

# INSPECTION REPORT

## **ST EDMUND'S PRIMARY SCHOOL**

Hoxne

LEA area: Suffolk

Unique reference number: 124591

Headteacher: Mr Michael Fordham

Lead inspector: Mr David Byrne

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> July 2005

Inspection number: 267771

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: 87

School address: Heckfield Green  
Hoxne  
Eye  
Suffolk

Postcode: IP21 5AD

Telephone number: 01379 668283  
Fax number: 01379 668814

Appropriate authority: Governing body  
Name of chair of Mrs Julie Craven  
governors:

Date of previous 7<sup>th</sup> June 1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

The school is small in size when compared to other primary schools. It is a community school that educates 87 boys and girls in three mixed-age classes from reception to Year 6. It is situated in the small rural village of Hoxne in Suffolk. Virtually all pupils are of White British background with a very small percentage from Asian British backgrounds. All pupils speak English as their first language. The percentage of pupils with special educational needs is below the national average although an above average percentage has Statements of Special Educational Need. The percentage of pupils eligible for free school meals is below the national average. The attainment on entry is average. The school population is relatively stable in terms of pupil mobility and numbers currently exceed its standard admission number. The school gained two achievement awards in 2002 and 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28076	Dave Byrne	Lead inspector	English, science, information and communication technology (ICT), design and technology, physical education, personal, social and health education and citizenship, special educational needs.
A09399	Roger Watts	Lay inspector	
12997	Chris Cheong	Team inspector	Foundation Stage curriculum, mathematics, religious education, art and design, history, geography, music.

The inspection contractor was:

Altecq Inspections Limited  
102 Bath Road  
Cheltenham  
GL53 7JX

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

### **OVERALL EVALUATION**

This is a **good** school providing a good quality of education. Good leadership and management by the headteacher, staff and governing body ensure that pupils achieve well in most subjects. Teaching is good overall and successfully promotes in all pupils good attitudes and behaviour and very good relationships with others. The school gives good value for money.

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

- Pupils achieve well by the end of Year 6 in English, mathematics and science, information and communication technology (ICT), art and design and history but they could do much better in religious education.
- Recent disruptions in the leadership and management of the Foundation Stage have reduced the achievement of reception children in the area of communication, language and literacy.
- The overall good teaching, with excellent features in Years 5 and 6, gives pupils very good levels of self-confidence, a desire to learn and to treat others with care and thoughtfulness.
- The curriculum for pupils in Years 1 to 6 is broad and varied with very good levels of enrichment, particularly in terms of art and design, physical education and history.
- Pupils have very good levels of moral and social development, but by the end of Year 6 their knowledge of other faiths and of Britain's multi-cultural society is unsatisfactory.
- Pupils enjoy school and parents are supportive of their children's learning, but insufficient guidance is given to parents about how key subjects such as reading and mathematics are taught.
- Very good links with local primary schools and good links with the community benefit pupils' education, particularly in extending pupils' personal development.
- Strong teamwork between the headteacher and staff team, coupled with a strong and supportive governing body, ensures that the school operates efficiently.

The school has made good improvement since the last inspection. There is better provision for outdoor learning in Foundation Stage, standards are higher overall, the curriculum has been improved in many areas and the accommodation is much better. In addition, the planning for science is better and the quality of marking has improved and now involves pupils much more in their own learning.

### **STANDARDS ACHIEVED**

#### **Year 6 results**

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

Pupils achieve **well** overall. Children start school with average standards and in their time in the Foundation Stage they achieve satisfactorily overall in their personal, social and emotional development, mathematical development and knowledge and understanding of the world. The children's achievement in communication, language and literacy is currently unsatisfactory as a direct result of the recent disruptions in staffing. Pupils in Years 1 to 6 achieve well overall. Standards in the tests at the end of Year 2 in 2004 were in line with the national average in reading, writing and mathematics. In comparison with schools with a similar percentage of pupils eligible for free school meals, standards were below average in reading and writing and well below average in mathematics. Inspection evidence shows that standards are currently above average in reading and writing and average in mathematics. In science, standards are above expectations. At the end of Year 6, standards in English, mathematics and science have been consistently well above the national average between 2002 and 2004. When compared to similar schools, the progress that Year 6 pupils made compared with the overall standards they reached when they were in Year 2 was very good in English and science and satisfactory in mathematics. Inspection evidence shows that achievement at the end of Year 6 is currently good in English, mathematics and science. Standards are currently above average overall in each of these core subjects. By the end of Year 6, pupils' knowledge and understanding in religious education, however, falls below the expectations of the locally agreed syllabus for their age. Standards and achievement are good across the school in ICT, art and design and history. Across the school, pupils with special educational needs benefit from good support from teaching assistants and achieve well. Care is taken by class teachers to ensure that higher-attaining pupils are given enough challenge for them also to achieve well.

Pupils' attitudes and behaviour are good. The school's provision for pupils' spiritual, moral, social and cultural development is **good** overall. Pupils develop a very good knowledge and understanding of moral issues and have very good social skills. Their awareness of spirituality is satisfactory overall. Cultural development is satisfactory overall. Whilst pupils have a good knowledge and understanding of local culture, their knowledge and understanding of the British multi-cultural society is unsatisfactory. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

The quality of education is **good**. The quality of teaching and learning is **good** with some excellent features in Years 5 and 6. Teachers and teaching assistants provide very good quality teaching for pupils with special educational needs and for higher-attaining pupils. Assessment procedures are satisfactory overall and there are good systems for English, mathematics and science and for pupils with special educational

needs. The curriculum is good with very good enrichment. The accommodation and resources are satisfactory. Provision for pupils' care, welfare, health and safety is very good and there is good support, advice and guidance for pupils. The pupils' involvement in the running of the school is satisfactory. The school has satisfactory partnerships with parents and good links with the community and other schools.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good** overall. The headteacher provides good leadership and, together with key staff and the governing body, ensures that the school is managed effectively. The curriculum is well managed overall, except in religious education where it is unsatisfactory. Good governance provides valuable support whilst monitoring the impact of decisions on the pupils' education. The governing body ensures that the school complies with all statutory duties.

