

# INSPECTION REPORT

## **WEST BUTTERWICK CE PRIMARY SCHOOL**

West Butterwick, Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 118018

Headteacher: Mr N Turner

Lead inspector: Mr R Fry

Dates of inspection: 23 – 24 May 2005

Inspection number: 268219

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	52 full-time equivalent pupils
School address:	School lane West Butterwick Scunthorpe North Lincolnshire
Postcode:	DN17 3LB
Telephone number:	01724 783244
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs F Harris

## **CHARACTERISTICS OF THE SCHOOL**

West Butterwick Church of England (Controlled) Primary School is a much smaller than average sized school. The school draws pupils from a rural area in North Lincolnshire. Children's attainment on entry to the school is broadly typical of children nationally but in some years is below average and is occasionally above average. Classes are made up of pupils from more than one age group. The socio-economic composition of the area is mixed. Four per cent of pupils are known to be eligible for free school meals, which is below average. Seventeen per cent of pupils have special educational needs, which is average. For example, pupils need extra help with reading and writing or have other learning or behavioural difficulties. One pupil has a Statement of Special Educational Needs. There are no pupils with English as an additional language or from minority ethnic backgrounds.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21073	Roger Fry	Lead inspector	Mathematics Science Information and communication technology Religious education Geography History
19575	Alan Sanders	Lay inspector	
25509	Judith Clarke	Team inspector	Foundation Stage Special educational needs English Art and design Design and technology Physical education Music Personal, social and health education and citizenship

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**West Butterwick Church of England Primary School provides a good education** for its pupils. Pupils in Year 6 are working at well above average standards in English and mathematics. Pupils' achievement is good over time, taking into account their abilities on entry to the school. Teaching and learning are good. The headteacher and staff manage the school well. Leadership is satisfactory. Governors make a satisfactory contribution to the work of the school. Within the context of small schools, the school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher and staff manage the school effectively, but the headteacher teaches four days a week and has too little time for some leadership activities.
- Pupils' standards in English and mathematics in Year 6 are well above average.
- Pupils' achievement is good.
- Children in the Foundation Stage make a good start to their education.
- Teaching and learning are good and the school involves all pupils in what it offers.
- Geography and design and technology are not taught regularly enough in Years 3 to 6.
- Pupils have a limited understanding of the multi-cultural nature of society.
- Pupils' attitudes and behaviour are good, but presentation of work is untidy at times.
- Attendance is good.

There has been good progress with the key issues identified in the last inspection report in 1999. Pupils' standards of work have improved in English. The school has identified that pupils' writing needs to improve further. Higher-attaining pupils now achieve well. Parents receive more information about the school and some parents play an active role in the school. The school now has improved accommodation. It has improved the curriculum for young children and provides more visits to places of interest to older children.

### STANDARDS ACHIEVED

The school's results in National Curriculum tests at the end of Year 6:	compared with all schools			and similar schools
	2002	2003	2004	2004
English	E*	E	B	C
Mathematics	E	E	C	E
Science	E*	D	D	E

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

**Pupils' achievement is good.** The table above shows that Year 6 pupils' standards, in comparison with those of broadly similar schools in 2004, were average in English and well below average in mathematics and science. In comparison with those of all schools, standards were above average in English, average in mathematics and below average in science. Results vary considerably from year to year because the number of pupils in each year group is very small and the ability range within the school is wide. Results therefore need to be treated with caution. In 2005, scrutiny of work indicates that pupils are working at well above average standards in English and mathematics and above average standards in science. Their achievement is good. Standards have risen over the last two years. In 2002 standards were in the lowest five per cent in English and science.

Children in Reception are working at the standards expected nationally. They achieve well. In Year 2, pupils' standards in reading, writing and mathematics are similar to those expected nationally. They achieve well. There are no significant differences between the attainments of boys and girls. The school's results have been rising faster than the national trend by the end of Year 2. Pupils with special educational needs reach the targets set for them.

Pupils have good attitudes to school. Most are enthusiastic and eager to learn, but their presentation of work is sometimes untidy. Pupils arrive at school on time and attendance is good. Standards of behaviour are good throughout the school. **Pupils' spiritual, moral, social and cultural development is good** overall. Pupils work well together in lessons. Relationships are good. Pupils have a limited understanding of other cultures and ways of living.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good.** Procedures for assessing pupils' progress are good. The good teaching allows young children to make good progress in language, mathematical and personal development lessons. Teachers throughout the school motivate pupils by making lessons interesting. Pupils usually respond enthusiastically and learn effectively. Teachers do not consistently work to improve pupils' presentation of work. Some homework is too easy for higher-attaining pupils.

The curriculum is good overall. Pupils learn many interesting things and the school runs a good range of clubs at lunchtime. The gaps between groups of lessons in geography and design and technology are too great in Years 3 to 6. The accommodation is satisfactory and resources are good. The partnership with parents is satisfactory, but the school does not communicate effectively with all parents about its many good features. The school provides effective care, guidance and support for pupils. Community links and initiatives are good. Links with other schools are good. The school takes part in a good number of shared events.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** Leadership overall is satisfactory. The chair of governors and other experienced governors have a good understanding of the school. Overall, the work of the governing body is satisfactory. The headteacher and staff lead the school satisfactorily but the headteacher has too little time for leadership work, because he teaches for 80 per cent of the week. The staff have identified the school's areas for development clearly and have put plans into place to implement them. The team of teachers and support staff work well together. Management overall is good. The administration of the school is well organised and efficient.

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

Parents value the school, but some parents have negative views, some of which are not justified. The school does make all parents aware of the many good things it does. Pupils hold positive views about the school. They enjoy participating in all the school does.

## **IMPROVEMENTS NEEDED**

The most important things the school should do are:

- Increase the amount of time that the headteacher has for leadership activities.
- Improve pupils' presentation of work.
- Ensure that geography and design and technology are taught regularly in Years 3 to 6.
- Improve pupils' understanding of the multi-cultural nature of society.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils are working at the standards expected in reading, writing and mathematics in Year 2 and in Year 6 pupils' standards are well above average in English and mathematics. Pupils' achievement is good.

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

- Reception children and all pupils achieve well.
- Year 6 pupils' standards of work are well above average in English and mathematics this year.
- Pupils with special educational needs meet the targets set for them.

