and provide a valuable experience beyond the formal curriculum. A good range of educational visits and visitors extends the breadth of educational experience for all pupils. The school makes very good use of the local environment as a resource for teaching and learning. Recently a visiting group has undertaken a drama workshop which gave all Year 1 and 2 pupils a range of stimulating experiences to further develop speaking and listening skills.
- 17 The school is firmly committed to regularly reviewing and developing its curriculum and seeks support from other schools with development when appropriate. This continues to have a positive impact upon standards. Currently, for instance, staff are looking to improve the art and design curriculum and to continue to develop strategies to further improve the quality of pupils' writing across the school. Learning resources in Years 1 and 2 are generally good, which represents an improvement since the last inspection.

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

The school provides good care for pupils and offers them very good support and guidance. Staff listen well to pupils' views.

### **Main strengths and weaknesses**

- Staff cater very well for pupils' individual needs.
- Very good induction and transfer arrangements help pupils to settle swiftly in their new school.
- On a day-to-day basis there is very good attention to health and safety, but the school does not carry enough risk assessments.

### **Commentary**

- 18 The small size of the school ensures that staff have very good knowledge of pupils' personal circumstances and particular needs. This helps them to give individuals sensitive pastoral care and well focussed academic support. For example, the school monitors carefully those who find it hard to behave well all the time and works closely with outside agencies when necessary. Staff are quick to pick up on individual upsets during the day and to help pupils to regain their equilibrium. Teachers use teaching assistants very well to monitor discreetly individuals' response during lessons. They use the resulting information and other observations to confirm the next steps that individuals need to take in their work, and they guide them very well through thorough marking and discussion. Staff listen well to what pupils have to say and use the information gained when deciding on the school's provision.
- 19 Parents' most positive responses to the pre-inspection questionnaire, and to the most recent one conducted by the school itself, relate to the arrangements to help pupils settle in, and to the caring, family atmosphere. The youngest children have good opportunities to visit prior to starting school and then they begin by attending

part-time so that they have a gentle introduction. Year 2 pupils are well prepared for moving on to junior school, not least because of the very good learning habits that they acquire whilst in the infants.

- 20 The procedures to ensure child protection are very good, with regular up-dates for all staff members, including midday supervisors and administrative staff, about this and other important aspects of school life, such as behaviour management. Staff put much effort into ensuring safe working practices and governors are suitably involved in monitoring any hazards relating to the building. Staff supervise pupils' movement from school to the village hall very well and prepare meticulously for educational visits, but they do not yet complete formal risk assessments relating to the everyday features of a busy community.

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

The school's partnerships with parents, other schools and the wider community are all very good.

### **Main strengths and weaknesses**

- Parents are very supportive of the school and actively involved in their children's education.
- Pupils' progress reports are of very good quality.
- The school is at the heart of village life.
- Very good links with other schools enhance the provision for pupils.

### **Commentary**

- 21 All the parents spoken with on inspection, and the overwhelming majority of those who responded to the questionnaire or the pre-inspection meeting, are delighted with the school's provision. Almost all of them find staff very approachable and feel well informed about school life and their children's progress. The concerns raised at the meeting by a very small minority of parents were considered but found to be unjustified, with the exception of those relating to the teaching of writing in the Foundation Stage. There are frequent newsletters and meetings to discuss pupils' work, together with entries in the village newsletter and a regular governors' briefing for parents. The prospectus and annual report are welcoming, accessible and informative. However, the school does not, as a matter of course, issue parents with information about what their children will be learning in the coming weeks, although a detailed outline of past work is provided in pupils' progress reports. These are very useful documents that, particularly for pupils in Years 1 and 2, give a clear picture of the individual's strengths and relative weaknesses. They indicate what standards he or she is working at, and include targets for future teaching, together with comments from pupils about their views of the past year.
- 22 Many parents chose to send their children to Marsworth from a wider distance than the immediate catchment area and, together with local villagers, they continue to show their commitment to the school through active participation. Some regular volunteers support with reading, swimming and other activities, and there are always willing helpers for one-off tasks. The Friends of Marsworth School has a very active programme which extends to the whole village and raises considerable funds that are used, for instance, to subsidise educational visits and purchase extra equipment.

The locality supports pupils' education very well, whether through use of the village hall for physical education lessons, visits to the canal, services in the church or the vicar's weekly assemblies.

