

# INSPECTION REPORT

**WALESBY CHURCH OF ENGLAND PRIMARY  
SCHOOL.**

Walesby

LEA area: Nottinghamshire

Unique reference number: 122771

Headteacher: Mr N Thorpe

Lead inspector: Mr N Hardy

Dates of inspection: 18 – 21 April 2005

Inspection number: 268189

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:	Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	179
School address:	New Hill Walesby Newark Nottinghamshire
Postcode:	NG22 9PB
Telephone number:	01623 860575
Fax number:	01623 836806
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs M Staples
Date of previous inspection:	April 1999

## CHARACTERISTICS OF THE SCHOOL

The school which is smaller than other primary schools, and which has Church of England controlled status, serves the village of Walesby and the surrounding area in rural Nottinghamshire. More than half the pupils travel from outside the village to attend the school. The school is set in spacious grounds with good provision for sport and well-planned space for Foundation Stage children. All pupils are from a white British heritage. More than 10 per cent of pupils are from a Traveller background. A below average number of pupils are eligible to receive free school meals but socio-economic factors are broadly average. The number of pupils who are on the schools special educational needs list is average. Of these, most have moderate learning difficulties, a small number have physical difficulties and some pupils are autistic. The number of pupils who have a statement of special educational need is below average levels. A below average number of pupils change schools at times other than normal transfer with many more pupils entering the school than leaving. The attainment of children on entry to the Reception class is very wide. Because attainment for the youngest children in communication, language, literacy and mathematics is often below and sometimes well below average on entry, standards are judged to be below average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
29262	Mr N Hardy	Lead inspector	Foundation Stage English English as an additional language Art and design Design and technology Physical education
9505	Mr D Haynes	Lay inspector	
32475	Mr N Butt	Team inspector	Mathematics Information and communication technology Religious education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This effective school has many good features and several areas where improvements are required.** Standards in English, mathematics and science are above average in Year 6. All pupils have good attitudes to work and their behaviour is good. The education provided is good, particularly in English, mathematics and science where the overall quality of teaching is good. The school provides good value for money. The school's progress since the last inspection has been satisfactory.

The school's main strengths and weaknesses are:

- pupils, including those with special educational needs, achieve well in the Foundation Stage and very well in Years 3 to 6;
- teaching and learning are particularly effective in the Foundation Stage and in Years 3 to 6;
- rigorous checks are not kept on the amount of time spent on each subject and this results in some inappropriate imbalances between subjects;
- the school provides very good enrichment activities in sport and music that extend the pupils' learning opportunities very well;
- the school provides too few opportunities for pupils to experience other cultures and faiths;
- there are good links with parents and the community;
- subject co-ordinators have insufficient opportunities to monitor the quality of teaching, check the quality of planning and to influence the development of their subject areas;
- the school provides a good ethos for learning.

### STANDARDS ACHIEVED

The schools results are prone to considerable annual variation because of the small number of pupils in some year groups as well as the percentage of pupils with special educational needs.

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2002	2003	2004	2004
English	A	B	D	E
Mathematics	A	B	D	E
Science	A*	B	C	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*A\* indicates that results were in the top 5 per cent in the country in that subject.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is good.** They make good progress in the Foundation Stage because of the uniformly good teaching and the wide variety of interesting experiences they receive. Their attainment on entry to the school is below average, particularly in communication, language and literacy and mathematics. By the time children transfer to Year 1 the standards achieved by most of the children are at average levels overall. Pupils make satisfactory progress in Years 1 and 2 and they achieve satisfactorily. Progress in Years 3 to 6 is very good. For example, although standards in English and mathematics were below average in 2004, the progress pupils made was very good when compared with the results they achieved in 2000 when they were in Year 2. Most pupils with special educational

needs achieve well because of good levels of support. More able pupils achieve well because they are challenged appropriately.

Current inspection evidence indicates that standards in reading are above average in Year 2 and Year 6. The quality of pupils writing is at average levels in Year 2 and above average by Year 6. Standards of mathematics remain below average in Year 2 but have risen to above average levels by the time pupils are in Year 6. Improvement in reading, writing and mathematics has been a focus for the school and is showing clear signs of success. Standards in information and communication technology are at average levels as are those in religious education. The good teaching of skills is resulting in above average standards in art and design. It was not possible to make judgements on other subjects because of limited evidence. Pupils have **good** attitudes towards their work overall and this is **very good** in the Foundation Stage. Levels of attendance and punctuality are both **satisfactory**. Pupils' personal development is satisfactory overall but there are shortcomings in their cultural development because of the pupils' limited understanding of other faiths and cultures. **Pupils' spiritual, moral, social and cultural development is satisfactory.**

## **QUALITY OF EDUCATION**

**The overall quality of education is good.** The quality of teaching is good with some being very good and occasionally excellent. This occurs mostly in the Foundation Stage and in Years 3 to 6. Teachers' planning is good and the work provided for pupils meets their needs well. Levels of expectation and challenge are usually good and results in most pupils learning well. Assessment systems which measure the pupils' progress are satisfactory. Detailed records are kept of the progress pupils make but these do not readily show how much progress individual pupils are making. There are inconsistencies in the quality of marking. The curriculum provided is satisfactory although there is a lack of balance that results in some subjects being under-represented. The curriculum provided for children in the Foundation Stage is very good. The school provides a very good and well-attended range of additional activities, particularly in sport, dance and music. The care support and guidance provided for pupils is satisfactory. The partnership with parents, the community and other schools is good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management provided by the headteacher, senior staff and governors is satisfactory.** Governors provide strong support and share a sense of purpose although they do not have sufficient detailed knowledge of the school's areas for development. The headteacher has been successful in creating a positive atmosphere for pupils to learn in and considerable efforts have been made to ensure that all pupils are integrated into the learning process. However, there has been insufficient drive in some areas in seeking improvements since the last inspection, for example, in increasing the roles and responsibilities of subject co-ordinators.

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

Parents are very positive about the school. They receive good quality information, for example, about what is going to be taught in the next term and the pupils' reports are informative. Most parents approve of the levels of homework provided and support their children in ensuring that this is completed. Almost all parents find that members of staff are approachable and that areas of concern are dealt with promptly and effectively. Pupils enjoy school, find their lessons and the additional activities provided interesting, and feel safe and secure.