#### **Commentary**

1. Results vary considerably from year to year because numbers of pupils in each year are very small. Results therefore need to be treated with caution. Up to 2004, the school's results improved faster than the national trend by the end of Year 2. By the end of Year 6, the trend in the school's results improved more slowly than the national trend. The improvement ('value added') made by pupils between Year 2 and Year 6 in 2004 was average.
2. In Year 2 this year, pupils' standards in reading, writing and mathematics are similar to those expected nationally. In Year 6, pupils' standards of work are well above average in English and mathematics and above average in science. Pupils' achievement is good overall. Pupils' standards of work have improved in the last two years in Years 3 to 6 also. It is likely that test results in 2005 will show an improvement on those attained in 2004.
3. The teaching motivates pupils to do their best and pupils' good overall attitudes to work are making a positive difference to their standards of work. The teaching meets the capabilities of groups, including lower and higher attaining pupils in the mixed-age classes. The most able pupils have work that they often find challenging. The school has set high targets for Year 6 pupils to attain in 2005. The trend in standards is upward. The school is well managed and pupils benefit from much individual attention in the small classes. There are two further reasons why standards are improving:
  - The nursery nurse teaches Reception children as a separate group. There is a very favourable child to adult ratio; the curriculum is good and therefore children make good progress.
  - In the past, pupils in Years 3 and 6 were taught together. For the last two years these pupils have been taught in two classes. This arrangement allows teachers to match work more closely to pupils' abilities and hence pupils make better progress.
4. Test results show that boys in the past have performed better than girls by Year 6, and vice versa up to Year 2. No particular reason for this pattern of attainment has been found except that some year groups have a large disparity in numbers of boys and girls. In practice, there are no significant differences in the achievement of boys and girls.
5. The school's overall maintenance of standards since the last inspection is good. English standards have improved significantly. The school's capacity to understand and act on trends in standards has helped to raise achievement.



6. Most children in the Foundation Stage are working at the standards expected nationally for their age in personal, social and emotional development, communication, language and literacy and mathematical development. Overall, their achievement is good because the nursery teacher organises the curriculum well to ensure that the most is made of opportunities for play and talk, and the nursery nurse continues this work in Reception.
7. Teachers develop pupils' language and literacy skills across the whole curriculum effectively, such as in history. Some interesting examples of extended writing were seen, for example when pupils wrote a letter as if they were evacuees in the Second World War. Pupils use the potential of information and communication technology (ICT) effectively to draft and produce accurate work using computers.
8. Teachers make good use of mathematics in several subjects. For example, in Years 1 and 2 science lessons, pupils measure the growth of their seeds week by week. These measuring skills help them to compare rates of growth reliably. Older pupils construct tables and graphs to show their findings in science. They can also interpret the results they get. Pupils use ICT effectively to improve their mental arithmetic. Pupils' standards in Years 2 and 6 in ICT are in line with those found nationally. Pupils have many opportunities to develop their skills and knowledge.
9. In religious education, pupils' knowledge supports their spiritual and moral development, and, as a result, pupils treat each other well. Pupils in Year 2 learn many Bible stories, such as the stories of Zacchaeus and of Noah's Ark. In Years 5 and 6, pupils learn about rituals and why they are important.
10. The achievement of pupils with special educational needs is well managed and is good. Pupils are well supported in lessons because class sizes are small and teachers and teaching assistants give them good help. Staff use pupils' individual education plans (IEPs) well, which enables pupils to achieve well.

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

Pupils' attitudes and behaviour are good. Attendance is good and punctuality is satisfactory. Pupils' spiritual, moral, social and cultural development is good overall.

### **Main strengths and weaknesses**

- School systems for promoting attendance are good.
- Pupils' confidence and self-esteem are very good.
- Pupils' attitudes and behaviour are good.
- Pupils' social and moral development is good.
- Pupils have a limited understanding of the diverse nature of British society.

### **Commentary**

11. There have been two temporary exclusions during the last year.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	46	2	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

12. Attendance was above the national median last year. Staff continue to monitor attendance carefully. The attendance of a few pupils is poor. These pupils have been identified and the school is working consistently to ensure that they attend school regularly. Pupils' punctuality is also closely monitored and lateness is followed up quickly, with the result that punctuality during the inspection was satisfactory.

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

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.5
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. The school successfully fosters pupils' capacity to work independently and their level of confidence is very good. Pupils have responsibilities in the school, for example, as playground and classroom monitors. Pupils also assist and take part in whole-school assemblies. The new school council furthers pupils' knowledge of citizenship and gives pupils a good level of responsibility for improving the school.
14. The teacher and nursery nurse in both the Nursery and Reception classes have established clear routines so that children feel safe and happy. Children know class routines and happily work with their chosen activities. They select their own resources and tools by making their own choices. Reception children come into school independently. They sit together when they have a drink and chat happily to each other.
15. Pupils' attitudes to learning are good overall, and most pupils try hard in lessons. Their achievement is enhanced by the positive way they approach lessons. Boys and girls commented on how much they enjoyed school, particularly, the varied extra-curricular clubs they belong to during lunchtime breaks. There are times when pupils do not present their work tidily. For example, some older pupils do not take enough care with their written work and this makes it difficult to read later in the year when revising for tests.
16. Pupils' behaviour, overall, is good. Pupils play happily at lunchtimes and playtimes and move around the school calmly. Pupils are polite and courteous. Behaviour is especially good when work is well matched to pupils' abilities. In several lessons, behaviour was very good, for example, in Years 1 and 2, and in an art and design lesson in Years 3 and 4. Pupils understand the difference between right and wrong. Teachers manage difficult behaviour effectively because the school's behaviour policy is applied consistently throughout the school. Teachers follow diligently the local authority's guidelines for dealing with any harassment of pupils by other pupils.
17. Pupils' moral development is good and it is promoted well, for example, through whole school assembly themes. Teachers encourage pupils to think of others by raising money for charities. Relationships between staff and pupils are positive. Pupils' social development is good. Most pupils show good levels of co-operation in class discussions and group activities. Teachers explore the spiritual dimension of themes introduced into collective worship and pupils are developing their self-knowledge and spiritual awareness adequately.
18. Pupils have a satisfactory understanding of their own culture and have explored some aspects of global art and music. Their understanding of life within an ethnically diverse society is not well developed. Opportunities to explore the beliefs, festivals and customs of a range of faiths are few, so limiting pupils' capacity to develop a wider understanding of people with different beliefs.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good and teachers' assessments of pupils' progress are good. The curriculum is good. The school provides a good range of extra-curricular activities. The accommodation is satisfactory and resources are good. Pupils are well cared for. Links with parents are satisfactory. Links with the community and other schools are good. The school takes good account of pupils' views.

### Teaching and learning

The quality of teaching and learning is good. Assessment procedures and their use to guide teachers' planning are good.

### Main strengths and weaknesses

- Most teaching observed was good or very good.
- Teachers use questioning well to make lessons interesting and consolidate new ideas.
- Teachers' knowledge of English and mathematics is good.
- All pupils have very good opportunities to take part in all that the school offers.
- Teachers do not spend enough time on improving the quality of presentation of work.

