

# INSPECTION REPORT

## **YAXHAM CE VA PRIMARY SCHOOL**

Yaxham, Norwich

LEA area: Norfolk

Unique reference number: 121129

Headteacher: Mrs Sandra Nightingale

Lead inspector: David Cann

Dates of inspection: 23 – 24 May 2005

Inspection number: 268326

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	59
School address:	Norwich Road Clint Green Yaxham Dereham Norfolk
Postcode:	NR19 1RU
Telephone number:	01362 692033
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Louise Everett
Date of previous inspection:	26 April 1999

## CHARACTERISTICS OF THE SCHOOL

Yaxham CE VA Primary School is a smaller than average primary school for pupils aged 3 to 11 years. Pupils are mainly drawn from the local rural area but nearly a third travel some distance to attend the school. They are from a wide range of socio-economic backgrounds and their skills on entry are generally in line with those expected nationally. The vast majority of pupils are from a White British heritage but a small number come from other ethnic backgrounds. All pupils speak English as their first language and there are no pupils from refugee or Traveller families. The proportion of pupils eligible for free school meals (three per cent) is below average. The proportion of pupils with special educational needs (22 per cent) is above average but no pupils have Statements of Special Educational Needs, which is below average. The mobility of pupils is above average but varies considerably from year to year. The previous headteacher retired in April 2004 after 29 years in post and the current headteacher took up her post in January 2005. During the inspection the school was housed in temporary accommodation while a new school is being constructed.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20009	David Cann	Lead inspector	English as an additional language English Mathematics Geography History Music Physical education
32677	Brian Horley	Lay inspector	
20963	Judy Keiner	Team inspector	Foundation Stage Special educational needs Science Information and communication technology Art and design Design and technology

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Yaxham CE VA Primary school provides a satisfactory quality of education in a supportive and caring environment.** Under the good and purposeful leadership of the headteacher, staff are successfully managing the difficulties of working in temporary accommodation during the school's rebuilding. Standards are in line with those expected nationally in English, mathematics and science but below expectations in information and communication technology. Pupils achieve at a satisfactory level and their attitudes to learning are good. The school represents satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher provides good leadership and is well supported by all staff.
- There is underachievement in information and communication technology.
- Pupils' behaviour is very good and relationships between staff and pupils are good.
- Staff have good relationships with pupils and create a safe and caring environment.
- Teachers have not had the time or training to develop their leadership roles in all subjects.
- The assessment of pupils' progress is not systematically organised and monitored to promote better achievement.
- There are deficiencies in the facilities and resources currently available which need urgent attention when the school moves into its new accommodation.

The school has made unsatisfactory progress since the last inspection in as much as many of the recommendations made at the last inspection in 1999 have not yet been fully implemented. There have been improvements in the quality of teaching and learning and pupils' standards are stronger in English and mathematics. Importantly, the school is constructing a totally new building for September 2005 which addresses its problems with accommodation. However, there has been insufficient progress in the way the curriculum and teaching are monitored and the school has not strengthened the roles of subject leaders. Assessment of pupils' progress is carried out informally but regular testing against the National Curriculum expectations has only recently been introduced.

### STANDARDS ACHIEVED

With very small numbers in each year group, caution is needed in interpreting data.

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

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

**Overall, pupils' achievement is satisfactory.** With very small numbers of pupils in each year, test results vary considerably but in most of the last five years, the test results of Year 6 pupils have been close to or exceeded the national average. Current pupils are attaining standards in line with expectations in English, mathematics and science and achieve at a satisfactory level. However, pupils underachieve in information and communication technology (ICT), where teaching does not develop their knowledge and skills widely enough.

Pupils' achievement by Year 2 is currently satisfactory. Although test results have been below average in the past, current pupils are attaining the nationally expected standards and achieve at a satisfactory level in English, mathematics and science. Pupils' achievement in ICT is satisfactory.

Most children enter the school with average skills and make satisfactory progress in the Foundation Stage. Current pupils are attaining levels which are above expectations in their personal and social development and in communication, language and literacy and attain the expected levels in the other areas of learning observed.

Pupils' behaviour is very good and their attitudes to learning are good. **The school's provision for pupils' spiritual, moral, social and cultural development is good.** Attendance is satisfactory and punctuality is good.

### **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching and learning are satisfactory overall.** Teachers have good subject knowledge and promote learning well in English and mathematics. They have high expectations of pupils' behaviour and encourage positive attitudes. However, the teaching of ICT has shortcomings which limit pupils' learning. Pupils with special educational needs receive well-managed support and respond positively to tasks that are effectively matched to their ability. In science, information and communication technology (ICT) and other subjects, teachers do not use assessment accurately enough to challenge the learning of all pupils. Teaching and learning at the Foundation Stage are satisfactory, particularly in promoting children's personal and language skills.

Curriculum provision is satisfactory but there are restrictions on the learning of current pupils in the temporary accommodation, which is unsatisfactory for physical education and areas of learning at the Foundation Stage. There is a satisfactory range of opportunities for extra-curricular activities and learning is well enhanced by use of the community and external visits. Teaching provides a variety of interesting experiences for pupils but does not ensure pupils' skills, particularly in ICT, are evenly developed across all subjects. The curriculum in the Foundation Stage is satisfactory. Resources are unsatisfactory, with deficiencies in ICT and in the library.

There are good arrangements to ensure pupils' care, welfare, health and safety. The school provides satisfactory support, advice and guidance and has effective strategies for supporting pupils with challenging behaviour.