## **IMPROVEMENTS NEEDED**

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

- to ensure that there is sufficient time for an appropriately balanced coverage of all curriculum subjects and that this provision is rigorously monitored;
- to improve the provision for pupils to learn about and experience other cultures and faiths; and;
- to ensure that a programme is put in place to enable subject co-ordinators to regularly and rigorously check on the quality of teaching and planning in their subject areas and to have these independently monitored.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Achievement is good overall.** Children's attainment on entry to the school is below average. Children make good progress in all the areas of the Foundation Stage curriculum because of the good teaching they receive. Current standards in Year 2 are above average in reading, at average levels in writing and science but are below average in mathematics. These pupils make satisfactory progress. Pupils currently in Year 6 attain standards that are above average in English, mathematics and science, although girls' attainment is higher than that of boys, particularly in mathematics. Their progress is very good. Pupils who have special educational needs achieve well.

#### Main strengths and weaknesses

- Children's attainment on entry to the school in communication, language and literacy and mathematics is below average.
- The number of pupils in Year 6 expected to achieve the more difficult levels in English, mathematics and science are above average.
- Standards in information and communication technology and religious education are at average levels and are above average in art and design.

#### Commentary

1. The numbers of pupils attending the school in any particular year group can vary considerably and this can affect the results achieved significantly from one year to the next. The results attained by pupils in the Year 6 2004 national tests in English, mathematics and science fell below those in the previous two years because of the above average number of pupils identified as having special educational needs in the year group. The proportion of pupils attaining the more difficult Level 5 in both English and mathematics was below average, and was close to average in science. However, an above average percentage of pupils achieved Level 4 in all three subjects. Although there were no significant differences in the performance of boys and girls in English and science, girls produced better results in mathematics. Standards in comparison with similar schools were well below average in English and mathematics and below average in science. When measured against the levels attained in 2000 as Year 2 pupils, achievement in English, mathematics and science was very good. Improvements in standards over the last five years have been better than those seen in most other schools.

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

Standards in:	School results	National results
Reading	13.8 (15.5)	15.8 (15.7)
Writing	12.2 (15.9)	14.6 (14.6)
Mathematics	15.2 (16.2)	16.2 (16.3)

*There were 19 pupils in the year group. Figures in brackets are for the previous year*

2. Results also fell in 2004 for pupils in Year 2 and were well below average in reading, writing and mathematics. When compared with similar schools nationally, results in reading and writing were amongst the bottom five percent nationally and results in

mathematics remained well below average. The percentage of pupils achieving the above average Level 3 in reading was similar to other schools, but was below average in writing and well below average in mathematics. In both reading and writing a significant proportion of pupils were below Level 1. However, standards have risen at similar rates to those seen in other schools over the previous five years.

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

Standards in:	School results	National results
English	26.5 (27.5)	26.9 (26.8)
Mathematics	26.3 (28.1)	27.0 (26.8)
Science	28.9 (29.7)	28.6 (28.6)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

3. Children in the Foundation Stage progress well. Despite the often rapid progress that many make, some will not achieve the national early learning goals. This is particularly so in communication, language and literacy and in mathematical development where there attainment on entry was below average.
4. Most pupils with special educational needs achieve well and are working according to their capabilities. Adults provide effective in-class support and relationships are good. The targets set for pupils with statements of special educational need lack the detail required to enable them to achieve their full potential.
5. Standards in English, mathematics and science have improved and they are likely to be above average by the end of Year 6. This is similar to the standards seen at the time of the last inspection. The number of pupils attaining the higher Level 5 is also expected to increase in each of these subjects because strategies to improve the level of challenge for the most able pupils have been put in place for pupils from Year 2 onwards. Pupils are taught in sets in English and mathematics. These are determined by the pupils' prior attainment and this strategy is proving successful in raising standards. Those pupils who are identified as having special educational needs are well supported, particularly in the morning sessions when English and mathematics are taught. This enables most of them to make good progress. Most pupils are working to their potential and achieving well.
6. Standards in reading have improved across the school and are above average by Year 2 and Year 6. Most pupils read fluently for their age and demonstrate a wide range of strategies when reading unfamiliar texts. The more able read with good expression and are able to discuss the characters and content maturely. Writing skills are being developed well so that by Year 6 standards in writing are above average with well-punctuated writing using a wide and accurate vocabulary. Good opportunities are provided in English for pupils to produce extended pieces of writing through drafting and re-drafting. Currently there is little evidence of these skills being extended to history, geography or religious education. Standards of writing in Year 2 are at average levels. Pupils are becoming increasingly articulate and speak with confidence. Good opportunities are provided in many lessons for pupils to extend their speaking skills through discussion and explaining, for example, how to solve a mathematical problem. Current standards in mathematics are below average in Year 2 but are above average by Year 6. Older pupils confidently complete mental calculations and there is a good focus on all other areas of the mathematics curriculum. Their achievement in mathematics is good. Standards in science are average in Year 2 but

rise to above average levels by Year 6. A greater focus is being placed on investigational science and this is helping to increase the pupils' scientific understanding. Standards in information and communication technology are at expected levels in Year 2 and Year 6, as are standards in religious education. Standards in art and design are above average.

## Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are **satisfactory**. Pupils' attitudes to school are **good** and their behaviour is **good**. Provision for pupils' spiritual development is **satisfactory** and **good** for moral and social development. Aspects of cultural development are **unsatisfactory**.

### Main strengths and weaknesses

- Pupils are keen to learn and join in all activities with enthusiasm.
- Pupils' willingness to show enterprise and take responsibility is good.
- The school gives insufficient attention to multi-faith and multi-cultural awareness.
- The school promotes very good relationships.
- Pupils' confidence and self-esteem are good.

