

# INSPECTION REPORT

## **THE CORRINGHAM CE PRIMARY SCHOOL**

Gainsborough

LEA area: Lincolnshire

Unique reference number: 120568

Headteacher: Mrs E McCaffery

Lead inspector: Mr C Parker

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> May 2005

Inspection number: 268048

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4 to 11 years  
Gender of pupils: Mixed  
Number on roll: 86

School address: Middle Street  
Corringham  
Gainsborough  
Lincolnshire  
Postcode: DN21 5QS

Telephone number: 01427 838270  
Fax number: 01427 838433

Appropriate authority: Governing Body  
Name of chair of Mrs Norma Whitby  
governors:

Date of previous 17<sup>th</sup> May 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

The 86 boys and girls on roll are all of white British heritage and speak English as their first language. The proportion of pupils with special educational needs is broadly average but more pupils have statements than usual. Attainment on entry to school varies from year to year but overall is average. The socio-economic context of the school is broadly average. New building in the vicinity of the school has helped to increase the number of pupils.

At the time of the inspection the headteacher had been in post for only a few weeks following a short period as acting headteacher. In February teaching groups were reorganised so that reception, Years 1 and 2 are now taught together. Years 3 and 4, and Years 5 and 6 make up the other two classes.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11897	Christopher Parker	Lead inspector	Mathematics; science; information and communication technology; design and technology; geography; physical education; personal, social and health education; special educational needs
9146	Mark Brennand	Lay inspector	
22509	Gail Cowmeadow	Team inspector	English; art and design; history; music; religious education; Foundation Stage

The inspection contractor was :

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The **school's effectiveness is unsatisfactory**. Although the teaching and achievement of the younger pupils is good there are marked weaknesses in the teaching, achievement and standards attained by the older pupils. The leadership has been slow to address these weaknesses but the new headteacher is now tackling them with drive and determination. Currently, the school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are far too low by the end of Year 6
- There is significant underachievement in Years 5 and 6 because the teaching is weak
- The curriculum is unsatisfactory and the depth of study inadequate
- The new headteacher is providing strong leadership
- There is now a clear strategy for improvement outlined within a comprehensive plan
- The teaching in the Foundation Stage and Years 1 and 2 is good

The school has made poor progress since the last inspection six years ago. Standards have fallen sharply and the teaching in Years 5 and 6 is far less effective. The leadership and management have failed to tackle the decline in the school's performance or make a significant improvement in communications with parents until very recently. Weaknesses in the curriculum for information and communication technology (ICT) have not been addressed and it remains unsatisfactory.

*In accordance with section 13(7) of the School Inspection Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.*

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	E	E	E*
mathematics	B	C	E	E*
science	E	E	E	E*

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

**Achievement is unsatisfactory** overall because the pupils are not making the progress or reaching the standards they should by the end of Year 6. The youngest children make a good start and are on course to reach the goals set for the end of the reception year. Results of national tests at the end of Year 2 improved in 2004 following a period where they had compared poorly with national results and those of similar schools. Improvements are being maintained and, currently, the pupils in Years 1 and 2 are achieving well. Year 2 pupils are reaching average standards in reading, writing and mathematics. The results at the end of Year 6 have declined steeply in all core subjects to be well below average in 2004. They are now in the bottom five per cent of schools where pupils had similar results at the end of Year 2. The results show that more than half of the pupils did not reach the expected level in 2004. Value added measures, which indicate the extent of the pupils' progress between Year 2 and Year 6, were very low. Although pupils in Years 3 and 4 are achieving satisfactorily of late and are soundly taught, the overall picture in Years 3 to 6 is of inadequate progress and unsatisfactory achievement. This is due to a lack of depth and

structure to the curriculum that is evident in much of the pupils' work and the weak and ineffective teaching in Years 5 and 6. As a consequence, standards are below average in English, mathematics, science and many other areas of the curriculum.

Most of the pupils behave well but there are a very small number of pupils who have behavioural difficulties. The behaviour of this very small number of pupils is being monitored closely by the school. Attitudes to learning are satisfactory. When the teaching challenges the pupils their attitudes are good but too often the older pupils are not well motivated by the tasks they are set. The pupils' **spiritual, moral, social and cultural development is satisfactory.**

### **QUALITY OF EDUCATION**

Overall the **quality of education provided by the school is unsatisfactory.** While the new headteacher is leading improvements in many areas, there has been too little time for changes to have a significant impact. The quality of education also suffers because the overall provision for the older pupils is weak and ineffective. **Teaching, learning and assessment are unsatisfactory.** The teaching in the Foundation Stage and Years 1 and 2 is good but in Years 5 and 6 it is weak and lacks pace and challenge for the pupils.

The curriculum is unsatisfactory because its organisation has not enabled pupils to build their learning from year to year. Improvements to planning have been made but the depth of study for older pupils in most subjects is wholly inadequate. A satisfactory range of enrichment activities is offered during and beyond the school day and accommodation and learning resources are generally adequate for pupils' needs. Day to day care is good, but policies and procedures to ensure health and safety, and child protection are inadequate. Advice and support given to pupils is now satisfactory and pupils know their targets. Pupils' views are now taken account of through the newly formed school council.

### **LEADERSHIP AND MANAGEMENT**

**Leadership, management and governance are unsatisfactory** because they have been ineffective in preventing a serious decline in standards and the quality of education offered by the school. The governors have not been rigorous enough in holding the school to account. The new headteacher is providing strong leadership. She has accurately assessed the quality of current provision and produced a very comprehensive and well targeted improvement plan. She has quickly established a simple yet very clear strategy for monitoring the pupils' progress in English and mathematics and begun to tackle the weaknesses in the organisation of the school, the curriculum and assessment. Although a good start has been made towards recovery much remains to be done.

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

Parents are loyal to the school but have some concerns. While many feel it is a caring school, others are not sure that the pupils are stretched or stimulated. All agree that in recent months communication with them has improved and they like the way the new headteacher responded to concerns about the physical education curriculum. Some pupils are not excited by their lessons. They say that some subjects are taught infrequently and some feel they could work harder. Some boys feel they are not treated as well as girls but this was not evident during the inspection. Quite a few pupils think that others do not behave as well as they should.