Links with parents and the community are good. Links with other schools are satisfactory.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management and governance are satisfactory.** The headteacher provides clear and purposeful leadership for the school but subject leadership is not satisfactorily developed. Management of the school is satisfactory. Governors are supportive but the school does not meet all statutory requirements in the Code of Practice for pupils with special educational needs nor in the teaching of physical education.

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

Parents and pupils comment positively about the school and consider that pupils are looked after well. The school involves pupils well in its work by seeking and acting upon their views.

### **IMPROVEMENTS NEEDED**

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

- Raise standards and achievement in information and communication technology by Year 6.
- Extend the roles and responsibilities of subject leaders.
- Improve the systems of assessment and the way they are used.
- Complete the programme for improving accommodation and resources in the Foundation Stage, physical education, ICT and book resources.

and, to meet statutory requirements,

- Ensure that comments from parents and pupils with special educational needs are properly recorded.
- Ensure all elements of physical education are provided for pupils.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards and achievement are satisfactory in English and mathematics by Year 6 and Year 2. Current Year 6 pupils have made good progress in mathematics but underachieve in information and communication technology. Achievement is satisfactory for children at the Foundation Stage.

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

- Test results in literacy, numeracy and science at Year 6 have risen since the last inspection.
- Pupils in Year 6 achieve unsatisfactorily in ICT.
- Standards and achievement by Year 2 are satisfactory and similar to those reported at the last inspection.
- Children's achievement at the Foundation Stage is good in personal, social and emotional development and communication, language and literacy.

#### **Commentary**

1. Pupils' achievement is satisfactory by Year 6. The comparison of school test results with national data is sometimes misleading with very small numbers of pupils in each year. Nonetheless, test results in mathematics and science over four out of the last five years have been close to or exceeded the national average. In English tests, results have been close to or better than the national average in three out of five years. Pupils' achievements are satisfactory, which is consistent with the findings of the last inspection. Current pupils are reaching standards which reflect national expectations, as they did last year. Pupils' achievement is good in mathematics and satisfactory in English and science against the standards they achieved in Year 2 tests. Pupils underachieve in ICT where the lack of resources limits their progress and teaching does not develop their knowledge and skills satisfactorily across all aspects of the subject.
2. Pupils' achievement by Year 2 is now satisfactory. Test results in reading, writing and mathematics over the last four years have been below the national average but standards are rising. Current pupils are attaining the standards expected nationally in reading, writing, mathematics and science. The achievement of current pupils is satisfactory against the standards which they displayed on entry to school. Pupils' achievement in ICT is satisfactory.
3. Most children enter the school with average skills and make satisfactory progress in the Foundation Stage. Current pupils are achieving levels above expectations in their personal, social and emotional development, communication, language and literacy but attain below average levels in physical development and creative development. At the last inspection children's attainment in the Foundation Stage was judged to be above average. Current arrangements effectively promote children's attainment in communication, language and literacy and personal, social and emotional development but limit their opportunities for physical development and creative development.
4. In all classes, more able pupils are encouraged to reach levels above the national expectations in English and mathematics but the challenge for more able pupils is not always evident in science or ICT. Pupils with special educational needs reach standards which confirm satisfactory progress from their previous attainment. They are well supported and achieve as well as their classmates in reaching their educational targets.

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

Pupils' behaviour is very good and their attitudes to learning are good. The school's provision for pupils' spiritual, moral, social and cultural development is good. Attendance is satisfactory and punctuality is good.

### **Main strengths and weaknesses**

- Behaviour in classes and around the school is very good.
- Pupils' attitudes to learning are good and they are eager and attentive in lessons.
- The school provides well for pupils' moral and social development and, as a result, they become mature and independent.
- The learning of some pupils is adversely affected by the significant number of parents who take them on holiday during term time.

### **Commentary**

5. The school has undertaken a complete review of the way in which it deals with pupils' behaviour. New policies have been introduced for behaviour, bullying and racism. All teaching and non-teaching staff received behaviour management training from the local authority behaviour adviser. Imaginative systems for rewarding good behaviour have been introduced. For example, pupils are rewarded by a piece of dried pasta, which is put into a jar. When full, the class receives a prize for its collective achievement. Teachers have high expectations for pupils' behaviour in class, and around the school it is very good. This has a very beneficial effect on pupils' academic and personal development.
6. Pupils' attitudes to their work are good. They are keen to take an active part in lessons and quickly set to work at the start of lessons. They are attentive to teachers and do their best. The contribution of others is respected and pupils willingly help others who need help to complete a task. Bullying and racism are rare in this school, which has little racial diversity. However, new policies have been recently produced and the school has ensured that all pupils understand the impact of their actions on others through assemblies and circle time, when pupils discuss their feelings and reactions to what others say.
7. The school works well to ensure pupils' personal development. Pupils' spiritual, moral, social and spiritual development is good overall and based in the school's Christian ethos. The life of the school, church and wider village community provides a range of opportunities for pupils to mix and work with a wide variety of adults. The school was a major part of a Lottery Heritage funded project to repair the wall of the church and a tomb. In addition to meeting with architects, craftsmen and village officials the pupils acted as hosts for a reception for over one hundred guests. This experience enhanced their understanding of local history and their personal development. Throughout the school pupils are taught to think about the impact of their actions on others and how to contribute to the school and wider society. Through religious education, art, music and assemblies pupils are introduced to the festivals and beliefs of other faiths. The school has developed good links with the Buddhist centre in nearby Attleborough. This contributes well to pupils' understanding of this country's cultural diversity.
8. The school has satisfactory procedures to promote good attendance and, as a result, there is no unauthorised absence. However, the overall attendance level is below the national average as a number of parents take their children on holiday during term time. Pupils arrive punctually and lessons start on time.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.0
National data	5.1	National data	0.4

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

## Exclusions

No pupils have been excluded in the last school year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Overall, teaching and learning are satisfactory and the care and guidance of pupils is good. The curriculum is satisfactory and pupils are stimulated by extra-curricular activities. Partnerships with parents are good.