### Commentary

7. Pupils are interested in their lessons, show good concentration and work hard in response to the teachers' high expectations of them. They take a full and enthusiastic part in activities and older pupils eagerly accept the responsibilities offered to assist with the day-to-day running of the school.
8. Behaviour is good. Relationships between pupils and adults are very good; pupils mainly play well together in mixed groups and no one is isolated. Pupils develop respect for each other and there is little incidence of bullying, racism or other forms of harassment in school. They indicate that bullying is rare, and if any unpleasant incidents occur, they know what to do and are confident that the staff will deal effectively with the problem. Pupils have good levels of self-esteem. They talk confidently with adults and are not afraid to express their views in discussions or during assemblies.
9. Attendance and punctuality is satisfactory. The school manages very well the attendance of a significant number of pupils from the Traveller community although there is no system in place to monitor and report on punctuality. Attendance is adversely affected in the summer term by the taking of annual family holidays.

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

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.1
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.*

10. The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory. All pupils behave well and have a clear understanding of right and wrong. A display is devoted in each classroom to the pupils' personal development, which sets out school rules and celebrates achievements; this is good practice.
11. Pupils' self-knowledge and spiritual awareness are developed satisfactorily through assemblies, circle time and moments of reflection and awe and wonder in lessons. Social development is extended well through a good range of out-of-school activities, such as the very well attended choir. The pupils learn to support, to collaborate with,

and to be proud of the achievements of their peers and the adults as they progress through the school Year 6 pupils willingly take on a wide range of monitoring duties and responsibilities in the running of the school and the care of the younger pupils. They operate the lunchtime equipment borrowing system effectively. The school council take an active part in the life of school. The pupils' moral development is promoted well through the behaviour policy. Instances of cultural development come from visits and visitors, for example, pupils studied the preparation of food and clothing from the Caribbean. Other curricular experiences include teacher exchanges to Austria, Zimbabwe and some work on African music, dance and Aboriginal art. Pupils have a secure understanding of the local community, its history and culture, for example, the school works well with its Traveller community. Pupils' understanding of the wider world is not as well developed and they do not have sufficient opportunities to experience or discuss the multi-cultural diversity that exists in society today. Cultural provision is unsatisfactory overall.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. The quality of teaching and learning are good, especially in English, mathematics and science, and for children in the Foundation Stage and pupils in Years 3 to 6. The overall quality of the curriculum is satisfactory but insufficient attention is given to an appropriate balance between the various subjects of the curriculum. The school provides a very good range of additional activities to interest and motivate pupils. There is a positive ethos towards learning within the school, based on good relationships, hard work and consideration for others.

### Teaching and learning

Teaching and learning are good, especially in the Foundation Stage. Assessment procedures are satisfactory overall.

### Main strengths and weaknesses

- All the teaching in the Nursery and Reception classes was good or very good.
- Teachers engage pupils very well in their learning through providing stimulating activities for them.
- Good relationships in classes ensure that high standards of behaviour are maintained.
- Members of support staff are used well to help pupils to improve their learning.
- Some assessment systems are inefficient in monitoring the pupils' progress.

### Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	12	8	0	0	0

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

- Two thirds of teaching is good or better, as it was at the time of the last inspection. A fifth of lessons observed were very good or excellent compared with a quarter at the last time. The most consistently good teaching was seen in the Nursery and Reception classes, where every lesson was at least good. In Years 1 and 2 less than a third of lessons were good. This helps to explain why pupils do not make as much progress in Years 1 and 2 compared to the rest of the school. Three quarters of the teaching seen in Years 3 to 6 was good or better including, some excellent teaching.

13. Teachers in the Nursery and Reception classes have a very clear understanding of the needs of young children and plan effectively to meet their differing abilities. They provide exciting and fun activities for them so that they have many opportunities to explore their environment and find out new things. During the week of the inspection a “mobile safari” visited, enabling children to experience exotic wild creatures at close quarters.
14. Teaching and learning in the rest of the school are better in Years 3 to 6 than in Years 1 and 2. The older pupils benefit from the teachers’ good subject knowledge and high expectations of what they are going to learn. Lessons are interesting and relationships are good. Pupils are motivated to work hard and to persevere with often challenging tasks. The core subjects of English, mathematics and science are taught well and very thoroughly. Homework is used effectively to complement learning in class. In one excellent art lesson the teacher’s enthusiasm for the work of Andy Warhol was infectious. Pupils gained a very clear understanding of his style and were able to apply their knowledge to produce work of high quality. In the less effective lessons teachers were less sure about what they wanted pupils to learn and the pace sometimes dragged. In these lessons work was not always well matched to the pupils’ abilities, and higher attaining pupils in particular were not sufficiently challenged.
15. Pupils with special educational needs generally receive effective teaching. They are successfully supported by classroom assistants, who are well briefed by teachers. The range of provision for pupils with a statement of special educational needs is not as thorough as might be expected. Targets are very brief, and teachers do not have the specialist support they sometimes need to deal with often challenging conditions. Good use is made of information and communication technology to assist pupils with their learning. Some pupils regularly miss the same lesson when attending music tuition or other group activities, which makes it difficult for them to catch up afterwards.
16. The school operates a manual tracking system to monitor pupils’ progress, because it has had technical difficulties with computer software. The system is difficult to access. Class teachers keep very detailed records about how pupils are doing, but these are often not linked to national curriculum levels of attainment. They also produce a lot of unnecessary paperwork. Some teachers are using target setting for groups of pupils very well. In one class pupils evaluated their own progress with a writing task very effectively. Marking is inconsistent across the school, and does not always show the pupils how they can improve.

## **The curriculum**

The school provides a broad and satisfactory curriculum for pupils in the infants and juniors, which caters for pupils’ ages, aptitudes and interests. However, insufficient attention is paid to the overall balance of the curriculum and leads to an under-representation of some subjects. The curriculum and range of learning opportunities for children in the Nursery and Reception classes is very good. A very good range of additional activities enriches learning opportunities well. The quality of the accommodation for older pupils is satisfactory but is good for the youngest children. There are sufficient resources in all subject areas.

## **Main strengths and weaknesses**

- Pupils have lots of opportunities to undertake additional out-of-school activities which extend their learning very well.
- Members of the support staff are used well, particularly in the mornings, to support pupils in English and mathematics.
- The amount of time spent teaching pupils in Years 3 to 6 is below the recommended levels.

