

# INSPECTION REPORT

## **SHARPNESS PRIMARY SCHOOL**

Newtown, Berkeley

LEA area: Gloucestershire

Unique reference number: 115526

Headteacher: Mrs R Dunn

Lead inspector: Mr D Byrne

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> January 2005

Inspection number: 267648

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	103
School address:	Newtown Berkeley Gloucestershire
Postcode:	GL13 9NU
Telephone number:	01453 811220
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs S Boxall
Date of previous inspection:	19 <sup>th</sup> October 1998

## **CHARACTERISTICS OF THE SCHOOL**

This is a small school situated in a rural location in South Gloucestershire. It educates 103 boys and girls from four to 11 years of age. The attainment of children when they start school differs from year to year but is below average overall. The vast majority of pupils are of white British background and no pupil requires support for English as an additional language. The percentage of pupils with special educational needs is above the national average. Although the number of pupils claiming free school meals is well below the national average, inspection evidence shows that the numbers eligible for claiming free school meals is around the national average. The school population has declined in recent years, but the number of pupils starting or leaving the school at times other than the normal times of admission or departure is relatively low. The school has gained a number of awards: the Investors in People Award in 2002, the School Achievement Award in 2002 and 2003, and in 2004 the Basic Skills Quality Mark and the Schools Ground Award awarded through Learning through Landscapes. At the time of the inspection, significant changes in the school's leadership and management had just occurred. Within a term of each other the previous headteacher and the deputy had both taken up new posts. The new headteacher had been in post for less than a week.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28076	Mr D Byrne	Lead inspector	Foundation Stage curriculum, English, science, art and design, design and technology, physical education, personal, social and health education and citizenship.
31754	Ms C Roberson	Lay inspector	
4099	Mr R Braithwaite	Team Inspector	Mathematics, information and communication technology, religious education, geography, history, music, special educational needs.

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

### **OVERALL EVALUATION**

This is a **satisfactory** school with some good and very good features. It is very caring and there are good links with parents and very good links with the local community. Pupils make a good start to their education in the Foundation Stage and teaching and learning across the school are satisfactory overall. Pupils achieve satisfactorily. The school is well led by a new and dynamic headteacher who is well supported by a good governing body. The school gives satisfactory value for money.

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

- Although teaching and learning are mostly good across the school, there are some unsatisfactory features in one class that hold back the achievement of pupils.
- Pupils do well in reading and art and design but could do better in aspects of information and communication technology, geography and history.
- Pupils benefit from a very caring and supportive ethos within school which contribute to the development amongst pupils of very good attitudes and good behaviour overall.
- Pupils' personal development is good overall but their knowledge and understanding of the multi-cultural nature of Britain are weak.
- There is good provision for pupils with special educational needs and children make a good start to their education in the Reception class.
- Most pupils are not yet making enough use of their literacy, numeracy and information and communication technology skills to support learning in all subjects.
- Although there is good provision for enriching learning, the quality of planning in some subjects is complicated and does not ensure that all subjects are taught regularly enough.
- Assessment is good in English, mathematics and science, with the good involvement of pupils.
- There are some excellent features to the accommodation but resources could be better for information and communication technology, reading for older pupils and for aspects of learning in the Foundation Stage.
- The information in the pupils' annual reports does not always comply with requirements.

Since the last inspection, the school made good improvement in many areas but there is still more to be done. The curriculum is much better planned, provision for special educational needs is now good and there are good procedures for assessment and for monitoring teaching and learning in English, mathematics and science. The role of subject leaders is now much more clearly defined and better ways have been implemented for developing subjects. There have been improvements in the provision for information and communication technology but these have only been partially successful in raising standards and more still needs to be done. Standards have risen in design and technology and staff are better trained in science and this has contributed to better standards since the last inspection in these subjects. Links with the community are now very good and there have been very significant improvements in the quality of the outdoor accommodation.

## STANDARDS ACHIEVED

### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools by prior attainment
	2002	2003	2004	2004
English	A*	C	A	A
mathematics	A	B	B	A
science	A*	A	B	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 whose pupils attained similarly at the end of Year 2.

Achievement is currently **satisfactory** overall and is not as good as it has been in recent years. The small numbers of pupils in each year group means that all statistical data has to be treated with caution.

In the 2004 National Curriculum tests for pupils in Year 6, pupils attained standards that were well above the national average in English and above the national average in mathematics and science. Assessment data shows that pupils have been achieving very well when the Year 6 test results were compared to the standards that the same group gained in Year 2. Inspection evidence shows that achievement has been adversely affected by some of the forced changes in teaching. Standards at the end of Year 6 are currently below average in both English and mathematics and are average in science but, given the high proportion of pupils with special educational needs, achievement is satisfactory.

Inspection evidence shows that the pupils in the current Year 2 class are achieving well but, because of the high percentage of pupils with special educational needs, their attainment is below the national average in reading and writing and in line with the national average in mathematics. This represents a recent improvement in achievement. Assessment data shows that, over the last four years, the performance of pupils in the end of Year 2 national tests has been declining in reading and writing. Standards in mathematics over the same period of time have been better. In 2004, standards in reading were below the national average in reading, well below the national average in writing and broadly in line with the national average in mathematics. In comparison with similar schools, standards were well below the average in each subject. At the end of both years 2 and 6, pupils' achievement is unsatisfactory in information and communication technology and standards could be better in writing and in aspects of geography and history.

As a result of recent improvements in the provision in the Foundation Stage, children of reception age are currently making good progress. By the time they start Year 1, the majority are achieving well and reaching the standards expected for their age in each area of their learning, and exceeding them in terms of their physical development.

Throughout the school, good provision for special educational needs results in these pupils achieving well in relation to the targets in their individual education plans.

Pupils' have **good** levels of spiritual, moral, social and cultural development overall but their understanding of the cultural diversity of British society is relatively weak. Pupils have very good attitudes to school and form good relationships and behave well overall. Attendance is very good and punctuality is good.

## QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education with some good and very good features. Teaching and learning are **satisfactory** overall with some strengths in the Foundation Stage and Years 1, 2, 5 and 6. Effective assessments are made of pupils' attainment and progress in English, mathematics and science and these are used effectively to match work to pupils' needs. Good teamwork between teachers and support staff makes sure that pupils with special educational needs achieve well and are fully involved in all parts of school life. The curriculum meets all requirements and is enriched by a good range of additional activities. The accommodation and resources are satisfactory but need improvement in some key areas. Pupils receive very good levels of care and very good attention is paid to their health and safety. The school involves pupils well in the running of the school and in evaluating their own performance. Good partnerships exist with parents and there are very good links with the community and other schools.

## LEADERSHIP AND MANAGEMENT

The quality of the leadership and management is **satisfactory** overall and governance is good. Recent changes in the senior management of the school have reduced the effectiveness of some elements of the management of some subjects. The impact of management is currently satisfactory. The leadership of the headteacher is good. She has very high aspirations and a very good start has been made to getting to know pupils and staff. The governing body is effective and is very supportive of the school whilst also keeping an objective view of its performance. The governing body ensures that statutory duties are met.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of all aspects of the school. Responses to the inspection questionnaire were overwhelmingly supportive of the school. Pupils are also very positive about the school and enjoy coming to school. There is little they would wish to change.