### Commentary

#### *Summary of teaching observed during the inspection in 13 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	8	2	0	0	0

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

19. The teaching and learning are good in all classes. The good teaching has been maintained since the last inspection, for example, because improvements to the curriculum have helped pupils to learn new ideas more quickly. New ideas are presented in interesting ways. The teaching is well managed and efficient use is made of teachers' time and resources.
20. Teaching in the Foundation Stage is well organised. The teaching allows good opportunities for children to listen, play and talk. In Reception, the nursery nurse continues the good curriculum provided in the Nursery through individual teaching of each child in the small group. Very good records compiled over the years allow the school to accurately predict children's performances and to gauge how much 'added value' has occurred year on year as children grow older. Teachers and their assistants prepare good quality daily records, which they then use effectively to plan lessons for individuals and groups, including those with special educational needs. Staff are skilled at encouraging children to develop their independence and communication and social skills, all of which impact positively on the way children learn.
21. Teachers' knowledge of English and mathematics is good. Pupils make good progress in lessons. The National Literacy Strategy and the National Numeracy Strategy have been priorities for action and have been well implemented. In lessons generally, teachers use questions skilfully to develop pupils' thinking. For example, in Years 1 and 2, the teacher explained the work clearly so that pupils knew what they had to do, and used questions effectively to check pupils' understanding of money. The teacher's quiet manner meant that pupils listened very well and got the most out of the lesson. The teacher phrases questions in such a way that all pupils are involved regardless of age or ability. This method ensures all stay interested in the lesson and make good progress.

22. There are several key strengths in the teaching that assist pupils' progress across the school. Good standards of behaviour are maintained. The teachers provide good opportunities at the beginning of lessons for pupils to revise their knowledge and consolidate what they know. Lessons are well paced with enough time for pupils to work independently and collaboratively. There are good opportunities for pupils to reflect on their learning, to discuss and explain their work with partners and to the teacher, and to write about it. The carefully chosen activities are well matched to pupils' abilities and differing ages. Each pupil has targets to reach in English and mathematics encouraging pupils to take responsibility for their learning and to progress to the next step in their learning.
23. Pupils with special educational needs receive good support in class to help them with their work. The staff know these pupils very well and so patient supportive teaching helps them to improve. Pupils know what it is they need to improve and teachers make good use of pupils' IEPs to guide learning. All pupils have very good opportunities to take part in all that the school offers. All pupils in the class are set work about the same subjects, but it is individually matched to a level that each pupil can complete, often independently.
24. Pupils respond well to the positive atmosphere in school. However, some pupils do not always present their work neatly. This is an area for teachers to improve, as it is having some negative effects on the standards attained by pupils. For example, pupils can find their work difficult to read when they revise for tests. Some homework for higher attainers is too easy, for example spellings, and parents are justified in raising this matter.

### **The curriculum**

The curriculum is good. The school provides a good range of extra-curricular activities. The accommodation is satisfactory and resources are good.

### **Main strengths and weaknesses**

- The curriculum provides a range of well-planned opportunities for pupils.
- Geography and design and technology are not timetabled regularly enough in Years 3 to 6.
- Teachers' planning is good overall and clearly focuses on what pupils will learn.
- The curriculum is enriched by planned visits to places of interest, and lunchtime activities.
- Staffing and resources are good.

### **Commentary**

25. The school provides a good curriculum. All statutory requirements are met. There is a good emphasis on the core subjects of English, mathematics and science and consequently achievement in these subjects is good overall. For example, pupils learn about a wide range of mathematical ideas and to solve a variety of problems. Work in science is based strongly on first-hand investigations, which maintain pupils' interest. Writing standards have improved because of good attention to the English curriculum.
26. There are areas for development. Although all subjects are taught, the school recognises that some subjects are less well developed. Geography and design and technology are subjects identified particularly for more in-depth study in Years 3 to 6. Consequently, design and technology features this year in the school improvement plan. Pupils have little experience of religions other than Christianity and Judaism and their understanding of other cultures is limited.
27. The school is effective in ensuring that good links are made between different subjects. For example, in the Years 1 and 2 class, the teacher used the content of a recent science lesson about the growth of sunflowers to aid learning in a literacy lesson. Pupils consequently

learned about the reference skills they needed to help them find answers, for example, how to use an index.

28. Each term teachers plan sets of lessons well, and ensure that pupils' new learning builds securely on previous learning. The curriculum for children in the Nursery and the Reception is good and extends children's learning effectively through play. The nursery nurse in Reception uses the outdoor environment to promote learning through worthwhile tasks effectively.
29. Pupils with special educational needs are well supported. Pupils have IEPs, which give clear steps for their improvement. These are shared with both pupils and parents, so that all are clear about the way forward. The plans are used in the classroom to make sure that pupils' learning in lessons is matched to their individual needs. This is effective because teachers know pupils very well and pupils make good progress.
30. The school makes good use of a wide variety of visitors to the school, and of visits to places of interest, to enrich pupils' learning. The school uses local museums skilfully to widen pupils' understanding of different subjects. Visitors to the school make a valuable contribution to the enrichment of the curriculum. Older pupils have the opportunity to go on a residential visit; this gives them the chance to do adventurous activities. There is a good number of lunchtime clubs catering for a wide range of interests. Teachers are skilled at creating an attractive learning environment in small classrooms. Work displayed stimulates, encourages and reminds pupils about their learning.
31. The school has put in place a good programme that deals with aspects of diet, health, sex, drugs and personal safety. Parents approve of the approaches teachers take to educate their children in this area. Pupils are well prepared for the next stages of their education. There are good links with the nearby secondary school.
32. The school is generously staffed. Pupils therefore have particularly good opportunities for individual attention, and to take part in all that the school offers. The accommodation has been improved since the last inspection and is now satisfactory. This is a small rural school, which uses the facilities at its disposal well. There is a village hall, which is used for the Nursery class and physical education lessons. The school makes good use of a large field adjacent to the village hall for games lessons and sports days. The playground is large enough for pupils to play several different games at the same time. Classrooms are not large but the staff use them efficiently, so that access to computers and the use of floor space and tables are practical and safe. The levels of resources to support learning are good and they are used well.

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

Provision for pupils' care, welfare, health and safety are good overall. Pupils receive good support, guidance and advice. The school takes good account of pupils' views.

### **Main strengths and weaknesses**

- The school has good health and safety arrangements.
- Pupils have very good and trusting relationships with adults in the school.
- Induction arrangements are good.
- The school works well in partnership with external agencies.
- Pupils with special educational needs are well cared for.
- The school is well maintained, and is clean and tidy.

### **Commentary**

33. The school's procedures for ensuring the health and safety of all are good. The provision has been maintained since the last inspection. Designated staff have completed first aid training

and are aware of their responsibilities and the procedures to be followed in the event of an accident. Teaching and all support staff know who to go to if they have any concerns. The procedures for ensuring that children are protected are good; for example, controlled entry to the school and the safety of pupils are high priorities.