## **Commentary**

17. The wide and varied curriculum provided for children in the nursery and Reception classes enables them to make a very good start to their education. All subjects are represented in the curriculum for older pupils, but because English and mathematics dominate each morning session, some other subjects such as history and geography, receive more limited attention. Plans to cover these subjects in more depth are in hand. The teaching time for pupils in Years 3 to 6 is currently one hour per week below recommended levels. Despite this, all statutory requirements are met and the pupils are well prepared for the next stage of education.
18. Provision for pupils with special educational needs is only satisfactory in Years 3 to 6 because not all teachers are fully aware of the specific needs of some of these pupils in their classes. However, provision is good for those children in the Nursery and Reception classes and in Years 1 and 2. Support from teaching assistants is good, especially during the mornings; other support provided through booster classes and support groups. Good use is made of information and communication technology to support learning. In the case of statemented pupils, the curriculum is sometimes inappropriate because staff do not fully understand their specific needs. There are sufficient teachers and support staff to meet the needs of the curriculum. The school has an appropriate sex education policy and the Drug Awareness Resistance Education (DARE) programme covers this area of the pupils' education very well.
19. The school provides very good opportunities for pupils to take part in additional activities, both during and outside normal school hours. Both girls and boys take part in a wide range of sporting activities where specialist coaching in areas such as tennis and basketball are available. These activities are well attended and pupils are eager to take part, for example, in the dance class for pupils predominantly in Year 2. Pupils take part in several competitive games against local schools, often with considerable success. This helps to develop social as well as competitive skills. Good provision is made for pupils to attend residential visits from Year 3 onwards and this develops pupils' independence and self-reliance well. Musical tuition is also available and several pupils take advantage of this. However, arrangements are not always provided to support these pupils where they have missed important parts of lessons in other subjects. The school has several visitors who help to extend pupils learning, for example, a Viking linked to a history project and a storyteller from the Caribbean. There are too few links with members of other cultures and faiths.
20. The standard of accommodation is satisfactory overall but is good in the Nursery and Reception classes. There are extensive grounds and these have been developed well to include playtime equipment to keep pupils interested and active. The outdoor provision for the youngest children is good and includes opportunities for the development of social play. Resource levels are satisfactory.

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

Provision is **satisfactory**. The school cares well for its pupils and generally good attention is paid to matters of welfare and health and safety.

### **Main strengths and weaknesses**

- Pupils' relationships with adults in the school are good.
- There is an effective school council.
- There are very good induction procedures for both children entering the Nursery and Reception classes and for pupils who enter the school at a time other than normal transfer.

### **Commentary**

21. Child protection procedures are satisfactory and all classroom staff are aware of their responsibilities. The levels of playground supervision, for the areas pupils are allowed to use, are occasionally not high enough. There is a good selection of play equipment for pupils at lunchtime but there is no structured or guided play. Support for pupils with special educational needs is generally good. Effective strategies are in place to identify pupils in need at an early stage. Individual action plans are clear but targets for improvement are often very general. Outcomes of targets are not recorded on the original documents, which makes monitoring progress less efficient. Pupils are involved in discussing progress. Support for any pupils with a statement of special educational needs is less effective because the specific needs of such pupils are not fully understood.
22. Standards of maintenance and cleanliness are good and vandalism and graffiti are not a problem. This instils high values in the pupils who show respect for property and resources. Pupils are confident in approaching adults in the school. There is a clear and consistently applied behaviour policy encourages good behaviour and provides a foundation for the good relationships that exist throughout the school.
23. Induction arrangements for pupils entering the Nursery and Reception classes, and those joining the school at other times, are very good and establish good home-school relationships. There is a good range of opportunities for pupils to take on responsibilities which contribute to the day-to-day running of the school. Members of the school council take their responsibilities seriously and they have contributed to the development of the school. Some of the suggestions made have been implemented and they have led to improved playground equipment.

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

There is a **good** and effective partnership with parents, the community and other schools. The views of parents were **very positive** in the parents' questionnaire and at the parents' meeting.

### **Main strengths and weaknesses**

- Parents are very supportive of the school.
- There are good links with other schools and the community that benefit pupils.
- There is an active Friends' Association.

### **Commentary**

24. Parents' responses to the inspection questionnaire show that they are very happy about all that the school has to offer. An active Friends' Association supports the school well by providing good social opportunities for parents and their children and financial support. Procedures for obtaining the views of parents are informal but effective and parents are comfortable in approaching staff at the school.
25. Information for parents is satisfactory and the annual report on their child's progress provides them with a clear statement about what has been studied in maths, English and science and general comments on other subjects. The report also indicates areas for improvement. The use of homework and reading diaries is good and is an effective means of communication. Parents are welcome in school and attend special events and parent evenings but space constraints prevent regular whole school parent assemblies. Procedures for pupils entering the school at any stage are very good;



members of staff make home visits and visits to nurseries and playgroups and parents are invited to discuss any problems that arise shortly after their child has started school. There are good procedures in place to deal with the concerns of parents but they seldom have to be used.

26. Links with the local community are used to enrich both learning opportunities and enhance the personal development of pupils. Residential opportunities are available for pupils from year three and the school choir makes visits to local venues. The school maintains satisfactory relationships with local secondary schools and this helps pupils transfer smoothly. Good links with other colleges support sports within the school and the school offers places for trainee teachers and Nursery staff.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership is **satisfactory** but with some aspects for improvement. The management and governance of the school are **satisfactory**.

### **Main strengths and weaknesses**

- The school places a strong emphasis on creating a good climate for learning.
- There has only been limited progress on addressing some of the issues raised in the last inspection report.
- Some subject co-ordinators have not had sufficient opportunity to fulfil their roles.
- Governors are very supportive of the school and have a clear understanding of its strengths but are less secure on areas for further development.

