

# INSPECTION REPORT

## THE HOLY TRINITY CE VA PRIMARY SCHOOL

Great Cheverell, Devizes

LEA area: Wiltshire

Unique reference number: 126441

Headteacher: Mr J Bridges

Lead inspector: Mrs J Coop

Dates of inspection: 29 November – 1 December 2004

Inspection number: 268064

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 Aided  
Age range of pupils: 5-11  
Gender of pupils: Mixed  
Number on roll: 124

School address: Townsend  
Great Cheverell  
Devizes  
Wiltshire  
Postcode: SN10 5TL

Telephone number: 01380 813796  
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Appropriate authority: Governing Body  
Name of chair of governors: Mr J Spear

Date of previous inspection: 25 January 1999

## **CHARACTERISTICS OF THE SCHOOL**

This small, Voluntary Aided Church of England school serves the village of Great Cheverell and surrounding villages. There are 124 pupils on roll between the ages of four and eleven. Pupils come from a wide range of socio-economic backgrounds, but the proportion of pupils eligible for free school meals is well below the national average. The socio-economic circumstances of the school are above average. The majority of pupils are of white ethnicity and no pupils are new to speaking English. Attainment on entry varies each year, but is average overall. Seven per cent of pupils have special educational needs, which is well below the national average. No pupils have a statement of special educational needs. The school was awarded an Investor in People Award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
31862	Mrs J Coop	Lead inspector	Foundation Stage English History Art and design Music Special educational needs Personal, social and health education and citizenship
32741	Mr I Stewart	Lay inspector	
13307	Mr I Hancock	Team inspector	Mathematics Science Information and communication technology Geography Design and technology Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Good leadership by the headteacher, coupled with good teaching, ensures that pupils achieve well overall. Very good attitudes to learning are nurtured within a strong Christian community and highly supportive family atmosphere. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides focused leadership. He is supported well by governors and a committed team of staff, but the monitoring and evaluation of teaching and learning by subject leaders is not fully developed.
- Children get a good start to their education in the reception class, where they are provided with a good range of learning opportunities.
- Standards are well above average in reading and above average in writing, mathematics and science at the end of Year 6.
- The checking and monitoring of pupils' attainment and progress is good overall, but this information is not used as well as it could be.
- Very good provision for pupils' spiritual, social, moral and cultural development is instrumental in developing pupils who respect each other, behave very well and have very good attitudes to learning.
- There is a very good range of additional activities that pupils greatly enjoy, but the organisation of the timetable and curriculum planning does not sufficiently cater for the strengths and weaknesses in pupils' achievements.
- The school is very caring of all pupils, and has very good links with parents and the community, which adds much to the quality of education in the school.
- Information and communication technology (ICT) resources have improved, but are not easily accessible to support teaching and learning for all pupils.

Until recently the headteacher had a significant teaching commitment. This was compounded by the long-term absence of key staff. However, as a result of his hard work and dedication, and the support of staff and governors, good improvement has been made. All issues identified in the last report have been addressed. Governors now fulfil their role well. The quality of teaching has improved so that pupils are making better progress and have much improved attitudes to learning. Pupils' overall progress is now tracked, but the school recognises that it is not yet using this information precisely enough to help raise standards further.

### STANDARDS ACHIEVED

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

*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 of all abilities achieve well** overall. Most children currently attending the reception class are on course to exceed the standards expected in all areas of learning by the time they start in Year 1. In the 2004 national tests at the end of Year 2, standards were average in reading and writing, and well below average in mathematics. Although most pupils attained the expected standards in mathematics, the number of pupils attaining the higher level was low, and this affected the overall standard attained. Current standards are above average in reading and writing, and average in mathematics. Year 6 results have been improving faster than the national trend. At the end of Year 6, in the 2004 national tests, standards were well above average in English and mathematics and average in science. Pupils' attainment in science was disappointing and well below similar schools. Evidence shows that due to a determined effort by the school, standards have picked up this year, and are now above average. Standards in English and mathematics are also above average. This is a slight fall from the previous year, but there is a wide spread of ability in each year group, and small numbers make it unreliable to make year-on-year comparisons. Standards in history and physical education are average. Not enough evidence was collected to judge standards in other subjects, but indications are that they are average.

**Pupils' personal qualities, including their spiritual, social, moral and cultural development, are very good.** Pupils have very good attitudes to learning and behave very well. Pupils really enjoy school, arrive in very good time, and attendance as a result is very good.

## **QUALITY OF EDUCATION**

**The quality of education is good. The quality of teaching and learning is good overall.** Relationships are very good so that pupils try hard to do their best. The school has thorough systems for assessing pupils' work, but does not analyse its findings carefully enough, or make sure that the information is used consistently to ensure that pupils' subject skills are consistently developed. Where teaching and learning are satisfactory, as in mathematics and science in Years 1 and 2, teachers are not using the information they have about pupils' attainment to ensure the highest level of challenge. The school provides a satisfactory curriculum that is enhanced by a very wide range of additional activities. However, the timetable design does not ensure that all subjects are taught in sufficient depth, or that pupils have sufficient opportunities to consistently use and apply their writing, mathematics and ICT skills in meaningful ways. The care of pupils is very effective and good support and guidance are provided. Partnerships with parents, the community and other schools are very good, and their support adds much to the quality of learning in this small school.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** Governance is good and the leadership of the headteacher is good. His determined approach to school improvement has been instrumental in improving the ethos of the school, so that everyone, staff and pupils included, share his enthusiasm and are committed to do their best to build on their success. The school recognises that subject leaders now need to take a more proactive role in developing and improving their subjects, and that a comprehensive analysis of assessment data is not yet fully established to better aid teaching and learning. Governors have significantly improved their skills and are supportive and influential. All statutory requirements are met.

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

Parents have a very high opinion of the school and express great confidence in it. Pupils are equally very happy and consider that it is a friendly school where everyone helps each other.



## **IMPROVEMENTS NEEDED**

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

- Develop the role of subject leaders so they can have more influence on developing teaching and learning in their subjects.
- Make better use of the information gathered about how well pupils are doing to help raise pupils' achievements further.
- Implement a timetable and develop curriculum planning which successfully reflects the school's distinct strengths and tackles its areas of development.
- Make ICT resources more accessible to aid teaching and learning and progressively develop pupils' skills.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is good overall. Pupils with special educational needs achieve well. Standards are above average in English, mathematics and science at the end of Year 6.

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

- Children in the reception class are making good progress and achieve well.
- Pupils achieve well in English throughout the school, and make good progress. They make very good progress in reading and achieve very well.
- In Years 3 to 6, pupils make good progress in mathematics and science. Although pupils make satisfactory progress and reach expected standards at the end of Year 2, there is potential for standards to be higher.
- There is the potential for standards in writing and some other subjects to be higher by the end of Year 6, but they are inhibited by current timetable arrangements and subject skills are not always progressively developed.