### **IMPROVEMENTS NEEDED**

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

- raise standards and achievement, particularly in Years 5 and 6
- ensure the teaching consistently challenges, motivates and engages the pupils, particularly in Years 5 and 6
- ensure the pupils receive a broad and interesting curriculum in all subjects that provides continuity, depth of study and enables them to progress rapidly and to meet statutory requirements
- fully implement comprehensive health and safety and child protection policies.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is unsatisfactory overall. Standards are broadly average by the end of Year 2 but below average by the end of Year 6. Standards in Year 6 have fallen since the last inspection.

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

- Achievement is poor in Years 5 and 6 and consequently standards are far too low
- The pupils achieve well in Years 1 and 2
- The youngest children make a good start

#### **Commentary**

1. The youngest children settle well into school life. They are well supported and taught by the teacher and teaching assistants, and consequently they achieve well. Almost all of the pupils are well on course to reach the goals set for the end of the reception year, notably in their personal and social, communication, language and literacy and mathematical development.
2. The number of pupils is relatively small in some cohorts and the data should be viewed with some caution. Nevertheless, there is a clear trend of decline over the last few years. With the exception of the Year 2 results in 2004 the school's performance in national tests has been falling sharply and is now significantly worse than when the school was last inspected. Results of national tests at the end of Year 2 improved in 2004, after three years when they had been predominantly below and well below average, to be above average in reading and well above average in writing and mathematics. As a result, the trend of improvement is now above the national average. Until 2004 the results compared poorly with similar schools but were below average in reading and well above average in writing and mathematics last year. Half of the pupils attained higher levels in reading, writing and mathematics.
3. Results at the end of Year 6 have plummeted since 2000 to be well below average in 2004. They are now in the bottom five per cent of schools where pupils had similar results at the end of Year 2. The results have declined steeply in all core subjects and, consequently, improvement is well below the national trend. The results show that more than half of the pupils did not reach the expected level in 2004. Value added measures, which indicate the extent of the pupils' progress between Year 2 and Year 6, were very low.
4. Improvements in Year 2 are being maintained. Currently, the pupils in Years 1 and 2 are achieving well and those in Year 2 are reaching average standards in reading, writing and mathematics. This is because some curriculum coherence has been established and the teaching is lively and effective. Although pupils in Years 3 and 4 have been achieving satisfactorily of late and are soundly taught, the overall picture in Years 3 to 6 is of inadequate progress and unsatisfactory achievement. This is due to a lack of depth and structure to the curriculum that is evident in much of the pupils' work and the weak and ineffective teaching in Years 5 and 6. As a consequence, standards are far too low in English, mathematics and science.
5. The pupils' competence in information and communication technology is of a level expected by the end of Year 6 but many pupils hone their skills at home because they have too few opportunities to use and apply their skills across the curriculum. The apparent absence of a curriculum framework until very recently has hindered the development of the pupils' skills, knowledge and understanding in most areas of the curriculum. Low expectations and the

inadequate depth of study in the work of the older pupils results in underachievement in many areas of the curriculum.

6. Pupils with special educational needs generally make steady progress towards their targets because of the good level of support provided by teaching assistants. Currently no additional provision is made for pupils who are gifted and talented and in some lessons the pupils with the potential for high achievement are not stretched and, consequently, they do not reach the standards they should.

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

Behaviour is generally good. Attitudes to learning are satisfactory. The pupils' spiritual, moral, social and cultural development is satisfactory. The level of attendance is broadly average.

### **Main strengths and weaknesses**

- Personal development in the Foundation Stage is good
- Those pupils with behavioural difficulties are generally well managed
- Too little is done to encourage pupils' understanding of cultural diversity

### **Commentary**

7. Most of the pupils behave well during lessons, around the school and at playtimes. There are a very small number of pupils who have behavioural difficulties but they are generally managed well to ensure that other pupils' learning is not disrupted. For example, in a lesson observed in Year 1 and 2, while most pupils worked very well together, the inappropriate behaviour of one child was acted upon speedily by the class teacher. The behaviour of this very small number of pupils is being monitored closely and recorded in detail by the school. Incentives as well as sanctions are used to encourage them to behave well and play an active part in lessons. The behaviour of other pupils is a concern for more than a third of the pupils who responded to the pre-inspection questionnaire.
8. Most of the pupils like school, though over a quarter of the pupils aged seven years and older did not provide a positive response when asked if they liked being at school. When the teaching challenges the pupils their attitudes are good but in too many cases the older pupils display indifference because they are neither engaged by the teaching nor excited by the tasks they are set. However, in many lessons the pupils in Years 1 to 4 demonstrate positive attitudes to learning.
9. Most of the children in the Foundation Stage are on course to reach the expected goals in their personal, social and emotional development by the end of the reception year. The priority given to this development is entirely appropriate and helps to assure the children's progress.
10. Provision for the personal development of pupils is satisfactory overall and in moral and social development it is good. Spiritual development is encouraged in collective worship but there are few examples either in the pupils' work or in lessons where they are asked to consider the deeper meaning of events or to spark curiosity about their own place in the world. Cultural development is also fostered in assemblies by encouraging the pupils to listen to different types of music. However, in a religious education lesson in Year 5 and 6 opportunities to explore cultural diversity in a positive and informative

manner were ineffective. Not enough consideration has been given to developing an understanding of the cultural diversity of society.

- The absence of breadth, depth and structure in the curriculum has meant that the spiritual, moral, social and cultural development of the pupils has been left to chance. With greater structure emerging from recently implemented plans, the teachers now have the opportunity to plan more effectively for these important areas of personal development. Currently not enough consideration is given to developing this element of lessons; thus, opportunities pass without being exploited by the teachers.

**Attendance**

- Parents are aware of the need for their children to attend regularly and provide good support, especially when informing the school about their child’s absence. As a result little time is spent chasing up non-attendance. Punctuality is also satisfactory, the picture being skewed slightly by a small number of children who are persistently late.

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.0
National data	5.1	National data	0.4

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

**Exclusions**

There have been no exclusions.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

Overall the quality of education provided by the school is unsatisfactory. While the new headteacher is leading improvements in many areas there has been too little time for the changes to have had a significant impact. The quality of education also suffers because the overall provision for the older pupils is weak and ineffective.