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

Parents are supportive of the school but feel that they do not get enough information about how to help their children at home. The inspection findings support their view. Pupils like the school and enjoy the education it provides. They feel that their views are valued and that teachers are helpful and supportive of their personal and academic development.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in communication, language and literacy in the Foundation Stage;
- Raise standards in religious education at the end of Year 6 and increase pupils' understanding of other faiths and cultures;
- Improve the quality of communication with parents to raise their understanding of how basic subjects are taught.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is **good** overall. Children's achievement in the Foundation Stage is satisfactory overall. Pupils in Years 1 to 6 achieve well overall. Standards are currently **above average** in English and science at the end of both Years 2 and 6. In mathematics, standards are average at the end of Year 2 and above average at the end of Year 6.

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

- High standards have been maintained in the core subjects in recent years, but pupils do not achieve well enough in religious education.
- Children in the Foundation Stage are not achieving as well as they should in their communication, language and literacy development.
- Throughout the school, pupils achieve well in ICT, art and design and history.
- Pupils with special educational needs achieve well and higher-attaining pupils make good progress.

#### **Commentary**

##### **Foundation Stage**

- 1 Children in the Foundation Stage achieve satisfactorily overall because of the satisfactory provision they receive. The attainment of children starting school varies from year to year but is broadly average. Disruptions in teaching in the last year, caused by many staff changes, have adversely affected the children's rate of learning, particularly in the area of communication, language and literacy where achievement is currently unsatisfactory and standards are below expectations for their age. In other areas of learning, children achieve satisfactorily and reach standards expected for their age, although it was not possible to make a judgement about standards or achievement in terms of their physical or creative development because of insufficient evidence.

##### **Key Stage 1**

- 2 At the end of Year 2, standards vary from year to year depending on the nature of the small numbers of pupils in each year group. All assessment data needs to be treated with care because of the small numbers. Since 2000, the trend of improvement in results in the national tests for reading, writing and mathematics at the end of Year 2 has been below the national trend overall. In 2004, standards were in line with the national average in reading, writing and mathematics. In comparison with similar schools, standards were below average in reading and writing and well below average in mathematics. Inspection evidence, however, shows that for the current Year 2 pupils, achievement is good and standards are above average in English and science and average in mathematics. Furthermore, pupils achieve well in reading and

writing and they have good speaking and listening skills. Writing skills advance quickly in Year 2 and pupils' factual writing is competent, but they are less skilled in writing imaginatively. In mathematics, pupils develop a secure knowledge and understanding of numeracy and develop a satisfactory range of strategies for applying this knowledge to solve problems. Good standards in science are based on pupils' good knowledge and understanding of basic ideas. Standards in ICT are above national expectations and pupils achieve well. Pupils also achieve well in art and design and history and satisfactorily in other subjects.

- 3 Pupils with special educational needs are well supported and achieve well in relation to the targets in their individual education plans. Gifted and talented pupils are identified in English, mathematics and science and the provision of challenging work makes sure that they achieve well.

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

Standards in:	School results	National results
reading	16.3 (18.7)	15.8 (15.7)
writing	15.0 (17.3)	14.6 (14.6)
mathematics	16.1 (15.7)	16.2 (16.3)

*There were 14 pupils in the year group. Figures in brackets are for the previous year*

#### **Key Stage 2**

- 4 The nature of small class groups means that all assessment data has to be treated with caution, although trends over time are a reasonable gauge of the performance of pupils. Between 2002 and 2004, standards in English, mathematics and science have been consistently well above the national average. When the 2004 test results in Year 6 are compared to those gained by the same pupils when in Year 2, the assessment data indicates that pupils make good progress and achieve well overall between Years 2 and 6. Inspection evidence confirms this positive picture. Pupils in Years 3 to 6 achieve well in English, mathematics and science. Standards at the end of Year 6 are currently above average in each of these subjects with particular strengths in pupils' speaking and listening skills and in their ability to solve mathematical problems. Pupils develop good skills of writing, including the accurate use of punctuation, grammar and spelling, but their skills in imaginative writing, whilst satisfactory, are a relative weakness. Pupils in Years 3 to 6 achieve well in science but their performance in scientific investigations, whilst good overall, could be even better. By the end of Year 6, pupils use their ICT skills well to support their learning across the curriculum. Pupils achieve well in art and design and history. Their achievement in religious education is unsatisfactory and standards have declined since the last inspection and are currently below expectations of the locally agreed syllabus at the end of Year 6. Good provision for pupils with special educational needs and for gifted and talented pupils results in these pupils achieving well.

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

Standards in:	School results	National results
English	29.7 (30.2)	26.9 (26.8)
mathematics	28.6 (28.8)	27.0 (26.8)
science	31.4 (31.2)	28.6 (28.6)

*There were 11 pupils in the year group. Figures in brackets are for the previous year*

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

Pupils' spiritual, moral, social and cultural development is **good** overall, promoting amongst pupils **good** attitudes and behaviour. Attendance and punctuality are **good**.

### **Main strengths and weaknesses**

- Pupils are very thoughtful, aware of the needs of others and caring of each other and are eager to learn and participate in all that school provides.
- Pupils form very good relationships, underpinned by a very strong sense of right and wrong.
- Although pupils develop a strong sense of the beauty of nature, a lack of music in assemblies reduces the pupils' levels of spiritual development.
- There is a good knowledge and understanding of the local culture but pupils' knowledge of the richness and diversity of British society is unsatisfactory.
- Attendance is above average, but there are some minor shortcomings in procedures for monitoring absence.