- 23 As a small school Marsworth could become isolated but this is far from the case. Staff participate in much training organised through different local groups of schools. This keeps them up to date with current practice and provides a good forum for exchanging ideas, which they then use to good effect in the classroom. Very close links with the village pre-school group and the schools to which pupils transfer help to ensure consistency in their education. Pupils sometimes join with others on shared visits. Overall, they benefit greatly from the many partnerships which help to enrich the school's provision.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher provides effective leadership that is firmly focused on high expectations and pupils' achievement. The governance of the school is very good. Management is good and efficient.

### **Main strengths and weaknesses**

- The staff team is very strong and focused on development because of the headteacher's committed leadership.
- Governors are united in their desire to do their very best for the pupils and their leadership is strong.
- Everyone is included in the school's provision because of its very good ethos.
- Key staff are effective in promoting and developing their subjects and aspects but have too few opportunities to check the quality of teaching and learning by direct observations.
- Arrangements for checking the performance of the school are good and effective action taken ensures the school is continually improving.
- Financial planning is very good.

### **Commentary**

- 24 The headteacher's vision and high aspirations for the school are shared by everyone. The headteacher is supported strongly and very competently by the senior teacher. Together they make a very effective team that sets high standards to which staff and pupils can aspire. In this small school every member of staff takes on additional roles and duties very willingly. There is a strong belief in a broad and rich curriculum so that there are many opportunities where pupils can succeed both in school and outside the school day. A willingness to accept support and guidance from outside sources enables this small school to keep on improving. An example of this is in ICT which is provided for very well because staff have taken up the challenge of extra training very effectively. The leadership has strengthened since the last inspection and brought about the good improvements that have made this a very effective school.
- 25 The school has a very positive ethos based around a high standard of care and a core of traditional values, which all staff successfully promote. It is a place that welcomes all groups of pupils and strives to meet their individual needs. This determination shows through the very good provision for pupils with special



educational needs which enables them to achieve very well. The school has not yet formally identified pupils with gifts and special talents but, because of very good assessment in most subjects, work is provided for them at the level that matches their high attainment. The headteacher, who has the responsibility for pupils with special educational needs, very effectively monitors the provision and progress of these pupils. The headteacher's cheerful and obvious presence around the school at all times ensures that pupils are very happy and confident in school.

- 26 The school improvement plan is a comprehensive document to which all staff and governors contribute. There are clear priorities with action plans that detail how the success of initiatives is to be judged, and these appropriately relate to pupils' achievements. The school analyses its performance data very well to identify areas for development. The performance management of staff has contributed strongly to the good progress pupils make. Governors are very involved in the effective cycle of evaluation, review and action planning that is the basis of the school's continuous development. They monitor and evaluate the quality of teaching and learning by direct observations.
- 27 In almost all subjects and aspects, the very small staff of this school have developed an impressive level of expertise and made good improvements since the previous inspection. In the Foundation Stage, however, although there have been some improvements, the development of the accommodation and resources and of training in the best practice has lagged behind. The headteacher's many roles have been a factor in this delay, particularly with regard to the accommodation and resources. The need to extend the classroom to provide for a greater range of active learning and storage was identified in 2003 and good plans were set in motion for a new build in 2004. However, because of increased numbers of pupils in Years 1 and 2, the difficult decision was made to allocate the classroom space to Year 2, rather than the Reception year. This was a proper decision, but the headteacher, as Foundation Stage co-ordinator, has not championed the cause of the younger children strongly enough, as currently there is no detailed replacement plan to meet this need.
- 28 Teachers and classroom assistants work very openly and well together. There is a very good approach to identifying any weaknesses in another's practice. However, there has been too little opportunity for subject co-ordinators to observe each other's teaching. The school has rightly worried about the amount of time this would involve a teacher being away from their class, on the assumption that a full lesson needs to be observed. The mathematics co-ordinator has now identified a good way forward by focusing on just a small element of a lesson, so that there would be minimal disruption. This is a good development but not yet formalized on the school improvement plan.
- 29 The school has tapped into support and guidance from outside sources well. The school's membership of the Federation of Small Schools is used to good effect to manage and access finance, support and curriculum advice. Advice on best practice in the Foundation Stage has been available from the local education authority and training of staff has been particularly effective in improving the teaching of personal, social and emotional development. However, staff would benefit from visits to other settings and from further guidance on developing writing skills.
- 30 The governing body is very well organised to make best use of governors' time and expertise. Meetings are held regularly and governors' work on committees supplements and supports the work of staff. Through the headteacher's reports and

their own fact-finding visits, they are very well informed about the school. They are prepared to challenge the headteacher and staff when they feel it is right to do so. A careful eye is kept on the school's results in national tests, despite the smallness of the cohorts that take the tests. The chair of governors knows the pupils very well and provides a very effective link with the church and the local community.