## IMPROVEMENTS NEEDED

In order to improve the school needs to:

- Improve the quality of teaching and learning in one class.
- Raise standards in writing, information and communication technology and aspects of geography and history.
- Improve pupils' knowledge and understanding of the multi-cultural nature of modern Britain.
- Streamline the effectiveness of planning so that better links are made between subjects and each subject is taught at suitable intervals
- Improve the quality of resources for information and communication technology, the range of books across the school and aspects of the indoor provision for children in the Foundation Stage.

And to meet statutory requirements:

- Improve the quality and accuracy of information in the annual reports to parents.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

Pupils' achievement is **satisfactory** overall. It is **good** in the Foundation Stage and Year 1. Standards at the end of Year 2 and 6 are currently **below average** in English and mathematics and **average** in science.

#### Main strengths and weaknesses

- Pupils in the Foundation Stage achieve well in each area of their learning.
- There is a relative weakness in the quality of teaching and learning in one class.
- Pupils with special educational needs achieve well across the school.
- Standards are below expectations in information and communication technology at the end of both Years 2 and 6.
- Achievement could be better in writing and aspects of geography and history.

#### Commentary:

##### Foundation Stage

1. Children start school with standards that are below average overall, although there are variations from year to year. There is a particular weakness in the breadth of their vocabulary and knowledge and understanding of the world. Inspection evidence shows children achieve well and by the end of their time in reception virtually all children reach the standards expected for their age in each area of their learning with a significant proportion, around a half, exceeding expectations in their physical development.

##### Key Stage 1

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

Standards in:	School results	National results
reading	14.8 (15.8)	15.8 (15.7)
writing	13.5 (14.8)	14.6 (14.6)
mathematics	16.2 (19.5)	16.2 (16.3)

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

2. The relatively small numbers of pupils in each year group means that all assessment data needs to be treated with caution. Assessment data shows that over the last four years, standards in reading and writing have been declining and there has been no improvement in standards in mathematics. Indications are that standards were lower than they could have been and achievement was unsatisfactory in reading and writing and satisfactory in mathematics. In the 2004 national tests, pupils' performance was below the national average in reading and well below the national average in writing. Standards were better in mathematics being in line with the national average. In comparison with similar schools, the pupils' performance was well below the average in reading, writing and mathematics.
3. Inspection evidence shows that teaching in Year 2 is currently good overall and pupils are now achieving well in reading, writing, mathematics and science. Standards are,

however, currently below average because of the impact on standards of the high percentage of pupils with special educational needs. Standards are below average in information and communication technology. There are insufficient opportunities for pupils to apply skills of literacy, numeracy and information and communication technology to support learning across all subjects. Pupils with special educational needs achieve well in relation to the targets in their individual education plans. Improvements in teaching have resulted in higher-attaining pupils being given work that now challenges their true ability.

## Key Stage 2

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

Standards in:	School results	National results
English	28.6 (27.0)	26.9 (26.8)
mathematics	28.4 (27.9)	27.0 (26.8)
science	29.8 (30.5)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year

- Assessment data shows that standards have been much better at the end of Year 6 in recent years than at the end of Year 2. When the results from the end of Year 6 tests from the last five years are considered, the performance of pupils has risen steadily and at a rate that was above the upward trend seen nationally. In 2004, standards in English were well above both the national average and the average for similar schools. In mathematics and science, standards were above the national average. Assessment data shows that in 2004 the Year 6 pupils achieved very well when their prior attainment at Year 2 is compared to the results they gained when they were in Year 2.
- Inspection evidence shows that standards at the end of Year 6 in English, mathematics and science are currently not as good as they have been. This is mostly because of the nature of the class, which has a high percentage of pupils with special educational needs. Because of weaknesses in teaching in Year 4/5, pupils' achievement between Year 2 and 6 is not as good as it has been and is currently satisfactory overall despite mostly good in learning in English, mathematics and science in Years 5/6. Pupils read well, but the quality of their writing is relatively weak and standards should be higher. Pupils could achieve better in information and communication technology. The application of literacy, numeracy and information and communication technology skills across the curriculum is relatively weak and is unsatisfactory overall. Good support for pupils with special educational needs enables these pupils to achieve well overall. The achievement of higher-attaining pupils is satisfactory overall as a result of the mostly good teaching in Year 5/6. In Year 4/5, the needs of these pupils are often not given enough attention. There is no significant difference between the achievement of boys and girls.

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

Pupils' spiritual, moral, social and cultural development is **good** overall. Pupils have **very good** attitudes, and **good** behaviour and levels of personal development. Attendance is **very good** and there are **good** levels of punctuality.

### Main strengths and weaknesses

- Pupils are very eager to learn and share and co-operate well with others.

- Children in the Foundation Stage make good progress in their personal, social and emotional development.
- Behaviour is good in and outside school, with the exception of a small number of boys.
- Pupils make a very good contribution to the running of the school, and accept responsibilities readily.
- Pupils' knowledge and understanding of the cultural diversity of modern Britain is relatively weak.

### **Commentary**

6. Almost all pupils, including those with special educational needs, enjoy going to school and have very good attitudes to their work. Children in Foundation Stage make good progress in their personal, social and emotional development because they are guided happily into interesting daily routines within a secure environment. Pupils work and play well together and form good relationships with each other and with adults. Their behaviour inside school and in the playground is good and they are courteous and respectful. A very small number of boys, however, in the Year 4/5 class, are sometimes disruptive, silly and rude and spoil learning for their classmates. The application of the school behaviour policy to deal with such pupils is inconsistent, and so these pupils are not always dealt with effectively. There is little evidence of bullying, and pupils are very confident that adults would deal rapidly and effectively with any problem.
7. The staff ensure that all pupils are fully included in the life of the school. Pupils are proud of their contributions to a very positive school council, where not only are they listened to, but also their suggestions are frequently acted upon. All staff work hard to raise pupils' confidence and self-esteem, which helps them to accept responsibilities eagerly. During the inspection four pupils in Year 6 volunteered to prepare and serve an Italian lunch to the inspectors. This they did very successfully, not only showing good design and technology skills, but also the very good social skills of caring and taking responsibility. Pupils caring for each other, particularly when older pupils visit the reception class, is very visible throughout the school.
8. Pupils have a good knowledge of right and wrong, and the provision for their moral development is good, which enables them to lead their daily lives in a fair and well ordered environment. The school provides good opportunities for its pupils to develop spiritual awareness, especially in assemblies. Pupils in Year 2 write about their assemblies, 'I like looking quietly at the candle', and the whole school reflects silently and then prays for the families of victims of the Tsunami disaster. Whilst pupils have a satisfactory knowledge and understanding of their local culture, and pupils have opportunities to develop their skills in music and the arts, pupils' knowledge and understanding of the cultural diversity of Britain is unsatisfactory.