## Teaching and learning

Teaching and learning are satisfactory overall. There is good teaching in mathematics but teaching and learning in information and communication technology are unsatisfactory for pupils at Key Stage 2. The systems for assessment and their use are not satisfactorily developed.

## Main strengths and weaknesses

- Staff have high expectations of pupils' behaviour, which helps to develop good attitudes to learning.
- Teaching and learning in information and communication technology are not well planned across all elements of the subject.
- Teaching in mathematics is stimulating and well matched to pupils' abilities.
- Systems of assessment, marking and target setting are inconsistent and do not give pupils clear guidance on how to improve their work.

## Commentary

9. Since the last inspection the quality of teaching and learning has improved for pupils at Key Stage 2, especially in mathematics. The quality of teaching and learning for pupils at Key Stage 1 is satisfactory. In the current temporary arrangements it is difficult for adults to meet all their needs and those of the Foundation Stage children in the same class.
10. Teaching and learning are satisfactory at the Foundation Stage as a result of the valiant efforts of the class teacher and her assistant to overcome the problems of the temporary accommodation. There is good teaching of personal, social and emotional development and teaching in the other areas of learning is satisfactory. There are significant limitations on learning in the current accommodation and facilities are restricted for children's physical development and outdoor learning and limited for their creative development. Teaching is good at involving Reception children with Years 1 and 2 activities at the beginning and end of sessions. This stimulates their personal, social and emotional development and aspects of communication, language and literacy.
11. Teachers' subject knowledge is good in mathematics and satisfactory in all other subjects except information and communication technology. Teachers question pupils well,

challenging pupils of different abilities to think and answer. They make good use of speaking partners to encourage pupils to define and explain their ideas. This has a positive impact on developing pupils' confidence to speak in front of others.

12. Good relationships between adults and pupils have established good standards of behaviour and good attitudes towards work. Teachers are successful in motivating pupils to learn and apply themselves during lessons. A recent focus on reading has raised pupils' achievements but several Year 6 pupils still find it an unappealing activity.
13. In most lessons, teachers' planning for pupils with special educational needs ensures that they are fully involved in lessons and set appropriate tasks, so that they achieve satisfactorily. They make good progress where they have direct support. In some lessons, these pupils' progress was not as good as it could have been, because too little thought had been given to simplifying written material the class was set to read. Teachers do not make enough use of the school's ICT facilities, such as "talking" programs and digital cameras to support their learning.
14. The planning of ICT learning does not ensure that pupils learn skills satisfactorily across all areas of the subject. The current limited resources restrict pupils' experience of using computers for research and compiling and analysing data. Teachers do not have the confidence to develop pupils' ICT skills across other subjects and there is insufficient use of computers for composing and redrafting their writing in literacy. Assessment of pupils' skills is not accurately linked to National Curriculum levels so teachers cannot judge progress nor advise pupils on how to improve.
15. There are good examples of teachers' record keeping and assessment systems in the school but this good practice is not consistent. Recently implemented assessments of writing have demonstrated the value of this procedure as a means of evaluating teaching and learning and monitoring pupils' progress across the school. Styles of marking vary from class to class and do not always indicate to pupils how to improve their attainment. Similarly, teachers have not agreed on the most effective way of setting targets for pupils to guide them forward in developing their skills. Links between teachers' judgements about how well pupils are achieving in lessons and their plans for future lessons are not evident in all classes. Assessment systems are unsatisfactory in science and information and communication technology, which adversely affects the quality of pupils' learning.

#### **Summary of teaching observed during the inspection in 17 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	6	10	0	0	0

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

#### **The curriculum**

Curriculum provision is satisfactory, with a satisfactory range of opportunities for extra-curricular activities and visits. The accommodation and resources are unsatisfactory.

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

- A review of planning has improved learning across the curriculum but does not yet ensure that all pupils have the appropriate challenge for their age in science and ICT.
- Links with other schools enhance curriculum provision.
- Extra-curricular provision has improved since the last inspection.
- Current accommodation is unsatisfactory for teaching physical education and the Foundation Stage.
- ICT resources, including those for pupils with special educational needs, are unsatisfactory.