### **Commentary**

- 5 Pupils show good levels of care and consideration for others. Teachers and support staff work together closely to provide a supportive and secure atmosphere within school. Pupils treat each other fairly and take time to listen to the opinions and views of others. This results in pupils developing a very positive image of themselves because they are valued and fully included in all that goes on. Pupils are sensitive to the needs of others who may be different from them and this ensures that pupils with special educational needs are very well included in all that the school does. Pupils develop very close bonds with others and look out for one another both in and out of the classroom. Older pupils regularly sit with younger ones at playtimes and help them to play simple games, and throughout the school pupils are willing to help others. Most pupils have good levels of independence and willingly take responsibility in lessons and at other times in the school day.
- 6 Pupils have good attitudes to their work and the vast majority behave well. Occasionally, one or two older pupils can be mildly disruptive during lessons if they are not given suitable activities. There is no evidence of harassment or aggression between pupils during lessons or during play. School instils in pupils a desire to work hard and most pupils respond eagerly to the well-organised lessons and the clarity of teachers' expectations. Pupils are very successfully encouraged to develop a very good understanding of right and wrong and of moral issues. Very good social skills are developed throughout the school and links with other primary schools provide a particularly strong contribution to this area. The curriculum develops in pupils a satisfactory awareness of the beauty of nature and a good awareness of the small part each of us plays in protecting the natural world, but there are missed opportunities for developing a sense of spirituality through music. There is no evidence of any racist attitudes amongst pupils. Discussions with pupils show that their knowledge and understanding of the customs and beliefs of people from other cultures, faiths and backgrounds are unsatisfactory, although they have a good knowledge and understanding of

their own local culture. There were no exclusions in the year prior to the inspection.

## Attendance

- 7 Attendance and punctuality are good overall. Attendance has been above average for several years and unauthorised absence is at a similar level to other schools. Official guidance on contacting parents on the first day of unexplained absence, and for keeping written records of those arriving or leaving within a session, is not, however, consistently followed.

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

Authorised absence		Unauthorised absence	
School data:	4.3	School data:	0.2
National data:	5.1	National data:	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides pupils with a **good** quality of education. Teaching and learning are **good** overall. The curriculum is **good** and enrichment is **very good**. The school cares for its pupils **very well** and offers **good** support and guidance. The school has **satisfactory** links with parents and **good** links with other schools and the community.

### Teaching and learning

The quality of teaching and learning is **good** overall, and is supported by **satisfactory** assessment.

### Main strengths and weaknesses

- Strong teaching in Years 2 and in Years 5 and 6 result in good learning and achievement overall, although not enough attention has been given to religious education.
- Teachers have high expectations that pupils will think for themselves and make decisions.
- An over-reliance on worksheets at times limits pupils' achievement in writing and mathematics.
- A large turnover of temporary teachers in the Foundation Stage has depressed children's achievement, especially in their development of communication, language and literacy skills.
- Teaching assistants make a significant contribution to the learning of pupils with special educational needs.
- Strengths in assessment in English, mathematics and science and special educational needs enable teachers to plan well for the different needs of pupils.

## Commentary

### Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	8	7	0	0	0

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

- 8 Pupils benefit from good teaching overall. Great care is taken across the school to involve all pupils, regardless of educational need or social or cultural background. By the end of Year 6, the pupils have learnt to care for others, think for themselves and to be aware of their own strengths and weaknesses. In Year 1, satisfactory teaching results in pupils learning at a steady rate. The pace of learning accelerates significantly between Years 2 to 6 as a result of strong teaching. The quality of teaching and learning in Years 5 and 6 is very good with some excellent features. Teachers in Years 2 to 6 have a good subject knowledge overall which enables lessons to be carefully planned and managed so that pupils are fully engaged and given scope to work well independently. High expectations are made for pupils to think for themselves and good use of assessment in English, mathematics and science means that work is closely matched to meet pupils' different needs and abilities. In religious education, however, too little attention has been given to the subject by staff and this has reduced standards. Good teamwork between teachers and teaching assistants successfully integrates pupils with special educational needs into lessons and enables them to achieve well in relation to the targets in their individual education plans. Pupils show good attitudes to their work and a sense of pride in what they do, but there are some variations in expectations for the quality of presentation of their work. A significant factor in this is a tendency to use published worksheets too often and this reduces opportunities for pupils to reach their true potential in imaginative writing. Because of good management by teachers and support staff, pupils in Years 2 to 6 work well with others and generally work hard during lessons. Marking is generally well applied and targets are used to offer guidance to pupils for improving their work.
- 9 The quality of teaching and learning in the Foundation Stage is satisfactory. Disruptions, however, in recent months in leadership and teaching have adversely affected children's achievement. The impact of teaching is currently not as effective as elsewhere in the school and pupils' achievement is not as high as it should be, especially in their communication, language and literacy development. Improvements in teaching are currently underway, but weaknesses arising from being taught by five different teachers in the last five months have resulted in children lacking a secure knowledge and understanding of communication, language and literacy development in particular.

- 10 Assessment is satisfactory overall. It is used well by teachers to identify the achievement of pupils in English, mathematics and science and to diagnose the needs of pupils with special educational needs. In these areas, teachers have a clear understanding of the pupils' needs and effective steps have recently been taken to identify and cater for the needs of gifted and talented pupils. Throughout Years 2 to 6, pupils know how they can improve and this has a positive impact on the pupils' learning, particularly in Years 5 and 6. In subjects other than English, mathematics and science, teachers know their pupils' abilities well, but there is no manageable system for formally recording standards and achievement. Recent disruptions in the leadership of the Foundation Stage have reduced the effectiveness of using assessment to plan the next stages of children's learning, especially in communication, language and literacy development.

### **The curriculum**

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

### **Main strengths and weaknesses**

- The curriculum is planned carefully to make sure that the needs of all pupils are effectively met.
- Good innovations have boosted the role of physical education in the school and developed aspects of pupils' artistic talent.
- Past weaknesses in the religious education curriculum have depressed achievement in this subject.
- Very good use is made of links with other schools, educational visits and visitors to enhance pupils' learning.
- Improvement to the accommodation and access to high quality outdoor environmental resources make a positive contribution to pupils' learning.

### **Commentary**

- 11 The curriculum has evolved since the last inspection and is now better than it was for all learners including those in the Foundation Stage. The vast majority of pupils are well served by the curriculum and the needs of most groups of pupils are matched well to their needs. An exception is in religious education where weaknesses in the past have reduced pupils' achievement. These weaknesses have now been rectified and all the requirements of the locally agreed syllabus for religious education are now being met. The curriculum for pupils in Years 1 to 6 is effectively adapted to meet the needs and interests of pupils taught in mixed-aged classes. The Foundation Stage curriculum meets requirements, but planned provision for communication, language and literacy development is not as good as it should be. Elsewhere in the school, there is good provision for literacy, numeracy and ICT and a good start has been made in linking different subjects together to add relevance to learning. Good provision for pupils with special educational needs means that these pupils progress and develop well. The needs of higher-attaining pupils are recognised and recent improvements in planned provision have improved their



achievement. Good innovations in the curriculum are improving the quality of physical education and also successfully raising pupils' skills of thinking for themselves.