#### **Commentary**

1. Standards vary considerably each year owing to the small numbers in each year group, and depending upon the proportion of more able and less able pupils. This makes any year-on-year comparison of standards unreliable, both when compared to all schools nationally and when compared to similar schools. Nevertheless, over the past five years, at the end of Year 6, the overall performance of pupils in the school has been above the average when compared to all schools nationally.
2. Assessment data shows that the attainment of children who start in the reception class varies considerably each year. Evidence shows that in some years, children start with below average skills, particularly in their personal, social and emotional development and this affects their ability to settle into routines. This impacts on the overall progress they make and the standards they attain when they start in Year 1. At the time of the inspection only the older children were attending the class. They had started with average skills. Children benefit from working with their older friends, who share the class, they are happy and settled, make good progress and achieve well. They are in line to exceed the expected standards in all areas of learning by the time they start in Year 1.

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

Standards in:	School results	National results
reading	15.6 (17.5)	15.8 (15.7)
writing	15.0 (15.6)	14.6 (14.6)
mathematics	15.2 (17.1)	16.2 (16.3)

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

3. In the 2004 national tests at the end of Year 2, from a low starting point, most pupils attained the expected levels in reading, writing and mathematics, which was above the national average overall. Results from the teacher assessments in science were in line with the national average. As predicted by the school, few pupils attained the higher Level 3 in any subject, so that the pupils' overall attainment was in line with the national average, but well below similar schools in reading, in line with the national average but below similar schools in

writing, and well below the national average and similar schools in mathematics. Taking the past three years together, pupils' performance has been above the national average in reading, and close to the national average in mathematics and writing.

4. Inspectors confirm that current standards are above average in reading and writing. Evidence shows that the pupils, including those with special educational needs, have made good progress and are achieving well in these subjects, because teachers are making good use of assessment information to ensure tasks are extending pupils' subject skills well. Current standards are average in mathematics and science. In relation to their attainment when they started in Year 1, pupils have made satisfactory progress and their level of achievement is satisfactory. Whilst evidence shows that most pupils are attaining the expected standards in these subjects, pupils' level of achievement is not as high as in reading and writing, because pupils are not always given work that sufficiently challenges them at the right level, and work is sometimes too teacher directed. As a result, there is the potential for overall standards to be higher.

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

Standards in:	School results	National results
English	29.8.(30.6)	26.9.(26.8)
mathematics	28.6.(27.6)	27.0.(26.8)
science	28.6.(31.2)	28.6.(28.6)

*There were 15 pupils in the year group. Figures in brackets are for the previous year.*

5. Pupils make good progress in Years 3 to 6, and they generally build on their achievements well. In the 2004 national tests at the end of Year 6, results were well above average in English and mathematics, and average in science. In relation to their prior attainment in the 2000 national tests, pupils made good progress overall. Overall, the school performed as well as schools in similar socio-economic circumstances, but better than schools that attained similar results in the 2000 national tests.
6. Taking the past three years together, pupils' performance has been well above the national average in English, and close to the national average in mathematics and science. In the

2004 national tests, the school reached the targets it set in English, mathematics and science. However, the school was disappointed with overall standards attained in science and the well below average performance when compared to similar schools. In the previous year the school had been working to improve standards in mathematics, which it did successfully; however, it took its eye off standards in science. It did not provide the usual test preparation and this impacted on overall standards attained and pupils' performance when compared to similar schools. Although test results indicate that girls perform better than boys in English, no evidence was noted during the inspection of any difference in performance. All groups of pupils achieve equally well, including those with special educational needs.

7. Current standards are above average in English and mathematics. Evidence shows standards have picked up in science and are also above average. The school is in line to attain the challenging targets it has set for this year group. In relation to their attainment in the Year 2 tests, pupils have made good progress and are achieving well. Standards are well above average in reading. Improved resources and very good teaching of basic skills, coupled with very good parental support, are influential in the very good progress that pupils make.
  
8. Standards in history and physical education are average, and indications are that standards in all other subjects, including ICT, are also average.

9. Inspection evidence shows that there is the potential for standards to be higher in writing and some other subjects. Work seen in their English books shows that pupils are capable, but it is evident that they do not apply the skills they have learnt when writing in other subjects. The school has correctly recognised that there is a significant gap between the standards pupils reach in writing compared to reading, and is trying hard to close it. Consequently, a lot of time is devoted to English on the timetable. However, this has a knock-on effect on the amount of time available to teach other subjects. This impacts on overall standards attained in humanities and the creative subjects, because limited time is available to teach them in depth. In addition, this restricts the opportunities for pupils to use and apply their writing, and other key skills, in meaningful situations, and this also impacts on the progress that pupils make over time, and overall standards attained. This is compounded by the fact that teachers are not yet adapting their planning sufficiently to ensure that tasks are well matched to the pupils' abilities in subjects other than English, mathematics and science, so as to progressively extend their subject skills and provide the highest level of challenge. These two features put a limit on the overall standards pupils achieve.

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

Pupils' attitudes and behaviour are very good. The provision for pupils' spiritual, social, moral and cultural development is very good. Pupils' attendance and punctuality are very good.

### **Main strengths and weaknesses**

- The school has high expectations for behaviour and the pupils respond to this challenge very well, both in class and around the school.
- Very good relationships exist between pupils and staff, promoting high self-esteem, confidence and very good personal development.
- Pupils are very interested in life at school and the range of activities provided.
- Enthusiasm for school is reflected in the very good attendance and punctuality.

### **Commentary**

10. Strong Christian values are at the heart of the school's philosophy. All pupils are valued and, in keeping with the very high expectations for behaviour that the school consistently promotes, the behaviour of pupils in class and around the school is very good, and much improved since the last inspection. The pupils confirm that bullying is not tolerated, and any incidents of unfriendly behaviour are dealt with quickly and effectively. As a result, there have been no exclusions for many years. A positive behaviour policy is in place, which promotes good behaviour up front, rather than relying on punishing misbehaviour after the event. From the time that they start in the reception class, pupils are taught to be polite and well mannered, so that all pupils are self-disciplined, polite and considerate of others, which creates an atmosphere in the school that encourages effective learning.
11. Pupils have very good relationships with teachers and other adults, which promote confidence and very good attitudes. Pupils' ideas are respected so they are not afraid to make their opinions known. Their attitude and respect for each other and for adults, a particularly delightful feature of the school, together make a significant contribution to learning. Pupils throughout the school show pride in being members of the school community. They clearly enjoy being at Holy Trinity, stating that it is a 'friendly and happy school'. They are very interested and involved in the wide range of activities and clubs that the school provides both in lessons and out of normal school hours. Older pupils help younger ones in the chess club, and have many opportunities to take responsibility, and this helps develop pupils who are very sensible and mature.