**Teaching and learning**

The teaching, learning and assessment are unsatisfactory.

**Main strengths and weaknesses**

- The teaching Years 5 and 6 is weak and lacks challenge for the pupils
- The teaching in the Foundation Stage and Years 1 and 2 is good

**Commentary**

- The teaching in the Foundation Stage is good. Teaching of the small group of the youngest children is well led by the high level teaching assistant. The class teacher and the teaching assistants work together effectively. The children are challenged through interesting tasks that ensure they make good progress and achieve well. The classroom has quite restricted space but nevertheless it is used effectively to promote learning to suit different stages of the children’s development. The pace of teaching

and learning is good. Expectations of behaviour are appropriately high and the adults are very diligent in assessing the children's progress and good records are kept.

14. The lively and enthusiastic teaching in the Years 1 and 2 was evident both in the lessons observed during the inspection and the pupils' work and their achievements. The teaching is based on a good relationship with the pupils and high expectations of behaviour. The few pupils who find it difficult to settle quickly and behave well are managed firmly and effectively, so there is little disruption to learning. The lessons are well paced and tasks appropriately challenging. A good example was seen during a science lesson for Years 1 and 2 where the pupils were asked to devise a test to find the best material for an umbrella. The teacher engaged and encouraged the pupils, who were motivated by the task, to find the best solution. Skilful questioning extended the task and challenged the pupils. As a result, they achieved well. In English and mathematics lessons good planning, interesting tasks and clear explanation ensure the pupils are given the opportunities to learn effectively. The good working relationship between the teacher and her assistants ensures that effective support is given to all groups in the demanding situation where the Foundation Stage and Years 1 and 2 are all taught in the same class.
15. In Years 3 and 4 the teaching in lessons is always satisfactory and often good. However, good teaching is not consistently reflected in some areas of the pupils' work, particularly from earlier in the school year. Lessons are securely planned, the pupils' needs are assessed and interesting and engaging tasks set for them with an appropriate level of challenge for most pupils. This was the case in a very good science lesson where the teacher used his strong subject knowledge to very good effect. However, occasionally the most able are not stretched by all of the tasks.
16. In Years 5 and 6 the teaching is weak and too many lessons lack pace and do not sufficiently challenge or engage the pupils. In many lessons the pupils are not productive enough. The match of work to ability and the selection of tasks to excite the pupils and stimulate learning are consistently unsatisfactory. Expectations are far too low. This is very evident in their completed work which is often very superficial, sometimes incomplete and rarely interesting to read. Too many tasks are set that fail to stretch pupils and ensure they achieve highly.
17. In all classes some lessons are very long, particularly during the afternoons and this makes it difficult for pupils to maintain their concentration and achieve well throughout the allotted time. It also makes it more difficult for a rapid pace of learning to be maintained.
18. Steps have been taken recently to improve marking and assessment. Although these developments are not yet having a significant impact on teaching and learning they are, for example, providing the teacher in Years 1 and 2 with useful pointers to the next stage of learning. The approach to marking is consistent in all classes and the teachers make comments to foster improvement. While in some cases these are followed up and lead to the pupils producing better work, in many other instances there is little to indicate the comments are influential. Nevertheless, it is a considerable improvement on the wholly ineffective marking seen in the pupils' work from earlier in the school year. A similarly good start has been made to target setting so that all of the pupils know what they need to do to improve in English and mathematics. Developments in both marking and target setting need further refinement and sharper implementation to be consistently effective.

### Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	12	7	3	1	0

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

### The curriculum

The curriculum is unsatisfactory. A satisfactory range of enrichment activities is offered during and beyond the school day and accommodation and learning resources are generally adequate for pupils' needs.

### Main strengths and weaknesses

- The depth of study in most subjects is wholly inadequate
- The organisation of the curriculum has not enabled pupils to build their learning from year to year
- The school uses the strengths and expertise of support staff well within the curriculum

### Commentary

19. Long term curriculum weaknesses have contributed to unsatisfactory attainment and achievement in most subjects. Following a recent re-organisation, the statutory subjects of the National Curriculum and religious education are taught but not in enough depth to enable pupils to develop appropriate skills, knowledge and understanding. This means they are not prepared well for transfer to secondary school. The depth of study for pupils in Years 1 and 2 is generally satisfactory and good in English, mathematics and religious education. However, the school does not provide the depth or continuity of curricular opportunities that pupils need to build on their learning particularly in Years 3 to 6.
20. The organisation of the curriculum, until very recently, has led to weaknesses in continuity from year to year. The lack of clear and careful progression in each subject has prevented pupils from achieving well by building on their prior learning in a systematic way. The careful integration of the curriculum for the youngest children with the curriculum for Years 1 and 2 is good and benefits both older and younger pupils in the mixed age class.
21. Some purposeful links between different subjects enhance and reinforce learning. For example, linked history, geography and design work in the 'seaside' theme helps the younger children by providing a familiar context for their learning in each subject. However, opportunities for developing literacy and numeracy skills are not being well exploited across all subjects and there is very little application of the skills learned in information and communication technology (ICT) to support learning in other subjects.
22. Curricular opportunities are offered fairly to all pupils, including those with special educational needs. The teaching assistants make a considerable contribution to the provision by ensuring access and providing good support. All of the pupils identified as

having special educational needs have individual education plans which now have clear and well focussed targets.

23. The curriculum is enriched by regular visits and visitors and pupils now have a satisfactory range of opportunities to enhance their learning in after school clubs. Nearly all pupils attend one or more of these clubs. They participate in local school sports and swimming events and participate in the church schools' arts festival annually. There is a satisfactory personal, social and health education programme supported by the school nurse.
24. Teaching assistants support learning well throughout the school. They are enthusiastic and keen to continue developing their expertise. The school matches their responsibilities to their particular strengths, thus enhancing their contributions for the benefit of all. For example, the higher level teaching assistant teaches music to pupils of all ages and her talent and enthusiasm has positively influenced pupils' attitudes towards this subject. Other learning resources are generally satisfactory but there are weaknesses for some subjects, particularly religious education. Accommodation is also satisfactory overall, but the lack of a hall is a barrier to good achievement in physical education. However, good use is now being made of the village hall to ensure all of the pupils have opportunities for physical development even in poor weather. There are limitations in the accommodation and resources for the youngest children in the Foundation Stage which restrict the flow between classroom and outdoor activities.