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

Income and expenditure (£)	
Total income	178,382
Total expenditure	164,240
Expenditure per pupil	3,649.77

Balances (£)	
Balance from previous year	16,065
Balance carried forward to the next	30,208

- 31 The finance committee works closely with the headteacher and efficient school administrator to check that the school's finances are managed properly. They have a very focused approach to ensuring that funds are spent wisely. Governors consult well and have taken parents' views and suggestions into consideration on several occasions, most recently with regard to ensuring a safe and pleasant hand-over of children at the end of the day.

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

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

At the time of the previous inspection, the school was asked to improve provision in the Foundation Stage. Although the quality of teaching has improved, overall improvement has been satisfactory rather than good, because further improvement is needed. The school was asked to improve curriculum planning and this has been done well so that experiences offered to children are relevant and comprehensive. However, some of the methods recommended in national guidance, particularly those relating to the encouragement of early writing, are not used enough in day-to-day planning. There has been satisfactory improvement in opportunities for children to investigate, explore and experiment, and good improvement in the quality of outdoor provision.

The headteacher leads the teaching team in this stage and is committed to its improvement and development. On occasions, however, she has had to make difficult choices between improvement to the whole school or the Foundation Stage, as occurred with the new build in 2004. The classroom lacks a wet play area and staff struggle to plan a full range of investigative play because of the lack of space. Lack of storage makes the situation worse, especially when poor weather prevents use of the outdoor area.

Children enter the Foundation Stage three times a year, allowing for part-time attendance two terms before their fifth birthday. Because the number of admissions is small, there is a greater fluctuation in the overall level of attainment year-on-year than in most schools. Initial assessments indicate that on admission the children's attainment for the current year is above average. All children are on course to attain the levels expected of them by the end of the Reception year and a number will exceed these. Overall, their achievement is good.

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

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

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

- Children know and enjoy the routines of the day and as a result are settled and happy in school.
- Children are confident and ready to apply themselves to tasks.
- Very good relationships between adults and children underpin very good social development.

#### **Commentary**

32 Children achieve well and are likely to exceed the levels expected by the end of the Reception year. Teachers expect children to try hard and to concentrate on their work and children respond accordingly. They are proud of their work and ready to tell others what they have done. Teaching is good. The very good relationships between adults and children are reflected in their relationships with each other. The involvement of staff in all activities boosts children's enjoyment and helps them make decisions and choices. For example, both teacher and classroom assistant join in play activities such as construction games, physical activities and rhymes and songs.

Children's confidence increases in the morning session when they tell others about an object they have brought into school to show. Staff increase the confidence of those who are shy or speak quietly by sensitive, well-chosen questions and praise. The need to put others before oneself is promoted through such things as taking turns and listening when others speak. The children have a good level of independence because of the securely established routines and systems with which they are familiar and see as important. The classroom is well organised. Children know where things are kept and, at 'tidy-up time', they take good care of their environment because adults expect them to play a full part in this activity. Opportunities to negotiate and plan with each other are satisfactory but, because of the limitations on active play, children's development in this aspect is not as strong as in other elements.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children's use of spoken language is developed well through the many opportunities to talk.
- Reading is successfully developed and children achieve well.
- Although the teaching of letter sounds and letter formation is good, the methods used to encourage independent writing slow children's progress.