12. Pupils' spiritual development is very good and, as a result of the hard work of the headteacher and staff, has improved significantly since the last inspection, when it was judged unsatisfactory. Assemblies are uplifting occasions that help develop a real sense of belonging, and very close links to the local churches, coupled with opportunities to reflect, reinforce pupils' spiritual development very well. Moral and social development of pupils is very good. Pupils throughout the school are aware of the difference between right and wrong, because the school has a very clear moral code. Regular inter-school sports events foster a healthy team spirit and the meaning of competition, whilst many residential visits provide strong support for social development. Cultural development is good. The school provides a good range of opportunities through art, visits and visitors for example. The school recognises that it is mono-cultural, but because of its Voluntary Aided status is unable to have other faith leaders to lead assemblies. However, the headteacher has been proactive in working with other small schools to develop this aspect of pupils' education, so that pupils have developed a good appreciation of other cultural traditions, although displays could promote this more.

## Attendance

### ***Attendance in the latest complete reporting year (95.7%)***

Authorised absence		Unauthorised absence	
School data	4.2	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.*

13. Attendance at the school is very good, as is punctuality. It is well above the national average. Families co-operate very well with the school policy of not taking holidays in term time. As the school has an in-depth knowledge of all the children and their families, any absence is followed up speedily and rigorously, but with sensitivity.

## Exclusions

There were no exclusions in the previous academic year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is good overall. A satisfactory curriculum is enriched by a very good range of additional activities. The care of pupils is very good. There are very good links with parents, the community and other schools.

### ***Summary of teaching observed during the inspection in 22 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	12	6	0	0	0

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

## Teaching and learning

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

## Main strengths and weaknesses

- Staff in the reception class understand the learning needs of the children well, so that activities are interesting and meaningful.
- Relationships are very good, so pupils try hard.
- Teachers plan a wide range of practical activities that motivate pupils, but occasionally the pace of learning is slow.
- Teaching assistants, and many parent helpers, are used well to enhance learning.
- Teachers involve pupils well in evaluating their learning.
- Assessment procedures are good in English, mathematics and science, but these are not fully developed in other subjects.
- The analysis of assessment data is not comprehensive enough, and teachers do not always give pupils work that is well matched to their abilities.

## Commentary

14. In the reception class teaching is consistently good and occasionally better. Children learn well because they enjoy their lessons that are well planned. The staff form an effective team that ensures that lessons are interesting, and activities are relevant, well matched to children's ability and clearly explained. Staff are sensitive and encouraging in their approach; as a result, children try hard to win the praise of staff, make good progress and achieve well.
15. Throughout the school, relationships are very good. Pupils respect their teachers, and enjoy the wide range of interesting practical experiences that are planned. Activities, such as searching for historical artefacts, watching relevant and interesting videos and researching newspapers, motivate pupils, so they try hard and learn well as a result. Teachers manage pupils' behaviour very effectively and provide a learning environment where pupils are valued and enabled to learn.
16. Where teaching is satisfactory, rather than good or better, such as in mathematics and science in Years 1 and 2, although the lessons are planned in detail and the purpose of the lesson is clearly explained, too much time is taken to explain key concepts or tasks. Consequently, pupils become a little restless, and the pace of learning slows. This affects the time they have to complete tasks and impacts on the overall progress that pupils make. In addition, tasks are not always well matched to the pupils' level of ability to ensure the highest level of challenge. This impacts on the progress that more able pupils make and their overall level of achievement.
17. Basic skills are taught well, and teaching assistants are deployed well to support learning and ensure that pupils with special educational needs are enabled to make the same progress as their friends in lessons. Teaching assistants and parents often take responsibility for individual learning activities or small groups, and deliver these sessions carefully and successfully. They work quietly and unobtrusively within class, and are well briefed by the teachers. Consequently, pupils are able to work at their own pace, have help readily at hand, and make good progress as a result.
18. A common strength in teaching is the effective way that teachers ensure that the learning intentions are clearly explained to the pupils at the start of the lesson. As a result, pupils have a good understanding about what they are expected to learn. Throughout the lessons, teachers are adept at reminding pupils of the purpose of the activity, and provide good verbal support, handling any misconceptions clearly and sensitively. This ensures that learning is purposeful and meaningful. Lesson ends are used well, so that pupils have a good understanding about what they have achieved and what they need to do to improve. In this way the pupils are actively involved in a partnership with their teachers and strive hard to do well. In one outstanding lesson, all these features were used in a highly successful manner to teach a very difficult literacy concept. Team games and activities at the end provided a 'real

buzz' to the lesson, and enabled pupils to clarify their ideas in a fun way so that pupils really rose to the occasion, made excellent progress and did not want the lesson to end.

19. The school has improved its systems for assessing pupils' academic progress since the last inspection, and assessment procedures are good in English, mathematics and science. The school now has a wealth of data from the many assessments that are undertaken, but a comprehensive analysis of the data is not yet established, and this is a weakness. The current system is too complex and not easily used to identify trends or spot those pupils who may not be reaching their potential. The school is alert to this factor and has recently introduced a computerised tracking system that will enable them to be more proactive in the use of the data collected, to better aid teaching and learning.
20. The school has a satisfactory and broad overview of pupils' knowledge and understanding in the topic areas covered in other subjects, but it has yet to develop consistent ways to assess the development of pupils' subject skills. As a result, teachers have a patchier picture of what pupils can do, and this makes it more difficult to plan the next steps in pupils' learning and to progressively develop subject skills. This has a knock-on effect on the progress that pupils make and their overall level of achievement.

### **The curriculum**

The curriculum is satisfactory overall. Opportunities for enrichment of the curriculum are very good. The accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- The curriculum for children in the Foundation Stage is good, but the timetable in the rest of the school does not always effectively promote learning.
- All pupils have equal access, and the provision for pupils with special educational needs is good.
- Pupils are well prepared for the next stages of their education.
- There are very good opportunities for enrichment, which very successfully enhance learning.
- Externally, the accommodation is good. Internally, space is limited and there is inhibited access to ICT resources which impact on learning opportunities.

### **Commentary**

21. Overall, the school provides a broad curriculum that meets statutory requirements. The Foundation Stage curriculum is good. Effective links between the areas of learning makes learning interesting and meaningful and children make good progress as a result. In Years 1 to 6, a large proportion of time has been allocated to the teaching of literacy. This limits the time available for other subjects and also leads to long gaps when some subjects are not taught. Pupils find it hard to retain knowledge in these circumstances. The lack of time also means that links between subjects are not consistently pursued and opportunities are lost to develop pupils' skills, knowledge and understanding further.
22. The school is inclusive and all pupils have equal access to the curriculum. The provision for pupils with special educational needs is good and has significantly improved since the last inspection when it was judged to be unsatisfactory. Pupils' needs are identified early and they are fully included into all aspects of school life. Individual learning plans identify appropriate targets, but are a little unwieldy, and the document could be simplified to better aid teachers in their planning. Teaching assistants support pupils well in lessons and the contributions that pupils with special educational needs make to whole-class lessons are valued by pupils and teachers alike.