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

Day to day care is good but policies and procedures to ensure health and safety are inadequate. Advice and support given to pupils is now satisfactory. Pupils' views are now taken account of through the newly formed school council.

### **Main strengths and weaknesses**

- Policies for child protection and health and safety, and their implementation, are not sufficiently comprehensive or understood
- Induction arrangements are good

### **Commentary**

25. The current health and safety policy is a statement of intent and does not meet requirements. It does not identify roles and responsibilities and there is no indication of what the arrangements are in the event of an accident. It is a similar picture for child protection. There is a policy but it identifies the headteacher as the responsible person although she has not yet been trained. There is also confusion among staff as to who is the responsible person. Although the general care of the pupils is good, these factors render care and welfare unsatisfactory.
26. Being a small school, the staff know the pupils and their families well and can take the appropriate action when required. The school gives due diligence to first aid provision by ensuring that all members of staff have been trained. Furthermore, there are good

records on the medical and dietary needs of pupils particularly in regard to when and to whom medicines have been administered.

27. Arrangements for the induction of pupils into the school are also good. This process is aided by the close proximity of the village nursery from which nearly all children transfer. In the year prior to transfer children visit the school regularly for taster sessions and these are backed up with two formal visits. In the summer term there is a "Teddy Bears Picnic" which is held in the evening and which involves both parents and children. This is used for the benefit of both parents and staff to meet in an informal setting so that they can get to know one another. These events help pupils to settle quickly in their new surroundings once they start full time education.
28. Although the school council is new, the older pupils, in particular, welcome the chance to represent their peers and see it as a good opportunity to influence the day-to-day running of the school. The pupils see the school council as a very positive development.

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

The school has satisfactory links with parents. Links with the local community and other schools and colleges are satisfactory.

### **Main strengths and weaknesses**

- The new headteacher listens to and acts upon concerns
- The parents' association makes a positive contribution to the school
- Good links with pre-school provision ensure pupils make a settled start to school

### **Commentary**

29. Parents attending the pre-inspection meeting and those interviewed during the week of the inspection commented on how communication between the school and home had improved since the arrival of the new headteacher. This was in part prompted by the headteacher who, on her arrival, send out a questionnaire to all parents seeking their views. This raised concerns about the lack of communication, the provision for homework and the absence of regular physical education (PE) lessons. In response there are now regular newsletters detailing diary dates and events in the school and at the end of each term parents receive a report card which gives information on progress in reading, writing, mathematics, behaviour and attendance. Homework is now set every Monday to be handed in on a Friday although tasks are not consistently of high quality, and the school hires the village hall to allow it to teach PE. This willingness to listen to parents' concerns and to act upon them is something which parents value. However, parents also felt that an opportunity to meet informally, where necessary, with class teachers before the start of the day would help to further improve the level of communication.
30. The headteacher is aware that the school receives a high level of goodwill from its parent body. Nowhere is this more evident than in the work of the parents' association which is very active and organises a range of social and fundraising events which benefit the school. Just recently they have donated a significant sum of money to buy new books and are currently engaged in raising money so that the playground

markings can be redone. Parents' association events also provide a good way for parents to meet with staff in an informal setting.

31. The children get a good start to their school lives because of the valuable links which the Foundation Stage staff have created with a number of organisations. Through the Early Years Forum the school is one of nine other primaries which meet half termly to share ideas, training and moderation. Active links have also been established with the village nursery to foster good transition to school.

## **LEADERSHIP AND MANAGEMENT**

Taken overall, the leadership, management and governance of the school are unsatisfactory.

### **Main strengths and weaknesses**

- Leadership and management have been ineffective in preventing a serious decline in standards and the quality of education offered by the school
- The governors have not been rigorous enough in holding the school to account
- The new headteacher is providing strong leadership and the school now has a comprehensive improvement strategy

### **Commentary**

32. The leadership, management and governance are unsatisfactory because of the evidently declining standards and the school's worsening performance in recent years. The school has fallen from achieving very high national test results when the school was last inspected in 1999, to results that were well below average in 2004. The good leadership and management reported at the time of the last inspection have not been maintained and the school has declined significantly in its effectiveness.
33. The recently appointed headteacher is very clear and realistic about the school's current position and its ineffectiveness but her actions to bring about improvements have had insufficient time to make a significant impact on the school's performance. She has accurately assessed current provision and produced a very comprehensive and well targeted improvement plan which sets out a strategy to tackle a considerable number of weaknesses. In many instances fundamental structures and approaches have had to be developed. While work has begun, for example, on establishing a priority for literacy and numeracy and a coherent framework for the curriculum, much remains to be done. The new headteacher clearly articulates her vision for the school, displays a determination to bring about improvement and has quickly acquired strong support from the governors, staff and the parents. Parents appreciate many of the changes and improvements made in recent weeks.
34. Until very recently there was no comprehensive system for tracking the pupils' progress. The new headteacher has established a simple yet very clear strategy for monitoring the pupils' progress in English and mathematics. This illustrates very starkly the extent of underachievement between Years 2 and 6 but also shows where improvements are beginning to become evident.
35. The new headteacher has established two curriculum management groups; one to focus on literacy and the other on numeracy. These groups are now providing satisfactory curriculum leadership in these areas and, with the help of external consultants and advisers, are establishing continuity and progression in the teaching of these important areas. While there is already evidence of success and improvements in Years 1 to 4, some of the clear guidance given on, for example, on the effective uses of plenary sessions in mathematics has not been



implemented successfully in Years 5 and 6 lessons. Curriculum leadership in other subjects has yet to be addressed and is, consequently, unsatisfactory.

36. The professional development strategy and performance management of the teachers have been ineffective. The new headteacher has given high priority to supporting and training the teachers and teaching assistants and has set clear targets through reviews of their performance.
37. The governors acknowledge they have to take responsibility for the decline in the school's performance because they have not been sufficiently rigorous in challenging the school to improve. By making good use of consultation with local education authority officers they now have a well informed view of the standards being attained and the quality of the provision being made for the pupils. The chair is very realistic, has a strong working relationship with the new headteacher and is seeking rapid improvement, although there is an acceptance that it will take some time for standards to return to the levels that should be attained. The new headteacher's willingness to openly share information is placing the governing body in a position to be far more effective than it has been in the past.