### **Attendance**

9. Attendance at the school is very good because figures are consistently well above those found in similar schools. Punctuality is good overall and pupils arrive well on time in the mornings except occasionally when school buses are delayed.

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

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are **satisfactory** overall. There is a **satisfactory** curriculum with **good** levels of enrichment. Provision for pupils' care, welfare, health and safety is **very good**. The school provides **good** support, advice and guidance and has **good** procedures for seeking the views of pupils. **Very good** partnerships exist with the community and other schools and there are **good** links with parents.

#### Teaching and learning

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

#### Main strengths and weaknesses

- Teaching is good in the Foundation Stage and very good support is provided by teaching assistants.
- In some classes teachers' expectations are not always high enough, for example, with regard to the quality of writing.
- There are weaknesses in planning for the application of pupils' skills of literacy, numeracy and information and communication technology across the curriculum.
- Good assessment procedures in English, mathematics and science inform teachers' planning.

#### Commentary

##### Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	9	9	1	0	0

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

10. The quality of teaching and learning in the Foundation Stage is good overall. Very good teamwork between the class teacher and teaching assistants ensures very good levels of inclusion for everyone. There is a good balance between teacher-directed activities and those that encourage children to develop confidence in making decisions and acting on their own. A good range of well-planned activities with very good use of the outdoor classroom results in children achieving well overall.
11. The quality of teaching and learning varies across the school. Recent changes in staffing have affected the achievement in some classes. Teaching is mostly good in

Years 2/3 and 5/6 but there are some unsatisfactory features in Year 4/5. In this class the rate of learning is satisfactory overall, but at times it is unsatisfactory. The features of the good teaching and at times very good teaching are that lessons are carefully planned to cater for the wide range of abilities and lessons are well paced and offer a good balance between teacher-directed work and pupil-led activities. Where teaching is unsatisfactory, lessons lack interest and do not enthuse pupils. This results in some bored pupils misbehaving and strategies for dealing with this are poorly managed. In most lessons, however, teachers have warm and supportive relationships and pupils are happy and secure in their teachers' presence. Teachers' planning in some classes does not always cater for the needs of all pupils. At times pupils are given the same work, regardless of their ability and this reduces the opportunity for some pupils, especially higher-attaining pupils, to extend and develop their skills to the full. Most teachers have a secure knowledge of different subjects and teaching assistants are knowledgeable and effective in their role of supporting staff and pupils.

12. Literacy and numeracy are currently taught well in Years 1, 2 and 3 and Years 5 and 6. A good start has been made by teachers to plan ways of improving learning by linking subjects together but much more needs to be done to achieve the school's plans for pupils to apply their skills of literacy, numeracy and information and communication technology to all subjects. Expectations for pupils to present their work neatly are often too low with the result that pupils' recorded work lacks care and handwriting is weaker than it should be. Teachers use a variety of methods to teach their classes. They are usually successful in getting a good balance between direct instruction of pupils and offering pupils good opportunities to work independently and cooperatively. Most lessons are well organised, and most teachers use time and resources efficiently, although there is a shortage of class-based resources to support the teaching and learning of information and communication technology. Teachers' skills in questioning are often good and this develops pupils' learning well. At times, teachers talk too much and not enough scope is provided for pupils to participate in extended discussions and debate. Teachers manage the relatively limited amount of teaching assistant support well and are effectively supported by them. Teachers and teaching assistants ensure that pupils with special educational needs are able to participate in all lessons and make good progress. Across the school, teachers do a good job in building pupils' self-esteem and confidence. The personal development of pupils is considered to be just as important as the academic achievement.
13. Pupils' work is marked regularly but the quality of marking varies from class to class. It is mostly successful in providing pupils with encouragement and constructive remarks to improve their work and to set targets for improvement, although teachers sometimes accept standards of presentation that are not as high as they should be. Other techniques of day-to-day assessment, such as questioning and the observation of work are used well to assist most teachers in their planning. The homework policy is followed consistently and the vast majority of parents who responded to the parents' questionnaire are satisfied with the homework given to their children.
14. Assessment is used effectively in English, mathematics and science to monitor the quality of teaching and learning and to identify pupils, both individually and in groups, who need additional support or challenge. There are also detailed systems for assessing pupils in other subjects, but these are rather bureaucratic and in need of further refinement. In the Foundation Stage, good use is made of assessment to identify children's needs at an early stage. The achievement and progress of pupils with special educational needs are carefully tracked and pupils who are potentially gifted and talented are identified and recorded so that their performance can be monitored.

## The curriculum

The curriculum is **satisfactory** with **good** enrichment. The accommodation and resources are **satisfactory** overall.

### Main strengths and weaknesses

- Improvements have been made to the quality of subject planning, but there is still more to be done to ensure the correct balance in time given to some subjects.
- The provision for special educational needs is now good.
- Learning is successfully extended and enriched by visits and visitors.
- Outdoor facilities are of a very high quality but aspects of the indoor accommodation could be improved and some resources need upgrading.

### Commentary

15. There has been a good improvement in the quality of the curriculum since the last inspection. The needs of children in the Foundation Stage are planned for effectively. In Years 1 to 6, the national strategies for literacy and numeracy are adapted sensibly to meet the needs of pupils. Effective schemes have been implemented to guide the teaching of science and, more recently, of information and communication technology. The quality of planning has been strengthened to provide better structure and guidance about what is to be taught. The constant changes in class groupings from year to year have made this task challenging. In history and geography, in particular, the way in which the subjects are planned means that each subject may not be taught for a considerable period of time and this means that pupils tend to forget what they have learnt. The school has made a good start at linking subjects together but much more needs to be done to achieve the school's aim of creating effective planning for cross-curricular links. The quality of provision for pupils with special educational needs is now good and much better than it was at the last inspection. Pupils' individual education plans are now of a good quality because they usefully direct the support and guidance the pupils receive.
16. The school makes good provision for enriching the quality of the curriculum through a good range of educational visits and visitors. The residential visits in Shropshire and France are very good at broadening pupils' knowledge and understanding of the world as well as enabling a wide range of social and academic skills to be developed. There is a good curriculum for sport which includes a wide range of extra-curricular activities. Good provision is made for personal, social and health education and citizenship including sex education and alcohol and drugs misuse.
17. The quality of the accommodation and resources is satisfactory overall. Significant improvements have been made since the last inspection to the facilities to support learning outdoors. Children in the Foundation Stage benefit from an outstanding outdoor learning area, and all pupils have access to a superb range of playground play facilities and a very high quality pond and wildlife area. All pupils benefit from access to an open-air swimming pool. Indoors, some rooms lack space for storage and the Foundation Stage room lacks furniture and facilities suitable for young children. In terms of resources for learning, the school has steadily improved its range in recent years and ensured that sufficient resources are available to teach all subjects but there are still some weaknesses. These are in resources for teaching some aspects of information and communication technology, in the range of books, especially fiction, for older pupils and in creative resources in the Foundation Stage. A satisfactory number of suitably qualified teachers are employed to meet the demands of the

National Curriculum, but the number of teaching assistants supporting classes in Years 4 to 6 is fewer than usually found in similar schools.