34. Support and guidance for pupils are good. Appropriate and well-structured procedures are in place for monitoring all pupils. Pupils know who to go to at school if they are worried or upset, and that any problems will be sensitively sorted out. The school places good emphasis on explaining to pupils how their wrongdoing affects others. Adults listen if a pupil raises any concerns, and take appropriate action. The school council raises issues to which adults respond well. Pupils' sense of belonging and of being a part of the school are enhanced by the attention to pupils' needs. Pupils feel secure and able to make progress.
35. Procedures for the monitoring of incidents are good. For example, teachers deal with any potential bullying promptly, and all pupils understand that poor behaviour will not be tolerated. Any lapses in pupils' behaviour are carefully monitored and recorded. At lunchtime there is a good atmosphere, and dining is orderly. Pupils are well mannered and respect each others' points of view when discussing what they have been doing during the day. Lunchtimes run smoothly and are very well supervised. Lunchtime supervisors ensure that all pupils are involved in well-organised activities, both in school and outside in the playground. Healthy eating options are available on the menu.
36. Before children start school, school staff visit children's homes. Children and their parents visit the school before they start. Both arrangements boost children's confidence and knowledge of the school before they join it, so that they can settle quickly.
37. Partnerships with outside agencies work well. The school uses the support that is available and this was evident during the inspection. The school works constructively with pupils who do not behave well. The policy for dealing with poor behaviour is applied consistently throughout the school and is in line with the local education authority's guidelines.
38. The school identifies pupils with special educational needs accurately and uses the expertise of the local education authority to assess their difficulties effectively. The constructive relationships between pupils with special educational needs and all staff mean that pupils are aware of their progress against the targets in their IEPs. The school regularly reviews the progress of these pupils with parents and outside agencies. The provision for the one child with a Statement of Special Educational Needs is good. The most able pupils are supported well with extension work and interesting activities that broaden their understanding of the world.
39. Adults and pupils have noted that the school is a welcoming place to work in. Pupils feel well cared for and enjoy all the school has to offer them. This has a positive effect on their attitudes to school and their achievement.

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

There are satisfactory links with parents. There are also good links with the local community and other schools.

### **Main strengths and weaknesses**

- Most parents support the school and are positive about the provision, but some parents have negative views.
- Information for parents has improved but some parents are unaware of the many good aspects of the school.
- The school has good links with other schools and the community.

### **Commentary**

40. Relationships with parents are satisfactory, but they have not improved greatly since the last inspection. Five parents attended the parents' meeting and only a small number of completed questionnaires were returned. Parents are generally satisfied with the school's work but a number of negative issues were raised. The inspection team agrees that some of parents' concerns are justified. For example, the school does not always provide homework that is well matched to pupils' abilities, especially for the higher attainers. However, inspectors do not agree with other parental views, such as that higher attainers are not challenged by their work in lessons.
41. There has been good improvement in the quality of information sent home from school about what pupils are learning and about school events. The inspection team does not agree with parents' concerns in this area. Good information is provided for parents in the prospectus, and in the annual governors' report to parents. End of year reports about pupils' performances describe the curriculum covered and give details about how pupils have got on over the year. There is an appropriate emphasis on pupils' improvement targets and on how parents can help their children at home.
42. Staff welcome parents into the school, and any assistance parents offer is greatly appreciated. The 'Safe Cycling' course run by some parents is a very good feature. Few parents help in school, but parents support trips and visits enthusiastically. Parents approached at the school on the days of the inspection had no complaints. They felt their children were settled and the induction process worked well. Specific concerns raised by parents have been dealt with promptly, and mostly to the parents' complete satisfaction. Parents are not fully aware of the many good aspects of the school's work, for example, that there is good provision for extra-curricular activities at lunchtimes. The school is not explaining itself well enough to parents.
43. Relationships with the other schools in the area are good; links continue to be strengthened. Local schools share expertise and there are good sporting and cultural links. Pupils take part in the area sports event and sing in the 'Isle in Song' event. Older pupils won a recent basketball competition.
44. Relationships with the wider community are good. Pupils go out into the community to visit many places of interest. For example, pupils visit the nearby church, and the vicar visits the school to take acts of collective worship. Pupils visit a local garden centre to discover what happens there, and they learn about the types of plant and about the business world. The school raises money for local charities.
45. The school ensures that parents are well informed about the procedures for the identification of, and provision for, pupils with special educational needs. The school encourages parents to be involved in their children's learning, and most attend review meetings.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The leadership of the headteacher is satisfactory. Management is good. Governance is satisfactory.

### **Main strengths and weaknesses**

- School development planning identifies issues for improvement well.
- The chair and experienced governors have a good knowledge of the school.
- The staff team work well together and manage the school well.
- The headteacher does not have enough time to carry out his leadership function.

### **Commentary**

46. The governors' contribution to the leadership of the school is satisfactory overall. Many governors are new to the governing body. The chair and the governor responsible for the provision for special educational needs know the strengths and weaknesses of the school well. They have helped the school develop and are good 'critical friends'. Individual governors bring their expertise to bear effectively on the leadership of the school, for example, in financial matters. Consequently, the school's financial affairs were found to be in very good order when the school was last audited. Governors are well aware that it is very difficult for the headteacher to attend relevant courses and carry out the many leadership duties expected of a headteacher. The school has a good plan to remedy this situation.
47. The school's improvement since the last inspection has been good. Pupils' standards of work have improved in English, and writing standards are well above average in the present Year 6. The school has identified that pupils in other years need to improve their writing. Higher attaining pupils now achieve well and their work is consistently above the national standard expected of pupils in Year 6. Parents receive more information about the school, and some parents play an active role in the school. For example, a small group of parents run the 'Safe Cycling' lessons. The school has improved its accommodation and the curriculum for young children, and provides more visits to places of interest, for example, the visit to the garden centre nearby.
48. The headteacher provides adequate leadership. He maintains open channels of communication with all to help bring about necessary changes. He and the staff work well together, and the staff form a good working team. The school has responded well to the many new initiatives that schools are expected to take on, such as the implementation of the national strategies for literacy and numeracy. However, the headteacher has too little time to carry out all the leadership activities expected of him because he teaches four days a week. He is unable to attend many courses, visit other schools and attend all local education authority briefings without disrupting the education of his class. The headteacher has little time to stand back and evaluate the school's work, such as teaching in lessons.
49. The inclusive nature of the school is a strength, which was confirmed by several parents. The very efficient administrator successfully helps to organise the school. The school seeks best value for its purchases. Funds this year have been used effectively to maintain a very generous ratio of pupils to adults. This decision has pleased most parents.
50. There is a shared understanding of what needs to be done to improve the school. The headteacher and staff have evaluated the curriculum, books and equipment effectively. The information gained has enabled them to determine what the school should do now to improve provision. Teachers manage the core subjects of English, mathematics and science well together, by sharing ideas and the workload. This is a good way of working for a small staff. The management by the headteacher of the arrangement of classes and the employment of a nursery nurse for Reception children are successful initiatives that have raised standards.
51. There is a good school development plan in place, which highlights clearly a suitably limited but highly relevant number of areas that need improvement. It is focused on the present year, but is less detailed for the next two years, which is a point for development. The layout of the plan is easy to read and priorities are clear.
52. There has been good improvement in the provision for pupils with special educational needs since the last inspection. The school effectively gets prompt expert help when needed. Early intervention reflects concerns from both teachers and parents and support is given sensitively. The school is fully inclusive and welcomes pupils with special educational needs. The management of the provision is good. There is a regular review of IEPs, which involves pupils, parents and staff. Pupils' achievements are monitored efficiently and specific support is precisely targeted to improve individual pupils' performances. The provision for pupils with Statements of Special Educational Needs is delivered well and these pupils make good gains in their knowledge and understanding.