### **Commentary**

27. Governors play a satisfactory part in the running of the school and ensure that the school meets its statutory requirements. They are very supportive and many of them make regular visits to the school. Positive links have been established between many governors and subject co-ordinators although not all subjects are covered. Subject co-ordinators write action plans for the future development of their subject areas but there are no effective systems to monitor progress in achieving them. Governors have a secure knowledge and understanding of the standards achieved by pupils, in English, mathematics and science. They are less well informed about other areas of the curriculum.
28. The headteacher and senior management team have a secure understanding of the areas in need of improvement but the progress made has been slow in some areas. For example, although the school improvement plan has been appropriately developed, some significant areas lack detail on how these changes are to be achieved or how improvement is to be measured. Subject co-ordinators include areas for improvement in their action plans and although they carry out some checks on progress, there is no established system to carry this out across the school. This leads to some inconsistencies. The leadership has been successful in attracting and retaining a team of good teachers and support staff. There are opportunities for subject co-ordinators to check on the quality of planning and teaching in some subjects, for example in English, but quality is not rigorously monitored in all areas. There is no secure system in place to check on the balance of time spent on differing subjects and in the case of geography and design and technology, this leads to an under-representation in the curriculum. The headteacher, staff and governors are fully committed to ensuring that all pupils are able to learn in an inclusive community and have been very successful in the inclusion of many pupils from the Traveller community.
29. Leadership and management of special educational needs are satisfactory. The enthusiastic special educational needs co-ordinator has put in place effective systems to identify and

monitor those pupils who are on the early stages of the special educational needs list. The progress of any pupils with statements of special educational needs is not well monitored because targets for improvement lack detail and clarity. Not all members of staff are fully conversant with the range and depth of needs that are represented in the school population, especially those with more challenging conditions.

30. Overall, management is satisfactory. The school has satisfactory procedures to monitor its performance based on an analysis of test results. Elements of these procedures are cumbersome and do not allow teachers to quickly and easily monitor individual pupil's progress. Teachers' records are detailed but this generates considerable amounts of paperwork. However, the school uses the available information well to identify those pupils needing additional support and to place pupils in the appropriate sets for English and mathematics. This recent development is proving successful in providing additional support and challenge for pupils of all abilities. Although a programme to monitor the quality of teaching is in place, senior managers rather than subject co-ordinators complete much of this. This does not help them to develop a secure understanding of standards and teaching across the school in their own subject areas. Appropriate training programmes are in place to develop teachers' skills but those relating to meeting the needs of all pupils with special educational needs are not up-to-date.
31. The financial management of the school is good. The available funding is carefully considered and targeted to areas of most need, for example in providing additional support staff. The governors and headteacher have an appropriate understanding of the principles of best value but there has been little consideration has been given to checking that spending is having a positive effect on standards.

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

Income and expenditure (£)		Balances (£)	
Total income	423,030	Balance from previous year	24,346
Total expenditure	425,568	Balance carried forward to the next	21,808
Expenditure per pupil	2,418		

32. The funding of each pupil is below the national average. Because of the standards achieved by pupils, the good progress made during their time in school and their good achievement, the school provides good value for money.

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

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

33. The provision for children in the Reception class and the Nursery is good and enables children to make a good start to their education. Attainment on entry to the Reception class is very wide but is below average overall, particularly because many children's attainment in communication, language and literacy and in their mathematical development is well below average. The quality of provision has been maintained since the previous inspection. The good and often very good teaching results in all children, including those with special educational needs, making good progress and achieving well. The curriculum in the Nursery and Reception class is well planned, interesting and covers all the required areas of learning. Very good links with the playgroup that feeds the Nursery and very effective induction arrangements ensure that the children settle quickly and comfortably into the Nursery and Reception class. Accommodation is good and the outdoor facilities are well planned. They encourage children's active participation in an interesting and wide range of activities. Resources are at satisfactory levels in most areas but the provision of reading material and construction kits is more limited.
34. The Foundation Stage is well led and managed. Teachers and support staff work well as a team. Assessment procedures are good because the adults know all the children very well and observe and record their learning regularly. This helps the teachers to modify what children are to learn so that the needs of all are well met.

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

Provision in personal, social and emotional development is good.

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

- Adults provide very good role models for the children and use praise effectively to reinforce good behaviour and hard work.
- Teachers provide well-planned learning opportunities to help develop children's social skills.
- The interesting and well-organised environment contributes positively to children's achievement.

#### **Commentary**

35. The children enter the school with the expected levels of social skills. They are happy and enjoy the interesting activities arranged for them and this helps most children to achieve well. Relationships with adults and other children are very good. Teachers provide good opportunities for children to become independent, for example, through encouraging them to dress appropriately for outdoor activities and by tidying up materials and equipment after they have used them. Children are encouraged to be responsible for their activities when given the opportunity. They choose what equipment they wish to use and organise themselves successfully during their activities, whilst co-operating well with others. Teachers discuss with children how they should behave and children respond effectively by behaving well because they feel valued. As a result, all children demonstrate good self-esteem, develop confidence, and adapt quickly and happily into the positive atmosphere. Children know the

classroom rules well and abide by them. They feel secure and are excited by the activities planned for them, are well motivated and show appropriate levels of concentration for their age. The adults' caring provision leads to good achievement in emotional development, independence and behaviour.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is good.

### **Main strengths and weaknesses**

- Children achieve well and develop positive attitudes towards reading and writing.
- Opportunities for children to extend their speaking and listening skills are good.

### **Commentary**

36. Attainment on entry to school is very variable and is well below average for many children. All children achieve well and most are likely to reach the national goals for early learning in all aspects of language and literacy development by the time they leave the Reception class. Some higher attaining children will reach higher standards than this while lower attaining children, although not reaching the national goals, will have achieved well given their capabilities. Many children contribute positively to discussions and listen well to each other, for example, in the vet's surgery imaginary play area. Children are acquiring positive attitudes to books. They enjoy the reading activities provided and opportunities to use the computer. They join in with story time enthusiastically. Children are taught to follow texts and many recognise some words by sight. They know that print carries meaning and that reading goes left to right and from the top to the bottom of the page. They show respect for books and after listening to a story can discuss ideas and characters. They are able to identify the title and many know that the person who wrote the book is the author. Children are being taught in interesting ways so that they remember to recognise letters by name and sound. They are taught effectively to hear and say initial sounds and to spell out sounds in words. In many activities opportunities are provided for children to add to their vocabulary. This was seen to very good effect when children had the opportunity to handle reptiles and large snails.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is good.

### **Main strengths and weaknesses**

- There are good opportunities for children to learn to count accurately through practical activities.
- The regular assessment of children's mathematical skills ensures that activities are matched well to their needs.