### **Commentary**

- 33 Overall children are on track to attain the levels expected of them by the end of the Reception year and some should exceed them. Children's achievement is good in speaking, listening and reading; it is satisfactory in writing. Teaching is satisfactory overall. Good opportunities are provided for children to listen attentively and they do so well. They often ask pertinent questions that indicate a good level of concentration and understanding. In a session in which each individual child talked for a short period about a treasure they had brought to school or an event in their lives, adults skilfully developed children's use of language and new words. Staff are used to best advantage, with the children separated into two groups according to age or attainment so that there is greater interaction with an adult. Children quickly learn the basic letter sounds because teachers use good methods to help them say and write these. A basket containing a selection of alphabet books and small objects representing the letter to be learnt is a much loved resource and looked at frequently by children. However, the reading area is not very large or inviting and no children used it during the inspection. It suffers from the overall lack of space. All children, including those of lower attainment, use letter sounds well when trying to work out unknown words when reading, and teachers use a range of good strategies to develop reading skills. Most children form letters correctly and can write them in the simple words they know.
- 34 When children write independently, however, teachers do not encourage them to use the sounds they know to spell simple words. As a result, they often wait for an adult to write in their 'word book' a word which they could have had a go at themselves. This slows down their ideas and some children begin to see writing as a chore. The writing area is not very well stocked; nor does it offer tempting ideas to encourage a

written response. There are few response sheets, lists and questions that need answers in the play environment. Although teachers show children how to form letters well, opportunities are missed for adults to model writing in front of children. For example, children are keen to read the date that is displayed each day, but adults miss the opportunity to show the children how to write it.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well because tasks are well-matched to individual needs.
- Children enjoy mathematical tasks and persevere well at their work.
- Good use is made of computers, number lines and support materials.

## Commentary

- 35 Children achieve well in response to the good quality of teaching they receive and most will exceed the levels expected of them by the end of the Reception year. Children of nursery age count to ten easily and are already developing an understanding of the process of addition and subtraction. They compare size well and when completing a number jigsaw quickly identify the sequence of numbers to 12. Older children count very reliably. In a lesson on ordering three random numbers from 0 to 20, children quickly understood the concept because of the teacher's clear explanation. Higher attaining pupils worked easily with two digit numbers and those of lower attainment put three numbers up to ten in the correct order and could say the numbers that were missing in between. Teachers have high expectations and ask children to think for themselves. For example, when working on the task for the day comparing the size of numbers, one child independently worked out that subtraction was a useful tool to judge the difference. The teacher reinforced this discovery and shared it with others who were ready for this level of thought.
- 36 Children have good opportunities to use computers for mathematical games, which help to develop confidence and mental agility. Number lines, such as a row of houses with door numbers that children have made, capture their interest in numbers and they are proud to use them as counting aids because they have made them themselves. When working on tasks teachers provide good aids to support those who learn more slowly than others. Computer games are well liked and contribute fully to children's enjoyment and progress in mathematics.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weakness

- Children are given good opportunities to use an increasing range of techniques and tools.
- The local environment is used well to develop their knowledge and understanding of the world around them.
- The lack of space in the Foundation Stage classroom limits the use of activities that allow children to investigate and explore independently.

## Commentary

- 37 Children achieve well because teaching is good. They are on track to exceed the levels set for them at the end of the Reception year. Teachers plan a good range of experiences that build on children's knowledge of their own environment. For example, the current topic on homes and houses has been supplemented by visits to the village, by stories and by activities such as making model houses. On their visit, children looked carefully at the buildings in the village and learnt of differences between types of houses, recording their visit with photographs and their own attempts to draw what they can see. As a result, they increased their knowledge of features of their local environment. In a short session on investigating a wide range of different types of paper and card, children confidently thought up their own ideas and used scissors, glue and tape to make interesting items such as cards with flaps,

'watches' and 'envelopes'. However, at the end of the session, the materials had to be cleared away because there is insufficient space for a permanent area for cutting and sticking. While those who had finished their item could keep it, there was no opportunity for a child to return to an unfinished piece. There is a sink in the classroom but insufficient space for a permanent painting or wet-play area, and this limits children's experiences and achievement.



## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teachers provide a good range of activities both indoors and outdoors for children to explore both large and small movements and spaces.
- Short sessions of physical activity are used well to develop enjoyment but in the longer sessions in the hall with Year 1, work is sometimes too challenging.