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

Income and expenditure (£)	
Total income	196 259
Total expenditure	193 766
Expenditure per pupil	4 506

Balances (£)	
Balance from previous year	11 450
Balance carried forward to the next	13 943

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

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

The provision for children in the Nursery and Reception classes is good.

There has been very good improvement since the time of the last inspection. Teachers have been active in ensuring that the areas for development identified in the last report have been improved. Consequently, Reception children now have their learning specifically tailored to their needs and they are well taught by a nursery nurse. The children start their schooling in the Nursery. This provision is part of the local education authority's Small School Service. The Nursery is located in the village hall, and children have a session each morning. This is a good increase in the number of sessions since the last inspection. They start in the Nursery after they reach three years old. Most children transfer from the Nursery into the Reception class, which is in the main school. Children start in Reception in the September of the year in which they are five years old.

There are currently 12 children on roll in the Nursery and four children in Reception. The leadership and management of the Foundation Stage are good and have ensured that children have a good start to their schooling. The staff are committed to providing a good quality of provision for children in this rural setting. The Nursery staff organise the accommodation and resources particularly well. They provide a range of activities that promote good achievement in all areas of learning. The provision for children with special educational needs is good. Staff take every care that children are included in all aspects of the life and work of the classes. Reception children are taught in a discrete area of the Years 1 and 2 classroom, which gives them a good base to work from. There are plenty of opportunities for staff to use the outside areas with children. The provision for pupils with Statements of Special Educational Needs is delivered well and they make good gains in their knowledge and understanding.

Year groups in this school are small and the attainment of each group reflects the individuals that make up the group. For most children when they start in the Nursery their attainment is broadly average: some year groups are below and some are occasionally above. In some years, children's communication skills and knowledge and understanding of the world are not well developed.

As a result of patient individual teaching, children achieve well in the Nursery and Reception classes. By the end of the Reception Year, children attain the expected goals for the age group in all the required areas of learning, and in some years they exceed these expectations.

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

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

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

- Good teaching enables children to feel happy and secure.
- Children work together well.

#### **Commentary**

53. Good teaching allows the children to achieve well and reach the standards expected by the end of the Reception Year. The teacher and nursery nurses in both the Nursery and Reception classes have established clear routines, so that children feel safe and happy. Children know class routines and happily work with their chosen activities. They select their own resources and tools by making their own choices. Reception children come into school independently; they hang up their coats and organise their own book bags. They sit companionably when they have a drink and chat happily to each other and the nursery nurse about what they have been doing at the weekend. At the end of their refreshments they take

it in turns to wash their beakers and in this way children learn to develop a sense of social responsibility.

54. Children work well together and settle quickly in the main school. Older children in the Reception class share equipment well and work together happily. They complete jigsaw puzzles helping each other as they go along. In the Nursery the staff engage and encourage children to share and work with each other and become effective learners. The staff work alongside children supporting them in their learning. Children select their own tasks and persevere well. Children play happily alongside each other in the 'farm' and they sustain their activities well. Children are growing in confidence and develop positive attitudes to their work.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children have many opportunities to express their ideas.
- All enjoy reading.
- The children are encouraged to be writers.

### **Commentary**

55. Good, carefully organised, individual teaching enables children to learn well in their speaking, listening, reading and writing skills. As a result, achievement is good and children reach the standards expected nationally. The staff use many ways to encourage children to develop their vocabulary and confidence in speaking. For example, in the Nursery, children were engaged by the teacher in naming the colours of the plastic elephants. The nursery nurse discussed which materials the children were choosing for their collage flowers.
56. Children enjoy stories. Reception children listened to stories about mini-beasts, for example, 'The Very Lazy Ladybird' and 'The Very Hungry Caterpillar'. Children loved these stories and listened with rapt attention, joining in at the end. Books are displayed effectively in the Nursery with a welcoming reading tent and soft toys to encourage children to work. Children also enjoy listening to stories on the tape-recorder. In Reception children learn to read. They read to the nursery nurse and practise their skills. They take home their reading and library books to share with their parents or carers. They understand that books also give lots of information and they look carefully to see which mini-beasts they would probably see outdoors. Children enjoy their reading and have made a good start. They all enjoy looking at the pictures and discussing what is happening in the story.
57. Reception children have written their own books about 'Bad tempered wasps, spiders, bees and ladybirds'. This encourages children to see themselves as natural writers. In the Nursery, children have opportunities to write in their 'animal hospital' and on the writing table. In Reception, children develop good skills and are learning to spell simple words. Writing skills are taught carefully and systematically with all children working at their own level and pace. The staff work effectively with individuals, helping each child to improve.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good practical teaching allows children to learn well.
- Engaging activities ensure that children are keen to learn.

## **Commentary**

58. As a result of the good provision, the children achieve well in developing their mathematical awareness and reach the standards expected nationally. Nursery children count as they select their helper for the day, working hard to count the number of children present during the session. They enjoy looking at the sunflower seedlings, working out which one is the tallest. They match coloured elephants to the cards provided by the teacher, creating a pattern. They work carefully with the teacher to match coloured flowers in a repeating pattern. The staff use a wide range of resources to help children to develop their mathematical understanding in a wide range of contexts and so children learn well.
59. Reception children identify a selection of shapes correctly. They know that a circle has no straight sides and a triangle has three. They count carefully to 50 as they sit in their circle. They learn to sequence the days of the week and relate this to the story of 'The Very Hungry Caterpillar', who ate different fruits on different days. Children work hard in lessons and enjoy learning because of the very positive support and guidance they receive. Because children are taught both in the Nursery and in Reception in small groups or individually, their learning is carefully matched to their needs and so their learning is good.

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

60. Work in this area of learning was sampled and so no judgements have been made about teaching, learning and standards. Children have a wide range of activities planned by adults to engage their interests and stimulate their curiosity. The classrooms are stimulating and creative environments, which interest and involve children. In the Nursery, for example, they learn about how plants grow and what they need in order to grow well as they look after their sunflower seedlings. In the animal hospital they look after their pets and help them to get better. In Reception, children have been thinking about mini-beasts by searching through information books to consider which ones they might find in the churchyard. They then went on a hunt with their magnifiers and looked carefully for all sorts of creatures. They were particularly pleased to see that they had found lots of the animals they thought they might find.