23. Pupils work very happily in mixed-age groups and there is an effective approach to sex, relationships and drug awareness education that is well suited to pupils of this age. Transition between year groups is seamless, and pupils are well prepared for each stage of their education.
24. There is a good number of staff to support the curriculum; they work hard and give of their time freely, so that the enrichment of the curriculum is very good. There is a strong programme of visits to a number of different venues, which are used to develop and promote social and personal skills very effectively. There are also many extra-curricular activities, both inside and outside normal teaching time, that provide a very good range of opportunities for supporting and enriching pupils' learning. Younger children delighted in talking about how they help in the gardening club and are very proud of their efforts. Visiting specialists and theatre groups enhance and broaden the curriculum, whilst specialist days and weeks have been held, including a music week and multicultural fortnight that widen pupils' cultural awareness.
25. External facilities, particularly the playing field, are a strength of the school, and used very well to support learning in many subjects. Internally, space is limited due to the increase of the number of pupils on roll. A consequence of this is that the ICT suite now doubles as a classroom. Current timetable arrangements, however, inhibit its use and, consequently, the use of ICT across the curriculum, and its potential to support teaching and learning is limited. ICT resources to support teaching and learning for the youngest pupils are limited, and this is compounded by the fact that they do not have access to the suite.

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

The provision of care, welfare and health and safety is very good. Involvement of pupils through seeking and acting on pupils' views is very good. The support, advice and guidance they receive in both personal and educational development are good.

### **Main strengths and weaknesses**

- The arrangements for child protection and the health and safety of pupils are very good.
- Comprehensive risk assessments have been carried out, although some need the paperwork trail to be completed.
- Provision for support, care and guidance is good. Pastoral support and guidance are very good.
- The school actively seeks the views of pupils on a regular basis but, as yet, there is no formal school forum.

### **Commentary**

26. Since the last inspection, Holy Trinity has improved the level of care it provides for its pupils. Procedures for child protection, health and safety are very good, and all staff know what to do in the event of an incident. This ensures that pupils and staff work in a safe environment that provides very effective support for pupils' learning. Risk analyses are carried out thoroughly for all visits. A comprehensive tour of the school by the headteacher and governors is regularly undertaken to identify potential risks, but the dossier requires the paperwork to be completed. The school now has a website that is linked to the local education authority's system to ensure Internet safety. Most staff are qualified first-aiders, and the administration of any medicines is rigorous and recorded, enhancing the quality of the health provision.
27. Care and guidance of pupils by staff are very good, and the Christian values and ethos of the school shine through in the way pupils care for each other and respect adults. Teachers know their pupils well and have very good relationships with them. As a result, pupils find it very easy to approach staff and are confident to discuss any problems or concerns with them.



28. Pupils' personal progress is monitored and recorded which enables any emerging problems to be identified speedily and any necessary action taken. The school provides very good pastoral support and guidance on a daily basis and through regular times to discuss issues. The school provides good academic support and advice and individual learning targets provide pupils with a good guide to aid their learning. Praise and rewards are used well to encourage effort, and individual achievements are recognised in assembly each week, which spur on pupils to achieve success.
29. There is a close partnership with outside agencies to support pupils who may be experiencing difficulties in their lives or have special educational needs. The school is quick to act upon advice received. Induction arrangements for pupils entering the school are good, with new pupils, and parents, made to feel very welcome and at home. As a result, children in the reception class settle quickly and blossom.
30. Although there is not yet a school council, the process for seeking pupils' views and acting on them is very good. Their views are sought regularly through teachers in class and through specific questionnaires. For example, following a survey, some Year 6 pupils have decided to have their lunch elsewhere so that the reception children can join the rest of the school in the hall.

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

The school has created links with parents and the community that are very good. Links with other schools are also very good.

### **Main strengths and weaknesses**

- Parents have very positive views about the school.
- The provision of information to parents is very good and fosters a very good parent-school relationship.
- The school has created very good links with the community and other schools that enrich pupils' learning experiences.

### **Commentary**

31. Parents have a very high regard for the school. They are very pleased with their children's progress and the high expectations that the staff have for their pupils. Most parents take a keen interest in their children's education and provide very good support for their learning at school and at home. A number of parents regularly support teachers and pupils' learning in lessons, where they provide valuable assistance, particularly in reading. A strength of the school is the open-door policy, which parents value highly. They feel able to talk freely to the headteacher or teachers about any concerns they may have, and this fosters very good relationships between them and the school. Parents of pupils with special educational needs are fully involved in setting individual learning targets and value the time taken to help their children. Parents' views are sought frequently through the school year and parents feel that the school takes account of their suggestions and concerns.
32. Information to parents about the school and about pupils' progress is very good, and significantly improved. A weekly informative newsletter keeps parents aware of day-to-day issues and concerns. Pupils' annual reports are good, with comprehensive information on progress and targets for the future. The prospectus is very good and provides a lot of detailed and very useful information. Parents and teachers meet formally on a regular basis

to the satisfaction of both. These meetings provide parents with very good opportunities to discuss their children's progress and agree targets for improvement. The recently launched school website provides yet another very effective way to keep parents informed and involved in the school. The parents' and friends' association is very active, and funds collected help provide additional resources for the school.

33. There are very good links with the local community, which provide further opportunities to enhance teaching, learning and pupils' personal development. Church links are particularly strong. Pupils sing in the church choir, attend church services, make up gift boxes for local senior citizens and deliver them, which help to broaden their social aspects of life. The school is at the heart of the local community with many groups using its facilities. In addition, the local area and its residents are a strong focus for teaching and learning in art, history and geography.
34. Links with other schools are very good. Pupils' learning and development benefit from the ways in which their teachers and the headteacher meet regularly to share ideas and experiences with other small schools in the area. The school uses the facilities of a local private school and their specialist staff make a significant contribution to the physical education provision. Strong links with the local nursery and the playgroup ensure that reception children can get off to a flying start when they start in the school. There is a very good relationship with the secondary school that ensures that pupils make a good transition into secondary education from the small and friendly world of Holy Trinity.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The headteacher provides effective leadership. The school is well managed overall. The governance of the school is good.

### **Main strengths and weaknesses**

- The headteacher has built an effective team which works well together.
- The headteacher and senior management team are fully committed to raising standards and provide good role models for staff and pupils.
- The role of subject leaders is underdeveloped.
- Insufficient attention is given to data analysis to improve pupils' achievements.
- Good opportunities are provided for continuing the professional development of staff.
- The school development plan is a manageable and relevant document, but does not have a long-term view for the school's development.
- Governors are influential and provide effective support. Their financial management is good.

### **Commentary**

35. Since the last inspection, the headteacher has worked hard to address the many significant weaknesses identified in the previous report. Until recently he has had a large teaching commitment, which was compounded by many staff changes, including long-term absence of key staff. This led to him having a significantly increased burden of responsibility. Nevertheless, there has been a clear focus on raising standards in many curricular areas, particularly English, mathematics and ICT. There has also been a drive to improve many other aspects of the school's work, such as special educational needs provision, the overall ethos, and links with parents and the community. The hard work and commitment shown has resulted in good improvement being made, so that the positive ethos and high commitment to inclusion established in the school support learning well and ensure that pupils work hard. As a result, pupils are making better progress than they were, and have an improved attitude to learning.