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

Provision for pupils' care, welfare, health and safety is **very good**. The school provides **good** support, advice and guidance and has **good** procedures for seeking the views of pupils.

### **Main strengths and weaknesses**

- Staff are knowledgeable about good practice in how to care for children and are very committed to look after them all properly.
- Staff track achievements and personal development informally and formally and offer flexible and timely support.
- Teachers and teaching assistants work together well to provide pupils with special educational needs with good quality support and guidance.
- Council members of all ages are effectively involved in the running of the school.

### **Commentary**

18. The steps taken to ensure pupils' care, welfare and health and safety have improved since the last inspection. Over recent years many policies and procedures, which guide care and welfare, have been reviewed and rewritten to take account of new legislation and good practice. Adults with specific responsibilities understand their roles and undertake them carefully. Training needs are revisited regularly. The new headteacher is totally committed to maintaining the high standards in this area of the school. She is the named person for child protection and has received training recently. Midday supervisors undertake their role sensitively and, along with the teaching assistants, are very much part of the effective team of adults. Pupils' safety and welfare including their healthy development are at the heart of all that the school does.
19. The school values the personal development of pupils as much as their academic development. There are many routines which encourage pupils of all ages to work and play together and these promote good relationships throughout the school and boost pupils' confidence and self esteem. Pupils know that they can go to adults for personal support and advice and the quality of guidance they receive is good. Induction procedures are good overall. There are close links with the playgroup. Pupils with special educational needs are well provided for by teachers and teaching assistants. Individual education plans are effective and used well. The school involves parents particularly well in drawing up and reviewing their children's plans. Pupils are supported well in class, in small groups and in one-to-one situations. This greatly benefits their learning, concentration and participation in lessons.
20. The school is working hard at encouraging pupils' independence and self-control through the introduction of an approach to teaching that develops pupils' abilities to think in different ways. Established reward systems value individual achievements and celebrate successes. Pupils enjoy the opportunity to share their achievements of the previous week with other pupils and with the head teacher and staff. This is one way that staff monitor and promote aspects of personal development. Through their involvement in setting their own targets for development, pupils gain a good awareness of how well they are doing and where they could do better. In some

classes, pupils check each other's targets which adds to the knowledge and understanding of how well they are doing.

21. There are good systems in place to involve pupils in the running of the school. Pupils meet regularly with their peers in class council meetings and then again in the school council. They understand that the purpose of the council is "to make things better" and can talk at length about their involvement in it. They have been involved fully in reorganising playground routines and they like the arrangement whereby younger and older pupils have opportunities to play together in allotted zones on a rota basis. Pupils were also involved in the new headteacher's appointment.

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

There are **very good** links with the community and other schools and **good** partnerships with parents.

### **Main strengths and weaknesses**

- Parents have very positive views of the school and are very supportive of its work.
- Although information sent to parents is mostly of a good quality, the annual reports of pupils' progress do not meet statutory requirements.
- Members of the local community and parents show their commitment to and support for the school on a very regular basis.
- Very strong links with other schools, including the nearby playgroup, enhance staff development and the quality of pupils' education.

### **Commentary**

22. The links with the local community and other schools have improved significantly since the last inspection and the good partnerships with parents have been maintained. The view of parents in the pre-inspection questionnaire was exceptionally positive. Parents trust the school and believe management to be strong. They find it a friendly welcoming place where their children are happy. Staff are seen as being accessible and many parents and friends of the school get involved on a weekly basis by helping within classrooms or on visits or at the end of the day in extra-curricular clubs. A very strong Friends' Association puts in much time and effort in organising successful events that raise considerable sums of money which are well spent on extra resources for the pupils.
23. Communication with parents is good overall. Parents have plenty of opportunities to speak informally with staff, including the head teacher, at the beginning or end of the school day. They are kept well informed about school matters and events through the newsletters, class letters, the school prospectus and the annual report from governors. The annual progress reports for each child could be better. The information provided does not always meet statutory requirements because it does not always include information on every subject of the National Curriculum.
24. The school is very much at the centre of its community and is well used out of hours by community groups such as badminton and drama clubs. Many adults from within the area are firm friends of the school and offer their services and help regularly. Some parents supervise sporting clubs whilst others donate resources and support school events. The school knows the locality very well and many visits are organised for all children into the community both to widen their curriculum knowledge and to enhance personal development when, for example, they sing to elderly residents. Links with the



church are also firmly established and are further enhanced by the involvement of the parish council with the governing body.

25. Very good links exist with other schools. Liaison between the school and pre-school is very good and resources and information are shared to very good effect. The school is fully involved in the local cluster of schools and particularly strong links exist with the secondary school. Expertise is shared, staff and pupils visit regularly and a close working partnership is evident. A member of the community who is on both governing bodies strengthens schools links further. Good arrangements exist for pupils to participate in sporting and arts events with other local schools. Pupils also benefit from the exchange of their teachers with teachers in Sweden through the Comenius International project, which also involves pupils exchanging work.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory** overall. The head teacher provides **good** leadership and management. The impact of key staff on the school's management is **satisfactory**. Governance is **good** overall.

### **Main strengths and weaknesses**

- The departure of the headteacher and deputy has impacted on the management of some subjects and some aspects of the school.
- The new headteacher is already having a positive impact on the school and is successfully ensuring that the school's commitment to inclusion and the good ethos of care and support are maintained.
- Well established, effective systems for monitoring and evaluating the school enable the accurate identification of areas for improvement and for future school development.
- Effective governance and good financial management is ensuring that the school responds effectively to the challenge of the changes currently affecting it.

### **Commentary**

26. The new headteacher has a very clear and accurate understanding of the school's strengths and weaknesses and is developing a very clear picture of how the school can improve further. High aspirations, coupled with good strategic thinking, result in the headteacher providing a very clear educational direction for the school. The strengths of the previous head teacher are being built on. Good use is being made of a careful review of the current state of the school. Good teamwork between everyone involved in the school, including staff, parents, pupils and governors, ensures that the school has a good ethos based upon high levels of care and the importance of valuing others in terms of both their personal and academic qualities. An effective management plan based upon the careful analyses of the views of staff, pupils and governors, directs school's actions for improvement and guides the deployment of available resources. The school has effective systems for evaluating its performance with some very good systems in English, mathematics and science for monitoring the effectiveness of teaching and learning. In other subjects, however, the monitoring systems are less effective and often do not identify areas for improvement. This is primarily because existing systems are bureaucratic and information is not easy to extract but also because the departure of two key members of staff within the last six months has left gaps in key areas of management.