***Financial information***

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

Income and expenditure (£)	
Total income	211 710
Total expenditure	210 520
Expenditure per pupil	3 451

Balances (£)	
Balance from previous year	9370
Balance carried forward to the next	10 560

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

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

38. Provision for children in the Foundation Stage is good. They start school at the beginning of the school year in which they are five years old, and the majority of them have attended the village nursery group prior to this. Staff have established a good working partnership with the nursery which contributes towards the effective arrangements for settling children into school. The reception children work in a mixed age class with Year 1 and Year 2 pupils. This class is taught by a team of three, and the Foundation Stage is well led and managed by the class teacher. The staff complement each other very well, using their individual strengths discriminately to give the children a good start to their education. The Foundation Stage curriculum is planned so that all six areas of learning are covered appropriately and integrated with the curriculum subjects for the pupils in Years 1 and 2. This careful planning benefits both older and younger pupils because it is used to respond to the needs of particular groups and to ensure coherent progression from one year to the next. There were 13 reception aged children at the time of the inspection. They work as a separate group within the class and have a dedicated space in the room organised to meet their needs. The children's attainment on entry to school varies from year to year but is broadly average across all six areas of learning. The staff observe and assess the development of each child effectively and use this information well to plan the next steps in learning. The good teaching and learning reported in the previous inspection has been maintained and the satisfactory attainment has been raised in some aspects.
39. It was not possible to judge the standards attained or the quality of teaching and learning in physical development or creative development because too few teaching sessions were observed.
40. In **physical development** there is evidence that children enjoy a range of physical activities. They show reasonable control when using wheeled toys to weave between bollards and good spatial awareness both indoors and outside. They participate enthusiastically in weekly physical education lessons with the older pupils. However, the lack of ready access to a defined outdoor space and of suitable equipment for balancing and climbing, means the school is unable to provide fully for this area of learning.
41. In **creative development** children develop their imaginative ideas through role play both indoors and outside. These activities are well integrated with learning in other areas. They sing familiar songs and enjoy playing a range of musical instruments. They use a range of materials and media for painting, collage and modelling but this work is too often completed to a pattern provided by adults, which limits opportunities for children to develop their own creative ideas.

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

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

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

- A secure and happy atmosphere ensures children develop good relationships with adults and each other
- Behaviour in the reception group is very good
- Children do not have enough opportunities to choose and develop their own tasks

## **Commentary**

42. Children achieve well due to the good teaching they receive. Progress is good and nearly all children are reaching the early learning goals for their personal social and emotional development as they reach the end of the year. Attainment is above average. The good relationships between children and between children and adults are clear. For example, children played harmoniously in pairs with small vehicles in sand trays during one session. They shared the toys and worked together on each other's ideas showing an ability to cooperate beyond the expectation for their age. These good relationships are one aspect of the very good behaviour observed during the inspection. The children behave very well because staff have high expectations and manage children sensitively to meet their individual needs.
43. The balance between teacher directed and independent activities is not always appropriate and this sometimes limits achievement. The children do not have sufficient opportunities to initiate and develop their own ideas because their activities are too often tightly structured by adults.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children use language well to communicate and explain their thinking
- Letter sounds and early reading and writing skills are taught well

## **Commentary**

44. Children enter the class with a range of abilities but their communication and language skills are generally average. With well planned activities and effective teaching, they make good progress and achieve well so that the majority of the group are attaining the national goals for early learning by the end of the reception year. A significant proportion of the group exceeds these goals in using language for communication and thinking. This is because adults consistently encourage children to explain their ideas and give them time to do so. For example, children showed their wide vocabulary when discussing their plan for a role play café, suggesting the roles of chef, waitress and customer without hesitation. The teaching assistant was very sensitive as a boy struggled to describe a menu because he could not remember the word. This taught them all that explaining your thinking is a good way to tackle a problem.
45. Members of staff have a good understanding of the development of early reading and writing skills. They provide enjoyable activities that capture children's interest and help them to maintain their concentration, as when the puppet makes deliberate mistakes with his letter sounds. Writing skills are being developed well, often using whiteboards and pens, as well as working on paper. Activities encourage children to attempt to write for different purposes, as when the "waiters" wrote down the "orders" in the café. However, opportunities to provide labels and interactive messages around the room at the right level for children to read purposefully are missed.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children use mathematical language very well when talking about their work
- Staff plan imaginative activities to extend learning

### **Commentary**

46. Children enter school with average understanding of numbers, shapes and measures. They achieve well and nearly all of them will reach the early learning goals by the time they enter Year 1 because teaching is thorough. More able children will exceed these goals. There is a strong emphasis on using mathematical language to explain how problems have been solved. This means children have the confidence and words they need to talk about what they are doing so that adults know how to extend their learning. For example, a boy explained clearly how he had worked out that a blank number line started with zero when the position of the numeral 2 had been revealed.
47. Children enjoy and work hard at developing their mathematical understanding because staff plan interesting activities to introduce and consolidate new ideas. Role play outside was used effectively to introduce positional language and consolidated well with small world imaginative play in sand trays. This helped children to move on from simple language such as “on, under and over” to more sophisticated conversations about “going through tunnels, turning corners and meeting dead ends.” The interactive whiteboard was used effectively for simple counting and ordering games that were greatly enjoyed by the children.

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

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

### **Main strengths and weaknesses**

- Adults stimulate children’s curiosity and capture their interest well
- Children use the interactive whiteboard confidently

### **Commentary**

48. Children are making good progress because adults provide a wide range of experiences that encourage them to explore their world and ask questions. Nearly all of them will reach the expected goals for this area of learning by the end of the summer term. During the inspection, they tended their garden, asked a visitor about her childhood seaside holidays, used construction toys to make vehicles and explored a pile of materials before making glove puppets. All these activities stimulated them to learn well and adults interacted sensitively to deepen their understanding. For example, an assistant asked a girl whether her vehicle would travel under water and this led her to review and improve her construction. Children use information and communication technology well when they press buttons, drag icons and write numbers on the interactive whiteboard with evident pride and skill.