36. The headteacher is well supported by the newly appointed deputy headteacher and senior teacher who provide good role models for teaching and learning. The headteacher gives a clear lead to colleagues, who form an effective team and work well together for the benefit of the pupils. As a result, the school is now well placed, with a committed staff who share the headteacher's vision, to build on the improvements already made.
37. The headteacher acknowledges that the role of the subject leaders is an area for development and that the quality of teaching and learning is not consistent. The quality of teaching is regularly monitored by the headteacher to identify strengths and where further improvements need to be made. Where necessary, additional support is provided. Plans are in hand to provide more focused opportunities for subject leaders to monitor teaching and learning in their subjects in order to raise pupils' achievements further and share best practice, but these are not yet fully established.

38. Management is good. The school rigorously monitors its performance and uses self-evaluation well to identify areas for improvement. Assessment procedures are well established in English, mathematics and science. However, the headteacher acknowledges that data analysis is not yet used effectively to improve performances, and to adapt teaching to better aid learning. Performance management is good, professional development targets are agreed openly and supportively at performance reviews, where further training is encouraged to develop both teachers' own professional needs and those of the school. Very good support is given to the induction of new teachers to give them confidence and welcome them into the school.
39. The school development plan is a useful document. The document has recently been refined so that it is now manageable and more easily identifies those areas the school most needs to address. However, it does not take a sufficiently long-term view of the school's future needs.
40. Governance has significantly improved since the last inspection. Governors gain information about the work of the school through a range of sources, including a governor each month making a focused visit to monitor the work of the school. As a result, governors have a good awareness of the school's strengths and weaknesses and are able to support and challenge the headteacher and teachers as 'critical friends' of the school. They work closely with the headteacher and key staff in identifying areas for development and fulfil all its statutory duties well by reviewing and revising all policies on a planned and regular basis.
41. Financial management is good. The school makes good use of specific grants and additional funding for school improvement. Priorities are carefully linked into the school development plan. The headteacher and governors have successfully turned a significant deficit into a large carry forward of nearly 20 per cent. This is funding an additional teacher, and is being held to pay a large outstanding repair bill. In addition, the additional funds are being used to pay for the external development of the school, due to start in the near future. This development is a judicious use of the carry forward, as it will enable the school to add an additional demountable classroom to cater for the rising pupil numbers, or to provide a separate ICT suite. Day-to-day financial arrangements are good and best value is sought at all times when considering the purchase of goods or services.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	310,230	Balance from previous year	57,848
Total expenditure	306,939	Balance carried forward to the next	61,139
Expenditure per pupil	2,455		



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

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

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

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

- The reception children achieve well.
- Staff work very well together to support learning, and are an effective team.
- Good knowledge of children's progress is used to plan the next steps in learning.
- Children are very keen to come to school, are very happy and confident to join in with activities and have blossomed.
- Staff are skilled at enriching children's understanding and use of language.
- Staff make learning interesting because good links are made between areas of learning.
- There is a good balance between teacher directed learning and opportunities for children to make decisions about their learning.
- Limited access to computers restricts learning opportunities.
- Restricted access to a secure outside area affects some aspects of learning, but staff make good use of the hall and small playground area.

#### **Commentary**

42. The reception children are taught with some Year 1 pupils for most of the time. When children start school, their attainment is wide and varied, but average overall. At the time of the inspection less than two-thirds of the children due to start in the school were attending the class. Evidence shows that the children are making good progress, and are achieving well. By the time they start in Year 1, they are in line to exceed the expected goals for children of this age in all areas of learning.
43. The quality of teaching and learning is good overall, with some very good features. Children are happy, very settled and eager to learn, because staff have developed very good relationships with the children and established good classroom routines. Staff work very well together, and adult directed activities are carefully planned to ensure that the children not only benefit from working alongside older pupils, but also have good opportunities to learn in interesting, separate, practical first-hand experiences. This is because the teacher uses a wide and very varied range of teaching approaches and interesting resources to make learning relevant. Staff use questioning very well to extend learning and, because they check on, and track, children's progress carefully, activities are well matched to the children's abilities. The warm praise and encouragement that the children receive boosts their confidence and ensures they try hard and achieve well. Staff are adept at identifying children who may have special educational needs and are quick to seek advice.
44. The good quality of the provision has been maintained since the last inspection. The provision is well led and managed by a very knowledgeable practitioner, who has well thought out ideas about how to make further improvements. A good and meaningful curriculum has been developed that is well suited for children of this age, and children have daily opportunities to learn through play. However, the current constraints of the accommodation, with limited regular access to sand, water and the outside area for large play equipment, for example, limits the choice of play activities available. The recently constructed conservatory has the potential to add an interesting dimension to teaching and learning, but is not yet easily

accessible to the children. In the meantime, staff make best use of classroom space and good use of the school hall and small play area adjacent to the class.

45. Due to the short time available during the inspection, and the focus of the inspection, it was not possible to inspect all areas of learning in depth. In the areas of **communication, language and literacy** and **mathematical development**, the quality of teaching and learning is consistently good, so that children are achieving well. Many opportunities for the promotion of mathematical skills and language development are incorporated successfully into daily routines. No moment is lost to promote learning. A strength of the teaching is the way that staff effectively promote learning through the use of interesting activities and through participating with children in their play activities. In one very good lesson observed for example, very good use was made of scenes from an animated film to reinforce the children's use of mathematical and imaginative language. In addition, the planned activities also promoted their early writing skills in an interesting and meaningful way. The children delighted in the opportunity to discuss obstacles the *Knight* would meet on his quest, and because they were inspired, all children strived very hard to write simple captions using their knowledge of letter sounds, and negotiated with each other where to position their own scenes onto the Quest Map. They were very effectively supported, but not over directed; as a result, the children made very good progress and did not realise that they were learning. From acting in role in the *fire station*, and sharing a book with their teacher, to counting out the number of coloured blocks used and recording their answers and to predicting the number of soft toys hidden in a bag, children are encouraged and supported well, and this has a positive impact on the progress they make and their attitudes to learning.
46. In the areas of **knowledge and understanding of the world** and **creative development**, children make good progress and achieve well during their time in the class. A wide range of meaningful experiences is planned which ensures that children are interested in everything that is available and delight in learning. They revel in learning about the world around them by observing, handling and discussing a variety of objects. Children listen in rapt attention to the teacher talking about the special job that *Fire-fighter Dan* undertakes, and how many special people help them, and are fascinated to hear about *The Great Fire of London*. Because they have listened carefully, they are able to recreate the events when playing in the *fire station* and build their own version of *Pudding Lane* in building blocks. Children sing their Christmas songs enthusiastically, draw patterns using opposite colours, and because they are encouraged to think carefully about their work, their singing is sweet and tuneful, and their pictures are interesting, with a bold use of colour. Experiences are effectively linked so that children's learning is continuous, and this has a positive influence on the good progress they are making and their level of achievement. However, only one computer is available in the class to support all areas of learning, and the children do not have the opportunity to access the computer suite. Although staff ensure that all children have the opportunity to develop their early ICT skills, and to help program a floor robot, this restricts learning opportunities.
47. In their **physical and personal, social and emotional development**, children are developing their confidence well. Staff promote personal development continuously by openly encouraging the children. The sensitive support children receive boosts their confidence to try hard until they eventually succeed. This has a positive influence on the good progress they make. In the hall for example, the children worked well with their older friends, and overcame their initial apprehension, because they were effectively encouraged and supported. As a result, the children succeeded in moving in a variety of ways around the hall, and over and along the apparatus. Snack times are pleasant social occasions, and effectively promote polite manners. The warm supportive learning environment has a positive influence on the children's all-round development, and as a result the children have blossomed in the short time they have been together.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strength and weaknesses