27. The management of the head teacher shows ambition and high expectations but the recent changes in staffing mean that the effectiveness of key staff is only satisfactory at present. There are effective procedures for ensuring that the school runs smoothly on a day-to-day basis. A significant reason for this is the dedication and professionalism of the school administrator. The management of many subjects has recently changed and, in some instances, is currently ineffective because staff have not had the time to take full responsibility. Well-established performance management systems for staff exist and these enable subject leaders to work with the head teacher in defining their roles and guiding their actions, thereby providing an effective system for staff development. The management of special educational needs is effective and provision for the children in the Foundation Stage is managed well. Across the school, key policies relating to behaviour management, planning and assessment exist but are not always consistently implemented. This shows in the differences in quality of teaching and learning across the school.
28. Governors do a good job in ensuring that statutory duties are met. During a time of significant change, with the departures of two key staff in quick succession, the governing body has remained very supportive of the school and kept a close eye on the direction that the school is taking. Governors know the school well and are very closely involved in looking at standards, the quality of teaching and learning. Financial management is good and governors are not afraid to make decisions to ensure that the school gets the best from its budget in terms of the quality of education provided for the children and pupils. This has included the recent decision to reduce the number of classes from five to four.
29. Finances are managed well with a good strategic picture of the constraints which apply to the budget. The current surplus registers as being high, but inspection evidence shows that most of this is committed and the actual surplus is much lower and is close to the recommended level. Over recent years the school has benefited from some considerable grants to improve and extend the outdoor provision, and this reflects in some excellent outdoor facilities for all pupils and also for children in the Foundation Stage. The school budget is very well enhanced by significant funds raised by the friends of the school.

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

Income and expenditure (£)		Balances (£)	
Total income	370 711	Balance from previous year	62 665
Total expenditure	378 674	Balance carried forward to the next	54 702
Expenditure per pupil	3 413		

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

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

Provision in the Foundation Stage is **good**.

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

- The impact of the leadership and management is good and makes sure that the children get the best from their time in the reception class.
- Very good teamwork between teachers and teaching assistants helps to ensure that all children, including those with special educational needs, achieve well overall.
- Good teaching and learning result from a well-planned and exciting curriculum, close links with parents and the effective use of assessment to guide the next stage of the children's education.
- The very high quality of outdoor accommodation effectively counteracts some limitations in terms of the indoor accommodation and resources for creativity in particular.

#### **Commentary:**

30. The quality of provision is better than it was at the last inspection as a result of better teaching and management and improved accommodation. At the time of this inspection, 16 children were taught in a mixed-age class that included pupils in Year 1. The attainment of children starting school is usually below average with many children having a narrow vocabulary and limited knowledge and understanding of the world around them. The attainment of the current group is slightly better than typical years, with around a half being above average although the rest are below or well below average. As a result of effective teaching, children achieve well in all areas of learning except creative development where achievement is satisfactory. The majority of children are in line to achieve the targets expected for their age by the end of their time in the reception.
31. The leadership and management of the Foundation Stage are good. A wide range of suitable activities are planned and taught effectively. Direct teaching of groups and individuals is combined well with encouraging children to make their own decisions and act without adult support. Very good teamwork between the teacher and teaching assistants ensures that all children, including those with special educational needs, are involved in all that goes on in the class. Close links exist between the staff in the Foundation Stage and parents. Some parents readily give up their time to help children during the school day. Good initiatives such as the home-school reading diary provide parents with a good way of supporting their children with simple homework. Good use is made of assessment to identify each child's needs when they start school. Assessment continues as children move through the year so that the progress of each child can be monitored and steps taken to ensure that they learn well. Children with special educational needs and those who are potentially gifted or talented are identified at an early stage and suitable support is provided where possible to meet these children's needs. The outdoor accommodation is of a very high quality and this makes a significant contribution to all areas of learning. Internally, teaching and support staff do well to make the best of the dated range of furniture and the limitations of some resources especially to support creativity.

32. In **personal, social and emotional development** achievement and teaching are good. Children make good progress and achieve the standards expected for their age by the time they leave the reception class. Children have quickly developed good social skills and they relate well to other children and to adults. They are successfully encouraged to make choices and decisions and given a wide range of activities that help promote pupils' awareness of others around them. Skilful teaching, that includes a wide range of activities for small groups as well as individuals, enables children to develop good skills of co-operation and sharing. Children treat each other with care and consideration and there is no evidence of children being aggressive or hurtful to others. Teachers successfully instil in children the importance of sharing and co-operating with others but also build up children's self-confidence so that they are able to stand up for themselves. Exciting educational learning experiences motivate the children and the vast majority concentrate well and persevere with tasks until their completion.
33. In **communication, language and literacy development** achievement and teaching are good and children do well in developing early skills of reading and writing. They achieve the standards expected for their age by the end of the reception class. The good use of Big Books stimulates and develops children's knowledge and understanding of the meaning of a book and how images and text can convey meaning. Children have a good awareness of the way stories have a sequence and structure. Children are confident to take a book and look through it. Access to listening centres with favourite children's stories such as *The Three Little Pigs* gives children a chance to get immersed in their own world as the story unfolds. Good teaching results in most children making a good start to writing. Many children recognise the basic sounds and use crayons and pencils to make letters and sounds. Higher-attaining children are already starting to write simple words and phrases. Educational play in the class involving the 'Estate Agents' enables children to extend their knowledge and understanding of the purpose of using marks to communicate and record messages. Although most children listen well, a significant number are reluctant to talk and, when they do, often use short, clipped sentences. Good interventions by teachers and teaching assistants challenge and successfully improve the narrow vocabulary of many children. The good access children have to role-play activities, structured group discussions and one-to-one support from staff is improving children's confidence to speak, but there is still further development needed in this area for many children.
34. In **mathematical development** achievement and teaching are good and children do well in developing their knowledge and understanding of basic number. Many children have a good knowledge and understanding of the basic ideas of mathematics when they start school. Through a well-planned range of "fun" activities, children build up a secure knowledge and understanding of numbers up to 20 and beyond. Many can write numbers and order them correctly using number lines. As part of role-play games involving the 'Estate Agents', children used a tape measure to find the dimensions of the room. Most children were not familiar with the idea of metres or centimetres, but they could chat about which were longer and shorter. Good support from adults makes sure that children learn about ideas such as shape, and basic vocabulary such as circle, square and triangle is being successfully taught and learnt. Popular stories such as, *What time is it, Mr Wolf?* are cleverly used to introduce certain mathematical ideas, for example, time of daily events.
35. In **knowledge and understanding of the world** achievement is good and children do well in improving their general knowledge and skills. Good teaching results in children achieving the standards expected for their age by the end of the reception class. The class theme during the inspection was 'House and Homes' and a rich and varied set of ideas has been devised to develop children's knowledge and understanding. Children

make a good start to becoming familiar with information and communication technology through the regular use of computers to support various activities, for example, a paint program to design their own imaginary house. The children's education is enriched by the good use of educational visits and visitors. Good links with the local community enable children to get to know the main geographical and historical features of the village on a visit to the local shop. Well-planned initiatives such as inviting the Severn Rescue boat and its crew into school provide children with excitement and successfully broaden their experience of their locality and of issues around the emergency services and health and safety. The teacher builds in times for children to reflect on basic ideas about Christianity through looking at festivals such as Christmas and Easter as well as simple stories from the Bible.