## **Commentary**

16. The school makes satisfactory provision for the interests and needs of its pupils by planning a broad curriculum. Since the last inspection, it has adopted nationally recommended plans which ensure that pupils devote enough time to each subject, including education about sex and relationships, drugs awareness and citizenship. In order to fulfil national requirements for the curriculum in mixed age classes, teaching is planned across two year cycles. Plans designed nationally for particular year groups are taught across the whole 7–11 age group in two cycles of two years. Planning in English and mathematics ensures that learning is well balanced across all the expected elements but in science and ICT, plans have not been fully adapted to give all pupils the right challenge for their age group.
17. The school provides satisfactorily for pupils with special educational needs because teachers and support staff know their needs well. More could be done to help them make faster progress by using the school's ICT facilities better to support their learning. The curriculum for the Foundation Stage is unsatisfactory, because accommodation limitations mean that the children do not receive enough opportunities for outdoor learning, including provision for their physical development.
18. The range of enrichment and extra-curricular activities the school provides has improved since the last inspection, and is now satisfactory. Links with other schools have enabled the school to improve the range of curriculum opportunities, for example by adding French to the subjects studied in Years 5 and 6, and by providing opportunities for gifted and talented pupils to attend art days in a neighbouring primary school. A small range of music, as well as sports activities, is now amongst the extra-curricular clubs offered.
19. The accommodation and resources seen at the time of the inspection were unsatisfactory. The school was being rebuilt and all classes were in temporary buildings, without satisfactory hall space for indoor physical education. This particularly limited provision for the children in the Foundation Stage, because they spent much time in the cramped section of a temporary classroom. The lack of a secure dedicated outdoor learning, which was noted as a deficiency at the last inspection, continues to limit provision for these children. Resources for physical education are limited and pupils cannot experience dance and gymnastics at the level expected in the National Curriculum. Although there has been some renewal of book stocks since the last inspection, the library is still too limited and there are too few good fiction and non-fiction books for the number and range of pupils. There is an unsatisfactory range of ICT hardware and software, which limits pupils' opportunities to develop the expected range of skills and experience in the subject, particularly since only one of the temporary classrooms offers an Internet connection.

## **Care, guidance and support**

There are good arrangements to ensure pupils' care, welfare, health and safety. The school provides satisfactory support, advice and guidance and involves pupils well in its work by seeking and acting upon their views.

## **Main strengths and weaknesses**

- Pupils have very good and trusting relationships with their teachers and other staff.
- Good induction procedures ensure that children settle quickly into formal education.
- The school operates good health and safety procedures including thorough risk assessment for school trips.
- There are good procedures for recording and acting upon pupils' medical conditions.
- The recently established school council enables the school to seek and act upon pupils' views well.

## **Commentary**

20. The school provides a safe environment based on regular health and safety checks carried out by the headteacher and school governors. The school has recently introduced rigorous methods of risk assessment for all school trips. Child protection procedures have been recently reviewed and the policy updated. Training has been given to all staff members and the responsible school governor. Appropriate systems are in place for the control of medicines and the provision of first aid. The school has a very good system to ensure that children with potentially urgent medical needs are recognised. There are notices with their photograph in the office, hall and classroom which include descriptions of the likely symptoms and the action that will be required.
21. Pupils are well known to members of staff and feel confident that they have at least one person to turn to with any problem. A significant minority felt that their child had been bullied or harassed. During the inspection no evidence was found to support this and the recently introduced policies are effective in ensuring that any instances are quickly and effectively dealt with.
22. In this small school staff know their pupils well and are able to monitor their personal development and provide advice and support when needed. Monitoring of pupils' academic development is insufficiently rigorous. This limits the extent to which teachers can raise pupils' achievement through the setting of meaningful targets and adapt teaching to the needs of each individual pupil.
23. Parents recognise the good induction methods, which ensure that children happily settle into the school. There are good links with the village pre-school group. There are good opportunities for parents and children to spend time in the school during the summer term and parents are offered home visits in cases where they or their children have any concerns.
24. Pupils spoken to during the inspection were confident that teachers listened to their views. They understood the role of the school council, which was introduced earlier this year. Members of the school council felt that they had an important role to fulfil. They had clear ideas on developments they wanted such as the introduction of playground 'buddies', who are shortly to be introduced.
25. Recently acquired specialist software has helped the special needs co-ordinator (SENCO) and teachers to improve the setting and review of targets for pupils with special educational needs. There are many informal discussions with these pupils about the progress they make. However, the school is not yet consistently meeting its obligations under the Code of Practice to keep records of consultations with pupils when their individual education plans are devised and reviewed.

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

There are good links with parents and the community. Links with other schools and colleges are satisfactory.

## **Main strengths and weaknesses**

- The partnership with parents is good and this contributes very well to pupils' learning at school and at home.
- Parents value the easy access to teachers and feel that the school deals very well with their problems.
- Parents receive good information on their child's progress.
- The school is not meeting the Code of Practice in recording the consultations with parents whose children have special educational needs.
- The school is an integral part of the village community, from which both benefit.

## **Commentary**

26. Parents are generally supportive of the school, particularly during this period of major change. They feel comfortable approaching the school with any problems and appreciate the easy access to the headteacher and other staff. Parents are informed of the school's clear procedure for dealing with parent issues. However, problems are generally dealt with quickly and effectively by the class teacher and headteacher. A number of parents help in school activities and all who do so are carefully vetted. During the inspection four parents assisted the headteacher taking a group of thirty seven pupils to the nearby swimming pool. Without this support these sessions would not be possible. There is a very active parents' association, known as the Friends of Yaxham School. They provide significant financial support and feel valued as part of the school team.
27. Annual reports provide a good picture of each pupil's progress. The section on general attainment, progress and social development gives a very clear insight into the child's personal development as seen by the class teacher. Parents receive a wide variety of letters updating them on activities within the school as well as routine information and reminders. Although there is constant informal dialogue with parents of pupils with special educational needs, the school is not currently meeting the requirements of the Code of Practice by formally recording the consultations which are held with parents. This is a requirement when children are first identified as having special needs and when their individual education plans are subsequently devised and reviewed.
28. The school is a key part of the village community and there is close liaison with the parish council. The council has provided funds for work on the school playground and will provide a tree and seating in the grounds to mark the opening of the new school. The project on the church wall is seen by the Chair of the Parish Council as a very good example of how the school, church and local community work well together. The community regard the school as part of the village resource and plans are in hand to make use of the new building. During the planning phase local people were invited to consultation meetings and every house in the village received a leaflet explaining what was happening. Social events at the school are open to local residents including special services at the church and in-school exhibitions. As a result of these good links with the community pupils' social skills and sense of their own culture are significantly enhanced.
29. The school works with other primary schools in the area to share resources through joint staff training sessions and activities such as the modern language project. Most pupils go on to two local secondary schools and there are well established links which aid pupils at the time of transfer. The school provides work experience for pupils from those secondary schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. The leadership of the headteacher is good but the roles of subject leaders are underdeveloped. Management is satisfactory. Governance is satisfactory but the school does not meet all statutory requirements for pupils with special educational needs nor in the teaching of physical education.