- 12 Many opportunities are provided for enriching the curriculum. All pupils are well prepared for living a healthy life. Education for safety and health is good and good attention is given to pupils' personal, social and health education and citizenship. This provision includes making pupils aware of racial issues, although very little is planned to extend pupils' knowledge and understanding of multi-cultural Britain. Very good use is made of educational visits and visitors to engage pupils and to broaden their learning experiences. Good links with local primary schools significantly enhance the quality of pupils' social development and good initiatives exist to release pupils' potential in sports and the creative arts.
- 13 The accommodation has improved significantly since the last inspection. It now meets the needs of all pupils although some parts of the school remain cluttered because of limited storage space. The addition of a dedicated hall offers adequate provision for indoor physical education. Outdoor resources are of a high standard with access to a very well-developed wildlife area and the recent addition of good quality playground play facilities. Learning resources are satisfactory overall although the range of equipment for learning in the Foundation Stage is narrow and resources for ICT are just adequate. The provision of teaching staff meets the needs of learners across the school. However, whilst the quality of teaching assistants is good, the number available for classroom support, as opposed to supporting pupils with special educational needs, is relatively low. This adds to the challenge of dealing with the demands of catering for the mixed-aged classes, especially in the Foundation Stage.

### 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 **satisfactory** procedures for seeking the views of pupils.

### Main strengths and weaknesses

- Health and safety, and child protection procedures are rigorous.
- Individual pupils are well cared for and can always turn to someone they trust for advice and support.
- Good attention is given to promoting pupils' physical health.

### Commentary

- 14 Governors and staff assess risks associated with the premises and with activities regularly, record them and take appropriate action. Equipment is regularly maintained. When pupils leave the premises for educational visits and residential activities the correct written assessment is carried out. The premises are safe, although lack of storage space sometimes results the hall and corridors being cluttered. All staff are well trained in child protection procedures and are ready to take appropriate action should the need arise. Staff are trained in first aid care for pupils who have accidents.

The arrangements that staff have put in place for children starting school are good. Children visit the school several times prior to joining and, as a result, gradually settle happily into school life.

- 15 Staff know the pupils' backgrounds, needs and abilities very well and support them individually. This is one of the advantages of a small school. This close pastoral link is weaker in the Reception and Year 1 class because of staff instability this year. Older pupils are given half-termly targets for improvement in English and mathematics and staff use these well to push standards higher. The school teaches pupils to develop healthy eating habits and generally puts this into practice in school meals and access to water during lessons. Provision for two hours of physical education each week improves their well-being. The newly formed school council is starting to extend opportunities for pupils to make decisions about the running of the school, but it is in its early stages, and is not yet as effective as it might be.

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

The school has **satisfactory** links with parents and **good** links with other schools and the community.

## Main strengths and weaknesses

- The school provides mostly good information to parents, but gives insufficient advice on how key subjects are taught.
- Parents give good support to their children and to the school.
- Education is enhanced by the very good links with other primary schools, although links with secondary schools are not as well developed.

## Commentary

- 16 Parents receive regular newsletters about the routine of school life and what their child will be taught each term. The annual pupil reports cover all subjects, describe what each child can do and also describe their personal development well. However, they are lacking in specific targets for improvement and, in particular, advice to parents on what they can do to support learning at home. Parents of the younger children were particularly concerned that they had not received basic advice on how to help their child with reading and simple mathematics. However, most parents hear their child read at home and give appropriate support with homework which contributes to the good achievement overall. A few parents give much valued support in school and many more can be relied on to volunteer for school activities. The school association raises prodigious amounts of money for equipment and organises social functions which help foster the community spirit of the school.
- 17 Visitors from the community, such as the police, add to pupils' personal and social education and the school provides a focus for the immediate locality by organising social events such as the summer fair. In addition, the school has contributed to the local environment by helping to plant a wood and managing a tree nursery for future planting.
- 18 The school has good links with pre-school groups, which result in good transfer information and arrangements for the children's induction. The local schools' cluster provides very good support through activities such as shared staff training, curriculum information and sporting and other learning activities for pupils. The quality of links with secondary schools varies from school to school and is satisfactory overall.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The headteacher provides **good** leadership supported by **effective** key staff. Management is **effective**. The governance of the school is **good**.

## Main strengths and weaknesses

- Good leadership results in effective and efficient management and a school that successfully includes all pupils.

- A strong staff team has been created to ensure that the school has effective self-evaluations procedures so that future development is sensibly planned to meet the school's needs.
- Although almost all aspects of the school are well managed, recent disruptions in staffing have reduced the clarity of management of the Foundation Stage and there has been a lack of leadership in religious education.
- The governing body maintains a close involvement with the school.

## Commentary

- 19 The quality of leadership and management has improved since the last inspection. The headteacher successfully combines a large teaching commitment with efficiently managing the school. The leadership of the school maintains a good balance between raising academic standards whilst successfully promoting the personal development and well-being of pupils and staff. There is a clear vision for the school's direction. This is effectively articulated in a variety of thoughtfully planned and executed strategies included in a good school improvement planning process based upon secure school self-evaluation and consultations with staff. Meeting the needs, interests and abilities of all learners is central to the school's vision and makes sure pupils of all abilities and backgrounds are included in all aspects of school life. To counterbalance the possible constraints of a being small school, a culture of learning from best practice elsewhere and welcoming the external views of the quality of its work has been established. This is exemplified by the way that the school has welcomed and benefited from local authority support and in the way that it willingly co-operates with other local primary schools.
- 20 Good strategies exist to maximise the effectiveness of all staff, including teaching assistants, through performance management and training. Flexible management procedures, so vital in meeting the demands of a small school, ensure that the curriculum works effectively. A good team spirit exists between staff. Throughout the school, everyone shares the common purpose of raising standards and developing in pupils a good quality of personal development. Good procedures are established for monitoring how well pupils perform in English, mathematics and science, but the management of religious education is unsatisfactory. Data from the national tests is effectively used by staff as a gauge of each pupil's performance in English, mathematics and science so that the curriculum and teaching can be improved where necessary. The provision for pupils with special educational needs is well managed by an effective co-ordinator but unavoidable absence means that the management of the Foundation Stage has been adversely affected in recent months and is currently only satisfactory with weaknesses in the provision for children's communication, language and literacy development.
- 21 Good governance makes sure that all statutory duties are met. The governors play a crucial part in supporting the school whilst also making sure that its performance is carefully monitored and checked. Together with the headteacher, governors make sure that financial management is effective in getting good value from its income as shown by the good achievement overall. The school has accrued a larger than recommended percentage of its income