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

## ENGLISH

Provision for English is **unsatisfactory**.

### Main strengths and weaknesses

- Achievement is unsatisfactory and standards are too low at the end of Year 6 because the teaching is unsatisfactory in Years 5 and 6
- Teaching is good in Years 1 and 2
- Pupils are not given sufficient opportunities to develop literacy skills across the curriculum

### Commentary

49. Standards are below average at the end of Year 6. They are average at the end of Year 2. Overall, this represents a steep decline since the previous inspection when standards were well above average at the end of Year 6. Boys do less well than girls but there is no evidence that they are taught or treated differently. However, the teaching of the oldest pupils does not excite or motivate them. Good support is provided by effective teaching assistants for lower attaining pupils and those with special educational needs, so they make sound progress and achieve satisfactorily.
50. Achievement in speaking and listening is generally satisfactory across all year groups. The pupils listen well in lessons and contribute ideas from their own knowledge confidently. Personal contributions are received well by staff. In better lessons, opportunities are provided for pupils to talk to a partner and discuss ideas before contributing to the whole class and this practice effectively ensures that all participate actively. Pupils enjoy adopting different roles, as they did in a Years 3 and 4 lesson when one boy played the interview candidate hoping to get a job as a lollipop person, and the rest of the class became the interviewing panel asking him questions. This led to thoughtful questioning and careful explanations as pupils had to think about adapting their spoken language for a more formal situation.
51. Achievement in reading is satisfactory in Years 1 to 4 but unsatisfactory in Years 5 and 6 where pupils show little enthusiasm for reading and few choose to read books in their own time. Year 2 pupils read with confidence, and with accuracy and fluency according to their abilities. They use a range of methods to work out new words and discuss their books with interest. Higher attaining pupils are beginning to understand how punctuation and the author's choice of words bring extra meaning to the text. By the time they reach Year 6 most pupils read fluently and with good expression. Lower attaining pupils are challenged appropriately and they make sound progress because the work is well matched to their needs. Higher attaining pupils understand how fiction and non fiction texts are organised and refer to the text to support their opinions about ideas, characters and motives. However, they do not achieve as well as they might because the work is too often dull and lacking in challenge.
52. Achievement in writing is satisfactory in Years 1 and 2 and unsatisfactory between Year 3 and the end of Year 6. In Year 2 pupils are beginning to develop a well formed handwriting style to present their ideas in short sentences which are sometimes joined together with simple connectives. Higher attaining pupils are beginning to make good vocabulary choices to add interest and use punctuation to add clarity. The written work

over the current year in Year 5 and 6 shows unsatisfactory achievement and the achievement in Year 4 is inconsistent but satisfactory overall. Pupils do not complete enough work and learning from comprehension, grammar and handwriting exercises is not often transferred into longer pieces of independent writing. In the best work Year 6 pupils show that they are capable of writing complex sentences with appropriate punctuation and of organising their writing into paragraphs. Too often, they do not do their best because they are not motivated by the task and not enough is expected of them.

53. Teaching and learning are unsatisfactory in Years 5 and 6, satisfactory and sometimes good in Years 3 and 4 and consistently good in Years 1 and 2. The teaching in Years 5 and 6 is unsatisfactory because pupils are not expected to produce enough and there is a lack of challenge for a significant proportion of the pupils. For example, pupils who write with neat joined handwriting are regularly asked to complete copywriting exercises which waste their time. Also, too much time is spent on grammar and punctuation exercises and there are insufficient opportunities to use such skills purposefully in longer pieces of writing. Assessment is regular but the outcomes are not used to adjust planning to meet the needs revealed and pupils are not given time to respond to, and learn from, marking comments in their books. In the best lessons content is planned carefully to capture pupils' interest and teachers set a reasonable pace. They are very encouraging in the introduction to lessons, where learning objectives are explained clearly and there is a simple and effective focus on reviewing and assessing what has been learned at the end. Pupils are asked to evaluate their own success in achieving the lesson objectives. Pupils of all ages have individual targets for improving their work but when they are questioned they are not always clear about what they have to do to improve or what level they have reached so far.
54. English is now led and managed by a recently formed literacy team, which includes the headteacher. The team has a clear understanding of current standards and a sensible plan for improving them. The curriculum for English until recently was loosely based around topic work and the lack of continuity and progression in learning contributed significantly to the current low standards in Years 5 and 6. Planning for all age groups is based now on the national literacy strategy and thus provides for coherent progression as pupils move through the school. New systems track individual pupil's progress and monitor attainment and the quality of teaching but much remains to be done to ensure these have an impact on raising standards.

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

55. The use of language in other subjects is satisfactory in most classes as pupils are regularly given opportunities to discuss ideas and ask questions. For example, pupils in Years 1 and 2 prepared questions to ask a visitor about their history work and developed their listening skills during the visit. The scrutiny of pupils' books shows that pupils in Year 1 and 2 also have many opportunities to transfer their reading and writing skills to other subjects, as when they wrote story boards to tell the story of Zaccheus in religious education. However, older pupils are not given enough opportunities to use their literacy skills across the curriculum. For example, they complete very little research and written work in subjects such as history and geography.

### **MATHEMATICS**

Provision for mathematics is **unsatisfactory**.

## **Main strengths and weaknesses**

- Standards are too low at the end of Year 6 because the work is not demanding enough
- Teaching in Years 1 and 2 is good and pupils are achieving well

