

# INSPECTION REPORT

## **MULBARTON COMMUNITY FIRST SCHOOL**

Mulbarton, Norwich

LEA area: Norfolk

Unique reference number: 120990

Headteacher: Liz Pierce

Lead inspector: Alison M Cartlidge

Dates of inspection: 28<sup>th</sup> February - 2<sup>nd</sup> March 2005

Inspection number: 267362

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: First  
School category: Community  
Age range of pupils: 5 - 8  
Gender of pupils: Mixed  
Number on roll: 177  
School address: The Common  
Mulbarton  
Norwich  
Norfolk  
Postcode: NR14 8JG  
Telephone number: (01508) 570 326  
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Appropriate authority: The governing body  
Name of chair of governors: Stefan Przyborski  
Date of previous inspection: January 1999

## **CHARACTERISTICS OF THE SCHOOL**

The school is smaller than most schools and has a falling roll due to changes in the birth rate in Mulbarton and the neighbouring villages. Attainment on entry to the school is above average, with most children attending playgroups before starting in the Reception classes. Pupil mobility in the area is broadly average and the proportion of pupils taking free school meals is below average. Most pupils come from favourable home backgrounds. Nearly all pupils are of white British origin, with few from other ethnic backgrounds and no pupils have English as an additional language. The proportion of pupils identified as having special educational needs, including statements, is lower than at the time of the last inspection and is below average. Most of these pupils have either emotional and behavioural difficulties or learning difficulties. The school won a school achievement award in 2001 and is due to be reorganised into an infants' school in 2007.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9545	Kevin Greatorex	Lay inspector	
23239	Mike Capper	Team inspector	Foundation Stage Science Information and communication technology Personal, social and health education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Mulbarton Community First School is an **effective** school with some very good features. Leadership, management, teaching and learning are all good and, as a result, most pupils develop good attitudes and behaviour and achieve well. The school provides good value for money.

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

- The headteacher provides very good leadership, has high aspirations for all members of the school community and has a clear vision for school development.
- There is very good provision for children in the Reception classes enabling them to achieve very well.
- Pupils achieve well in English and science in Years 1 and 2 and throughout the school in mathematics.
- Whilst most pupils are attentive and hard working, some older boys do not always behave well.
- Members of staff are successful in providing a caring environment that enables the pupils to develop very good self-esteem.
- The school has close links with parents, who are very supportive of its work.
- A lack of challenge in some written work in science, religious education, geography and history limits the opportunities for pupils to take the initiative in their learning and to demonstrate their knowledge.

The school is more effective than it was at the time of the last inspection in January 1999. In most years, attainment in English, mathematics and science is well above average by the end of Years 2 and 3 and the role of co-ordinators and pupils' assessment records have been improved.

### 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	A	A	B
writing	A	A*	A	A
mathematics	A	A	A	A

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

**Pupils' achievement is good.** Attainment on starting school is above average and most children in the Reception classes achieve very well and are on target to exceed the expected levels in the areas of learning by the end of the year. Very good leadership and enthusiastic and very effective teaching in these classes enable all children, including those with special educational needs and the gifted and talented, to learn very quickly and have a very good start to their education.

In Years 1 and 2, pupils achieve well in reading, writing, mathematics and science. In 2003, pupils' attainment in the national tests in writing was in the top five per cent nationally. Attainment in the current Year 2 is lower than previous years because this year group has fewer more-able pupils and more less-able pupils than other year groups in the school.

Nevertheless, pupils in Year 2 are being supported well and are on target to be above the nationally expected levels by the end of the year. Good leadership and management have helped subject co-ordinators to identify areas to be developed in order to raise attainment.

In Year 3, attainment is well above the nationally expected levels in English and mathematics and is above them in science. Pupils' achievement is good in mathematics and satisfactory in English and science. In Years 1 to 3, the achievement of pupils with special educational needs is satisfactory overall. Whilst pupils with learning difficulties are supported well, those with emotional and behavioural difficulties are not always having their needs fully met.

Throughout the school, attainment in information and communication technology (ICT) is above the nationally expected levels and pupils achieve well. Attainment in religious education is in line with the expectations of the agreed syllabus and pupils' achievement is satisfactory.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Pupils are happy at school, have good attitudes towards learning and most behave well. They develop good relationships with each other and members of staff. Rates of attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good** overall and never less than satisfactory, with some good teaching in every class. Teaching is most successful in the Reception classes because teachers are very enthusiastic and meet differing needs very well. In Years 1 to 3, teachers provide practical tasks that engage the pupils' interest and support pupils of differing ability in their learning. Teaching is satisfactory for pupils in Year 3. Teachers do not always have high enough expectations for the pupils' written work in science, religious education, geography and history and behaviour is not always managed well enough. Arrangements for assessing learning are good overall, especially in English and mathematics. Assessment in the Reception Year is used very well to meet the children's differing needs.

The curriculum, including the opportunities for enrichment, is good. Members of staff work hard to make learning meaningful by making good links between the subjects and there have been some innovative additions such as the development of thinking skills and philosophy. However, opportunities are missed to extend learning and demonstrate the pupils' good knowledge when insufficient time is allowed in some cross-curricular work for pupils to complete more challenging, independent written work. The curriculum for children in the Reception Year is very good because there is a very good balance between teacher-led and child-initiated tasks. The school has good links with parents, other schools and the community and this enhances provision. The school has good concern for the pupils' care, support and guidance.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** Members of staff, under the very good leadership of the headteacher, monitor provision and evaluate school effectiveness well. Clear priorities are set to help the school improve further. Governance is good. Governors are fully involved in the work of the school and ensure that statutory requirements are met in full.

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

Most parents are very happy with the work of the school and pupils like the teachers, their friends and playtimes.

### **IMPROVEMENTS NEEDED**

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

- Ensure that the unsatisfactory behaviour of some older boys, including those with emotional and behavioural difficulties, does not have a negative influence on their own or other pupils' learning.
- Provide greater challenge and opportunities for pupils to take the initiative and demonstrate their good knowledge when writing in science, religious education, geography and history.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

The achievement of most pupils is good overall. In Year 2, attainment is above nationally expected levels in reading, writing, mathematics and science and is well above them by the end of Year 3.

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

- Children in the Reception classes achieve very well.
- Pupils achieve well in reading, writing and science in Years 1 and 2 and in mathematics throughout the school.
- Written work in science, religious education, geography and history does not always demonstrate pupils' good knowledge.

#### **Commentary**

##### *Reception Year*

1. Children's attainment on starting school is above average and their achievement, including that of the gifted and talented, is very good in the Reception classes. Most children are on target to exceed the expected levels in all areas of learning. Children achieve very well because teachers plan an interesting range of activities that meet individual needs very well. Children with special educational needs are given very good support that is well judged to involve them in all activities and to meet the requirements of their individual education plans. Children's progress has improved since the time of the last inspection, when it was good overall.