### **Commentary**

37. Attainment in mathematics is below average for many children when they enter the school. They are taught effectively and they make good progress. The majority of children are expected to achieve the national goals for early learning by the time they transfer to Year 1. Rhymes and songs are used well to ensure that children are familiar with numbers to 20 and can place them in the correct order. Fifty percent of children in the Reception class know the order of the days of the week, but few know and can order the names of the months of the year, which illustrates the wide range of attainment. Higher attaining children know the

common two-dimensional shapes such as circle, rectangle and triangle and information and communication technology is used well to reinforce this knowledge. Children are not so secure on their knowledge of coins. Although many recognise one and two pence coins many do not know the larger denominations. This is carefully monitored by members of staff, who are able to provide suitable practical activities to correct this. Support for children having difficulties with learning is good.

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

Provision in knowledge and understanding of the world is good.

### **Main strengths and weaknesses**

- Children are provided with a varied and stimulating range of activities in order to find out about the world around them.
- Information and communication technology is used well to support children's learning.

### **Commentary**

38. The teaching and learning are good, and sometimes very good, in this area because activities are well planned and stimulating. In a magical session linked to their topic on animals the children had the opportunity to handle different reptiles and snails. Their amazement and pleasure at being able to see and touch these animals resulted in an excellent learning experience. Children have good opportunities to learn about, and use, computer technology as they practice their skills in matching shapes, learning letter sounds and manipulating the mouse when creating drawings. In the vet's surgery area children answer the telephone, take messages and welcome patients, whilst developing their communication skills. Photographic evidence is regularly provided and many children know how to use this facility, for example, taking pictures of their peers handling the snake and the lizards. Children begin to understand change by examining how the washing of clothes has improved over time. They show a good knowledge of different materials and many children can identify which of these are man-made and which are found naturally. The achievement of children of all abilities is good because the activities are stimulating.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is good.

### **Main strengths and weaknesses**

- There are good opportunities for children to practice their physical skills.
- The good provision for outdoor play enables children to develop their co-ordination skills well.

### **Commentary**

39. Children enter the school with standards that are average in this area of learning. They are taught well and given many good opportunities to develop their physical skills. Teachers provide good opportunities for children to develop their manipulative skills through a good range of activities such as sticking, cutting and painting. Members of staff encourage children to hold pencils correctly when writing and skills are developed further through activities such as painting and drawing. These activities are helping to ensure that children are developing satisfactory pencil and brush control. When playing outside, children play safely and are aware of the need for

safety when engrossed in their own imaginary games. The use of large activity bikes helps children's social development and co-ordination skills very well. Good teaching ensures that all children, including those who have special educational needs, are well provided for and achieve well. Most children will achieve and some will exceed the levels expected in this area by the time they transfer to Year 1.

## **CREATIVE DEVELOPMENT**

Provision in creative development is good.

### **Main strengths and weaknesses**

- Children have access to a wide range of activities that promote their learning well.

### **Commentary**

40. Teaching and learning are good and children are likely to achieve the early learning goals by the end of the Reception class. The Nursery classroom contains many opportunities for children to explore and experiment with ideas, for example, imaginative play areas and opportunities to work with paint and collage materials. Adults in the classroom encourage children to talk about their work and often act as role models by working alongside children. Skills in mixing paints are developed well and children are helped to observe carefully when creating their bright and imaginative paintings and models.

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

### **ENGLISH**

Provision in English is good.

### **Main strengths and weaknesses**

- Pupils' speaking and listening skills are developed well throughout the school.
- The school's focus on developing reading and writing skills has helped to raise standards.
- Standards of spelling and handwriting are above average.
- Teaching is good and careful planning ensures that pupils' needs are met and that they can achieve well.
- There are insufficient opportunities for pupils to develop writing skills in other subjects.

### **Commentary**

41. In the current Year 2, standards in reading are above average and those in writing are at average levels. The achievement of these pupils is good. In Year 6 standards in both reading and writing are above average. This represents good achievement in both reading and writing because these pupils started school with average attainment.
42. Results in the 2004 Year 2 national tests in both reading and writing were well below average when compared with all schools and were amongst the lowest five percent when compared with similar schools. The discrepancy between the standards seen in the current Year 2 and the 2004 national test results is a reflection of a less capable year group where many pupils had special educational needs. Results in the 2004 Year 6 tests were below average compared with all schools and well below average when compared with similar schools. A less than average percentage of pupils attained the higher Level 5.
43. By Year 6, speaking and listening skills are above average and are a significant factor in the improvement in English. This represents good achievement as many pupils began school with average and below average attainment in this area. Class discussions provide many stimulating opportunities for sharing and developing ideas and increasing understanding. Pupils often work in pairs or small groups in subjects across the curriculum using their newly acquired vocabulary. The ability to accommodate the views of others and to listen carefully

was a distinctive feature of many lessons. Good speaking and listening skills are evident in the pupils' ability and obvious pleasure when conversing with adults and each other outside lessons. Very good use is made of drama to enhance pupils' self-confidence.

44. Standards in reading are good and pupils achieve well because of the good teaching. Pupils have good attitudes towards reading and most enjoy books. Higher attaining pupils in Year 2 read with fluency and understanding, they can discuss the story line and describe the characters that they like or dislike. Lower attaining pupils sound out letter blends which helps them to make sense of unfamiliar words and to use picture clues effectively to gain an understanding of what is happening in the story. By Year 6, most pupils read confidently with good expression and comprehension. Pupils have good research and library skills and regularly use their class and school library. Although well organised, the range of books in some subjects is limited. The home/school reading diary is used effectively to record what pupils have read and to whom, but comments are rarely diagnostic.
45. Teachers have worked hard to improve the quality and range of pupils' writing throughout the school and rising standards illustrate the success of the strategy. Inspection evidence indicates that the pupils' writing improves well from the time they first enter the school so that standards achieved by pupils currently in Year 6 are above average. Teachers have high expectations of the quality of work pupils are to produce in English and provide a good range of opportunities for them to write in different styles, for example stories and descriptions. A particularly good example of this occurred in the Year 3 and 4 class where pupils used a letter format to relate an exciting story to a friend. The teacher used very good strategies to ensure pupils checked the quality of their work which effectively improved standards. In other lessons the pupils' writing skills are used to good effect when they wrote about the life of a Greek slave, drawing on their historical knowledge. However, there is limited evidence of pupils' writing skills being used in all other subjects. Good use is made of drafting and re-drafting techniques to improve pupils' work. Pupils use dictionaries and thesauri well to improve the quality and accuracy of their writing. They have a good grasp of metaphors, similes and synonyms and understand that, where appropriate, their use can improve their writing.
46. Standards of handwriting and presentation across the school are good. By Year 6 most pupils use a pen and write in an attractive joined script. Punctuation and grammar are mostly accurate with pupils showing a secure understanding of the use of commas, apostrophes, full stops and speech marks.
47. The quality of teaching and learning is good. Teachers place a strong emphasis on developing pupils' literacy skills through enjoyable activities. They plan the work well and ensure that it is matched to the needs of the pupils. Pupils are managed well, and as a result, classrooms are quiet places where pupils can learn in peace. Very good relationships exist between pupils and teachers and the pupils' attitude towards the subject is good. Good questioning techniques help to maintain the pupils' interest and most lessons move along briskly. Pupils concentrate well in lessons and work hard. Teachers use information and communication technology to support learning in English through both word processing and direct composition onto the computer screen. There are examples of good quality marking in all classes with comments which provide the pupils with clear guidance on how to improve their work.
48. The leadership and management of English are good. Effective analysis of how well pupils are progressing is regularly undertaken and the information is used effectively to set targets for individuals. These are prominently on display at the front of the pupils' English books. Appropriate opportunities are provided for the subject co-ordinator to check on the quality of teaching but the monitoring of planning is more limited.