as a surplus. This has been a strategic decision in order to have sufficient funds for further building developments to improve the space and facilities in the school.

## Financial information

### Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	320 235	Balance from previous year	19 529
Total expenditure	316 177	Balance carried forward to the next	23 587
Expenditure per pupil	2 555		

## 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 **satisfactory**.

#### Main strengths and weaknesses

- Disruptions in staffing have held back the overall achievement of children this year.
- Not enough use is made of assessment to set small achievable learning steps in key areas and is one factor in the unsatisfactory achievement in communication, language and literacy development.
- Improvements to outside accommodation help children's physical development but the range of resources is limited and restricts some aspects of learning.

#### Commentary

- 22 Children start school with standards generally in line with those found nationally. Achievement and learning are satisfactory, so that, when they start Year 1, the majority of children will have attained most of the Early Learning Goals, the standard expected nationally for children at the end of their reception year. In reading and writing a greater number of children will not reach the standards expected and their achievement is unsatisfactory. The children in the Foundation Stage are taught in a mixed-aged class, alongside children in Key Stage 1. A number of factors have depressed standards and achievement this year, particularly in communication, language and literacy. The most significant factor is that the class has had five different teachers. This has broken the continuity of teaching and learning for children. Resources are adequate but in some aspects of learning, in particular in communication, language and literacy development and outdoor play equipment, resources are barely suitable and staff often have to supplement them from their own supply.
- 23 The provision for the Foundation Stage was identified as an area for improvement at the last inspection. There has been some improvement and provision is now satisfactory. Planning, teaching and assessment are now correctly based around the curriculum for this age group, children now make

decisions for themselves, and the accommodation has been improved with direct access to an outdoor play area. The quality of teaching and learning during the inspection was satisfactory overall with some good features. Assessment and record-keeping systems are satisfactory, but over time they are not being well used to set small achievable learning steps in the key areas of reading and writing. Leadership and management are satisfactory overall, but there is insufficient monitoring of standards to check on children's development in reading and writing and to take effective action to address any weaknesses.

- 24 The children's achievement in terms of their **personal, social and emotional development** is satisfactory and children reach the standards expected for their age by the end of their time in reception. Provision and teaching are satisfactory. The children benefit from working alongside the older children who set good examples for behaviour and concentration. The reception children demonstrate good levels of independence and co-operation when given choices outside to select activities and resources for themselves. Children are interested in what is provided for them and generally are well motivated to try the activity and learn from doing it. However, a minority lack concentration and find it hard to sit quietly. They are beginning to form good relationships with each other, supported well by the adults who work with them. Behaviour is generally good.
- 25 Children's achievement is unsatisfactory in **communication, language and literacy**. At the end of the reception year, children's attainment is generally below the level expected nationally. Provision is unsatisfactory as a direct result of a lack of educational direction in recent months and the many changes of staff. In reading and writing, a majority of children do not achieve well enough. Teaching and learning over the year have, therefore, been unsatisfactory. Standards in speaking and listening are in line with expectations. By the time children end their reception year, most are able to communicate successfully on a wide range of topics. In reading, the current teacher correctly stresses the learning of sounds but teaching and learning have been inconsistent, too little has been achieved over the year and standards are too low. Writing is similar, with children currently being given some good stimulus and support to encourage writing but standards are below national expectations. Too little time and attention are given to correct letter formation and, as a consequence, the majority of children end the year with below average skills in handwriting. The needs of children with the ability to learn more quickly are not being met. Parents are encouraged satisfactorily to help children read at home, but receive little written information to guide them.
- 26 In terms of their **mathematical development**, children's standards are at the expected level by the end of reception. Provision is satisfactory overall. Children's attitudes to the subject are good. The quality of teaching and learning is satisfactory, with some good teaching seen as part of the inspection. In children's understanding of number, standards are in line with expectations. They join in well with whole class activities with the older pupils and gain well from using number fans. This good inclusion means that reception children with the ability to learn more quickly are well catered for and achieve well as a result. Overall, in mathematics, children achieve satisfactorily, as a result of the range of activities provided. There are wider opportunities for children to

explore mathematical concepts using sand or water than there were at the time of the last inspection.

- 27 In the area of **knowledge and understanding of the world**, the children achieve satisfactorily by the time they transfer to Year 1. Provision is satisfactory as is learning. The majority attain the Early Learning Goals in this aspect of their learning. Teaching is satisfactory overall, with some good opportunities provided for children to learn about the world around them. Staff provide some better opportunities for children to make choices than at the time of the last inspection. However, because of space constraints within the mixed-age class, the children still have too few ongoing 'free choice' activities which would enable them to find out things for themselves. The school meets statutory requirements in ensuring that religious education is taught to pupils who are five or over.
- 28 It is not possible to make an overall judgement on the provision for **physical development** as no physical education lessons were seen although part of an aerobics lesson led by an outside tutor was seen during the inspection. Children were observed using large toys and bikes freely outside. Here, standards were in line with expectations for their age. This is better than at the time of the last inspection when provision and standards were unsatisfactory.
- 29 It is not possible to make an overall judgement on the provision or teaching for **creative development** area of learning, as no teaching was observed as part of the inspection. Evidence of work that children have done indicates that achievement is satisfactory. Regular opportunities are planned for the children to take part in art and design, music-making activities and role-play. When given good, unusual sound-making equipment children are keen to take part and experiment. Staff also provide good stimulating role-play activities and resources that effectively encourage children's creativity and language development.