##### *Key Stage 1 (Years 1 and 2)*

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

Standards in:	School results	National results
reading	17.6 (18.1)	15.8 (15.7)
writing	16.7 (17.4)	14.6 (14.6)
mathematics	18.1 (18.4)	16.2 (16.3)

*There were 46 pupils in the year group. Figures in brackets are for the previous year.*

2. When compared with all schools, national test results at the end of Year 2 in 2004 were well above average in reading, writing and mathematics. The proportion of pupils achieving the higher than expected level (Level 3) was also well above average. Standards of work seen during the inspection in the current Year 2, are above the expected levels, but not as high as previous years. This is because there are fewer more-able pupils and more pupils of lower ability in this year group. The school sets challenging targets and these were exceeded in 2004. Attainment is higher than it was at the time of the last inspection and pupils achieve well because teachers engage their interest well and good leadership and management have identified areas in need of development and ensured that support has been targeted effectively.

##### *Key Stage 2 (Year 3)*

3. Pupils in the current Year 3 are well above national expectations in English and mathematics and are above them in science. Standards are better than at the time of the last inspection. Achievement is good in mathematics but satisfactory in English and science because written work is not always challenging enough.
4. Throughout the school, attainment is above national expectations in ICT and pupils achieve well. Pupils' attainment is in line with the expectations of the agreed syllabus in religious education and achievement is satisfactory. Pupils' written work in science, religious education, geography and history does not always reflect their good knowledge, because some tasks provide insufficient challenge for older and more-able pupils and teachers rely too much on worksheets that limit the opportunities for pupils to take the initiative in their work. There are suitable opportunities for pupils to use their numeracy skills in science and the school has identified the need to extend the use of ICT in support of other subjects. This is currently satisfactory.
5. There is no significant difference between the achievement of girls and boys. Pupils with learning difficulties are supported well in class and achieve well. However, pupils with emotional and behavioural difficulties do not always make enough progress and their needs are not consistently being met. At times, their behaviour is not managed well enough and this has a negative impact on their own and other pupils' learning, especially some boys in Year 3. Most parents are pleased with the progress their children make, though a few have expressed concerns about the influence of the unsatisfactory behaviour of some of these boys.

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

Pupils are happy to come to school and have positive attitudes towards their learning. Behaviour is good overall. Pupils' personal development and the provision for spiritual, moral, social and cultural development are also good. Attendance and punctuality are both good.

### **Main strengths and weaknesses**

- There is a very good desire to learn in the Reception classes.
- Pupils are given good opportunities to take responsibility and this helps them to develop very high levels of confidence and self-esteem.
- The school successfully promotes good relationships and pupils get on very well together and behave sensibly, apart from a few disruptive boys in Year 3.
- Spiritual, moral and cultural development is good and social development is very good.
- Parents ensure that rates of attendance are very good.

### **Commentary**

6. Pupils' attitudes to the school and their work are consistently good. They are happy to come to school and almost all are enthusiastic about their involvement. They are prepared to work hard and participate fully in all activities. The enthusiasm is most obvious in the Reception classes, where pupils achieve very well in personal, social and emotional development. As they grow older, pupils become more confident and have high levels of self-esteem. Pupils are consistently considerate to each other. They work co-operatively and collaboratively together.
7. Behaviour has been maintained well since the time of the last inspection and is good overall. Pupils rise to the challenge of the high expectations set by the school and as a result almost all their behaviour in lessons is good or better. When they come to

school, in assemblies, in the dining hall at lunchtime, on the playground and in the cloakroom areas, pupils show that high levels of orderly behaviour are consistently achieved. However some boys in Year 3 do not always behave sensibly and on occasions this has a negative impact on their learning and also affects the learning of others. Minor incidents of bullying are dealt with appropriately and there have been no recent exclusions from the school.

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

Authorised absence		Unauthorised absence	
School data	4.8	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.*

8. Attendance is above the national average and is good. Registers are completed accurately and efficiently and justification sought for all absences. There is no unauthorised absence and parents are diligent in their efforts to ensure the attendance of their children at all times. Punctuality is good. Virtually all pupils arrive on time, enabling teachers to make a prompt and efficient start to the school day.
9. The school provides many opportunities for pupils to take responsibility and they show that this trust is well placed. Pupils make good progress in their personal, social and emotional development as they perform jobs within the classroom and around the school. The school council provides a good opportunity for the headteacher to hear the ideas and opinions of the pupils. The various jobs and responsibilities all offer opportunities for pupils to develop their social, moral and community awareness.
10. Spiritual development has improved since the time of the last inspection and is now good overall. The school provides many opportunities for the pupils to reflect on the world around them. The introduction of philosophy gives pupils regular opportunities to develop critical and creative thinking. Moral development continues to be good. Pupils are confident to act consistently according to their own principles and have the ability to think through the consequences of their own and other's actions. Social development continues to be very good. Whole school gatherings are used well to promote all aspects of personal development. With their response to the recent tsunami disaster, pupils have demonstrated high levels of responsibility towards those less fortunate. Educational visits are regular and popular. They provide the pupils with opportunities to be aware of the cultural diversity in the wider world.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. Teaching, learning and assessment procedures are effective. The curriculum and the opportunities for enrichment are good and there are very good levels of health, care and safety provision. Pupils' academic progress is supported well. There are good links with parents, the community and other schools.

**Teaching and learning**

Teaching and learning are good overall. Assessment is good, with very good procedures in the Reception Year.

## Main strengths and weaknesses

- Children learn very well in the Reception Year and teaching is very good.
- Teaching is good in English in Years 1 and 2 and in mathematics throughout the school.
- In Years 1 and 2, teachers manage behaviour well and plan a good range of interesting work.
- Behaviour is not always managed effectively in Year 3.
- Teachers do not always expect enough of pupils in their recorded work in science, religious education, history and geography.
- There are thorough assessment procedures, though there are variations in the quality of marking from class to class.

## Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	14	7	0	0	0

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

11. The quality of teaching and learning has improved since the time of the last inspection. There is more good teaching than at that time and no unsatisfactory teaching.
12. In the Reception classes, teaching is very good. Children learn very well because teaching is exciting, enthusiastic and consistently challenging. Members of staff have very high expectations for good behaviour and encourage and engage children with differing needs very well. Classrooms are organised well and there is a good balance between teacher-led and child-initiated learning. Teaching assistants give good support to teachers; all members of staff have a very good understanding of the needs of young children and use a very good range of teaching methods. Lessons are very well resourced and learning is made fun. There are occasional missed opportunities to make more use of teaching assistants during whole-class sessions at the start and end of lessons and, at these times, teachers do not always sufficiently challenge all pupils, especially when they are learning letter sounds.
13. In Years 1 and 2 teaching is good. Teachers are successful at managing behaviour. There are clear routines in place to help pupils understand what is expected of them and teachers plan interesting work. Good use is made of questioning to challenge pupils and a good range of teaching methods, including whole-class, group and individual work provides a purposeful working atmosphere in most lessons, with pupils being fully engaged in their learning. Teaching assistants make a good contribution to learning, especially when working with small groups of pupils or supporting pupils who have been identified as having special educational needs.
14. Good teaching in English in Years 1 and 2 and in mathematics across the school has a good impact on learning and is a significant factor in the high attainment of pupils by the end of Year 3. In mathematics, the effective use of a commercial scheme of work ensures that differing needs are met well. Teachers make suitable links between numeracy and other subjects such as ICT and geography. Teachers have good expectations and plan activities that generally involve and motivate pupils well. In English, there is good challenge in Years 1 and 2. Introductions at the start of lessons are clear. As a result, pupils understand what they have to do and are able to work productively, ensuring that there is a good pace to learning.

15. Teaching in Year 3 is satisfactory. In this year group, pupils respond best when working on practical activities in subjects such as art and design. At these times, teaching is often good and there is a purposeful working atmosphere in lessons with most pupils showing reasonable levels of motivation. The pace of learning is not always as good as it is in the rest of the school. This is because the misbehaviour of a small group of boys sometimes disturbs the learning of others. Although there are clear strategies for managing the behaviour of these boys, these are not always effective and when this happens, a disproportionate amount of time is spent on sorting out poor behaviour.
16. Throughout the school, teachers have good subject knowledge. They are well organised and make good use of resources to make learning fun. However, in subjects such as science, religious education, history and geography, there are missed opportunities to extend the learning of more-able pupils, especially in how they record their work. There is often too little variation in the recorded work produced by pupils of differing ability levels or ages, with too much of it being completed on worksheets rather than by writing independently. As a result, there is a lack of challenge in lessons for some pupils, especially in teachers' expectations of how they should record their work, with significant variations in the amount of work being produced by different classes.
17. Good use is made of homework to reinforce and extend pupils' learning. Teachers plan interesting homework activities, which have a good impact on achievement. Parents support their children well in these activities.
18. Assessment is good overall. There are very good procedures in the Reception classes; regular observations of children are made whilst they are working and these show clearly how well they are achieving. In Years 1 to 3, pupils' progress in English and mathematics is regularly assessed and teachers generally make good use of this information when planning work. However, pupils' understanding of how they can improve is less well established. Although the school is beginning to set targets in many subjects, the quality of teachers' marking varies in quality, with few teachers writing comments to identify strengths or weaknesses or to set further challenges, especially in subjects such as science.

## **The curriculum**

The curriculum is good overall, with good opportunities for enrichment and very good resources. Accommodation is satisfactory.

## **Main strengths and weaknesses**

- There is a very good curriculum for the Reception Year.
- Very good resources motivate and support pupils' learning.
- Links between subjects are well planned and enhanced by good enrichment activities.
- Interesting practical activities engage pupils well.
- There are not enough opportunities for pupils to develop their own ideas in their written work.
- Whilst support for pupils with learning difficulties is satisfactory, those with emotional and behavioural difficulties do not always have their needs met.

## **Commentary**

19. The very good curriculum for children in the Reception classes is very well planned to meet the children's differing needs. The classrooms are semi-open plan and provide flexible shared accommodation. The very good resources are invitingly displayed, encouraging children to explore activities. Children's work is valued and attractively displayed. The very good curriculum has been maintained since the time of the last inspection.
20. In Years 1 to 3, there continues to be a broad and balanced curriculum providing pupils with good opportunities to develop and learn quickly. All National Curriculum subjects and religious education are covered and there is good support for pupils' personal, social and health education, including sex and relationships education and drug awareness. Careful thought is given to ensure that pupils in the mixed age classes are covering the work they should. Whilst classes may undertake topics and texts at different times, the skills, knowledge and understanding pupils need to learn are clearly identified in the learning objectives for each lesson. The school has a good awareness of when and which parts of the curriculum need to be evaluated and is active to ensure all pupils receive their statutory entitlement. Links between subjects are well planned in topic themes with opportunities for literacy and numeracy use across subjects.
21. Good enrichment activities have been maintained since the time of the last inspection. Clubs, visits and visitors enable pupils to appreciate the wider world beyond school. Throughout the school, special weeks, for example in art, science, healthy living, waste reduction and recycling, give the pupils more time than in a normal length lesson to experience the practical aspects of these subjects. As a result, pupils are able to talk very well about their experiences, using good vocabulary in lively, imaginative, informative conversation. These high levels of speech and understanding are not always reflected in their written work and in particular for the oldest pupils. An overemphasis on prescriptive worksheets and presentation frameworks does not enable pupils to record their experiences in the same lively way that they talk about them. Teachers' expectations of what pupils, particularly in Year 3, can achieve in their written work are too low and contribute to the limited amount and range of work seen in subjects such as science, religious education, history, geography and creative writing.
22. The school is proactive in continually trying to develop the curriculum. The use of drama in English, the introduction of philosophy, brain gym exercises and thinking skills is innovative and has a good impact on the high level of pupils' confidence and their good, motivated attitudes to learning.
23. The number of pupils identified with special educational needs has fallen since the last inspection. The few in the Foundation Stage are very well provided for, with support highly focused on children's individual needs. In Years 1 to 3, pupils are identified appropriately as a result of the school's varied tests and tracking procedures, or teachers noticing particular gifts and talents. Those with learning difficulties receive effective provision in focused catch-up, booster or extension groups with trained teaching assistants; this enables them to make clear progress in their identified weaker areas. Pupils with behavioural difficulties do not always have their needs met well enough. Whilst teachers insist on high standards of behaviour, it is frequently left to teaching assistants to deal with pupils, to remove them from the class or keep them occupied. There are inconsistencies in the targets set for these pupils in their individual education plans and what it is realistic for them to achieve. The school has too few practical strategies for meeting these pupils' needs. This results in some boys

and particularly in Year 3, not behaving sensibly and this has a negative impact not only on their learning but can be disruptive for the class.

24. Accommodation is good for the Reception classes and satisfactory in Years 1 to 3. Very significant efforts are made to make the learning environment stimulating and attractive. However, the classes for Years 2 and 3 pupils are small, as is the library and the two mobile classrooms rely on the water and toilet facilities of the main building. This places restrictions on the way they are used.
25. Throughout the school, resources for learning are very good. Significant funds have been wisely spent to increase the computer facilities, playground provision and ensure that the curriculum offered has the necessary good quality equipment to support pupils' learning. This helps to motivate pupils and further increase their obvious enjoyment of school. The school has suitable levels of members of teaching and support staff, with very good provision of support staff in the Reception classes.