36. In **physical development** achievement is good and children do well in building on and extending the good physical skills with which many children start school. By the time they start in Year 1, the majority of children exceed the early learning goals in this area of development. Good teaching ensures that regular and well-planned outdoor activities are available and children are encouraged to use bikes and trikes. Indoors, the children's physical development is successfully encouraged through well-planned and challenging gymnastic based tasks. In all that they do, children demonstrate good levels of balance and co-ordination for their age. When using equipment such as crayons, paint brushes and also when building models with construction kits, children show good levels of dexterity and accuracy. The one-to-one support provided from time-to-time for all children, makes a significant contribution to their physical development. When, for example, children made their own number line, good guidance and advice was given about how to hold the crayon correctly. This also benefits children when they start making their first attempts at writing.
37. In **creative development**, achievement is satisfactory and most children reach the standards expected for their age by the end of the reception class. The quality of teaching is satisfactory. Planning includes opportunities for children to paint and use crayons and there are many opportunities for children to learn and recite popular nursery rhymes. Limitations in resources mean that there is limited access for children to explore the full range of creative activities. The children play instruments and learn songs and rhymes together and have occasions to explore music in their imaginative play.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Achievement at the end of Year 2 is improving after a time when it was too low but standards this year are below average at the end of both Years 2 and 6.
- Across the school pupils do well in reading but expectations for pupils' writing vary too much between classes and achievement is unsatisfactory.
- The school has made a start in developing pupils' literacy skills across the curriculum but existing planning systems for this are unsatisfactory.
- The impact of leadership and management is currently unsatisfactory.
- Some resources for reading need improving.

## Commentary

38. In recent years pupils in Year 6 have performed much better than those in Year 2. Since 2001, standards at the end of Year 6 have been mostly well above the national average but, at the end of Year 2, standards have been declining in both reading and writing. In 2004, the performance of Year 6 pupils in the national tests was well above the national average. Assessment data indicates that when the pupils' prior attainment in Year 2 is considered, pupils made very good progress between Years 2 and 6. The performance of pupils in Year 2 in 2004 was below the national average and well below the average for similar schools in reading whilst in writing it was well below the national average and well below the average for similar schools. Inspection evidence shows that pupils are currently achieving satisfactorily overall. Pupils do well in reading across the school but they could do better in writing. Standards at the end of Year 6 are currently not as good as they have been in recent years. They are currently below average. This is partly because of the nature of the current class with a high proportion of pupils with special educational needs, but also because of the impact of recent staff changes on standards. At the end of Year 2, standards are currently below average but recent improvements in teaching have improved the achievement in this class and it is currently good. Pupils with special educational needs are making good progress and achieving well.
39. Overall, standards in speaking and listening are below average by the end of Year 2 and average by the end of Year 6. Pupils are mostly attentive to their teachers and others in class and listen carefully during lessons. Many pupils, however, particularly in Years 1 and 2, have a limited range of vocabulary, and this reduces their ability to express what they think as eloquently as they would like. Good teaching strategies improve pupils' skills as they mature and move through the school. Pupils are encouraged to get involved in class discussions as well as in drama. These strategies are successful in building up pupils' confidence as well as broadening their vocabulary. At times, however, teachers talk too much in lessons and this reduces opportunities for pupils to speak and converse. Pupils are at their best when they receive inspiring lessons that stimulate learning and encourage them to offer their views.
40. Pupils achieve well in reading and standards are good at the end of Year 6 and satisfactory at the end of Year 2. As a result of a well-structured reading scheme, regular opportunities for 'quiet reading' in class and good strategies employed by teachers and teaching assistants to raise pupils' awareness of books and authors, pupils learn to enjoy books. By the end of Year 6, pupils have a good knowledge and understanding of how to use books for research purposes. They have a satisfactory knowledge and understanding of contemporary fiction authors but because the school's stock of fiction books is depleted, pupils are often reliant on bringing books from home.
41. Standards in writing are below average and, because they could do better, pupils' achievement is unsatisfactory. Many pupils struggle to write in a fluent, linked handwriting style and, as a result, the quality of presentation of pupils' work is often not as good as it should be. There is evidence that standards are rising as a result of better teaching in Years 1 and 2 and some innovative activities in Years 5 and 6, but there is still more to do. Pupils develop a satisfactory knowledge and understanding of how the style of writing needs to vary according to the purpose and the audience for whom it is written. Lists, instructions, persuasive texts and imaginative writing are all practised regularly. Pupils have a good knowledge and understanding of poetry and an understanding of the main features of this type of writing.

42. The quality of teaching and learning is satisfactory overall. Expectations for the presentation of pupils' work vary from class to class. Teachers in Year 2/3 have high expectations, but in Year 4/5 they are too low. Although lessons are generally well planned, there are times when pupils' learning in lessons is reduced because the teachers do not allow enough time for pupils to put pen to paper. This can result in some poor behaviour in one class because some pupils become bored. As a result, the amount of written work produced by pupils is at times too little. A weakness in planning means that not all teachers take advantage of opportunities for pupils to apply their writing skills in subjects across the curriculum. Marking is generally promptly performed and good links are made between written comments and targets set for pupils to improve. In Year 5/6, mostly good teaching includes good use of the interactive whiteboard to make, for example, a critical analysis of a poem. Overall, use of information and communication technology is relatively limited although most pupils are competent at using word processing packages. Well-trained teaching assistants work closely with class teachers to provide good support for pupils with special educational needs to enable pupils to work towards the targets in their individual education plans.
43. The subject has been satisfactorily led and managed in the past but, at the moment, the newly appointed subject leader is ineffective because of a lack of time to perform the role. There is recognition of the need to boost standards in writing and the use of writing to support learning across all subjects. Effective assessment systems identify the needs of individuals and groups of pupils. A weakness in the range and quality of books to support reading, especially for older pupils, makes it difficult for pupils to experience a broad range of literature. The rate of improvement in the subject provision has been satisfactory overall since the last inspection.

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

44. The use of language and literacy across the school is unsatisfactory because there is no suitably organised policy to guide teaching and support staff. There are some good examples of the use of literature to support learning in some subjects, especially in Years 2/3 and 5/6, but there is no whole school approach to this. Opportunities for pupils to use different styles of writing in other subjects, for example, instructional writing in science, are often not exploited. Reading is used to support learning in a variety of subjects, for example, to research into the life of the Tudors.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The achievement of pupils is currently good in Years 1, 2 and 3 but in Years 4 to 6, it is held back by some weaknesses in teaching in one class.
  - Pupils have very good attitudes overall to mathematics.
  - The use of numeracy across the curriculum is unsatisfactory.
- 45 Standards in mathematics have varied in recent years. Test results were in the top five per cent of all schools nationally at the end of Year 2 in 2003 but were average in 2004. This is due to the small number of pupils in each year group, and the differing numbers of pupils with special educational needs in each year group. The pupils currently in Year 2 are achieving well and reaching the standards expected for their age. The results of tests at the end of Year 6 have been more consistent over time. They were well above average

compared with all schools in 2002, and above average in both 2003 and 2004. This has been due to consistent and stable teaching over time, but a reorganisation in teaching has been necessary in recent months because of the departure of key staff. Inspection evidence indicates that standards are below average at present in mathematics in Year 6. The current class has a high proportion of pupils with special educational needs and this reduces the overall performance. Nearly all pupils, of varying abilities, are achieving satisfactorily, and pupils with special educational needs are making good progress and achieving well as a result of good quality support and guidance.