## **Commentary**

56. Standards at the end of Year 6 are not as high as they were at the time of the last inspection, but recent improvements in standards at the end of Year 2 are being maintained. Currently standards are average in Year 2; this is confirmed by lesson observations and the scrutiny of the pupils' work. The teacher begins lessons with a carefully targeted mental warm up activity that ensures all of the pupils are involved and challenged. This includes setting demanding activities for the Year 2 pupils to enable them to build on what they already know. The teaching assistant is well deployed to provide support for a group of pupils enabling tasks to be well matched for different ages and abilities. Good resources and timely interventions by the teacher maintain the pace of learning and the pupils' concentration. This was evident in a lesson where the pupils constructed shapes and identified the number of faces, edges and corners.
57. In Years 3 and 4 the lesson seen covered much of the same ground as the one observed in Years 1 and 2 highlighting the weaknesses of past provision and the lack of continuity and progression. The pupils were not familiar with much of the vocabulary and at the start of the lesson struggled to get to grips with, for example, that the number of faces and edges on a cuboid remain consistent regardless of its size. However, the teacher persevered and by the end of the lesson the pupils had made satisfactory progress. In Years 5 and 6 the pupils were set tasks which provided them, and particularly the most able, with an appropriate level of challenge. The pupils responded well and enjoyed the challenge of working with data to solve problems. In this lesson the pupils achieved satisfactorily but their work shows that they have not had sufficient opportunities to use and apply their mathematical skills and knowledge in demanding contexts. Consequently, they do not make the progress they should or reach the levels of which they are capable. Currently there is significant underachievement, standards are below average and far too low.
58. The mathematics curriculum is now managed by a small co-ordinating committee. The re-introduction of the national numeracy strategy has provided the framework which the committee perceived to be missing. They recognise that it will take some time to cover enough of the curriculum to ensure all of the pupils have the comprehensive knowledge and understanding expected of them. Local authority officers have given support and highlighted key areas for improvement, for example, plenary sessions. While there is evidence that these are now being used effectively in some classes in Years 5 and 6, the opportunity to draw out the extent of pupils' new learning was completely missed in the lesson observed. At the present time there is no intervention strategy to help the pupils reach higher standards but greater use of the 'springboard' materials is planned for next year.

## **Mathematics across the curriculum**

59. The lack of depth to much of what is studied in, for example, science and geography significantly reduces the range of pupils' opportunities to use and apply their mathematical skills. In Years 3 and 4 the pupils use a spreadsheet to create graphs and in Years 5 and 6 the pupils have learned to calculate using simple formula but these types of activities are infrequent.

## SCIENCE

Provision for science is **unsatisfactory**.

### Main strengths and weaknesses

- Standards are below average by the end of Year 6
- The skills of scientific investigation are not being taught consistently

### Commentary

60. Standards in science are too low at the end of Year 6 because the pupils have not had enough opportunities to develop their skills and knowledge through a planned programme of activities. Whilst a plan of themes and topics to be taught has now been developed, much of the pupils' previous work shows the depth of study to be inadequate and to lack challenge. Opportunities for investigation and experimentation are now being used with increasing effect in Years 1 to 4 but in Years 5 and 6 they are infrequent and ineffective because the pupils are not challenged or given the chance to decide on appropriate approaches, make predictions, test ideas or determine how to observe and record their findings. In discussion, the older pupils' scientific vocabulary was relatively limited. For example, they were unfamiliar with the term 'variable' when questioned about fair tests. Throughout the school pupils are not given enough opportunities in science to use and extend their literacy, numeracy and ICT skills.
61. The teaching is unsatisfactory overall. While it is good in Years 1 to 4 it is unsatisfactory in Years 5 and 6. In Years 1 and 2 the pupils' are achieving well and currently reaching average standards. In one lesson seen it was clear that recent improvements in the curriculum are beginning to make an impact, with the pupils being given a good opportunity to plan a simple experiment to find out which material, from a range provided, would make the best cover for an umbrella. The Year 2 pupils devised appropriate methods of testing which of the materials were waterproof and through good questioning by the teacher refined their approaches well. The pupils were engaged and interested in the task because it provided the right amount of challenge. In Years 3 and 4 the teacher used his strong subject knowledge to very good effect to provide the pupils with the opportunity to devise an experiment to find out the kind of habitat snails and wood lice prefer. Here again the pupils were engaged and very interested because the task was challenging. However, in a lesson observed in Years 5 and 6 expectations were too low and the challenge, particularly for the most able, inadequate. While the pupils remained well behaved, they often looked disinterested. In this lesson the pupils' knowledge of factors which affect pulse rate was confirmed rather than extended. The tasks they were set gave them little or no opportunity to make choices or have any control over their own learning and were carried out without pace, purpose or real enthusiasm. As a result the pupils' achievements were wholly unsatisfactory and currently the standard of their completed work at the end of Year 6 is well below average.
62. There have been improvements in assessment which are helping the teacher in Years 1 and 2 to modify her plans for the next lesson to take account of what pupils are able to do. In Years 5 and 6 a record is kept of those pupils who fail to meet objectives and those who exceed them. However, there is little to indicate that this information is being used effectively to provide tasks which meet the needs of the pupils and ensure they



are consistently challenged. Standards and the provision made for science have declined considerably since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision for information and communication technology (ICT) is **unsatisfactory**.

### **Main strengths and weaknesses**

- Achievement is unsatisfactory
- ICT is not used widely enough to support learning across the curriculum

### **Commentary**

63. Since the last inspection the demands and expectations of how ICT should be used to enhance learning and teaching have increased considerably. The school has not kept pace with these demands and finds itself in the position of neither building on the skills the pupils gain at home nor creating sufficient opportunities to make effective use of ICT across the curriculum. At the time of the last inspection there were weaknesses in the provision made for using ICT to control and monitor events. This remains the case, although in a science lesson in Years 5 and 6 the new headteacher introduced a group of pupils to how sensors can be used to monitor pulse rates. Discussions with pupils show that controlling and monitoring have not been part of their ICT curriculum.
64. The hardware resources are modern and centrally located but are insufficient for a whole class. Consequently, alternative arrangements have to be made for the teaching of part of each class and these valuable resources are not used enough to enhance teaching and learning. Even though they are adjacent to the Year 5 and 6 class the pupils report they do not have the opportunities and are not given the independence to elect to use ICT when they feel it would be appropriate and beneficial to do so.
65. The Year 3 pupils used a spreadsheet to enter data as part of their work on habitats in science. They were able to use the data to create graphs adding a title and labelling the axes. In this task they displayed appropriate levels of skill. In a Years 5 and 6 religious education lesson the pupils were asked to devise questions about Islam and use the internet to find answers. The pupils encountered some difficulties and the time allowed was insufficient to enable them to achieve satisfactorily.
66. The oldest pupils have a narrow range of experiences in which to extend their skills. In discussion they talk about the few opportunities they have to use ICT but the range of applications is more limited than might be expected. They do, however, display appropriate skills when demonstrating how they have, for example, entered a formula into a spreadsheet or created a newspaper from page. Nevertheless, it is clear that their skills are not being utilised or significantly enhanced by provision made by the school.