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

The school provides good quality care, welfare, health and safety. It provides good support and guidance for pupils' academic and pastoral needs. The school is effective in taking pupils' ideas and opinions into account.

### **Main strengths and weaknesses**

- Pupils trust members of staff, who provide good support and guidance for their social and educational needs.
- The school works hard to provide a healthy, safe and secure environment and child protection procedures are effective.
- The school council gives pupils good opportunities to make their views known.
- Induction arrangements are very good.

### **Commentary**

26. The school continues to promote effectively the welfare, health and safety of the pupils in a warm, caring and secure environment. All members of staff monitor the pupils' progress well. They are well equipped to offer good quality pastoral and academic support as needed, enabling most pupils to achieve well. All members of staff counsel pupils well, offering high quality support to those most in need. Pupils confirm that they know whom to approach if they have a concern or problem at school.
27. All members of staff continue to be aware of their roles and responsibilities in respect of child protection issues. They understand the need for vigilance and the steps to take if suspicions are aroused. Potential hazards are identified and remedial action taken when necessary. All equipment is checked and tested regularly to ensure that it is fit for its purpose. Members of staff continue to be safety conscious and watch for the security of the children at all times.
28. There are effective mechanisms in place to take account of the ideas and opinions of the pupils. The school council is instrumental in providing the opportunity for pupils' views to be considered by the school.
29. Induction arrangements are very flexible and suit the various needs of the children very well. In addition to home visits, the school provides much good information to

enable parents and carers to help their children to settle into school quickly and comfortably.

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

The links with parents, the community and with other schools and colleges are all consistently good.

### **Main strengths and weaknesses**

- Parents are supportive of the school and contribute very well to their children's learning.
- The school makes good use of the local community to support learning.
- There are good transfer arrangements at the end of Year 3 when pupils move to their next school on the shared site.

### **Commentary**

30. The partnership with parents has been maintained well since the time of the last inspection and continues to be strong. The school provides parents with good opportunities to share their views and suggestions are acted upon. There are suitable arrangements for parents to share any concerns. Most parents responding to the pre-inspection questionnaire and those attending the pre-inspection meeting were supportive of the school and its work. They agree that it has many strengths and especially appreciate the good teaching and how much their children like school.
31. The information provided for parents is good. The school prospectus, the governors' annual report to parents and regular newsletters give parents much very useful information about the school and its organisation. The home visits before the children start school and the regular meetings to discuss their children's progress are valuable opportunities to enable parents to be involved in their children's learning.
32. The annual reports to parents on their children's progress contain much good information about what the pupils know, understand and can do. They also report on the core subjects clearly but the information about other subjects is in some instances repetitive and impersonal. Reports also contain targets for improvement and provide the opportunity for both children and parents to add their own thoughts.
33. Parents are encouraged to become involved in the life of the school and many respond positively. They provide considerable help around the school as well as on educational visits. The Parent Teachers' Association is very active. It organises many fundraising and social events in support of the school. The school values highly the support and contributions made by all parents and members of the community that enhance the children's learning and development.
34. Since the time of the last inspection, the school has maintained the links with the community well and these continue to be good. Links with the local church are particularly strong. Visitors are used well to enrich the pupils' learning. In addition, educational visits are used effectively to promote pupils' awareness of the world outside. Links with other schools are active and effective. Relationships with members of staff at the school on the same site are close and enable the pupils to transfer with the minimum of disruption to their learning.



## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The leadership of the headteacher is very good. Governance is good and governors ensure that statutory requirements are met in full.

### **Main strengths and weaknesses**

- The headteacher provides very good leadership, has high aspirations and a clear vision for further development of the curriculum.
- Provision for the Foundation Stage is very well led.
- Members of staff evaluate the work of the school well.
- Governors are committed to the school and are involved well in its work, though the monitoring of cost-effectiveness is informal.

### **Commentary**

35. The very good leadership of the headteacher has been maintained successfully since the time of the last inspection, resulting in a further improvement in pupils' attainment. She is passionate about the work of the school and provides a very strong drive in maintaining high standards by inspiring members of staff and encouraging innovation. Self-evaluation is an integral part of school improvement planning so that priorities are firmly based on greatest need.
36. Very good leadership of the Foundation Stage has resulted in many very good improvements over the last year and children make greater progress than at the time of the last inspection. Members of staff work together closely so that provision is similar in the two classes. The quality of teaching and learning is monitored carefully. The very high aspirations and enthusiasm of the co-ordinator is shared with other members of staff.
37. The role of co-ordinators has developed well since the last inspection and they take an active part in drawing up the school improvement plan. They understand their roles and responsibilities and monitor and evaluate provision in their subjects, using the information they gain to help them devise clear action plans to improve standards and provision further. Performance management is used well to improve attainment and to identify individual and whole school training needs. Leadership and management of the provision for special educational needs is satisfactory overall. Whilst the needs of pupils with learning difficulties are met well, those with emotional and behavioural difficulties are not always managed effectively. The school has identified the need to provide further training in behaviour management.
38. Governance is good. The governing body has undergone some recent changes in personnel and has established a clear vision for the school. There is a good understanding of the school's strengths and several governors are involved in monitoring the curriculum and finances. However, governors do not formally evaluate the effectiveness of spending to ensure that funds are being spent wisely. The governing body meets its statutory requirements in full and provides effective support and challenge. There is a clear understanding of what needs to be done in order to ensure a smooth transition to an infants' school in 2007.
39. The school has been successful in its application for transitional funding to help maintain staffing levels and to support a deficit budget due to falling pupil numbers. There has been a reduction in staffing this year, with the headteacher increasing her own teaching commitment and there are suitable plans to reduce the number of

classes at the end of the academic year. The school has satisfactory arrangements for ensuring best value and provides good value for money because there has been a further improvement in attainment since the time of the last inspection.