### **Main strengths and weaknesses**

- Improvement since the last inspection has been unsatisfactory but the current headteacher has made a good start towards raising standards.
- The school benefits from experienced staff who are committed to school improvement.
- The Foundation Stage is led and managed well but the roles of other subject leaders are not properly established.
- Systems for evaluating teaching and learning are underdeveloped.
- Governors do not monitor the curriculum closely enough.

## Commentary

30. The school has made unsatisfactory progress since the last inspection partially because other priorities have arisen and partially through problems caused by changes in headteacher. Immediately after the retirement of the long serving headteacher, the school had to prepare for and then operate out of temporary accommodation during the total demolition of the old building. Construction delays mean staff and pupils are coping well to maintain a satisfactory standard of teaching and learning in difficult circumstances. The school day runs smoothly and this reflects well on the commitment and team spirit of teachers, assistant staff and volunteers who have worked hard to maintain the quality of education and pupils' achievements.
31. The headteacher took up her post in January 2005 and has made a good start in identifying and addressing the school's weaknesses; these include several new elements such as behaviour management and reading, which are in addition to the issues pointed up at the last inspection. As well as completing this good analysis of the school's strengths and weaknesses, the headteacher has also started to address the need for systematic assessment and tracking of pupils' progress, the development of subject leadership skills among all teachers and the acquisition of resources for the new accommodation. Curriculum development is also being satisfactorily progressed to improve teaching in mixed age classes. The development programme contains a well-considered range of priorities for moving the school forward which is realistic for the limited number of staff in the school.
32. Subject leadership is at an early stage of development, with good leadership in the Foundation Stage and satisfactory leadership in English and science and by the SENCO. Colleagues give satisfactory guidance and support to one another but they are not yet systematically evaluating teaching and learning. They do not have enough time to carry out their duties and have not had the opportunity to develop their leadership roles sufficiently. Performance management is satisfactory and has been recently put in place to ensure proper staff professional development and training, which also reflects school priorities for improvement.
33. The school has maintained a satisfactory standard of financial management despite low pupil numbers and tight budgets. The headteacher and governors understand the importance of applying best value to their financial decisions and have undertaken a thorough review of priorities in order to meet budgetary shortfalls anticipated over the next three years. The school's budget surplus has been accumulated over several years and is to be reduced to satisfactory levels in the next financial year as spending on resources and equipment is increased.
34. The governors are very supportive of the school and have worked hard to obtain and agree the new building and the funding required. They have improved their systems for monitoring school performance, although procedures for monitoring the curriculum are not yet in place. They work well with the new headteacher to agree short- and long-term strategic plans and have undertaken a careful review of their roles and effectiveness as governors as part of the school's self-evaluation process. However, the school does not fulfil all statutory requirements in the following areas:
- The comments of pupils on the special educational needs register and of their parents are not properly recorded at the review meetings.
  - Pupils are not receiving the full range of learning expected in physical education.
- Governors were not aware of the former and accept that this is an oversight to be remedied. In physical education, teaching has attempted to compensate for the lack of dance and gymnastics by a greater emphasis on games and swimming during the period of school rebuilding, which has been unexpectedly prolonged.



## Financial information

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

Income and expenditure (£)	
Total income	204,225
Total expenditure	197,346
Expenditure per pupil	3,461

Balances (£)	
Balance from previous year	22,760
Balance carried forward to the next	29,639

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

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

Provision for children in the Foundation Stage is satisfactory. In most years, children begin the Reception Year with the standards usually found at their age range, although the standards of the children in the year group at the time of the inspection were above average. Their progress in personal, social and emotional development is good. Progress in physical development is unsatisfactory, because of the lack of sufficient outdoor learning experiences. In all other areas children's progress is satisfactory.

The co-ordinator provides good leadership through her enthusiastic, effective and committed approach. She has developed good systems for liaising with parents and local playgroups and nurseries, and uses them to ensure good arrangements for the children's entry and subsequent progress. She works very hard to overcome the challenges of shared teaching with Years 1 and 2. She has very successfully planned the required elements of the areas of learning so that they are introduced to the children daily as part of lessons shared with Years 1 and 2. However, some activities are supervised by learning assistants in separate accommodation which gives the co-ordinator too little opportunity to check the effectiveness of teaching. The arrangement gives the co-ordinator. Children benefit from rejoining the rest of the class at the end of each lesson and reporting on their activities.

The very good provision noted at the last inspection has not been sustained owing to successive years of staffing changes and the impact of the unsatisfactory temporary accommodation and limited resources currently available. This has happened during a period when national expectations for this age group have been raised. Too little has been done to improve facilities for outdoor learning, previously noted as a weakness. The school has not yet agreed the facilities which it intends to provide in the new accommodation due to open next term.

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

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

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

- Children are very confident and enjoy contributing to shared lessons with older children.
- Relationships are very good.