- 46 The quality of teaching and learning is satisfactory overall with good teaching in Years 2/3 and 5/6 but in the Year 4/5 there are some unsatisfactory elements. Where teaching and learning are good, teachers are confident in their subject knowledge, and fully involve pupils of all abilities with sufficient challenge for their needs and assessment procedures are in place and used well. Teachers' planning has improved since the last inspection, but is still variable, and some teachers are making their planning overcomplicated. Learning is less effective in Year 4/5, when a small number of boys become disruptive, and distract other pupils and teachers alike. This causes lessons to lose pace particularly when so much attention is directed towards behavioural management strategies, which are not always effective. A lack of regular teaching assistant support in Years 4 to 6 puts an additional load on teachers who are planning learning activities for pupils with a wide range of abilities. Nearly all pupils have very good attitudes to their learning. They behave properly, settle quickly to tasks, and are enthusiastic in mental activities. Pupils work well with each other and concentrate hard. Most pupils present their work tidily and accurately. Teachers' marking is usually accurate and it offers useful comments that link in to pupils' individual targets for improvement.
- 47 Leadership and management of mathematics have been good in the past. The newly arrived headteacher is taking the role of co-ordinator herself, and has already made an astute audit of all aspects of mathematics in the school. She is aware of the strengths and weaknesses of teaching, learning and standards in the school, and is preparing an action plan in order to maintain and improve standards and achieve more consistency across the school. The overall improvement in provision for mathematics has been satisfactory.

### **Mathematics across the curriculum**

- 48 The use of mathematics across the curriculum is unsatisfactory overall. It does occur but often in an unplanned way rather than as part of a clear strategy devised and agreed by all staff. The basis skills of numeracy are applied and used in subjects such as design and technology, but opportunities to develop mathematical skills are missed in other subjects, and particularly in science and information and communication technology.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Good teaching in Year 2/3 is lifting standards at the end of Year 2 after a time when they were too low.
- Teaching and learning lack challenge in one class.
- Pupils acquire a secure knowledge and understanding but their performance in scientific investigations could be better.
- Strong and effective leadership is ironing out the differences in teaching.



- Good assessment systems keep staff fully informed of the school's strengths and weaknesses.
- Not enough use is made of mathematics and information and communication technology to support learning.

### Commentary

- 49 The trends in time show that over the last three years, standards in the national tests for science at the end of Year 6 have been higher than they were at the time of the last inspection. They have been consistently above or well above the national average. In 2004 standards were above the national average and achievement was very good when the Year 6 results were compared with those gained in Year 2. Inspection evidence shows that this strong picture is set to change this year. Standards at the end of year 6 are currently average. This because a high percentage of pupils in the current Year 6 have special educational needs and few are likely to exceed national expectations for their age. Standards at the end of Year 2 in 2004, as indicated by teacher assessments, were well below the national average. Inspection evidence shows that they are currently average because expectations are now higher.
- 50 The quality of teaching and learning is currently satisfactory and there is good teaching in Years 2/3 and 5/6. There has been strong teaching in recent years in Key Stage 2 but some weaknesses have existed in Key Stage 1. This has contributed to the good results at the end of Year 6 and weaker results at the end of Year 2. Inspection evidence shows that recent staff changes have resulted in good quality teaching in the current Year 2. The good teaching is epitomised by high expectations for pupils to think for themselves, for pupils to make good use of empirical measurement to gather evidence and for pupils to produce good standards of presentation when reporting their investigations and experiments. In other classes there is some variation in the quality of teaching and learning and the achievement made. In Year 4/5, the quality of teaching and learning is satisfactory. Whilst they are well planned, at times lessons lack sufficient challenge for higher-attaining pupils to extend and improve further their knowledge and understanding. In Year 5/6, lessons are managed effectively so that everyone is involved fully and challenged to think for themselves. During a very stimulating lesson observed during the inspection, pupils responded with great enthusiasm to the introduction that involved them exploring sound through playing instruments that they had designed and built. During this lesson, the teacher showed a secure knowledge and understanding of the properties of sound and the pupils demonstrated that they had a secure knowledge and understanding of the main principles and were very motivated to learn. Throughout the school, a good feature of teaching is the way that the pupils' existing knowledge and understanding of science is assessed and taken into account in the way lessons are planned. Whilst there is a good emphasis given to pupils' acquiring scientific knowledge, not as much time has been given in recent years to pupils planning and performing scientific investigations with reasonable independence. Inspection evidence shows that this is improving as recent curriculum changes start to have their impact but there is still further to go. In Years 4 to 6 in particular, expectations are relatively weak for pupils to apply their skills of mathematics and information and communication technology to support their learning in science and to assist in the recording of their work.
- 51 Despite some variations in the quality of teaching and learning resulting from staff changes, the quality of leadership and management is good. The subject leader has a sharp eye and knows all of the subject's strengths and weaknesses. Good action has been taken by the subject leader to improve the confidence of staff to teach science and initiatives introduced to boost the level of attention given by teachers to developing pupils' skills of scientific investigation. Some innovative and manageable assessment systems have been introduced across the school that are starting to assist teachers in their

planning whilst also contributing to the quality of monitoring the subject. Resources are satisfactory and the outstanding school grounds provide many chances for pupils to develop a good awareness of environmental science. The overall provision for science is better than it was at the last inspection and the improvement has been good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There has been an improvement in provision since the last inspection but the impact on standards is not yet fully evident.
- Pupils' attitudes to learning in information and communication technology are very good.
- Leadership and management are currently unsatisfactory because the subject has lacked a leader for over a term.
- The use of information and communication technology across the curriculum is unsatisfactory.
- Some resources need improving.

### **Commentary**

- 52 Despite some considerable investments in new resources and training, developments have been not been enough to keep pace with those that have occurred in similar schools. Consequently, although standards have improved since the last inspection, they remain below those expected nationally at the end of both Years 2 and 6 and achievement is unsatisfactory. When they are given enough time to use computers, almost all pupils achieve satisfactorily. Achievement is unsatisfactory in aspects such as control, sensing and data handling.
- 53 Whilst the quality of teaching and learning observed during the inspection was satisfactory, over time teaching and learning have been unsatisfactory, because pupils have had too few chances to develop their skills. The information and communication technology suite is regularly used by pupils but too little time is given to using computers to support learning in other subjects. Pupils are enthusiastic about their learning, and they worked hard in a lesson seen on graphical interpretation linked to their study of the school environment. Pupils in Year 2 are given challenging work in constructing a database, but many have very limited prior skills and this reduces their rate of learning. Most teachers and staff now have sufficient knowledge of information and communication technology to ensure pupils' learning is at least satisfactory, but this knowledge is not used consistently or often enough.
- 54 The lack of a subject leader in the last term has limited some aspects of the subject's development but the new headteacher has taken up the responsibility and has good confidence in her own skills. Resources need improving and upgrading so that pupils have better access to suitably equipped machines to support learning in all subjects.