### **Commentary**

38 Children's achievements are good and many are on track to exceed the levels set for them at the end of the Reception year. Teachers are conscious of the need to provide a good level of activity for children and the outdoor space is generally available for children to explore spontaneously. However, on inspection this was not possible because of inclement weather. The quality of teaching is good overall, although the one lesson seen in the hall was satisfactory rather than good. Practical activities such as construction, model making and using scissors provide well for children's physical development. An unusual and fun start to each day, in which teachers give a number of physical activity instructions, such as stepping around the classroom using different length of stride, is much enjoyed by children and increases their attention and physical control. A short session using bats and balls outside was planned well so that children developed their skills well. An afternoon lesson of dance meant a short walk to the community hall with Year 1. All children tried hard during this session and made good progress in understanding the use of a wide space for large expressive movements, especially during the first half of the lesson. However, as the lesson proceeded, children found it harder to respond, mainly because the session was too long for them. They were tiring and some of the expectations were too high.

## **CREATIVE DEVELOPMENT**

No overall judgement can be made for this area as teaching in this area did not occur during the two days of the inspection. Lesson plans and examples of work show that children have good opportunities to use paint, pastels, crayons and collage to create pictures. The portraits of themselves that are displayed in the school entrance show a lively use of paint and control of paintbrushes that is generally above that expected for their age. Teachers' plans also show that children have good opportunities to make music, sing songs and act out their ideas in imaginative role-play.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Pupils attain high standards because teaching is very good.
- Pupils with special educational needs are supported very well.

- Reading is a particular strength and pupils are keen readers.
- The range and extent of opportunities for pupils to use literacy in other subjects is very good.

## Commentary

- 39 Standards in English are well above average in Year 2. Pupils' achievement is very good, especially in writing, where there is a spurt of progress in Year 1. Pupils' performance in the national tests in both reading and writing in 2004 put them into the top five per cent in the country. Standards were very high, as was found at the time of the previous inspection. The current focus on improving writing has been effective and improvement since the previous inspection has been good.
- 40 Throughout Years 1 and 2, speaking and listening skills are very well developed. Pupils are given a wide range of opportunities to discuss their work in different types of groupings. In lessons pupils are attentive and listen well both to adults and to their peers. By Year 2 pupils are generally very confident and willing to talk about their work or experiences. Many provide reasoned answers or explanations, when given opportunities to offer their views and opinions. Those of higher attainment show an understanding of the main points of a discussion. All pupils read with increasing confidence and the more able read very fluently for their age, with clear expression and intonation. When discussing the text, their comprehension is good. Pupils read information books for study purposes and can use their skills very effectively to access information from computer programs. They show great interest in reading and read regularly for pleasure.
- 41 Almost all pupils can sustain their writing to a reasonable length for their age and spell accurately and punctuate well. Higher attaining pupils are beginning to organise their work to suit its purpose. Their writing includes complex and varied sentences, often with very good vocabulary, well-chosen words and punctuation such as commas and speech marks. Year 2 pupils are beginning to organise their writing into paragraphs. They say they 'definitely like writing' and one pupil said she wanted to be a writer! Pupils' attitudes towards their learning in all aspects of the subject are very good. They have a very good sense and understanding of their own learning, know their targets and how they can improve further. As a result pupils achieve very well.
- 42 Teaching is very good overall and sometimes particularly stimulating. All teaching is very well planned and systematic, so that lesson objectives are achieved. Pupils respond with enthusiasm, work conscientiously and the vast majority are always able to work productively, whether independently or in small groups. The quality of teachers' marking is consistently very high. Comments relate to the individual pupil's targets or the lesson's learning objective. They are thorough in detail and particularly helpful in saying what pupils have learned and how they can improve further. Work is very well presented because teachers have a very high expectation of their pupils' work. Resources are now good, which represents an improvement since the last inspection. Teaching assistants, who are very well deployed, experienced and knowledgeable, reinforce pupils' learning very positively. They provide a very good level and quality of support for pupils with special educational needs and, as a result, these pupils achieve very well. All Year 2 pupils are on course to achieve the expected level for their age.
- 43 The subject is well led but as yet the coordinator has not kept a record of monitoring teaching and learning so as to pinpoint more precisely what works well and what is less effective. The school continues to identify the development of strategies for writing as a priority, although it is clear much work has been done already to improve methods of teaching writing. This has further raised standards in pupils' writing.