- Consistently good teaching enables pupils to achieve well overall.
- The library and reading resources have improved, so that pupils enjoy reading and make very good progress.
- Timetabling arrangements, the use of other subjects and insufficient access to computers are limiting the development of pupils' writing skills.
- Pupils have a good understanding about what they need to do to improve.
- The subject is well led, although monitoring of teaching and learning is at an early stage of development.

#### Commentary

48. There has been good improvement since the last inspection due to significantly improved teaching of basic skills. Inspection evidence shows that current standards in English are above average overall at the end of Years 2 and 6. Based on their prior attainment, all groups of pupils, including the pupils with special educational needs, have made good progress and are achieving well. Standards in reading are well above average at the end of Year 6, and pupils make very progress and achieve very well. This is due to improved reading resources which motivate pupils to read, the very good teaching of basic reading skills, and very effective support from parents. Over time, boys have not attained as well as girls in the national tests. There was no significant difference in the performance in lessons seen during the inspection.
49. Standards in writing are above average at the end of Years 2 and 6. Pupils make good progress in writing, but standards are not as high as in reading. The school has tried hard to close the gap, but with limited success, and this rightly remains a focus for development. Basic writing skills are taught well, so that pupils make good progress in lessons and achieve well. However, although the literacy hour is well established, the school does not yet use it flexibly enough. For example, a significant amount of time on the school timetable is devoted to the teaching of English, and additional time is devoted to the teaching of discreet skills. However, apart from the oldest class, there are too few opportunities for pupils to write at length and in a given time, and for pupils to develop their writing in meaningful ways. The result is that, over time, pupils do not have sufficient opportunities to use and apply their knowledge and skills in writing, and this impacts on the overall standards attained.
50. The quality of teaching and learning is consistently good. Teachers use resources, both human and practical, well to support learning and make lessons interesting. Teachers manage behaviour very well so that pupils work very sensibly on the tasks set. Planning takes good account of the different ages and abilities in the class, and teachers use assessment information well to plan the next steps in learning. A strength is the way that teachers make the learning intentions clear to the pupils and use the lesson ends well to involve pupils in evaluating how well they have done. Teachers' marking is thorough and helps move learning forward. Most pupils know their targets to improve and try hard to meet these. Discussions with pupils in Years 5 and 6 revealed for instance that they were striving hard to meet their own individual writing goals, and this is another reason why they achieve well.



51. The leadership and management of English are good overall. The co-ordinator has correctly identified that writing is an aspect that requires development, and there is a detailed action plan in place. She has worked hard, and successfully, to raise the profile of reading and improve resources. Assessment procedures are good, much improved since the last inspection, and used well to plan lessons. The co-ordinator has just begun to monitor teaching, but has not monitored pupils' books or examined teachers' planning and this is an area for development.

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

52. The school provides satisfactory opportunities for pupils to use and develop their literacy skills in other subjects. Pupils have written in a range of styles in other subjects, and produce some good efforts as a result, such as interesting play scripts for history. This is not consistently planned and developed and is another reason why pupils do not achieve as well in this aspect of the subject. In addition, limited access to computers restricts opportunities for pupils to present their written work in a range of styles, or to use and apply their reading skills for research. Speaking and listening skills, however, are well developed in a variety of ways.

## **MATHEMATICS**

Provision in mathematics is **good** in Years 3 to 6, and **satisfactory** in Years 1 and 2.

### **Main strengths and weaknesses**

- Standards are above average at the end of Year 6 and pupils' achieve well overall.
- Information about how well pupils are doing is not used consistently to provide the highest level of challenge.
- Good opportunities are provided for mental arithmetic and investigations to support learning, particularly in Years 3 to 6.
- Teaching is good overall, but there is some inconsistency, which affects pupils' overall achievements.
- Due to current timetable arrangements, the promotion of mathematical skills is not used consistently across the curriculum.
- Limited access to computers prevents the best use of this resource to aid learning.
- The subject leader's role is underdeveloped.

### **Commentary**

53. Standards have improved since the last inspection. Current standards are above average at the end of Year 6. Based on their prior attainment, all groups of pupils, including the pupils with special educational needs, have made good progress and are achieving well. Small group support and booster groups improve pupils' confidence and effectively raise achievement in mathematics at the end of Year 6. Boys achieve as well as girls in the school. Current standards are average at the end of Year 2. Pupils' progress and achievement are satisfactory in relation to their attainment when they started in Year 1.
54. The school has been effective in raising achievement in mathematics at the end of Year 6, due to the high expectations and challenge given to pupils at the upper end of the school, who use and apply their mathematical skills to carry out investigations on a regular basis. This is the reason that older pupils make better progress than younger pupils. The school has identified the need for more problem solving and investigations in Years 1 and 2 to improve standards and levels of achievement, particularly for more able pupils. However, good emphasis has been placed on improving mental computation and fact retention, which has a positive effect on raising pupils' basic number skills by the end of Year 2.

55. The quality of teaching and learning is good overall, but is satisfactory overall in Years 1 and 2. In the best lessons, particularly in Years 3 to 6, learning is effective because pupils are well motivated and challenged by the tasks teachers prepare and the pace of lessons is brisk. In such instances, pupils' behaviour and attitudes are very good. They work conscientiously to solve problems and complete tasks and are proud of their achievements. Teaching assistants offer good support in all classes to less confident pupils and those with special educational needs, so they make the same progress as others in the class. In Years 1 and 2, where teaching and learning is satisfactory, insufficient attention is given to the appropriateness of tasks for a particular group of pupils and their prior experiences, and the pace is slow. As a result, some pupils lose concentration. This means that progress is inconsistent and pupils' overall achievement is affected. The school has yet to make consistent use of the information that it has about pupils' attainment and progress to ensure that planning is adapted accordingly in all classes.
56. The leadership and management of the subject are satisfactory. The subject leader has recently taken responsibility for the subject, but her role is not yet fully developed. She has made a positive start, has audited and purchased resources, but has not monitored teaching and learning, or examined pupils' work so as to ensure that best practice is shared and learning is consistent. She acknowledges that more use needs to be made of assessment information to help teachers plan effectively in order to set individual and group targets to improve achievements.