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

### **ENGLISH**

Provision in English is **good**.

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

- Standards have been consistently high at the end of Year 6 since 2001 although at the end of Year 2, standards have been more variable.
- Good teaching and learning result in pupils achieving very well in speaking, listening and reading.
- Achievement in writing is good but an overuse of worksheets reduces how well pupils do in comparison to reading and speaking.
- Good leadership and management develop an accurate picture of the strengths and weaknesses of the subject.
- Literacy is used well to support learning across the curriculum.

## Commentary

- 30 Since 2001, standards at the end of Year 6 have been well above the national average and that of similar schools in each year and in 2003 they were in the top 5 per cent of all schools both nationally and when compared to similar schools. Assessment data shows that in each year from 2001, pupils achieved very well between Years 3 to 6 when their prior attainment in Year 2 is taken into account. Standards at the end of Year 2 in reading and writing have not been as consistent as they have been at the end of Year 6 and have varied over the last four years. In 2004 standards at the end of Year 6 in the national tests were well above the national average whilst at the end of Year 2 standards were in line with the national average. In comparison with similar schools, standards were well above the average for Year 6 but below the average for Year 2. Inspection evidence shows that for the current Year 2 and 6 classes, pupils are achieving well and reaching standards that are above the national average. The difference in inspection judgements and the most recently published test results for 2004, is because of the difference in the natural ability of the current classes. Pupils with special educational needs do well and achieve well in relation to the targets in their individual education plans. Standards have improved overall since the last inspection.
- 31 Standards are very high in speaking and listening and pupils achieve very well. In the majority of lessons, both in literacy and in other subjects, pupils are given many very good opportunities to develop their speaking and listening skills. To extend their understanding, they often talk purposefully in pairs or small groups, as exemplified in a Year 6 lesson where the task was to invent a rap for their granny. Staff teach speaking and listening skills very well. They provide many opportunities through skilful questioning for pupils to talk and listen. A good initiative for developing pupils' thinking skills enables pupils to develop their vocabulary and to learn to express their ideas and thoughts clearly. Consequently, as pupils move up the school, they become confident speakers, are able to explain their views very well and to listen carefully to the views of others.
- 32 Standards in reading are also very high. Across the school, reading is taught well and successfully exploits the good support most pupils receive for reading at home. Lessons are well planned to include constant opportunities to read in small and whole-class groups as well as to take books home. Good planning for using the library and for using non-fiction books to support learning in subjects such as history develops pupils' good research skills. The quality of books in classrooms is satisfactory overall. Standards in writing are above average across the school. The quality of writing in pupils' books is mostly good, although at times an excessive use of prepared worksheets reduces opportunities for pupils to write imaginatively. Written work is usually labelled with the aim for the lesson, thus making it easy for pupils to self-assess, which they do at the end of each lesson. Overall, the teaching of writing is good, with some excellent teaching of writing seen as part of the inspection. Tasks are usually motivating and challenging. Teaching assistants provide very good support for less-able pupils which ensure that all pupils blossom.



- 33 Teaching and learning are good overall. Excellent lessons were seen in Years 5 and 6 and mostly very good lessons elsewhere. Lessons are well planned and taught and teachers strive to make lessons interesting. They constantly use praise to very good effect, to raise self-esteem, maintain good behaviour and reinforce learning points. A good variety of effective methods are used to promote learning, with drafting and the development of ideas and the use of exciting vocabulary strongly encouraged. Marking of pupils' books is good and encourages pupils' own involvement in knowing what they need to do to improve.
- 34 Leadership and management of English are good. Good efforts are made to enrich learning by, for example, visiting local theatres to see professional drama. The monitoring and evaluation of standards and the quality of learning are part of routine management. Classes and individual pupils are regularly assessed so that, where necessary, additional support can be provided. There is a good curriculum that values all elements of the subject. The quality of provision is better than it was at the last inspection.

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

- 35 Good use is made of language and literacy to support learning in other areas of the curriculum. When planning for learning, teachers provide relevant opportunities for children to practise and apply reading, writing, speaking and listening skills in other subjects. In writing, for example, accounts are created of educational visits as part of history and persuasive text is used to create posters to discourage smoking. Very good use is made of speaking and listening, which is planned into most lessons in all subjects.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teachers use very good methods to develop pupils' ability to solve problems especially at the top of the school.
- Good challenge is provided for higher-attaining pupils.
- Good use of assessment contributes to effective self-evaluation of the subject, although strategies for involving pupils in their own evaluation could be better.

### **Commentary**

- 36 Pupils achieve well over their time in the school. The good standards being reached at the end of Year 6 are the result of good teaching and the good curriculum that the school provides. Standards at the end of Year 6 have been consistently much higher than the national average over the last three years. This is better than standards reported in the last inspection. In the 2004 national tests, Year 2 pupils attained standards that were in line with the national average whilst at Year 6, pupils attained standards that were well above the national average. When the performance of pupils at the end of Year 6 is compared to their prior attainment in Year 2, the pupils made satisfactory progress in Years 3 to 6. Inspection findings and school data suggest that this year standards are currently in line with national average at the end of Year 2 and above the national average at the end of Year 6.
- 37 Teaching and learning are good overall with the strongest teaching and learning at the top of the school. All mathematics lessons observed during the inspection were good or very good. Teachers' good behaviour management ensures a calm but challenging and productive atmosphere in classrooms and, as a result, nearly all pupils are attentive, work hard and are keen to succeed. Teachers have a good command of the curriculum. They use good resources and methods that insist that all pupils contribute fully in the lessons and therefore constantly practise and improve. High expectations are made of pupils and the teachers' good subject knowledge means that higher-attaining pupils are given work that is challenging. Teachers introduce pupils to a good variety of methods of calculating answers and, as a result, pupils demonstrate a good knowledge of number facts and methods. In Years 5 and 6, pupils are taught a wide variety of methods for working out answers mentally, and strategies to solve problems and investigate mathematics problems for themselves. This is a key strength of the provision. Recent initiatives led by teaching assistants are starting to raise further the basic mathematical skills of lower-attaining pupils in some classes. Whilst pupils present their work well, there is a tendency to use prepared worksheets and this reduces some aspects of pupils' own independence. Teachers regularly mark pupils' work, but the setting of targets for pupils' improvement is not always employed and this reduces the involvement of pupils in their own self-evaluation.