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

67. There is little evidence of ICT being effectively embedded in the curriculum. The teachers are beginning to make use of the projector and interactive whiteboard in their teaching. In a mathematics lesson, for example, in reception the interactive whiteboard provided a good focus for a group counting activities. However, overall ICT is not yet being used sufficiently or effectively to support learning across the curriculum.

## **HUMANITIES**

68. Only one geography lesson and one short observation of history were made during the inspection. Work completed since September and wall displays were scrutinised and discussions with Year 6 pupils were held. These indicate that the depth of study in **history** has been too superficial to develop the skills, knowledge and understanding expected. The depth of recent work in each class is better, particularly in Years 3 and 4 where assessment was used well at the start of lively work on World War 2 and literacy skills were used effectively to record researched information. Visitors enhance learning by bringing the past alive, as when Years 1 and 2 pupils found out about seaside holidays long ago. Long term curriculum planning has been too haphazard with long gaps between learning so that pupils are unable to build on earlier attainment. The recent introduction of planning based on national guidance is a significant improvement.
69. The situation is very similar in **geography**. Discussions with older pupils about their work during the autumn term topic 'Out of Africa' indicated that their learning and resulting knowledge was unsatisfactory. They were unable to talk with confidence about the people, climate or the landscape; one pupil wrongly thought that deserts are found at the equator. The re-organised curriculum is now based on the nationally published schemes of work. However, in the one lesson seen in Year 5 and 6, the lack of pace and challenge meant that the potential within these plans was not realised and far too little was achieved in the time available because the teacher's sights were set too low.

## **Religious education**

Provision for religious education is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards attained by the end of Year 6 are unsatisfactory
- Pupils in Years 1 and 2 achieve well

### **Commentary**

70. Scrutiny of recorded work, discussion with pupils and observation of lessons in Years 3 to 6 provides evidence that attainment and achievement are unsatisfactory in religious education in this age group. However, achievement was good in the lesson observed in the Years 3 and 4 class and attainment was satisfactory. There is very little recorded work for the current year. In Years 5 and 6 it indicates some coverage of Christian, Hindu and Muslim faiths but there is no depth to the study. Some Year 6 pupils can discuss their knowledge and understanding of the faiths they have studied at a basic level, but others cannot recall any information.

71. Scrutiny of recorded work in Years 1 and 2 reveals a much brighter picture. It indicates a good understanding of stories and festivals from the Christian, Hindu and Jewish faiths and that pupils achieve well, recording their learning in a variety of ways and using their literacy skills purposefully.
72. The quality of teaching ranges from unsatisfactory to good. Where it is unsatisfactory it fails to capture pupils' interest and unintentionally reinforces stereotypical ideas about people of different faiths. Where it is good it involves lively first hand experience, as in the visit to the local church to identify Christian symbols; a range of methods, as when role play was used to learn about Christian baptisms; and imaginative ways of recording ideas, as when Year 2 pupils plotted Christian and personal festivals on a monthly time line.
73. Curriculum planning is now based on national guidance and meets the expectations of the locally agreed syllabus. Topics are planned to make sure that pupils are introduced to knowledge and understanding of the main world religions, themes, such as festivals, drawing on more than one religion and responses to the natural world and pupils' personal lives. Subject leadership, monitoring and assessment are not yet effective and resources, such as artefacts from different religions, are very limited.

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

74. No art and design, design and technology or music lessons were observed during the inspection. A brief observation of one physical education lesson was undertaken.
75. Displays show some satisfactory **art and design** work in Years 3 and 4 where pupils have experimented with different ways of using pastels and have produced some effective rainforest collages using natural materials. Older pupils recalled making paintings in the style of Monet and have linked art and design work with history in their display of Tudor houses. However, there is no evidence of regular opportunities to collect creative ideas in sketchbooks before developing them in depth. There is also very little independent art and design work, involving exploration or colour mixing for example, in Years 1 and 2. Planning is now based on national guidance so pupils will be able to build their skills and develop their creative responses from year to year as they get older.
76. In **design and technology** the pupils undertake a reasonable range of work and their products are of a standard expected for their ages. For example, in Years 1 and 2, the pupils have designed puppets as part of their work about the seaside. Year 4 pupils have designed healthy drinks following a questionnaire to gather information. They also evaluated the product at the end of the process. In Years 5 and 6 the pupils have disassembled a torch before designing their own. They have also designed cartons and packaging as part of their work on healthy eating.
77. The school makes good use of its resources by allocating **music** teaching to a high level teaching assistant who is a music specialist. Observations in assembly and of recorder groups indicate that this enables pupils to achieve well in this subject. Pupils in Years 3 and 4 are beginning to read musical notation with confidence as they play simple tunes on their descant recorders. The teaching assistant models a new and challenging piece well. Older pupils play with confidence in harmony with a bass recorder. In assembly pupils listen quietly to music and sing well with obvious enjoyment. Year 6 pupils' attitudes towards music are positive. They discuss composing and performing activities as well as listening opportunities. They talk

confidently about different types of music, compare the instruments involved and express personal preferences clearly.

78. Provision of a comprehensive **physical education** is difficult because the school does not have a hall or the apparatus that is required for gymnastics. While this is not an uncommon situation in small schools, parents expressed some concerns to the new headteacher about the infrequency of lessons. In order to ensure the pupils have a weekly opportunity for physical education the new headteacher has negotiated the use of the village hall. This now means that even in poor weather the pupils are able to continue to develop their skills. In the one brief observation of a physical education lesson the children in reception and Years 1 and 2 were developing their games skills well. The teacher and two teaching assistants supported groups as they participated in a range of activities to improve their balance, movement, throwing, catching and striking skills.

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

79. Although the school does not have a well developed programme of personal, social and health education, one good lesson was observed in Years 3 and 4. In this lesson the pupils began to look at how interdependent the world is by studying artefacts and locating their origins on large maps. Although pupils found some aspects of this work difficult they were excited and motivated by it and contributed well to discussions that helped them to better understand some of the important relationships between aspects of their lives and those of people in other parts of the world.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	6
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>5</b>
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	4
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	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	5

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