### **The use of information and communication technology across the curriculum**

- 55 The use of information and communication technology across the curriculum is unsatisfactory. Pupils use information and communication technology to locate information to support many subjects and it supports learning at times in literacy,

mathematics and art. Some good use of information and communication technology has been made to create and publish an interesting and amusing school newspaper, but such practice does not consistently occur across the school. All too often, pupils make use of computers only as an occasional 'add on' experience. The school lacks a suitably rigorous policy and scheme to ensure that information and communication technology is embedded in most of what teachers and pupils do.

## HUMANITIES

- 56 It was not possible to gather enough information to make a judgement about the quality of provision in geography or history.
- 57 In **geography** the small amount of work seen, and the one lesson observed, were of a satisfactory standard and discussions with pupils indicate that they are making progress and achieving at a satisfactory rate. Pupils in Years 3 to 6 have recently undertaken a stimulating study of the village environment and a proposed new incinerator, which has made a positive contribution to their learning. Occasional trips are made to places of geographical or historical interest, but are constrained by cost. In **history**, discussion with pupils shows that they are often hazy and confused about history. A barrier to the learning in these subjects is the impact of the present planning for the subjects within the curriculum. Pupils can miss out studying each subject for up to two terms. This has led to many pupils forgetting what they have learned, and a lack of continuity in the development of their skills. They also have too few opportunities to use information and communication technology to further their investigative and problem solving skills. The use of literacy in both subjects lacks the rigour applied by teachers in English lessons. Punctuation and spelling is often careless, and there is a lack of consistency in marking.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils develop a secure knowledge and understanding of Christianity and other faiths.
  - Assemblies contribute well to religious learning.
- 57 Pupils' attainment is in line with the expectations of the locally agreed syllabus, which is a similar judgement to that made in the last inspection.
- 58 Teaching and learning and pupils' achievement are satisfactory overall. In lessons, pupils were encouraged to think about their 'special place' as part of their study of worship. This resulted in good links to the pupils' personal development. Some good use was made of speaking and listening and poetry to support learning in religious education. Teachers' planning includes frequent use of Biblical texts and stories such as Adam and Eve. Although some interesting writing is encouraged in religious education, pupils are frequently careless with spelling and handwriting. Pupils demonstrate satisfactory levels of knowledge and understanding about other faiths such as Judaism. Learning also develops through the daily assemblies, which include a weekly Bible-based act of collective worship. Pupils' attitudes to their work are good, and they enjoy the opportunities to reflect upon aspects of their own lives and experiences.
- 59 The leadership and management of religious education by the new co-ordinator are satisfactory. She provides good support for teaching and learning and has inherited a comprehensive and effective scheme from the previous co-ordinator. The co-ordinator

has a clear vision for the further development of religious education but as yet it is too early for her actions to have had an impact on raising standards.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 60 Limitations of time meant it was not possible to make secure judgements about the provision in art and design, design and technology, music or physical education.
- 61 In **art and design**, discussions with pupils and a review of pupils' work around the school indicate that pupils achieve well and reach good standards. There have been improvements in the curriculum in recent years and pupils now experience all elements of art and design. There are ample opportunities for pupils to develop skills of sketching, painting, to use textiles to create designs and pictures and to use clay and card to create three-dimensional designs. Teaching is particularly good in Year 5/6 where pupils are challenged to think about what constitutes art and design. As part of a study of the work of Tracey Emin, pupils were challenged to state their opinions about whether or not her work is acceptable as a form of art. Although pupils explore the work of famous artists such as Picasso, Monet and Van Gogh, discussion with pupils indicates that this area of the subject is not consistently given enough priority across the school. The school has made a good start at linking art and design to other subjects, but there is more to be done.
- 60 In **design and technology**, there have been significant improvements in the curriculum since the last inspection and standards have risen from being below expectations to being in line with them. As a result of good leadership and management in the subject, staff confidence and skills have improved and the curriculum has been strengthened. Pupils now regularly participate in design and technology activities. Discussion with pupils shows that they develop a secure knowledge and understanding of the design process by the end of both Years 2 and 6. There are still some gaps in pupils' knowledge and understanding of how to use materials due to weaknesses in the curriculum in the past, but these gaps are being filled in as time goes on. Pupils in Year 5/6, for example, have used a range of everyday materials to design, build and test the strengths of shelters, others have designed and built working musical instruments whilst others have looked at the key components of a healthy diet and have made what was described as a "delicious meal" for themselves. Some links are made with other subjects such as science, in evaluating and making electric switches, but overall, such links are still tenuous and not efficiently planned.
- 61 In **music**, there was very little opportunity during the inspection to make any secure judgements. Pupils benefit from participating in singing and many opt to learn instruments, such as the guitar, with peripatetic staff. There are good facilities for pupils, with a dedicated music room that is well-equipped with a range of tuned and untuned instruments. Regular school productions throughout the year enable pupils to develop their confidence in performing in front of others.
- 62 In **physical education**, the subject is well led and managed. A good curriculum is provided that ensures that all areas of the subject are taught at suitable intervals. Pupils participate in lessons in team games, dance, gymnastics and swimming. A good range of extra-curricular activities broadens pupils' sporting experiences. The very good links with other schools enable teams of boys and girls to represent the school in tournaments and inter-school competitions. Very good support from teaching assistants and also some talented parents contributes very positively to the coaching of sports such as soccer and cross-country. Although outdoor adventure activities are introduced to pupils when they attend the residential educational visits, very little planned use is made of the high quality

school grounds to enable pupils to regularly experience activities such as orienteering. The school has good resources for physical education with a large well-equipped hall, access to the school swimming pool and also to a large grassed play area. The talents of key staff in sports such as rugby and basketball are supplemented by additional coaching from professional coaches from local sports clubs and these strengths combine to benefit the pupils' physical education.

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

- 63 The school has good procedures for promoting children's personal, social and health education. Pupils across the school benefit from the existence of initiatives, such as circle time that allows pupils to share emotions and opinions. This provision, coupled with the fact that pupils know that they can talk confidentially with teachers or support staff helps pupils to develop emotionally and personally. Pupils' awareness of how to live healthily is successfully promoted through relevant curriculum objectives and good links with outside agencies. The school ensures that pupils develop a mature view of sex and relationships, appropriate for their age and good efforts are made to educate pupils about the dangers of drugs abuse. The school does well in developing the pupils' sense of citizenship. Good systems are established to involve pupils in the running of the school through their involvement in the class and school councils. Teachers successfully encourage pupils to be good citizens within the context of being a good classmate and friend of others. The scheme for personal, social and health education and citizenship is in the process of being reviewed to improve the overall cohesion of what is planned and to develop a clear way of monitoring the impact of provision on pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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