## **PHYSICAL DEVELOPMENT**

61. Work in this area was sampled and so no judgements have been made about teaching, learning and standards. In the Nursery, children have opportunities to develop their physical skills inside the village hall. There is no secure area outside for them to use. However, the village hall is large and the staff use a good range of equipment, including the parachute, to develop children's skills. Reception children develop their physical education lessons with pupils in Years 1 and 2. This arrangement makes their learning a good social occasion. Children use small equipment with increasing control; for example, Nursery children used rolling pins and cutters to mould their play dough and happily stuck lots of 'candles' on their cakes. In Reception children worked in the sand tray. They remarked that to make roads in the sand it was easier with wet sand because it was 'stiffer' when wet. Children select their own tools and use pencils and felt pens well when completing their work.

## **CREATIVE DEVELOPMENT**

62. Work in this area of learning was sampled and so no judgements have been made about teaching, learning and standards. Children extend and develop their vocabulary, ideas and feelings through the many opportunities they have to explore and use their imaginations as they collaborate in their play. Reception children enjoyed sewing their felt caterpillars onto fabric, threading their needles with help and sewing carefully. The role-play areas give children the opportunity to take on different roles. Children relate well to each other and play and share imaginative ideas. This is developing well. Children in the Nursery made their own collage flowers by carefully selecting the materials they wanted to use and arranging them artistically on their flower shapes. They glued and stuck them on energetically.

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

### **ENGLISH**

Provision in English is **good**.

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

- Pupils' achievement is good.
- Pupils' standards of work are well above average in Year 6.
- Pupils use their writing skills well.
- Teaching and learning are effective in raising standards.
- Co-ordination of the subject is good.

#### **Commentary**

63. Standards are broadly at the national average in pupils' reading, writing and speaking and listening skills by the end of Year 2 and standards are well above average by the end of Year 6. There has been good improvement in English throughout the school since the last inspection when the school was asked to improve the use of English in other subjects in order to raise standards. The school has worked hard to do this and there is clear evidence that pupils have a wide and varied range of experiences that enable them to achieve well overall.
64. Teachers continue to focus on improving pupils' writing skills and extending their vocabulary. They have an ongoing programme for extending pupils' capacity to write well. Each year group in this small school is very different from the next and so attainment year on year is often different. Teachers know pupils very well and often teaching is highly individualised to make learning consistent for all pupils. Some pupils do not work at a quick pace, and some lack of attention to the presentation of their work is apparent in pupils' books. In Years 1 and 2 pupils' achievement is good overall because of the steady and purposeful acquisition of the basic skills of reading and writing, which is of considerable benefit to pupils in later years. In Years 3 to 6 pupils' achievement builds on the firm foundation laid previously and it is good.
65. Pupils' speaking and listening skills are well developed by the end of Year 6. Pupils are encouraged from an early age to think about their answers to teachers' questions and to articulate their answers clearly. By Year 6, pupils express themselves readily, impressively discussing their likes and dislikes and explaining what they have achieved in school.
66. Pupils develop good reading skills. Older pupils read with fluency, expression and understanding. This happens because of the clear drive within the school to help pupils become fluent readers. In Years 1 and 2 pupils have good opportunities to practise their reading skills. They select library books to take home as well as their reading books. Year 6 pupils speak enthusiastically about their reading and comment on their enjoyment of the books their class teacher has chosen to read to them.
67. Writing standards are an area that has been a focus for development throughout the school. Effective ways have been put into place to help pupils improve their writing and to give them opportunities to use their literacy skills in other lessons. Pupils write books and poems and are beginning to see themselves as good writers. Pupils' spelling and punctuation are generally accurate by the end of Year 6. Pupils take home spellings weekly, often the same spellings for all the pupils in the class; as a result, they are too easy for some pupils and too hard for others.
68. Teaching and learning are good overall. Lesson planning is detailed and is matched clearly to all pupils' needs. Lessons are interesting and teachers make pupils think. Teaching is thorough and pupils are expected to behave well and to work hard. Teachers know pupils very well and because assessment procedures are strong, teachers know exactly what it is

pupils need to do next to improve. Pupils also have a clear picture of their strengths and what they need to do next. As a result lessons are carefully matched to the needs of all pupils and achievement in lessons is good.

69. Pupils with special educational needs achieve well throughout the school. This happens because the staff works hard to include all pupils in lessons and to give each individual pupil the help they need. Teachers are able to do this because of the small class sizes. Gifted and talented pupils also have challenging tasks to take their learning on and they extend their skills well. Teaching is sharp and well focused and pupils make good gains in their learning. Marking is satisfactory and gives both encouragement and areas for pupils to improve.
70. The co-ordination of English is good. The school adopts a robust approach to improvement, with all staff working with a common aim. The team of adults has a clear grasp of standards, strengths and areas for further development in the subject. Resources are good overall, with the quality and range of books in the school being particularly good.

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

71. Pupils use their reading and writing skills well in other subjects. For example, in Years 3 and 4 pupils wrote a letter as if they were evacuees in the Second World War. They showed some sensitivity for what it must have been like. Older pupils wrote about their pictures in art and design, explaining the mood they were creating with their work. Younger pupils are busy writing a 'Sunflower Book', in which they are charting the development of their seedlings.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils currently in Year 6 are working at well above average standards.
- Pupils achieve well.
- The ratio of adults to pupils is generous.
- Good use is made of ICT to help pupils learn new ideas and practise skills.
- Some of pupils' work is untidy.

### **Commentary**

72. Standards are broadly at the national average by the end of Year 2. There is clear evidence that pupils have a wide and varied range of experiences that enable them to achieve well. For the last four years standards in Year 6 have ranged from low to high compared with those of all schools. This pattern is typical of small schools, where very few pupils take the tests each year.
73. In Years 1 and 2 pupils' achievement is good. The steady and purposeful acquisition of the basic skills of mathematics is of considerable benefit to pupils in later years. In Years 3 to 6 pupils' achievement builds on the firm foundation laid previously and it is good. Standards of work in the current Year 6 are expected to show that they are well above the national average. Standards match those found at the time of the last inspection.
74. Each year group is different from the next and so attainment year on year varies considerably. Results need, therefore, to be treated with caution. Teachers know pupils very well and often teaching is highly individualised and so learning is consistently well matched to all pupils' needs. Some pupils do not work at a quick pace, and some lack of attention to the presentation of their work is obvious in pupils' books. The school's records of each individual pupil show that in Year 6 last year pupils made satisfactory progress, whereas this year they are making good progress against the demanding targets set for them. Overall, boys' and

girls' achievement is good, including pupils with special educational needs and those who are high attainers.