## Financial information

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

Income and expenditure (£)	
Total income	401,796
Total expenditure	419,054
Expenditure per pupil	2,509

Balances (£)	
Balance from previous year	0
Balance carried forward to the next year	-17,258

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

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

40. Provision for children in the Reception Year has improved since the time of the last inspection and is now very good. Children's attainment is above average when they start school and they achieve very well in all areas of learning.
41. Teaching is very good overall, with the needs of children being met very effectively. The key features of teaching are:
  - Teachers are very enthusiastic and support each other well when planning work.
  - Teaching assistants give good support to teachers; all members of staff have a very good understanding of the needs of young children and use a very good range of teaching methods.
  - Classrooms are organised well and there is a very good balance between teacher-led and child-initiated learning.
  - Lessons are very well resourced and learning is made fun.
  - Members of staff have very high expectations for behaviour and encourage and engage children with differing needs very well.
  - There are occasional missed opportunities to make more use of teaching assistants during whole-class sessions at the start and end of lessons.
42. The very good curriculum is very well planned to meet the children's differing needs. Very good resources support learning well. The classrooms are vibrant and exciting with high quality displays showing children that their work is valued.
43. Provision is very well led by the co-ordinator and there have been many very good improvements over the last year. These have been carefully planned and monitored and a very strong sense of teamwork is evident. All members of staff share the very high aspirations of the co-ordinator and they work together very effectively.
44. Support for children with special educational needs is very good. There is a high level of adult support for these children and this has a very good impact on learning, with individual needs being met very well. Parents are fully involved in ensuring that there is very good inclusion for children with special educational needs and admission arrangements are sensibly adjusted according to the needs of the child.
45. Assessment procedures are very good. Detailed assessments are made when children first start school, and this information is used very effectively to identify what children need to learn next. Regular observations of children are made whilst they are working and these show clearly how well children are achieving. Photographic evidence is used very effectively to show progress over time.
46. There are very good links with parents and they are kept very well informed. Home-school diaries are a recent initiative and they provide high quality information, with teachers spending a lot of time completing them each week. There are very effective induction procedures. Teachers visit homes and receive good quality information from the local pre-school. Children are given good opportunities to experience school before they start. This helps to make for a smooth and happy move to the Reception classes.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

### Main strengths and weaknesses

- Children achieve very well and learn to co-operate with each other without adult support.
- Members of staff take very good account of children's individual needs when planning work.
- There are too few opportunities at the end of lessons for children to talk about what they have been doing.

### Commentary

47. Children achieve very well and most are on target to exceed the expectations of the 'early learning goals' by the end of the Reception Year. Children work with great eagerness on all activities. They enjoy talking to visitors and they work well in small groups, supporting each other effectively and happily celebrating each other's success. Children respond well to the very high expectations of the teachers by working together sensibly. Particularly noteworthy is the way that children resolve small conflicts without adult help and are able to organise themselves into groups to play simple games involving high levels of co-operation. Very good teaching has been maintained since the last inspection and children make greater progress than at that time.
48. Members of staff are very kind, caring and patient and they have a very good knowledge of both the social and educational needs of individual children. They plan an exciting range of free choice activities helping to develop children's perseverance quickly. However, there are some missed opportunities for children to discuss the things they have learnt with the whole class. This lessens the value and purposefulness of some activities.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children achieve very well.
- The quality of teaching is very good and an exciting range of activities makes learning purposeful.
- Differing needs are not always met effectively in whole-class sessions at the start and end of lessons.

### Commentary

49. Very good teaching enables children to make very good progress. Most children are on target to exceed the expectations of the 'early learning goals' by the end of the Reception Year. Very good teaching has been maintained since the time of the last inspection and children's progress has improved.

50. Children are confident readers and skills are taught very effectively. Children are given good opportunities to read to an adult in a small group. This helps members of staff to meet individual needs well. A commercial scheme is being used very effectively in whole-class sessions to teach children letter sounds. Achievement is best when the teacher varies input to support the learning of children with differing levels of prior attainment. On occasions, this does not happen and differing needs are not met as successfully.
51. Writing skills are introduced very effectively. Members of staff have high expectations and they encourage children to attempt to write words for themselves. Children quickly understand the link between the letter sounds that they have been learning and the marks that they make on paper and often use recognisable words or letters. Children develop very positive attitudes towards writing and teachers give them many opportunities to improve their skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Learning is made fun and children achieve very well.
- There is very good challenge for more-able children and those who have been identified as being gifted and talented.
- There are missed opportunities to make more effective use of teaching assistants in whole class sessions at the start of lessons.

### **Commentary**

52. Children achieve very well and most are on target to exceed the expectations of the 'early learning goals' by the end of the Reception Year. Counting skills improve at a very good rate and children become confident about counting beyond ten and adding small numbers together. There is very good challenge for the most able children, with some already working at National Curriculum levels. Provision, teaching and the children's progress have improved since the time of the last inspection.
53. Teaching is very good. Basic mathematical skills are taught very effectively through a very good range of practical activities. There is a very good balance between teacher-led and child-initiated learning. Learning is made fun and the teachers' enthusiasm engages and encourages children to do their best. Teaching assistants support groups of children very effectively and make very good use of questioning to extend learning. However, there are occasions during whole class sessions when teachers do not make best use of the teaching assistants to support children's learning.

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

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

### **Main strengths and weaknesses**

- Very good teaching and a practical curriculum meet the needs of all children very well.

## Commentary

54. Children, including those with special educational needs, achieve very well and most are on target to exceed the expectations of the 'early learning goals' by the end of the Reception Year. Learning is well supported by very good quality teaching and an exciting and stimulating curriculum that includes a very good range of practical activities, with good links being made between the different areas of learning. Members of staff support children well when they are working on free choice activities. There is a very good pace to learning and children are very effectively encouraged to think for themselves. In religious education, children quickly learn to understand the significance of different Bible stories. Teachers encourage discussion very well, using questioning successfully to help children express their ideas. Teaching and learning have improved since the time of the last inspection.

## PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

### Main strengths and weaknesses

- Very good teaching in physical education introduces children to a range of skills.
- There is a very good curriculum with fun activities.

## Commentary

55. Provision in physical development has improved since the time of the last inspection because of the development of a well resourced and effectively used outdoor area. Children achieve very well and most are on target to exceed the expectations of the 'early learning goals' by the end of the Reception Year.
56. Children have good physical skills for their age. In physical education lessons they co-operate well when working with a parachute, with very good teaching ensuring that achievement is very good. Lessons are organised very effectively and there is a good pace to learning. Members of staff have very high expectations of what children should achieve and they support children with special educational needs very effectively, ensuring that they are fully included in all activities. Good use is made of photography to record what children have achieved. Teaching has improved since the time of the last inspection.
57. There is a very good curriculum, with children's learning enhanced by the effective use of outdoor provision. Members of staff plan carefully for when children are working outside, supporting the development of children's physical skills successfully through a good range of activities. Children are given good opportunities to work at their own pace and, consequently, they improve their physical skills quickly.

## CREATIVE DEVELOPMENT

58. There is insufficient evidence to make an overall judgement on the quality of provision. Teaching was good in the music lesson observed. Children made good progress in learning a new song because the teacher had good subject knowledge and her enthusiasm ensured that children were well motivated. There is a very good

curriculum. Good quality displays show that children use a wide range of techniques to produce interesting and attractive artwork. Children talk confidently about things that they have made.