## Language and literacy across the curriculum

- 44 A wide and varied range of opportunities for using language and literacy is offered across the curriculum. Year 2 pupils explain that their writing is sometimes linked to visits, where they make appropriate notes to enable them to describe what they have seen and done. Literacy skills promote learning in other subjects, such as geography and history, when pupils are given opportunities to write from different viewpoints. In science, pupils carefully explain their experiments. Information and communication technology and the new inter-active whiteboard are used very effectively to support the teaching and learning in all aspects of English work. Pupils enjoy the many suitable opportunities to improve their writing for a variety of purposes, which represents an improvement upon the findings of the last inspection report.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Teaching is very good because it is securely based on accurate assessment of pupils' understanding.
- The co-ordinator provides well-directed and strong leadership so that standards are maintained at a high level every year.
- The targeted use of ICT effectively supports pupils' learning.
- Pupils with special educational needs benefit from the very good support of classroom assistants.

### Commentary

- 45 Standards are well above average at the end of Year 2. In 2004, pupils' performance was in the top five per cent nationally. Every pupil attained the expected level or above and, in the current year, this looks likely to be repeated. The co-ordinator has continually worked for development and improvement in the subject and this has been responsible for pupils' very good performance in national tests. At the last inspection, standards were well above average, which the school has more than maintained, outstripping the rise that has taken place nationally. Improvement has been very good.
- 46 The quality of teaching is very good. The school makes very good use of a structured computer programme that provides constant assessment of what pupils know and can do. This provides information that feeds teachers' careful planning to ensure that lessons move pupils on quickly with their learning. As pupils work, either on practical tasks, on paper or on computer, teachers assess their understanding very thoroughly. As a result, misconceptions are quickly dealt with, or further challenge provided to those of higher attainment who have easily understood the initial work. The high expectations that are part of the school ethos extend not only to those of higher attainment but to those who learn more slowly than others. As a result, their achievement is very good. The pupils with special educational needs are supported very well, sometimes by the classroom assistant and sometimes by the teacher. Good use is made of practical equipment to clarify new concepts so that all

pupils are fully involved in mathematical work. The manner in which pupils' thinking is challenged was very evident in a Year 2 lesson when pupils were asked to use their knowledge of pattern in addition and subtraction to find four different numbers to make 13, for those of lower attainment, and 27, for those of average and higher attainment. When pupils worked on this problem, there was almost complete silence in the room, not instigated by the teacher but because pupils set about the task with deep concentration.

- 47 The subject is very well led as the co-ordinator is knowledgeable and talented. Her analysis of what needs further improvement is insightful and includes a whole-school focus on the effectiveness of the last part of the lesson as a means to develop and improve the quality of teaching. This would benefit from direct lesson observations but so far there have been few opportunities for this. Classroom assistants are effective in their work because they share planning with teachers and keep close records of pupils' learning which are shared with teachers at the end of sessions. Pupils are given targets, and their progress towards them is monitored through the very good assessments which are automatically generated through the computer program.

### **Mathematics across the curriculum**

- 48 Pupils develop and extend their knowledge and understanding of mathematics very well in other subjects. In science and geography, work often involves recording and comparing measurements, and tallying and displaying information in graph form. From these activities, pupils not only practise using numbers but gain a good understanding of their application. In history, Year 2 pupils are taught to use a time line and, in so doing, familiarize themselves with four-figure numbers. Models and artefacts produced in design and technology show that pupils have learnt the importance of careful measuring in making activities.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weakness**

- Pupils' interest and achievement are enhanced by many opportunities to carry out practical investigation.
- Work is marked very well because it not only helps pupils understand what they have done well or what they can improve, but also extends their scientific thinking.
- Observations and findings are recorded in different ways to give pupils opportunities to practise skills in mathematics, English and ICT.
- Work is adapted very well to suit the different levels of pupils' attainment.

### **Commentary**

- 49 The standard of work and of pupils' knowledge and understanding is well above average in Year 2. Pupils in all classes are very keen to learn in science because so much of their work is based on practical investigations and builds very effectively on what they know and can do. The well planned curriculum makes use of the local environment. The Year 2 pupils, for example, had visited the nearby canal to take photographs of water fowl to use in a lesson on identifying differences in species and

classifying animal life. Standards in science were well above average at the previous inspection and the quality of teaching was praised. The school has maintained this very good work and improvement is good.