75. The most telling factors that determine pupils' standards are their abilities on entry to the school, pupils' generally good attitudes to work and the positive effects of the teaching in the last two years. The quality of teaching and learning is good. Pupils benefit from being taught in small classes where the adult to pupil ratio is generous. This provision means that all pupils receive much attention and make the progress in lessons that they should. The most able pupils have work that extends them and develops the breadth of their knowledge effectively.
76. In an effective lesson in Years 1 and 2 about money, the teacher explained and revised ways to multiply numbers. Pupils soon grasped the idea because the process was explained clearly and pupils had plenty of coins to use to back up their mental work. As a result, pupils worked hard, enjoyed their work and learned to double numbers and solve simple money problems. Throughout the school, teachers give pupils the right amount of help when working with groups on their tasks. In Year 6, pupils worked on materials that they will take to their next schools. In this fast paced lesson pupils learned much about prime numbers. All pupils had to think hard about what they were doing. In Years 3 and 4, pupils learned more about the equivalence of fractions. The teacher was well prepared and taught the lesson with a fluency and good ability to respond to each pupil's response in a positive way. He often asked another question that took that pupils' thinking on one step further.
77. Throughout the school, teachers make good use of national guidance when they plan lessons so that pupils build on the skills that they have previously learnt. Teachers have begun to mark pupils' work with their individual targets in mind. This is a good practice and helps pupils to make faster progress, although this process is applied inconsistently in different classes. The co-ordination of the subject is good. Staff are aware of the strengths and areas for development and have put in place actions to raise standards further.

### **Mathematics across the curriculum**

78. Teachers make good use of mathematics in several subjects. For example, in science pupils measure the growth of their seeds week by week. These measuring skills help them to work accurately and compare rates of growth. Older pupils construct tables and graphs to show their findings and show they can interpret the information gained. Good use is made of ICT to help pupils learn new ideas and practise skills. For example, in Years 1 and 2 each pupil had addition and subtraction sums to complete on screen that were very well matched to individual pupils' needs.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Year 6 pupils' standards of work are above average.
- Teachers ensure that the required curriculum is covered thoroughly and interestingly.
- Pupils have good opportunities for experimental work, but sometimes pupils have too few opportunities to try out their own ideas.
- Some of pupils' work is untidy.

## Commentary

79. Standards in science meet those expected nationally in Year 2, and in Year 6 standards are above average. Boys and girls achieve satisfactorily. Over the last three years standards have been below average and lower than in English and mathematics. The likely cause of this trend is that science has not received the attention reserved for English and mathematics in the past. Standards now broadly match those seen at the last inspection.
80. Teachers set tasks and challenges, which all pupils readily understand and complete. All pupils this year have had good opportunities to make progress through practical investigations. Lesson observations and pupils' workbooks show that they regularly complete relevant experiments and write about them in clear language.
81. Teaching and learning are satisfactory. Some lessons involve pupils in investigations that fascinate them. Pupils in Years 1 and 2 gasped with excitement as their teacher cut open a range of flowering plants to show them the seeds. She then encouraged them to observe and reflect on how and why the seeds were shaped and positioned as they were in the plants. This very good lesson gripped pupils' interest and gave them a thirst for more. During this unit of work, pupils used computers effectively to re-order pictures of creatures and plants to show the order in which they grow. In other lessons pupils have discovered why things are made of different materials.
82. In Years 5 and 6, pupils devised an experiment to see if fluoride makes eggshells (simulating teeth) stronger. Pupils made good suggestions and clearly understood what a fair test is. Pupils had a good writing prompt sheet to use and made sensible predictions about what might happen when they came to test the eggshells. However, pupils were not given the opportunity to work out the best ways to test the strength of the treated and untreated shells. This aspect of the work would have made a good challenge for the next design and technology lesson.
83. Pupils' workbooks include good explanations of what they have found out. Teachers effectively ensure that pupils complete experiments and come to sensible conclusions. The school is not yet using a digital camera and digital microscope to enable pupils to observe and document their experiments, such as to log changes in pieces of bread left to get mouldy. The school lacks the required ICT equipment for logging and analysing temperature, light and sound changes.
84. The co-ordination of the subject is satisfactory. The quality of marking is satisfactory. There are some good examples of comments in workbooks that help pupils improve their understanding of how to conduct tests scientifically. Some work is untidy, which indicates that teachers are not making tidiness a priority. Some pupils accept second best in this respect. Older pupils' diagrams are often too small and show little information.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

### Main strengths and weaknesses

- The use of ICT across the curriculum is good.
- The ratio of computers to pupils is very good.
- The oldest pupils do not log information over time using ICT equipment.
- Some computers are unreliable, but the school plans to replace old computers imminently.



## Commentary

85. Pupils' standards of work meet those expected by the end of Years 2 and 6. Their achievement is satisfactory. Their skills, such as in word-processing, controlling a floor robot and drawing, are satisfactory. Evidence from the scrutiny of pupils' work and from talking to pupils indicates that they have the skills expected for their ages. Standards in Year 2 are lower than they were at the time of the last inspection because the present Year 2 is a lower performing year.
86. An area for development is to ensure that the oldest pupils have opportunities to record information over periods of time for analysis and interpretation later. There are times when teachers prepare lessons that include ICT but some computers are not always reliable. This slows pupils' progress.
87. No direct teaching of ICT was observed, but it is evident that teachers have a good knowledge of how to develop pupils' skills in small steps. In Years 1 and 2, pupils know how to control a floor robot so that it misses objects. Pupils draw interesting pictures and print them. They know how to edit their written work at an appropriate level. Pupils learn through simulations and games programs. They enjoy this work and hardly recognise that learning is taking place. In Years 3 and 4, pupils learn to refine their word-processing skills. They know what most of the symbols on the on-screen keys mean and use them effectively.
88. In Years 5 and 6, pupils know how to draw and interpret pie-graphs and this contributes well to their learning in mathematics. They experiment successfully with fonts and colours to make name cards. Pupils have combined pictures and writing to make their own documents. They know how to send e-mails and to use the Internet to find information.
89. The school knows the strengths and weaknesses of the provision well. The ratio of computers to pupils is very good, which means that when they are working well, pupils get many opportunities to try out ideas and become really familiar with ICT. The school plans to replace most computers by the end of the year.

## Information and communication technology across the curriculum

90. The use of ICT across the curriculum is good. Pupils in Year 2 have used ICT to, for example, to help them consolidate their knowledge of types of words. Teachers use ICT well to develop pupils' numeracy skills, for example, through practice programs that help pupils add numbers more accurately. Each activity is very well matched to pupils' abilities. Pupils have drawn good labels for their work, which show they have a good knowledge of many word-processing features. In English lessons, Year 6 pupils edited and improved good stories about Harry Potter and King Arthur.