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

### **ENGLISH**

Provision in English is **good**.

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

- Pupils' attainment by the end of Year 2 is well above average most years.
- All pupils achieve very well in speaking skills and those in Years 1 and 2 achieve well in their reading and writing.
- The subject is well led and managed.
- Resources are very good and used effectively to make lessons interesting.
- A significant number of pupils are not secure in their spelling strategies.
- There are missed opportunities for pupils to write freely about their own ideas.

#### **Commentary**

59. The 2004 national test results show that pupils attain well above average standards in reading and writing when compared with all schools and above average standards when compared with similar schools. The number achieving the higher level (Level 3) is also above average. The school's results over time exceed the national trend with there being little significant difference between the attainment of boys and girls. The school met the targets it had set for Level 2 and exceeded them for Level 3. Inspection findings are that in the current Year 2 attainment in reading and writing is on target to be above nationally expected levels and pupils achieve well. Attainment has improved since the time of the last inspection.
60. Inspection findings indicate that, by the end of Year 3, pupils' standards of attainment are well above those expected in all aspects of English. Their achievement is satisfactory, because pupils do not always work at the rate and high levels of which they are capable. This is because the use of prescriptive worksheets and writing frameworks limits the opportunities provided for extended pieces of work which reflect pupils' own creative ideas and capability.
61. In reading, pupils of all ages enjoy books. They are keen to read to adults, regularly use the school library and most read fairly regularly at home. Pupils appreciate the good range of choice the school library offers them and are very aware of the level they have reached in their reading scheme. The higher attaining pupils read with particularly good expression and are able to discuss in depth characters, plots and possible story ends. Lower attaining pupils in Years 1 and 2 are confident when using letters to build words, but are not always successful in hearing the sounds as a complete word. In Year 3, pupils read independently for pleasure and competently find facts in the resources provided for a topic on the Second World War.
62. In writing, pupils write for a fairly wide range of purposes. They understand the need for the use of good adjectives to make their writing descriptive and most have a good knowledge of basic punctuation. Pupils start to join their writing in Year 1 and usually

write in a legible style with reasonable presentation. In Years 1 and 2 in particular, a significant number of pupils, although capable, lack confidence in spelling. When encouraged to try spelling independently, the result is usually plausible. This hesitancy and insecurity with their spelling is stopping them from producing as much writing as they are able. The school has identified spelling as an area for development and has several new strategies to help pupils to improve.

63. There is an over use of worksheets in Years 1 and 2 and this limits pupils in devising their own strategies for presenting and displaying their work or extending their thinking into the possibility of more than one way to answer a question.
64. Throughout the school, pupils achieve very well in speaking skills. Although some of the younger pupils in Year 1 have quiet voices, all pupils express their interesting ideas very well. Most pupils speak clearly using imaginative, descriptive and instructional vocabulary to share their point of view with others. When conversing with their 'talk partners' they use lively language and are excited by each other's answers, sharing good humour when the ideas are funny.
65. Listening skills are satisfactory. Pupils in Year 3 listen avidly to a story but do not always listen well to each other's answers. In Years 1 and 2, pupils listen to the things that interest them.
66. Teaching is good in Years 1 and 2 and satisfactory overall in Year 3. Teaching is similar to that found at the time of the last inspection. All teachers make effective use of the school's very good resources to stimulate and motivate pupils. Good praise and encouragement is given to individuals and groups. Particular strengths in teaching are in Year 2, where good questions are asked of pupils in their ability groups to encourage them to deepen their thinking and extend their answers. Good methods ensure that in a practical session pupils really imagine what it feels like and what they would see and hear on an imaginary holiday. Pupils were very keen on the topic and took turns well to express their good ideas.
67. Most teachers are very good at insisting on high standards of behaviour. Teachers in Years 1 and 2 have a good subject knowledge and use this well to challenge and engage pupils' interest. Marking of pupils' work usually follows school policy and is helpful in assisting pupils to improve their work. Teachers' planning for the different ages in the classes is satisfactory. The school's medium term plans for the subject clearly identify the learning objectives for the different age groups. Whilst the topics and texts in the different classes may not be the same for each age group, the learning objective for the age group is consistently covered whatever the topic or text. This ensures pupils are receiving a suitable curriculum. The use of ability groups for literacy also enables teachers to target work to meet the needs of the pupils. The use of drama, thinking skills, philosophy and brain gym, enhances the breadth of the curriculum. Those pupils identified with special educational needs for learning difficulties receive satisfactory support and make satisfactory progress towards the targets they have been set. Pupils with emotional and behavioural difficulties are tolerated well by other pupils. However, as observed in a lesson for pupils in Years 1 and 2, their behaviour can be disruptive at times. Higher attaining and gifted pupils are grouped satisfactorily and have their needs met appropriately.
68. Assessment of pupils' progress is good, with regular reviews and class and individual targets set for improvement.



69. Leadership and management of the subject are good. Both co-ordinators have good subject knowledge, a clear vision for the future and are effective and innovative in curriculum development. They take effective action to further improve the subject and as a result there has been a good improvement in standards and resources since the time of the last inspection. Classroom displays are of good quality, helpful to pupils and motivational. Limited use is made of ICT to support learning in the subject.

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

70. The use of language and literacy across the curriculum is very good overall. Particular strengths are the planned opportunities to use speaking skills to clarify, explore and understand topics covering three or four subjects. Reading is also very well used to seek facts, information and answers within a topic. Writing opportunities are planned within subjects but these are usually less challenging and do not always reflect the high standards of which pupils are capable.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and attainment by the end of Year 2 is well above average most years.
- Teaching and learning are good and pupils are provided with an interesting range of tasks.
- Leadership and management are good and priorities are identified and supported well.

### **Commentary**

71. Pupils, including those with special educational needs and the gifted and talented, achieve well throughout the school because teachers plan a good range of activities that engage the pupils' interest well. The results of the national tests at the end of Year 2 have been well above average for the last four years and attainment is higher than it was at the time of the last inspection. In 2004, almost half the pupils achieved the higher than expected level (Level 3). Attainment in the current Year 2 is not on target to be as high as in recent years, because there are fewer more-able pupils and more pupils of lower ability. Nevertheless the school has identified the pupils in need of additional support and attainment is on target to be above the nationally expected levels by the end of the year. In Year 3, pupils continue to make good progress and attainment is well above nationally expected levels.
72. Teaching, learning and assessment are good and have improved since the last inspection. Several teachers have attended courses to increase their knowledge, resources have been improved and teachers plan challenging work. Teaching is now consistently good, with an example of very good teaching in the Year 1 class. Teachers plan a variety of practical activities that encourage pupils to concentrate well and work hard. Most teachers start lessons with various 'brain gym' activities that help pupils to focus their attention. Teachers have high expectations for the way pupils use mental strategies such as 'near tens' and 'doubling' and provide tasks that challenge pupils well. Schemes of work are used well to help teachers plan for pupils' differing needs and parents are encouraged to support their children at home with some interesting homework and mathematical games. Teaching assistants provide valuable

support for groups of pupils, including those with behavioural difficulties. Assessments are carried out at the end of each term and class targets are set. Teachers in Years 2 and 3 have started to set individual pupil targets based on their findings.