### **Mathematics across the curriculum**

57. There is a satisfactory range of opportunities for pupils to use and develop their mathematical skills in other subjects, but these opportunities are not consistently planned, because of the limitations of the current timetable arrangements in the school. This impacts on the development and consolidation of pupils' knowledge, skills and understanding. When available, pupils use computers well to aid their learning in mathematics, such as when older pupils produce block and pie graphs. However, a shortcoming is that access is limited, so that teachers do not use computers enough to support learning in mathematics.

## **SCIENCE**

Provision in science is **good** in Years 3 to 6, and **satisfactory** in Years 1 and 2.

### **Main strengths and weaknesses**

- There is a good focus on practical investigative science, particularly in Years 3 to 6.
- Teaching is good overall, but is not consistent.
- Older pupils are enthusiastic about their work and motivated by problem-solving activities.
- In Years 1 and 2, work is not always well matched to ensure pupils reach their full potential.
- The subject leader is enthusiastic, but her role is not fully developed.
- Limited access to computers restricts learning opportunities.

### **Commentary**

58. Standards in science have improved since the last inspection and have picked up from those attained in 2004 national tests, so that current standards are above average by the end of Year 6. Older pupils develop a good range of scientific knowledge and, because teachers make an effective focus on developing pupils' investigative skills, their interest and curiosity are well developed. Based on their prior attainment, all groups of pupils, including those with special educational needs, have made good progress and are achieving well. Standards are

average at the end of Year 2. Based on their attainment when they started in Year 1, pupils' have made satisfactory progress and their level of achievement is satisfactory, but more able pupils are not always sufficiently challenged to reach the higher Level 3. Although most pupils reach expected standards, this is the main reason why pupils' achievements are not as high at the end of Year 2.

59. The quality of teaching and learning is good overall, but is stronger in Years 3 to 6. The quality of teaching and learning is satisfactory overall in Years 1 and 2. Where learning is most effective, teachers' subject knowledge is good and they present new ideas in a stimulating manner so pupils want to learn. Pupils are encouraged to observe closely, make predictions and suggest why things happen. This allows the pupils to discover things for themselves, and when they make mistakes, to learn from them. Where teaching and learning is satisfactory, activities are not carefully matched to the pupils' abilities and pupils' interest in the subject is not well developed. Younger pupils do have opportunities to undertake simple investigations, such as when they investigated torches with different coloured filters. However, in general, investigations are overly teacher directed, and teaching does not enable the more able pupils to make simple predictions and follow their own lines of scientific enquiry.
60. The leadership and management by the temporary subject leader are satisfactory. She is a good role model and enthusiastic about further improving provision in science, but has had limited opportunity to monitor teaching and learning across the school, or to share her expertise. She has correctly identified the need to use assessment information consistently to match work more closely to individual needs and to make better use of the potential of ICT to support pupils' learning in science, but current timetable arrangements mean that access is restricted.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

61. Due to the timing of inspection, it was only possible to observe one lesson, so no secure judgement can be made on the quality of the provision. An analysis of pupils' previous work, displays and talking to older pupils and the subject leader indicate that the curriculum complies with statutory requirements and standards are broadly in line with national expectations at the end of Year 6.
62. Since the previous inspection the school has worked hard to significantly improve resources including installing a new ICT suite. Teachers' subject knowledge has also greatly improved through ongoing training to provide pupils with a much wider range of experiences. The headteacher and staff have identified ICT as a main focus for further improvement by continuing to improve resources and training to increase expertise in all elements of the ICT programme of study. However, as a result of the recent increase in pupil numbers, the ICT suite now doubles as a permanent classroom. The school ensures that pupils in Years 3 to 6 change rooms each week so they can access the suite in order to develop appropriate skills. Current timetable arrangements, however, mean that they are only able to use the computer suite for one session each week. These restrictions limit the progress pupils can make. In addition, this means that ICT skills are insufficiently used across the curriculum to support pupils' learning. Inspection evidence indicates that pupils in Years 1 and 2 have access to only one computer in their classroom, and currently do not have the opportunity to use the suite. This puts a limit on the progress they are able to make. However, they enjoy helping to program a floor robot, or working with an adult to use simple data handling, or drawing programs on the one computer available in their class. Pupils have very positive attitudes and thoroughly enjoy using computers and the new digital cameras. The headteacher, as subject leader, has started a very popular after-school ICT club for older pupils to enhance their learning opportunities. They proudly demonstrated their skills during inspection including how

they make good use of the recently installed school website and pupil forum. Currently, staff have a broad knowledge of pupils' learning, but do not have a means to track pupils' skill development. As a result, work is generally planned for topic coverage and not to match the skills of individual pupils. This also impacts on overall standards attained.

## HUMANITIES

63. During inspection, it was not possible to see any **geography** lessons. No overall judgement, therefore, can be made on the quality of the provision. An examination of pupils' work, displays and discussion with the subject leader and pupils indicate that the school uses an appropriate scheme of work to ensure that the statutory curriculum is followed. However, inspection evidence indicates that current timetable arrangements means that, although over the year the recommended amount of time is allocated, current planning does not allow for the subject to be taught in depth in order to fully develop pupils' geographical skills, and pupils have difficulty recalling past work. This impacts on pupils' overall progress and attainment in the subject. As a result, links with other subjects that would enhance teaching and learning are not well developed, and there is insufficient emphasis on getting pupils to record their work, which would aid their learning. Assessment procedures are satisfactory. Staff have a broad overview of pupils' topic knowledge, but the information is not used effectively to plan future work to match the age and ability of individual pupils. The school recognises that the role of the new subject leader needs to be further developed so that she can be more instrumental in leading change and innovation in the provision in geography. However, good use is made of the local area and visits to support learning.

## History

Provision in history is **satisfactory**.

### Main strengths and weaknesses

- Teachers make good use of first-hand experiences to develop pupils' enquiry skills.
- Pupils enjoy history and make good progress in lessons, but current planning hinders their overall achievement.
- Teachers have a general overview of pupils' progress, but this information is not used to progressively develop pupils' skills.
- The new co-ordinator is enthusiastic, but has not monitored teaching and learning.
- When available, ICT resources add an interesting dimension to teaching and learning, but access is limited.

## Commentary

64. Standards in history are broadly average by the end of Years 2 and 6. As found at the last inspection, all groups and abilities of pupils make satisfactory progress. Pupils made good progress and achieved well in lessons observed, but this is not reflected in their overall level of achievement, which is satisfactory. This is because the current timetabling arrangements, which place a heavy emphasis on the teaching of literacy and numeracy, limit the time available to teach history. As a result, although sufficient time is allocated over a year and whole-school planning follows a nationally recommended scheme, the required periods in the National Curriculum are not studied in sufficient depth. For example, although pupils in Year 6 have a good understanding of life in Victorian times, they are less certain about why some evidence they have examined could be biased. In addition, the gaps in time between studying one aspect of the subject and the next mean that pupils have difficulty in recalling work beyond the current focus. Pupils state that they enjoy history, but are disappointed when they do not have time to cover topics in more depth.