#### **Commentary**

35. Children usually enter school with the expected personal and social skills although children's skills were higher than average in the current year. They achieve well and, by the time they start Year 1, they are likely to exceed the Early Learning Goals<sup>1</sup>. They consistently behave very well. Teaching is good. The class teacher's very good start-of-day and start-of-lesson routines enable them to play a full part in learning discussions with the Year 1 and 2 pupils in their shared class. They understand the classroom routines well, sit happily in their places at the front of the class and line up promptly to cross to and from their temporary classroom. The staff have developed the children's sense of personal responsibility well by introducing personal "Teddy Targets" for learning and symbols which they use to "sign up" for a range of activities they choose. They know and recognise the symbols which show their own targets and choices. They are keen to help distribute and clear up equipment. They respond very well to the very good example set by all the staff who work with them, relating very well to

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<sup>1</sup> Early Learning Goals are the levels expected of children at the beginning of Year 1 in the six areas of learning

each other and to older classmates, spontaneously helping those who experience difficulties. The provision for organized snack sharing and lunch arrangements develops their social skills well through the opportunities they have to share out, serve and clear up drinks and snacks.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children's speaking and listening skills benefit from shared learning with Year 1 and 2 classmates.
- There is good provision for learning letter shapes and sounds.
- The restricted accommodation limits children's writing development.
- ICT is not used sufficiently to support children's communication skills.

### **Commentary**

36. Children begin Reception class with average levels of skill, although current pupils were above average. Children achieve satisfactorily, and by the time they begin Year 1 current children are expected to exceed the Early Learning Goals in this area of learning. They make good progress in speaking and listening because the staff have high expectations and provide many opportunities for them to speak and listen at length. This represents a significant area of improvement since the last inspection, when unsatisfactory listening skills were noted. Teaching is satisfactory. The teacher makes effective use of discussion sessions to help children learn different ways to comment on their experiences and make suggestions. Both she and other staff ensure that they consistently listen carefully to others and take turns to speak. The teaching assistant organises fast paced rhymes and guess-what's-in-the-bag games which capture the children's intense interest and enjoyment in identifying and sounding out letters and common words. Children are familiar with and enjoy handling books and know that they are read from left to right. They listen to tapes and stories on CD-ROMs. There are satisfactory opportunities to do pretend writing and practise writing letters. The cramped temporary accommodation they have limits the staff's ability to set up good, stimulating make-believe writing environments, such as a pretend surgery or office, and attractive reading corners. The staff are not making enough use of "talking" computer word banks to help the children make the progress in writing they are capable of.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children enjoy a good range of practical mathematical activities.
- Improved planning would enable children to make faster progress.
- Restricted outdoor learning facilities limit children's progress in exploring mathematical ideas and measuring.

### **Commentary**

37. Children start the Reception Year with the usual levels of mathematical development for this age group. They achieve satisfactorily and by the start of Year 1 are in line to reach the expected mathematical knowledge and skills. Teaching and learning are satisfactory. Their teacher plans the introduction of challenging mathematical ideas well. She uses toys and good demonstration approaches to enable the children to understand and contribute to mathematical problems which also challenge their Year 1 and 2 classmates. During the inspection, she demonstrated how they could give instructions to move a toy teddy through a

route across a board, using words like “up”, “down”, “right” and “left” in a sequence. The children made rapid progress in giving clear instructions to navigate the teddy through a set route. Planning for follow-up problem-solving tasks in their adjoining classroom was less successful in promoting further progress, because there was not enough clarity about a similar task using a paper map. There was no writing or recording of the instructions they tried, so they could not review their efforts. The children rapidly lost interest in the task. The children’s development is consistently soundly promoted through an appropriate range of mathematical tasks and through making use of opportunities like counting the number of children present and discussing dates and days of the week. Because there is no dedicated outdoor learning space, there are not enough opportunities for them to explore mathematical ideas like positioning and measure outdoor changes, such as plant growth and weather changes.

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

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

### **Main strengths and weaknesses**

- Children develop good levels of skill in operating computers.
- Experiments help their learning about plants and plant growth.
- They benefit from visits to the local village.
- The lack of sufficient outdoor experience limits their understanding of natural forces.

### **Commentary**

38. At the start of the Reception Year, children’s knowledge and skills are broadly in line with those expected. They achieve satisfactorily and begin Year 1 with the expected standards. They exceed them in their competence in ICT, thanks to the regular opportunities offered to choose computer based activities, such as a game of finding hidden teddies around the rooms in a mystery house. They develop a great deal of confidence in operating mice and identifying the right program icons to try their chosen solutions. They happily help classmates who are less familiar with the programs to use them effectively. Teaching and learning are satisfactory. Staff offer many opportunities to grow seeds and explore plant growth. The children make sound progress in learning about what helps plants grow as they follow experiments their older classmates have set up. They benefit from the planned walks to visit different features of the village. Because they do not have their own outdoor learning space, there are not enough opportunities to explore large-scale movements of sand and water and systematically observe such daily events as the movements of clouds and shadows. More use could be made of digital cameras to support such learning. The quality of provision is not as good as at the previous inspection. The present accommodation and resource restrictions have hampered the co-ordinator’s scope for planning for the more demanding national expectations for this area of learning introduced in 2002.