73. The new co-ordinator provides good leadership and management in the subject. Clear priorities are identified in the action plan and are based on an analysis of previous test data and the monitoring of teaching and learning. Effective leadership and management have ensured an improvement in provision and standards since the time of the last inspection. The curriculum is good, though the school has identified the need to increase the opportunities for pupils to solve problems and carry out open-ended mathematical investigations. Most teachers use ICT well by providing specific programs that support learning in lessons. Marking and target setting procedures are being reviewed. All teachers mark work regularly, though many comments are positive and do not always include comments to help pupils to improve. Most work is completed on worksheets and when pupils record what they have learnt independently, the presentation of work is not always careful enough.

### **Mathematics across the curriculum**

74. There are satisfactory opportunities for pupils to use their measuring skills and graphs in science and geography lessons.

### **SCIENCE**

Provision in science is **good**.

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

- Good teaching in Years 1 and 2 helps pupils to achieve well and have a good understanding of basic scientific concepts.
- In Year 3, the pace of learning is sometimes adversely affected by the misbehaviour of a small group of boys.
- Recorded work is often the same for all pupils, whatever their prior attainment or age.
- The curriculum includes good opportunities for pupils to develop skills, knowledge and understanding through practical activities and 'special weeks'.
- Leadership of the subject is good.

#### **Commentary**

75. Progress since the last inspection is good and pupils' attainment is above nationally expected levels at the end of Year 2 and Year 3. This is confirmed by teacher assessments at the end of Year 2 in 2004. By Year 2, pupils have a good understanding of fair testing and, in their investigations they sort materials by different properties. In Year 3, pupils explain clearly how soils are formed and carry out experiments to investigate the absorbency of various types of paper.
76. Pupils' achievement is good overall, with all pupils, including those with special educational needs, making good gains in knowledge according to their capability. However, there are some variations in pupils' achievement in the different year groups. Pupils respond well to the good teaching in Years 1 and 2 and make good progress. In Year 3, pupils' achievement is satisfactory. In this year group, a small

group of boys sometimes misbehave in lessons and this disturbs the learning of others.

77. The quality of teaching and learning is good overall, with satisfactory teaching in Year 3. Teaching is similar to that found at the time of the last inspection. Key features in teaching and learning are:
- Teachers have good subject knowledge and they make good use of resources to help to make learning interesting.
  - In Years 1 and 2, there is an effective focus on learning through practical activities with pupils being given good opportunities to think like scientists, to develop their own ideas and to learn through their mistakes.
  - Teaching assistants in Years 1 and 2 give good support to pupils with special educational needs, ensuring that they are fully included in activities and receive the full curriculum.
  - Limited use is made of ICT to support learning, especially in pupils' recorded work.
  - Teachers extend learning well through the good use of interesting homework.
78. Throughout the school, there are missed opportunities to extend the learning of more-able pupils by giving them the opportunity to use their initiative and knowledge. Although pupils enjoy the good range of practical activities provided, there is too little variation in the recorded work produced by pupils of differing ability levels or ages, with too much of it being completed on worksheets. As a result, there is sometimes a lack of challenge in lessons for more-able pupils, especially in teachers' expectations of how they should record their work, with significant variations in the amount of work being produced by different classes.
79. Assessment procedures are satisfactory. Teachers know the pupils well and assess learning at the end of each topic well. However, pupils have only a limited understanding of how they can improve because marking does not always indicate the strengths and weaknesses in their work.
80. The good curriculum provides appropriate breadth and balance across all aspects of the subject. Planning is carefully structured to ensure that pupils who are the same age but in different classes cover the same topics. Enrichment of the curriculum is very good and this is a significant factor in the positive attitudes towards learning that are seen in most lessons. Regular science workshops help to bring the subject alive and are greatly enjoyed by pupils. Good use of made of the school's attractive grounds to teach pupils about habitats and this has a good effect on learning.
81. Leadership of the subject is good. The co-ordinator is passionate about science and is committed to the continual improvement of provision. She has high aspirations for the subject and is a good role model in her own teaching. There has been some helpful monitoring of pupils' work and classroom practice. Consequently, the co-ordinator has a clear understanding of what needs improving next.

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

### **Main strengths and weaknesses**

- Pupils develop good basic skills by the end of Year 3.
- The subject co-ordinator has led developments well and resources are good.
- The school is not making full use of the ICT suite to support learning across the curriculum.

### **Commentary**

82. The school has made good progress since the last inspection and pupils' attainment is above nationally expected levels by the end of Year 2 and Year 3. Good leadership by the co-ordinator has resulted in well considered developments since the last inspection. Pupils benefit from improved resources and the new ICT suite has a good impact on learning. There is a good curriculum, with a good breadth of activities and skills being taught during ICT lessons. Pupils have a clear understanding of the different applications of ICT and, for their age, they make good use of these different skills. Older pupils are beginning to word-process their writing confidently and they produce paintings using art programs. In Year 3, pupils know that they can carry out research on the Internet and they are at the early stages of understanding how to use a search engine to find information.
83. Throughout the school, good teaching and learning enable all pupils, including those with special educational needs, to achieve well. Pupils have good attitudes towards learning and work hard in lessons, co-operating well when they are working in pairs. Lessons are generally well organised and the teachers are enthusiastic and knowledgeable, and teach new skills effectively. Teachers break skills down into small steps and this strategy is successful in helping pupils to understand what they need to do. Pupils are then given good opportunities to practise what they have been taught. There is a good pace to learning, with differing needs generally being met well. Teaching assistants are used effectively to support learning, though some have an insecure subject knowledge which occasionally slows the pace of learning, especially when they are taking a group in the ICT suite without a teacher. Good teaching has been maintained since the time of the last inspection.

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

84. A well-equipped ICT suite is used effectively to teach specific skills and, at these times, good links are made between different subjects. However, there are many occasions when the ICT suite is not in use and a scrutiny of pupils' work in science, history and geography shows that limited use is made of ICT to support learning in these subjects. Consequently, there are missed opportunities to practise and consolidate ICT skills by using them across the curriculum.