## HUMANITIES

91. Insufficient work was seen during the inspection to allow inspectors to form a judgement about provision in geography and history. Teachers' planning in both subjects was scrutinised, teachers and pupils interviewed and the content of classroom displays noted.
92. Teachers use the nationally recommended schemes of work as a basis for planning in both geography and history. They teach the basic requirements of the National Curriculum. There is a good programme of visits, visitors and other fieldwork that enables pupils to broaden their knowledge of historical and geographical topics. Teachers assess and record pupils' progress adequately. The emphasis on class discussions in both subjects helps all pupils to develop their skills in speaking and listening. Pupils make good use of the Internet and CD-ROMs to research topics in both subjects.
93. Pupils have recorded little **geography** work this year in Years 3 to 6. The curriculum works on a two-year cycle and the emphasis this year is on other subjects. This arrangement leaves

large gaps between units of geographical work. These gaps are too great and pupils remember little of aspects of what they did previously. This year, pupils in Years 1 and 2 have studied where 'Monty (the monkey) Goes Travelling'. Pupils have a satisfactory knowledge of where countries such as Nigeria are on the world map. Pupils have drawn satisfactory maps between home and school and know the key features of West Butterwick. In Years 5 and 6, pupils know the countries of the British Isles, and the main rivers and mountains. Pupils have a satisfactory knowledge of current affairs and where various events have taken place.

94. In **history**, pupils in Years 1 and 2 have studied the causes of the Great Fire of London. In Years 5 and 6, pupils have studied some interesting aspects of World War II, such as the effects of bomb damage and how the evacuation of youngsters from towns and cities affected them. The presentation of work in some pupils' booklets is untidy. Pupils have a satisfactory working knowledge of key events between 1800 and now.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils' knowledge about Christianity develops systematically through the school.
- Pupils do not study other religions in enough detail.

### Commentary

95. No lessons were observed. Discussions were held with pupils about their work, pupils' work was analysed and the content of classroom displays noted. Standards of attainment throughout the school are broadly in line with the locally agreed syllabus. Pupils' achievement is satisfactory. Pupils, including those with special educational needs, make good progress with their knowledge of Christianity, but limited progress with understanding non-Christian religions. The leadership and management of the subject are satisfactory overall.
96. Pupils' knowledge of religious education supports their spiritual and moral development well. Pupils in Year 2 learn about many Bible stories, such as the stories of Zacchaeus and Noah's Ark. In Years 5 and 6, pupils study rituals and their purpose. Pupils have a good knowledge of, for example, harvest ceremonies and baptism. Pupils record little about religions other than Christianity and Judaism, although there are brief references to the Qur'an and Sikhism in pupils' books. Pupils are not encouraged enough to form their own views about religious issues or to develop skills in analysing their own, and others' beliefs.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

97. Insufficient work was seen during the inspection to allow inspectors to form a judgement about provision in art and design, design and technology, music and physical education. As well as the observation of one art lesson and one physical education lesson, discussions were held with pupils about their work, teachers were interviewed, and the content of classroom displays was noted.
98. In **art and design** lessons teachers work effectively to develop the pupils' artistic ideas. They study the work of different artists, develop their skills systematically and produce some good pieces of work. In Years 1 and 2, pupils had created some interesting paper collage work with letters cut out from different coloured papers. At the time of the inspection they

were busy sewing felt caterpillars onto pieces of fabric. Good concentration was evident on all pupils' faces. Older pupils in Years 5 and 6 have created some very effective sunset pictures, which they were then using as a stimulus to create their own sunset weavings.

99. The school has recently decided to raise the profile of **design and technology** throughout the school because too little work has been completed in Years 3 to 6. Gaps in time are too long between sets of lessons. Pupils have some opportunities to develop their own ideas, to choose the tools and techniques they need when making different artefacts, and to evaluate their finished work. Pupils report that they make a range of items and cards for important celebrations in the school year. They learn an adequate range of making skills. In Years 1 and 2, pupils looked at fastenings and think about the purposes they are used for. For example, they considered ribbon for a baby's bonnet and types of zips for a coat or dress. Overall, the range of challenges and problems pupils have to solve are too limited.
100. In **music** lessons pupils experience an appropriate programme of musical activities. Throughout the school, teachers play music to create a calm and peaceful working atmosphere. In Years 3 and 4 pupils listened to parts of the 'Peer Gynt Suite' and understood that like art, music can also be used to describe moods and feelings. Pupils have had opportunities to listen to musicians. They have listened to Zulu drummers play and also the local education authority's visiting musicians have played for pupils. Those pupils who learn to play a musical instrument away from school have the chance to play for their school friends during concerts and assemblies and this good opportunity gives them an appreciative audience for their music. Pupils have regular opportunities to appear and perform in concerts and all say that they enjoy these experiences.
101. In **physical education** the school ensures that pupils have opportunities to promote a healthy lifestyle. The village and church halls are both used for physical education lessons. In the winter months the local education authority provides a bus to take pupils to the village hall so that they are not disadvantaged. The school has recently applied for and been awarded a grant to develop pupils' basketball skills. This has enabled the school to purchase appropriate balls, basketball posts and coaching for all the pupils in Years 3 to 6. Some pupils have been selected to play for a local basketball side, as they have become so proficient. Swimming, games and gymnastics are all part of the curriculum provided. Older pupils have the opportunity to attend a residential experience, which involves exciting adventurous physical activities. Pupils report that they enjoy their physical education lessons.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)**

102. No lessons were seen during the inspection so it is not possible to make an overall judgement about the quality of the provision.
103. All adults are very good role models for pupils and they show great respect for adults. Pupils develop their self-confidence and make the most of their abilities. Older pupils speak with confidence about their learning and their expectations for their future. The school council acts for pupils and raises questions of concern for them. Adults listen to pupils' concerns well and, as a result, goal posts and playground markings have been provided in the playground. Pupils are also active in helping to maintain the school environment. One of the lunchtime clubs ensures that the grounds and flower tubs are tidy and well looked after.
104. Pupils enjoy their lessons in different subjects and are prepared to work hard. They know their targets for improvement and work to ensure that these are met. They have rules in classes, which they adhere to, and in Years 3 and 4 'aiming high' is their aspiration. Pupils have concerns for others less fortunate than themselves and have raised money for the 'Tsunami Appeal' and for the local hospice. Pupils show they understand their social responsibilities.
105. The school sees pupils' personal, social and health development as an important part of its work. It has put in place a good programme that tackles aspects of diet, health, sex and relationships, drugs and personal safety. Pupils have lessons in road safety and cycling proficiency and all these activities help them to be better prepared to keep themselves safe.

Virtually all pupils take responsibility for themselves and others, make informed choices, celebrate differences and understand how their own actions can affect others.

## 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	2
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</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>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	3

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