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



49. The development of pupils' language and literacy skills through other subjects in the curriculum is satisfactory. Appropriate opportunities are provided for pupils to use their reading skills when carrying out research into subjects such as history. Drama is used well to develop pupils' creative ideas, for example, when acting out the story of Odysseus and Polyphemus. Although writing skills were appropriately used in science, there was little evidence of any extended writing in other subjects such as geography or religious education. In mathematics and science, the emphasis on key vocabulary extends pupils' language skills well.

## **MATHEMATICS**

Provision in mathematics is good.

### **Main strengths and weaknesses**

- All lessons get off to a brisk and challenging start.
- Pupils have good attitudes to learning because of positive relationships.
- Girls make very good progress in Years 3 to 6.
- Higher attaining pupils are not doing as well as they could in Years 1 and 2.

### **Commentary**

50. The standards attained by Year 2 pupils in the 2004 tests were well below the national average. In particular very few pupils attained the higher Level 3. In the tests taken by Year 6 pupils an above average number attained the expected Level 4, but many fewer attained higher levels. This brought down the overall score to below the national average. Standards in the current Year 2 are below average. In Year 6 standards are above average, and pupils have made good progress as they have moved through the school. Even though they do not do as well as they should in Years 1 and 2, pupils' catch up by the time they leave.
51. The achievement of pupils is good overall, though it is better in Years 3 to 6. Girls do consistently better than boys and achieve very well. This is in contrast to national trends and is a result of the very structured and methodical way that the subject is taught. Girls seem to prefer this method of working. Boys nonetheless make good progress. Pupils enter Year 1 with skills that are below average and leave Year 2 below average. Their progress in Years 1 and 2 is satisfactory, although higher attaining pupils are not sufficiently challenged.
52. Teaching and learning are good, with the best teaching in Years 3 to 6. Here pupils benefit from the teachers' good subject knowledge. Tasks are interesting and pupils are expected to work hard. They enjoy the activities, which are well matched to their abilities. Pupils with special educational needs are well supported by classroom assistants, and computers are often used to help develop their learning. In the less effective lessons, predominantly in Years 1 and 2, the pace is often slower and time is wasted. Work tends to be pitched to the level of the average ability, so that the higher attaining pupils are not extended. In all classes the introductions to lessons are well taught, with a successful session of mental arithmetic. For example, Year 5 pupils had to work out a formula when given the inputs and outputs of a function machine. They rose to the challenge very well. Leadership and management are satisfactory. The co-ordinator is keen and knowledgeable, but has insufficient time to monitor the quality of teaching and learning. The action plan is not focused on raising standards, especially in Years 1 and 2. The tracking system is done manually and is difficult to access.

Class records are burdensome and are not linked to the National Curriculum levels of attainment.

### **Mathematics across the curriculum**

53. Effective use is made of information and communication technology to support number work and data handling. For example, Year 6 pupils with a fixed budget devised a spreadsheet of items needed to refurbish a bedroom, using a commercial catalogue to help them. In science pupils gather data and plot results, such as the noise levels in different classes, or their pulse rates before and after exercise.

## **SCIENCE**

Provision in science is good.

### **Main strengths and weaknesses**

- By the time pupils reach the age of eleven, standards are above average.
- The skills of scientific enquiry are taught well.
- Lessons are sometimes too long and the work is not matched well enough to pupils' needs.
- Written comments provided by teachers on pupils' work do not provide sufficient guidance on how they can improve.

### **Commentary**

54. Standards of work are currently average in Year 2 and above average by Year 6. Overall, pupils achieve well. The emphasis placed by all the teachers in developing the skills of investigation enables the pupils to gain a good understanding of scientific enquiry. Throughout the juniors they have well-developed skills of observing, predicting, constructing a fair test and controlling variables. Pupils also gain a good understanding of subject knowledge, which they then apply to their investigations.
55. Learning and teaching are good throughout the Years 3 to 6 and satisfactory in Years 1 and 2. The good and very good teaching is based on effective planning which provides a good level of challenge for most of the pupils. In one very good Year 3 and 4 lesson, all the pupils were fully engaged in using their skills of observation by using identification keys to classify living creatures. The teachers' skills of questioning are well developed and they effectively promote the pupils' thinking about scientific knowledge and investigation. Where teaching is satisfactory, the pace is slower and lessons are sometimes over long with work which is not matched accurately enough to the needs of all the pupils. All teachers have high expectations of the pupils' behaviour, which is generally good. Pupils listen attentively to what their teachers say and do as they are asked. The teaching sometimes uses the work in science to extend the pupils' skills in literacy and numeracy. For example, in a Year 4 and 5 lesson, good links were made with mathematics through measuring, ordering data, making graphs and developing pupils' mathematical vocabulary.
56. Work is regularly marked, and although comments are written on pupils' work, they are mainly encouraging and are not intended to improve the standard of work. The subject is led and managed satisfactorily. Systems to check on the quality of planning

and teaching are in place. The co-ordinator has identified the need to track pupils' progress more closely and to record more formally the results from her monitoring.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