- 50 The quality of teaching is very good. Teachers have high expectations of pupils and use scientific language purposefully. Because of their interest and concentration during teachers' explanations, pupils quickly grasp new concepts and learn to use scientific terminology themselves. They work together in pairs to discuss findings and take pride in recording their work neatly. All pupils have full access to the proposed learning because teachers adapt and modify work appropriately. For example, in a unit of work on forces, all pupils had tested the canopy of the small parachutes they had made and compared the speed at which these had floated to the ground. Those of higher attainment took careful measurements of the size of the canopy and related these to their findings, while those of lower attainment recorded more general observations. The marking of work is of a very high standard as comments encourage and praise good effort while prompting pupils to give more thought to what they have learnt. The comments are also modified to suit the level of pupils' attainment so that they can be read and understood by all. Pupils often write a response that indicates a good understanding of their own learning.
- 51 The subject is very well led. The co-ordinator is a very good role model in her own teaching and encourages the interest of pupils and staff through good displays. A concern that teacher assessment was possibly too stringent in 2004 has led to a good development in moderating teacher assessments by the use of information from other schools in the local education authority.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils' achievement is good and the standard of their work is beyond what is typical for their age.
- The subject is being very well used to support pupils' learning in other subjects.
- The good work of the co-ordinator is hampered by lack of technical support.

### **Commentary**

- 52 Pupils are acquiring a good knowledge of the subject. Although pupils in Year 2 are not yet covering all of the programme of work for the age range above them, their work is of a standard beyond that expected for their age. Pupils' skills in Years 1 and 2 have developed well, because their attitude towards the subject is very good and they benefit from many and varied opportunities to use ICT in their work. All the pupils are confident users of computers and other forms of technology. They have good keyboard and computer mouse control skills for their age and understand the basic procedures for selecting and using the programs available to them. They use word processing tools at a level beyond that expected for their age. They understand how computers can speed up the sorting of information and then generate graphs and charts. They confidently use the internet to research topics and equipment such as a digital camera.

- 53 The teaching, together with the coordinator's subject knowledge and expertise, is good. During the inspection, teaching and learning occurred as part of learning in other subjects, although ICT is clearly identified in planning. Lessons are very well supported by extremely able teaching assistants. The newly installed interactive white board is used very effectively. The school encourages purposeful use of the Internet and Year 2 pupils are able to access and use programs to research information for various topics, for example about Florence Nightingale in history. The teaching is implementing the program of study well and pupils' learning needs are being well met. Pupils in Year 2 share fond recollections of many enjoyable ICT experiences throughout their school life.
- 54 The subject is well led and managed and, since the last inspection, assessment is much improved. Resources, which are now good, continue to be well used. Currently, the limited level of technical support does not represent good value for money.

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

- 55 The use of ICT very effectively supports learning in subjects such as English, mathematics and science as well as in humanities. For example, during the inspection, pupils were able to extend and improve their speaking and listening skills while working collaboratively with their computer partner. The school does not have a computer suite as such, but has created a more than suitable area within the coordinator's own classroom which enables ready access and support in other subjects.

### **HUMANITIES**

As no lessons were seen in history, it is not possible to make a judgement on provision. Work in both geography and history was sampled and teachers' plans discussed.

## GEOGRAPHY

Provision in geography is **good**.

### Main strengths and weaknesses

- Pupils attain standards beyond the level expected for their age because of very good teaching.
- Very good use is made of the local environment to develop knowledge and understanding.
- The subject is well linked through teachers' planning to other subjects.