## **PHYSICAL DEVELOPMENT**

39. There were too few opportunities to make judgements about the standards and progress made by the start of Year 1. Children start the Reception class with the usual levels of physical development. Observations of the children during lessons and free choice activities show they have satisfactory levels of skill in handling pencils, paint brushes, computer mice and a range of other tools. The co-ordinator’s records indicate that most children make satisfactory progress in organized physical education activities in the very cramped temporary hall and outdoor space. Some opportunities are provided for them to use tricycles and other large apparatus which develops physical skills. Because there is no secure outdoor learning area for the children, there are not enough of the expected opportunities throughout the day for the children to climb and balance on different structures and ride on and use large wheeled toys. The school has done too little to improve provision, which was noted as unsatisfactory at the last inspection.

## CREATIVE DEVELOPMENT

40. The records and the evidence of children's work seen indicate satisfactory progress but there was insufficient opportunity to make a judgement on provision. During the inspection, a small group of children enjoyed, and made satisfactory progress in, assembling plastic straws and paper they had decorated to make butterfly antennae head-dresses developed from their shared reading and love of the Eric Carle story "The Very Hungry Caterpillar". Although the teaching assistant had introduced a sample pattern of how to assemble the antennae, there was scope for a particularly imaginative and skilful child to devise her own ingenious way of fastening her effort to her head. Children enjoy improvising informal make-believe scenarios they act out. The present quality and range of materials the children work with are limited. There is not a wide enough variety of good quality textiles and types and colours of card and paper. There are too few good quality three dimensional creative materials, such as tubes, blocks and boxes, with which the children can create their own fantasy environments.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Teachers are effective in promoting the quality of pupils' writing.
- Older pupils often have little enthusiasm for reading and do not find enough books of interest in the library.
- Pupils with special educational needs achieve well because of good, well-co-ordinated support.
- Marking does not always help pupils understand exactly how they can improve their work.

#### Commentary

41. Pupils' standards are in line with national expectations by Year 6. This indicates satisfactory achievement since most children bring average skills on entry to the school. In three out of the last five years pupils' test results at Year 6 have been close to or better than the national average. Standards have risen from the levels reported at the last inspection and pupils' achievement has remained at the satisfactory level. The standards of current Year 6 pupils are in line with those expected nationally in all areas of the subject.
42. Pupils' test results at Year 2 have been below the national average over the last four years. Current pupils are reaching levels in line with those expected in reading and writing. In relation to the levels which pupils show on entry, achievement is satisfactory but standards are lower than those recorded at the last inspection. Changes in personnel and new arrangements for teaching Year 2 are helping to raise attainment but the school is conscious of the need to monitor progress more closely to ensure that they progress satisfactorily.
43. More able pupils achieve satisfactorily by Year 2 and often well by Year 6, especially in writing, where results are above those achieved nationally. Pupils with special educational needs make satisfactory progress. Support for them is well organised and there is good communication between teachers and learning support staff to monitor pupils' development. There are no significant differences in the attainment of current pupils by gender or by pupils' different backgrounds.
44. Attainment in speaking and listening is satisfactory. Good relations between teachers and pupils and the small classes help to develop pupils' confidence in voicing their opinions and expressing themselves. Teachers ensure there are regular discussion sessions and make

good use of speaking partners to encourage pupils to exchange ideas. Discussion sessions, however, are not planned with precise targets to help pupils improve their skills.

45. Reading activities are a regular feature of the school day and, since the school recently identified this as a necessary area for improvement, teachers and support staff have placed considerable emphasis on successfully raising pupils' skills. Standards by both Year 2 and Year 6 are in line with those expected for their age but older pupils often express a lack of enthusiasm for reading. Currently the library has an insufficient range of interesting books and the way they are displayed is unattractive. The school has good plans to improve this situation in its new accommodation and has allocated considerable funds for restocking.
46. Pupils' writing skills are well developed through good teaching and learning in all classes. Teachers plan activities that are well linked to school outings and events, or associated with other subjects being studied. This helps to focus pupils' attention and heighten their involvement with the task. Pupils describe elements they have learned from history and geography trips and develop characterisation connected with texts which they are studying. Pupils work together well to create class anthologies of poetry, ghost stories or scientific accounts for younger readers. Pupils write good letters, in which they change the style of their writing as well as distinguish between fact and opinion. Spelling and handwriting are effectively taught but the quality of presentation is not maintained at a satisfactory standard in all work.
47. Teaching and learning are good. Well-managed and lively discussions obtain an enthusiastic response from pupils. Clear direction for support teachers and assistants ensure they play an important role in maintaining the learning of all pupils. Well-planned support for individual and small groups helps to focus the attention of pupils with particular abilities or special educational needs. The quality of marking is satisfactory but does not always indicate how pupils can improve their work. Teachers are introducing more consistent systems of assessment and extending their use of these to evaluate teaching and learning. However, the linking of assessment to precise National Curriculum levels is still at an early stage and staff have yet to develop the best way of effectively setting targets to improve pupils' standards.
48. Leadership and management are sound. The co-ordinator has only recently been allocated time and training to influence the way the subject is developed but she has made a good start. Staff discussion about pupils' attainment in reading and writing is having a positive impact on teaching and learning and the systems for assessing writing are raising staff and pupils' awareness of how they can improve their work. The targets outlined in the school's action plan for the subject are good and set a strong agenda for further improvements.

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

49. Literacy skills are developed at a satisfactory level in other areas of the curriculum. Pupils record their activities well in science and develop good standards in their use of technical vocabulary. Writing in history and geography is regular and varied and this has a positive impact on pupils' attainment. However, pupils do not make sufficient use of ICT to compose stories or articles and news accounts.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers have secure knowledge and plan their lessons well.
- Good support is provided for pupils with special needs, who progress well.
- Pupils have very positive attitudes and learn with enthusiasm.
- There is insufficient use of ICT as an aid to learning.
- Leadership and management are unsatisfactory.