38 Leadership and management are good. Staff understand about standards and areas for improvement as a result of monitoring and the good analysis of test data derived from a good assessment and record keeping system. The provision for mathematics has improved well since the last inspection.

## Mathematics across the curriculum

- 39 Satisfactory use is made of mathematics to support learning in other subjects, although links are not systemically planned for. Pupils use mathematics and numeracy skills as part of their work in other subjects. For example, they use tables to record data in history and science. As a consequence, pupils develop an appreciation of the practical uses of mathematics in real life.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Good management and teaching over recent years have contributed to the maintenance of high standards.
- There is a relative strength in pupils' knowledge and understanding of science with room for improvement in their ability to conduct scientific investigations.
- Good outdoor resources and links with the community enhance aspects of learning.

### Commentary

- 40 Standards have improved since the last inspection. In recent years, including 2004, standards at the end of Year 6 have been consistently well above the national average. When the pupils' performance in Year 6 in 2004 is compared to their prior attainment in Year 2, they made very good progress in Years 3 to 6. Inspection evidence shows that in their time in the school, pupils achieve well in developing their knowledge and understanding of scientific ideas and standards by the end of Year 6 are currently good overall but there is scope for pupils to do better in their scientific investigations. By the end of Year 2, pupils also achieve well and they develop a good knowledge and understanding of scientific ideas. Pupils with special educational needs do well and often reach similar standards to other pupils.
- 41 The quality of teaching and learning is good. Lessons are carefully prepared after assessing the existing knowledge and skills of pupils. Pupils enjoy their learning in science and have a particular love of acquiring knowledge about the world around them. The curriculum is well planned to bring meaning into learning. Links with local countryside organisations provide good support in using the school's superb outdoor wildlife area to bring learning about plant and animals alive. Although pupils have a good knowledge and understanding of how to plan, perform and record scientific investigations, many activities are strongly directed by adults with the consequence that pupils do not do as well as they could in making choices and decisions on their own. This reduces their confidence in undertaking scientific investigations and solving problems. Whilst pupils take pride in the way that they record their science work, variations across the school in the format for planning and recording investigations, reduce the standard slightly. Good use is made of marking to heighten pupils'

awareness of how they can improve, and older pupils know what they need to do to attain higher standards.

- 42 The subject is well led and managed and this ensures that pupils receive a good science curriculum overall. An effective system exists for monitoring standards and achievement across the school by using a combination of regular assessments and additional tests from time to time. Resources are adequate and enhanced by very good outdoor resources. The quality of the school's provision is better than it was at the time of the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Good management of the subject has resulted in a good improvement in resources, the quality of teaching and learning, and standards.
- Pupils have very good attitudes to using computers and use them as a matter of course to help in their learning.
- Although there is a good curriculum overall, there are two areas in which pupils have only limited experience.

### **Commentary**

- 43 Pupils achieve well and standards have risen since the last inspection at the end of Year 2 and been maintained at the end of Year 6. Standards are currently above average across the school. Pupils are very comfortable in using computers to support learning and willingly use ICT as a tool for learning.
- 44 Teaching and learning are good overall. Despite a limited range of computers and software, teachers make good use of available resources to provide pupils with good experiences of ICT. Teachers make effective use of an interactive whiteboard and projectors to enhance lessons and to add interest to learning. This contributes to the pupils' positive attitudes to ICT and the way they work enthusiastically both on their own and in co-operation with others. By the end of Year 2, pupils know their way around a computer keyboard and use a computer mouse with skill. They compose and edit pieces of writing and some also skilfully paste in images from other programs to embellish their text. In Years 3 to 6, pupils develop their skills and confidence further and make good use of ICT to extend learning. They create multi-media presentations to record activities and educational experiences. Pupils' knowledge of using the computer to gather information by using sensors and for controlling movement, whilst satisfactory, is a relative weakness.
- 45 The subject is well led and managed by the staff team. Constant investments in new resources and good planning for its use by pupils have improved the quality of provision since the last inspection. Resources are adequate overall but a lack of interactive whiteboards in all classrooms reduces the impact of

ICT in some lessons. The quality of the school's provision is better than it was at the last inspection.

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

- 46 Pupils make good use of computers to support learning in many subjects, but particularly in literacy and numeracy. Pupils not only use ICT to enhance learning, but also as a tool for learning directly. As part of history work, pupils use the internet (with a secure server) to locate information and they also compose poems and stories directly onto the computer.

### **HUMANITIES**

- 47 A clear judgement was made about the provision in **religious education**. In **history** and **geography**, however, it was not possible to see any teaching required to make judgements about the quality of the provision.
- 48 In **history**, evidence from talking with pupils and analysing their work, shows that they are achieving well. Standards are above average at the end of Year 2 and Year 6. Teachers strive to bring history to life through visits, visitors, and their teaching. As a result, pupils can give clear reasons why key events in the periods of history studied took place and their consequences. The curriculum content is good.
- 49 In **geography**, achievement is satisfactory and pupils reach standards expected for their age by the end of Years 2 and 6. By the end of Year 2 pupils accurately describe local geographical features. At the top of the school, pupils can recognise and describe some physical and human processes. Pupils have satisfactory knowledge about the features of mountains and rivers and they have a good knowledge of environmental issues and how people are adversely affecting environments locally and around the world.

### **Religious education**

Provision in religious education is **unsatisfactory**.

### **Main strengths and weaknesses**

- Weaknesses in the curriculum and a lack of clarity in the subject's management have contributed to unsatisfactory achievement by the end of Year 6.
- Pupils' knowledge and understanding of Christianity and other faiths are unsatisfactory.
- Progress varies across the school with better achievement at the end of Year 2.
- The procedures for monitoring standards and achievement are unsatisfactory.