### **HUMANITIES**

There is insufficient evidence to make overall judgements about pupils' standards and the quality of teaching, learning and provision in history and geography. Pupils' work and classroom displays were scrutinised.

85. In a satisfactory **geography** lesson in Year 1, pupils plotted on a map the main features they had seen during a village walk. They copied labels to indicate what the features were. The teacher demonstrated how to do this and the pupils received good adult support to help them achieve the task. Most pupils recognised what they had

seen and where, quite easily and completed the task satisfactorily. However, there was little opportunity for pupils to extend the task, or show any additional features they had seen. The prescriptive nature of the task did not allow pupils, particularly the more able, to show and use their full capabilities. Pupils talked enthusiastically about what they had seen and recognised the route they had taken. Many pupils are able to identify their route to school and where other family members live in the village.

86. In a satisfactory **history** lesson, pupils in Years 2 and 3 worked from some very good resources to write leaflets and make posters about rationing during the Second World War. Pupils were enthusiastic about the topic and fascinated by their findings. The teacher planned the lesson appropriately but limited the amount and quality of the work by urging pupils to colour in their work before they had completed the written part. This meant that most pupils did not finish their writing and develop their work to show their good capabilities. They talked freely and showed they had a better understanding and empathy with the subject than that reflected in their written work.
87. The scrutiny of work indicates pupils are following an appropriate curriculum and are interested and motivated by the topics and themes covered. Discussions with pupils indicate they thoroughly enjoy the planned practical parts of the subject.
88. Whilst there is an appropriate emphasis given to the practical curriculum, when pupils are required to record their work, teachers throughout the school rely too much on worksheets. There is too much emphasis on colouring in and templates and pupils' work does not reflect the quality of the curriculum they receive.

## **RELIGIOUS EDUCATION**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Very good resources support pupils' learning.
- The scheme of work is clearly planned to ensure pupils cover the required curriculum.
- The co-ordinator leads the subject well and provides good support to other staff.
- Pupils, particularly the older ones, have too few opportunities to record their own views, ideas and understanding of the subject.

### **Commentary**

89. As at the time of the last inspection, attainment throughout the school is in line with the expectations of the locally agreed syllabus. The achievement of all pupils, including those with special educational needs, is satisfactory.
90. In the classes with pupils in Years 2 and 3, pupils study Judaism and write short interesting prayers for a prayer tree based on their own feelings and hopes. In the Years 1 and 2 classes, pupils draw pictures of a mosque and learn facts about the Muslim faith. They study the festival of Diwali and understand the importance of light in the Hindu religion. Pupils in Years 2 and 3 visit a local church and receive a visit from the vicar. They can identify the major parts of a church such as aisle, pulpit, altar and font.

91. Pupils of all ages use their very good speaking skills well when discussing what they have been learning. Older pupils have a satisfactory understanding of other faiths and some of the facts relating to their traditions and customs.
92. In the satisfactory lesson observed in Years 1 and 2, most pupils understood the symbols of Pysanky and knew that it is a Ukrainian word. They used the symbols appropriately in their designs for Easter cards. The teacher used very good resources and asked good questions about Easter to help pupils understand why it is an important festival for Christians. A good explanation enabled pupils to know why eggs are given as a gift at this time. Most pupils made satisfactory progress and completed the task quickly. The lesson was short and focused, with the teacher adding an interesting global perspective to the subject. A few pupils did not behave as well as they should, with an undercurrent of deliberate noise causing a distraction. The teacher was insistent on good behaviour and when this was demanded most pupils conformed.
93. Religious education is sometimes taught as part of a topic, with drama, philosophy and literature. However pupils and particularly the older ones, have too few opportunities to record their own views, ideas and understanding of the subject. Too many worksheets are used which just require colouring of templates and completion of simple word or sentence answers. These do not develop pupils' thinking and depth of understanding at the high level of which they are capable and time can be wasted colouring in, when talk and discussion would be of greater benefit for reinforcing learning.
94. The co-ordinator leads and manages the subject well. There is a clear curriculum framework and a good quality scheme of work. Lessons have been modelled for members of staff and very good resources purchased to ensure the curriculum can be delivered effectively. There is limited evidence of ICT being used to support learning in the subject.

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

This area of the curriculum was not a focus for the inspection and there is insufficient evidence to form judgements on provision, teaching and learning.

95. A good **art and design** lesson was observed in Years 2 and 3. In this lesson, pupils were given good opportunities to improve their use of different media to show perspective, texture and shading, when sketching a variety of objects taken from their history topic on the Second World War. The teacher supported pupils well as they drew from different angles and interest was maintained successfully by the effective use of resources. Pupils' good observational drawing has been maintained since the time of the last inspection. Photographs and displays of work show that 'art week' produces some high quality work and that ICT is used well to create pictures and patterns. For example, pupils in Year 1 made good abstract pictures in the style of Mondrian.
96. No **design and technology** lessons were on the timetable during the inspection. Pupils in Years 1 and 2 have made some attractive moving pictures by using sliding mechanisms and pupils in Years 2 and 3 have investigated wartime recipes as part of their history topic.

97. In **music**, pupils sing tunefully in assembly and listen carefully to pre-recorded music. The school has taken part in a research project into the way music can be used to support learning across the curriculum.
98. A good **physical education** lesson was observed in Years 1 and 2. The teacher provided clear instructions enabling pupils to concentrate very well and develop good skills and control over their dance sequences. However, opportunities were missed for pupils to evaluate their own and other pupils' performances. Various fee paying clubs are available at the school and visitors are used well to add interest to the curriculum during 'health week' and on 'national skipping day'. The school grounds were used to host a local multicultural dance festival and a dance troupe from Zimbabwe performed for the pupils. In the classes for older pupils there are no opportunities for pupils to take part in physical activities until the end of the week and because they work in cramped classrooms, this can contribute to the unsatisfactory behaviour of some boys in Year 3.

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

This was not a focus for the inspection and there is insufficient evidence to form judgements on provision in personal, social and health education (PSHE) and citizenship.

99. There is a good curriculum for PSHE. Adopting a healthy lifestyle and ensuring that pupils develop good values and attitudes are emphasised well.
100. Members of staff make good use of 'circle-time' to give pupils opportunities to share their views and issues raised are considered sensitively. Pupils have a very clear understanding of the responsibilities of being part of the school community and older pupils have the opportunity to help others by being playtime 'buddies'. The school council meets regularly, allowing pupils to contribute to the life of the school and raise money for good causes. Councillors carry out their responsibilities sensibly and with great enthusiasm. Throughout the school, members of staff are good role models. They lead by example, treating each other and the pupils with care and respect.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	4
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>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	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	2
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).*