65. The quality of teaching and learning is satisfactory overall, and some good teaching was observed during the inspection. Teachers make good use of first-hand experiences, resources and primary sources of evidence to stimulate interest in the past. For instance, pupils in Years 1 and 2 examined extracts from *Samuel Pepys' Diaries*, so that they recognised the value of the diaries. In Years 4 and 5, pupils carefully examined Anglo-Saxon artefacts, to discover more about the *Sutton Hoo Burial Site*, while pupils in Years 5 and 6 scrutinised census data to help develop their understanding about how life changed during the *Industrial Revolution*. When available, access to computers means pupils can consult websites, such as when researching *Anglo-Saxon England*, and this adds an interesting dimension to their learning. However, this access is restricted, and younger pupils have limited opportunities to use computers to aid their learning. In the lessons observed, pupils' discussions about what they were learning were a positive feature of the teaching, but the written recording of their work is limited and reduces their opportunities to reflect upon, and to recall later, what they have done in the subject.
66. The subject is led and managed satisfactorily. The recently appointed co-ordinator is a good role model. He has worked to ensure that the quality and range of resources have been supplemented to aid teaching and learning. However, there has not been any monitoring of teaching and learning, or an examination of pupils' work or teachers' planning. Currently, the system for monitoring and checking pupils' progress is not fully developed in order to aid teaching and learning; teachers plan for topic coverage and not to develop pupils' skills systematically. This diminishes pupils' overall level of achievement.

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

67. No lessons were observed in art and design, music and design and technology, so it was not possible to make an overall judgment about provision in these subjects. Examples of past work were available to make judgments about standards and the quality of the curriculum. Inspectors also examined teachers' planning, and talked to pupils and teachers.
68. **Art and design** was identified as a weakness at the last inspection, when standards were judged to be below average. Since then the school has worked hard to improve and develop the provision, so that evidence indicates that standards are in line with the national expectations by the end of Years 2 and 6. Pupils work creatively in a variety of mediums, and the school encourages an individual style. The use of digital cameras has added an interesting dimension to learning, and pictures taken around the school were used well as a focus for the Years 4 and 5 topic, *Viewpoints*. By the end of Year 6, pupils are developing a sense of perspective in their work, and use water colours, shades and tones to create interesting landscapes. However, although sketchbooks are used, they are not fully developed as a tool to aid learning. For example, whilst pupils use them to practise their skills, they are not yet using them to refine, develop and evaluate ideas or finished pieces of work. In addition, work is mixed with design and technology, and this also does not aid the development of their subject skills. Evidence shows that the curriculum complies with statutory guidelines. Pupils are enthusiastic about the subject and it is evident from the work seen that they take care and pride in their efforts. However, current planning arrangements mean that pupils do not have time to really get to grips with a topic before they have to move on. This puts a limit on their overall level of achievement. The subject leader has worked hard to develop teachers' skills and confidence, and a new scheme of work that she has recently introduced has the potential to enhance teaching and learning well. She has not yet had the opportunity to monitor lessons or examine pupils' sketchbooks or work, and this is an area for development.
69. Pupils enjoy **music** and evidence indicates that the quality of their singing is above average by the end of Year 6. Singing is tuneful and expressive. Pupils have the opportunity to learn to play a range of instruments in addition to the normal curriculum and boys have become more enthusiastic about the subject since they have had the opportunity to learn to play the

guitar. The co-ordinator has recently introduced a new scheme of work to support non-specialist teachers to plan and assess pupils' skills, but has not yet monitored teaching or learning.

70. In **design and technology**, evidence indicates that the school uses an appropriate scheme of work. However, inspection evidence indicates that limited time is allocated to effectively teach the subject in depth in order to successively develop pupils' design and technology skills. Pupils enjoy the subject and pupils in Year 6 have worked diligently to research ideas at home for their current project on *Slippers*. Assessment procedures are underdeveloped and assessment is not used effectively to plan future work. Consequently, teachers develop topic knowledge rather than using information to progressively develop pupils' skills.

## PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- The new subject leader provides strong leadership, but his role is not fully developed.
- Good opportunities are provided for swimming.
- Extra-curricular activities and specialist coaches support pupils' learning well.
- Some teachers lack confidence.

### Commentary

71. Standards in physical education are in line with national expectations at the end of Year 2 and Year 6, and have been maintained since the last inspection. Good opportunities are provided for all pupils in Years 1 to 6 to attend swimming lessons at the local private school. As a result, almost all pupils achieve well in this aspect and can swim at least 25 metres by the end of Year 6 when many are confident and competent swimmers. The school provides an extensive range of extra-curricular activities to support pupils' learning in physical education and increase their skill levels. These not only enhance pupils' learning and enjoyment of the subject but also effectively support pupils' social development. The school has recently invited sports coaches into school to work alongside teachers to develop teachers' confidence and skills, although it is too soon for this initiative to have influenced pupils' overall achievement and the quality of teaching.
72. The quality of teaching and learning overall is satisfactory. In the best instances, learning is enhanced by teachers' confidence and good subject knowledge that effectively encourage pupils to participate enthusiastically and enjoy their lessons. In such lessons there is a thorough warm up, teachers intervene appropriately and demonstrate well. In other lessons where teachers are not as confident, the organisation of the lesson is not as sharp so that the pace of learning slows. This impacts on pupils' overall enjoyment and the progress they make.
73. The new co-ordinator is very enthusiastic and provides good leadership. He is well qualified and gives his time freely to support many activities. He has clear ideas to raise the profile of the subject, including developing a new scheme of work and improving assessment opportunities to help teachers plan more effectively in the future. However, he has little opportunity to monitor teaching and learning across the school to use his expertise and to support less confident colleagues. The extensive grounds and large hall make a significant contribution to support pupils' learning in physical education.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. The subject was not a focus for the inspection, and only one lesson was observed. As a result, it is not possible to make a judgment about provision. However, it is clear that from the evidence available that the school places a very strong emphasis on creating an environment where pupils can develop in confidence and self-esteem. In this small school, teachers and pupils know each other well and, as a result, pupils are confident to express their thoughts and feelings in discussions. This is an integral part of the school's ethos, where staff work hard to provide a calm environment that encourages pupils to work well together in class and around the school. Much work is planned to help pupils understand the benefits of living a healthy and safe life, and great emphasis is placed on developing respect for others and forgiving relationships through the teachings of the Church. Coupled with many opportunities that are provided for pupils to help those who are less fortunate, or to participate in community events, the school's programme for personal, social and health

education provides a solid foundation for developing responsible and caring young citizens, who are able to make sensible decisions.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<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>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	4
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
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).*