### **Commentary**

- 50 Standards have declined since the last inspection and are currently unsatisfactory at the end of Year 6 and achievement is unsatisfactory in Years

5 and 6. By the end of Year 2, pupils attain standards that match the expectations for their age of the locally agreed syllabus.

- 51 The main reason for the decline in standards at the end of Year 6 is the impact of weaknesses in the curriculum. Until recently, it has been far too heavily directed towards personal, social and health education with not enough emphasis on learning about the main features of important religions. Significant changes are currently being made to the curriculum. This has started to improve matters and to ensure that statutory requirements are met, but the impact of past weaknesses remains in the unsatisfactory performance of pupils in Years 6. Discussions with pupils indicate that at the end of Year 6 they have only a rudimentary understanding of the basic tenets of Christianity and a weak knowledge and understanding of where there are similarities and differences with other faiths. Although the quality of teaching and learning seen during the inspection was satisfactory, the low standards at the end of Year 6 indicate that teaching has been unsatisfactory over time. Progress varies across the school. As a result of good teaching, achievement is good for pupils in Years 2 to 4 and pupils are interested and keen to learn. As a consequence, they have a secure and satisfactory understanding of the similarities and differences between the world faiths and Christian faiths.
- 52 The subject lacks clear leadership and management and, as such, the impact on standards is unsatisfactory. Although teachers know very well what each pupil is capable of, a lack of an efficient assessment system reduces ways of identifying pupils who need help or who would benefit from being challenged. The quality of provision has declined since the last inspection.

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

- 53 Time limitations meant that **art and design** and **design and technology** were sampled. It was not possible to make judgements on the quality of the provision in either subject. **Music** and **physical education** are reported in full.
- 54 No lessons were seen in **art and design**. From other evidence, however, achievement is good and the standards are above national expectations at the end of both Years 2 and 6. Pupils' work in their sketchbooks is of a good standard and art and design makes a considerable contribution to learning in other subjects such as history. Pupils are given a good range of projects to undertake and skills are being developed systematically.
- 55 In **design and technology**, pupils receive a broad and balanced curriculum that enables them to develop a secure knowledge and understanding of the process of design and evaluation. By using a variety of everyday materials and resources, pupils learn about structures and mechanism and about features of food technology and experience a broad range of problem-solving activities that involves analysing everyday artefacts and then exploring the technology involved in making them.

## Music

Provision in music is **satisfactory**.

### Main strengths and weaknesses

- The school is over-reliant on the leadership of the specialist teacher.
- Too little effort is made to create a culture of music across the school.

### Commentary

- 56 Standards are in line with national expectations at the end of Years 2 and 6 and are similar to those found at the time of the last inspection. The standards of instrumental work and singing are close to the expectations for pupils' ages. Achievement is satisfactory.
- 57 The quality of teaching and learning is of a good standard in lessons. A well-qualified and experienced specialist, who is part-time, has a significant impact on pupils' progress across the school. Her good subject knowledge and a high level of skill mean that pupils of all ages and abilities are suitably catered for. Pupils enjoy music lessons and as a result they try hard and get involved enthusiastically. The school is, however, over-reliant on the contribution made by the specialist teacher. At other times the school misses out on opportunities to promote music and develop pupils' awareness of the range of music. Unusually, for example, music is rarely played in assemblies and whilst pupils sing well by the end of Year 6, singing is a rare event in assemblies.
- 58 The subject is well led by the specialist but because of the relatively low profile of music in the life of the school, the management of the subject is only satisfactory. Sufficient time is given for music as part of the curriculum and there are regular musical performances, but, overall, pupils' achievement could be better. The provision since the last inspection has been maintained at a satisfactory level.

## Physical education

Provision in physical education is **good**.

### Main strengths and weaknesses

- Significant improvements in the accommodation and the curriculum have raised the profile of physical education.
- Good teaching is enhanced by the contribution of trained sports coaches.
- Good links with other schools benefit pupils' skills development in physical education.
- Assessment is over-reliant on teachers' own knowledge.

### Commentary



- 59 At the end of both Years 2 and 6, pupils achieve well. Recent improvements in the quality of provision have increased the progress of pupils. The vast majority reach the standards expected for their age and a significant minority exceed them in some areas of the subject. A strength in the standards in swimming is demonstrated by the success of pupils in local swimming galas. Pupils have also achieved success in winning local tournaments in other sports such as basketball and hockey. Standards have been maintained since the last inspection although the quality of provision has improved with the addition to the school of a hall with gymnastics equipment.
- 60 The quality of teaching and learning is good overall. Pupils really enjoy physical education and enter into all activities with energy and enthusiasm. They persevere and generally listen to guidance and advice from their teachers. Pupils of all ages and abilities are successfully included in lessons and everyone is encouraged to do as well as they can and to have the confidence to participate. The difficulties encountered in many small schools of providing a broad and exciting curriculum have been overcome partly through links with other primary schools and partly through links with a local high school. All pupils now have two hours of exercise a week and there are good opportunities for pupils to participate in competitive sports and tournaments with other schools. The contribution of local sports coaches, for example, for athletics, broadens the pupils' experience and boosts standards overall.
- 61 The subject is well led and managed. There is a strong commitment to enabling pupils who are not natural team-game players to acquire skills in individual sports. This is a sign of the school's strong conviction that everyone should be included in sport as much as possible. Physical education lessons make a valuable contribution to the general health and well-being of pupils. Although teachers know their pupils' skills and abilities very well, the lack of a structured way of assessing and recording pupils' progress and attainment reduces opportunities for identifying pupils with a talent in sport. The quality of provision has improved considerably since the last inspection.

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

- 62 The school has effective planning for promoting pupils' personal, social and health education and citizenship. Regular opportunities are provided for pupils to develop an awareness of a wide range of issues related to their own personal development. Cultural and racial awareness is included, but is less prominent than it could be. There is suitable provision for developing pupils' awareness of the risks of drug abuse and of relevant aspects of sex and relationships education. Good attention is given to enabling pupils to develop a keen sense of their own safety and how to live healthily. Citizenship is planned for and the recent creation of a school council is starting to strengthen the involvement of pupils in the running of the school.

## 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	3
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 (ethos)</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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
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	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