57. No direct teaching of information and communication technology was observed, so there are no overall judgements on teaching or provision. Standards are average throughout the school, as they were at the time of the last inspection. The weakness identified in control in Years 3 to 6 has not been addressed, and this remains an omission in curricular provision. There is some variation between classes in progress and continuity despite a scheme of work being in place. This is because little monitoring is done by the co-ordinator, who is the headteacher. He spends too much time troubleshooting technical difficulties, which is not a good use of his time.
58. Effective use of technology was observed in most classes in several subjects. Year 1 pupils used simple programs to help them with number in mathematics and classifying animals in science, and Year 5 pupils used data-handling programs to create graphs to show their pulse rates in science. Year 6 pupils used the electronic microscope to record samples of mould, and in mathematics created a spreadsheet to cost the refurbishment of a bedroom. Pupils talked about using the internet to find out about the Vikings and Louis Pasteur. Some members of the school council produced their own very stylish PowerPoint presentation during an assembly to consult the rest of the school about their ideas. Year 2 pupils talked about e-mailing friends in a partner school in Germany. The introduction of a suite of laptop computers and interactive whiteboards is a useful addition to resources. There is no standardised system of assessment, and none of the different ones in use are linked to National Curriculum levels of attainment.

## **HUMANITIES**

59. It was not possible to make a judgement on provision for either **history** or **geography** as both subjects were not an inspection focus and no lessons were seen. Inspection evidence is insufficient to make a secure judgement on the quality of teaching and learning. Evidence from work seen and from talking to pupils about the subjects suggests that history, and particularly geography, do not have a high enough profile in the curriculum plan. In talking to Year 6 pupils, it was evident that the school makes good use of residential visits, such as a visit to Lulworth Cove, to increase pupils' interest. Visits to the Jorvik Centre in York and a Tudor day bring the subjects to life. Teachers' expectation for pupils to transfer writing and recording skills learnt in literacy lessons. In sufficient emphasis is placed on using literacy skills in history and geography although Year 6 pupils have, for example, completed their own river study and written their own Greek myth. Much of the work, particularly in geography, is introduced through worksheets, which do not require the practise of literary skills.

## **Religious education**

Provision in religious education is satisfactory.

## **Main strengths and weaknesses**

- The new co-ordinator has begun to sample work and pupils' views.
- Resources remain unsatisfactory.
- Pupils' retain little knowledge of other faiths.

## Commentary

60. Standards throughout the school match those indicated in the locally agreed syllabus. Most emphasis is placed on Christianity, and the pupils' knowledge of other faiths is limited. Nonetheless, Year 2 pupils, when interviewed, were able to talk with enthusiasm about the Jewish festival of Passover, which was fresh in their minds. Achievement is satisfactory overall.
61. Two lessons were observed, both of which were satisfactory. In one, much of the lesson was taken up by pupils watching a video, and in the other the local minister gave a talk about the use of colour in church services. Scrutiny of work and discussions with pupils and staff suggest that teaching and learning are satisfactory. Pupils are sometimes given interesting activities to do, such as considering the Crucifixion from the point of view of different witnesses. The same work is given to all pupils in the class, so that the needs of the most able and least able pupils are not well met. There is very little work recorded in books but the school put on a production of "Joseph", which involved many of the pupils.
62. The co-ordinator has been in post only a few months and has begun to monitor provision by collecting work and talking to pupils. Resources remain unsatisfactory, a similar finding to that at the time of the last inspection. There are very few artefacts, especially those belonging to other faiths. There have been no visits to other places of worship apart from local churches. Evaluation of units of work by teachers is at the very early stages of development and provides the co-ordinator with little information for the purposes of planning improvement.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

**Design and technology** and **physical education** were not a focus of the inspection and little evidence was collected on these subjects. Pupils indicate that the subjects are a regular part of the curriculum and this was confirmed by an examination of teachers' planning and timetables. It is therefore not possible to make judgements on the standards achieved by pupils or on the quality of teaching provided.

### Art and design

Provision in art and design is good.

### Main strengths and weaknesses

- The necessary skills to improve pupils' knowledge and understanding of art and design are taught well.
- Pupils experience a wide range of art media during lessons.

## Commentary

63. The artwork produced by pupils is of above average quality. Although too few art and design lessons were seen to be able to make a secure judgement on the overall quality of teaching, it is clear that skills are well taught and that pupils appreciate the work of famous artists. Work on display in the hall based on looking at nature shows that pupils apply a wide range of mature skills when using paint and pastel. Considerable attention is paid to form and shape when, for example, pupils draw birds and insects. Figure drawings in pencil show good control and attention to detail when pupils link artwork to a topic on healthy living. Art work is used well in pictures and writing which is based on the Traveller culture. Younger junior pupils

create very well observed plants and flowers which show how well drawing skills are developed.

64. Interviews with pupils reveal that they have a wide range of art and design experiences. They are knowledgeable about the techniques of printing and describe how repeat patterns are created. They understand and have experience of how batik patterns are created on material and they know about tie-dieing techniques. Pupils have produced high quality clay tiles based on a Greek motif; and linked to a history topic. Greek theatre masks of equally good quality have been designed and made as part of this project. Good quality work in the style of Monet has been produced by pupils in Years 4 and 5 while pupils in Years 3 and 4 know about the work of Warhol and the pop art movement. Pupils' knowledge of different materials, and how these can be used to produce differing effects, is also good; for example, they know about the uses of paintbrushes of different widths in painting and the hardness of varying types of pencils and their uses.

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

65. At present there is no co-ordinator, and the subject is not timetabled. There are some stand-alone events, such as sex education and drug awareness. Teachers are invited to plan to include citizenship in other subjects but this is not monitored. Some classes have circle times. Several pets are kept in school and the pupils are encouraged to look after them. Residential visits and school productions enable the pupils to develop confidence and socialise with others. The Pupil Council provides the older pupils with a voice. There are some effective displays reflecting the culture of Travellers, some of whom attend the school.

## 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	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
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>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	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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