### Commentary

- 56 Teachers high expectations of pupils are rewarded by pupils' high level of interest in their work in geography. Pupils' work in Years 1 and 2 is very well presented, reflecting the care they take with their written work, and pictures, and their drawing of maps and diagrams. Work through the two year groups shows a clear progression. In both year groups, the local environment is used very well, but in Year 1 it is particularly effective in laying a secure foundation for pupils' understanding of geographical features and the distinction between natural features and those that are man-made. By the time they are in Year 2, they produce work about an island that shows they know and understand that features such as a bay are natural but a ferry port is man-made. In their current work on India, pupils use the term monsoon knowledgeably, and show a mature understanding of how the difference between the climate in India and the climate in England is responsible for differences in lifestyles and culture.
- 57 Teaching is very good. Lessons are planned thoroughly with good links in learning between ICT, English and history. In Year 1, for instance, in a topic on houses, pupils learn to distinguish housing patterns in relation to geographical features and begin to understand the passing of time through noting old and new buildings. In Year 2, information from the internet is a rich source of extra learning and interest to pupils. Discussions, both in large class groups and in paired activities, give pupils good opportunities to practise the new vocabulary that they are skilfully taught.
- 58 The co-ordinator for history and geography leads the subjects well. Both subjects are given importance and sufficient time, and effectively promote learning through an over-arching topic that draws in other subjects. Visits to the immediate locality and further afield are planned for well with appropriate attention to health and safety. A simple system of assessment enables teachers to track pupils' achievements.
- 59 Pupils' work in **history** shows that they learn about the passing of time very effectively. For example, in Year 1, pupils could see that three different household irons belonged to different ages and could put them in the correct order according to their age. The school's use of photographs is very helpful for pupils to gain an insight into the passing of time. In Year 2, pupils have already begun to make accurate use of a timeline to record the events in the life of Florence Nightingale and to point out that these events were more than 100 years ago. Pieces of writing are done with care and are beginning to show pupils' understanding of how to identify with a person from a bygone time.



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

Art and design, design and technology, music and physical education were not a focus of the inspection. Work in these subjects was sampled but not enough lessons were seen to form a view about the quality of teaching or provision. No lessons were seen in music or in art and design and only one in both physical education and design technology. Consequently, no judgements about achievement or standards can be made in these four subjects.

Standards in **art and design** are average. Paintings and drawings on display are varied and show that pupils have a range of opportunities to explore different media. Pupils in Year 2 say how much they enjoy the range of activities in art and design. The school identifies the subject as a priority for further development in its current action plan.

In **design and technology** the planning and the work seen indicate an appropriate range of experiences and tasks and that standards are at least average with some aspects, such as pupils' evaluations of their work, being of a higher standard than expected. The pupils have good opportunities to make their own choices and evaluate their own work within the design and making process. Pupils have a good attitude towards the subject and enjoy practical group activities. The subject is well led and managed and the coordinator oversees planning to ensure that skills are developed sequentially.

At the time of the previous inspection, **music** was found to be above average. Although there is insufficient evidence to judge the quality of pupils' work on this inspection, in assemblies pupils' singing was tuneful and of a good standard. All pupils joined in with enthusiasm and enjoyment. The recorder playing heard in assembly was of a high quality. Pupils learn the recorder and ocarina in lunch breaks and at least three quarters of those in Year 1 and 2 choose to do so. Music is an important part of school life and parents appreciate the performances presented at times such as Christmas and Harvest celebrations.

In **physical education** pupils demonstrate a good attitude towards the subject. All pupils in Reception and Years 1 and 2 enjoy the opportunity to swim for two terms in each year, which enables them to become swimmers before leaving the school. Year 2 pupils show very good control of dance movements and perform well in the very spacious and modern village hall. Pupils from all year groups were seen to be fully engaged in football coaching during a lunch break.

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

Provision in personal, social and health education is **good**.

### **Main strengths and weaknesses**

- The new co-ordinator has brought fresh ideas to develop the subject.
- Lessons effectively build on whole-school provision such as assemblies and community links.
- Pupils are interested and enjoy learning.

### **Commentary**

- 60 The co-ordinator, who was appointed in September, drew up a comprehensive audit of the school's provision, which made a good start to her plans for further development. The school was already providing well for pupils in assemblies and through incidental teaching in other subjects. There is now dedicated time for the subject and the co-ordinator has established an appropriate scheme of work so that she can monitor and evaluate provision against national guidelines.
- 61 In a good lesson in Year 2, pupils discussed together very well, either in pairs or as a whole class, the issues surrounding 'keeping safe'. The teacher included in the list of possible dangers one that is particular to the school because of its proximity to the canal which runs through the village. The teacher asked pupils to imagine different scenarios and to suggest the right course of action. Well-prepared resources helped to keep pupils on task and the benefit to their personal development from the session was good.

- 62 Strong links with the community and with the local church help pupils get a clear idea of different roles within our society and the way in which individuals can contribute to the well-being of others in society. Class and school rules are very much owned by the pupils and they have responded very well to the recent initiative of applying for jobs as 'buddies' at play time. As a country school, there is a strong focus on caring for wildlife and the environment, and pupils show their understanding of this in the conscientious way they put litter into the correct receptacles.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
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	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
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).*