### **Commentary**

50. Standards are broadly in line with the national average in Years 2 and 6. Year 6 test results have improved since the last inspection and have been in line with or better than the national average over the last two years. Current pupils have the expected skills and are achieving well against the levels which they reached in Year 2. The results of Year 2 pupils have been close to or in line with the national average over the last two years and current pupils are working at standards that are in line with expectations. Their achievement is satisfactory.
51. The quality of teaching is good and stimulates pupils' interest and progress. Teachers plan well for groups and individuals and make good informal assessment of pupils' development. Teachers are particularly good at promoting pupils' mental maths skills with lively and challenging questioning. Good knowledge of their pupils ensures that tasks are pitched at the appropriate level for their ability. Teachers deploy support staff effectively to provide good support to less able pupils who progress slowly but well in the subject. Where pupils have above average ability, teachers tailor activities for them on an individual basis, which is successful in maintaining their interest and progress. The use of ICT is limited as a learning tool in the subject, although pupils do use computers to prepare graphs and spreadsheets. When questioned several pupils considered mathematics was their favourite subject, which reflects the response observed in lessons. Teachers' marking is encouraging, but does not specify how pupils can improve their work.
52. Leadership and management of the subject are unsatisfactory at the moment. The school has correctly identified that standards in the subject are sound and has focused on other priorities. However, there is no development programme for the subject and areas such as formal systems for assessment and the use of ICT are in need of attention. There is little formal monitoring of teaching and learning and the school has no means of ensuring that skills are evenly developed across the subject.

### **Mathematics across the curriculum**

53. Pupils' number skills are satisfactorily developed in other subjects. Pupils make good use of their measuring skills in science, geography and design and technology. In science, pupils use line graphs and pictograms, and in geography they plot rainfall and sunshine in surveying different locations.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved since the last inspection.
- There is now good provision for experimental work.
- There is good provision for younger pupils' writing up of their investigations.

- Teachers assess pupils' investigative skills well.
- Pupils do not make enough use of ICT to gather data and record results.
- Teachers do not give enough guidance to pupils on how to improve their written work.

### Commentary

54. Standards are in line with the national average at the end of Year 2. This is an improvement since the last inspection, when they were below national averages. Most pupils, including those with special educational needs, make sound progress. They move from simple classifications of different types of materials and descriptions of natural events and processes, such as plant growth, to predicting and explaining the results of experiments. The progress of higher achievers is only satisfactory, because they are not consistently set sufficiently challenging tasks.
55. Standards at the end of Year 6 are in line with the national average. This represents good improvement since the last inspection, when they were well below the national average. They make satisfactory progress overall, developing sound knowledge of scientific method and the range of natural and physical phenomena and processes expected for their age group. Pupils' progress in scientific method has improved since the last inspection, when it was unsatisfactory. They make uneven progress in some areas of knowledge because teachers' plans are not sufficiently well adapted to meet the needs of the mixed age classes. Pupils' workbooks show they do more advanced work on forces in Year 3 than they do in Year 6 on plant growth. Pupils of both sexes and those with special educational needs achieve satisfactorily.
56. Teaching and learning are satisfactory. Teachers fire up pupils' interest and enthusiasm through well-organised experiments and investigations. They introduce tasks well, but do not plan their use of time as effectively. Pupils therefore do not build their recording and analytic skills in lessons as well as they should. Year 1 and 2 pupils gasped with excitement when they opened sprouting cress packs that had been shut in a box for a week. They identified the differences in growth between these and identical plants placed on an open shelf. Written work in Year 1 and 2 is well adapted for the range of age groups and for pupils' learning needs. Teachers make too little use of ICT to help pupils produce charts and graphs and there is little use of digital cameras to record changes in experiments. The school does not have the required ICT equipment to help pupils record changes in sound, and light over time. Teachers mark pupils' work regularly but there are few examples of good written feedback to help pupils improve their skills.
57. The leadership and management are satisfactory but the subject leader has not received the time allocation needed to observe colleagues' teaching. She has contributed well to the improvements in standards through her support for colleagues and the development of experimental work. Test results have been well analysed to identify areas where teaching and learning need to be improved. There is a good, simple system for assessing and recording pupils' progress in scientific method but assessments of their knowledge are not based closely enough on national expectations of what pupils should know.

### INFORMATION AND COMMUNICATION TECHNOLOGY

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

#### Main strengths and weaknesses

- Pupils' standards by Year 6 are below expectations and pupils underachieve.
- Planning is not based closely enough on national requirements and pupils' needs.
- Assessment is unsatisfactory and not linked to National Curriculum levels.



- Pupils' knowledge has benefited from joint projects with neighbouring schools.
- ICT is not used widely enough to support pupils' learning in other subjects.

### **Commentary**

58. Pupils attain standards which are below expectations by the end of Year 6 and their achievement is unsatisfactory. They create their own presentations, use spreadsheets for calculations and use computers to control models and toys. However, their skills in collecting and analysing data are limited and their ability to evaluate their own work is restricted by the limited amount of equipment available. They develop a satisfactory knowledge of word processing and modelling and participate in shared projects with neighbouring schools. In the current year, they used email to receive and judge sample video projects from pupils in a local primary school. Pupils at the end of Year 2 attain the expected standards and achieve at a satisfactory level. They are competent in developing and presenting ideas and make sound progress in using computers to control toys. However, they make insufficient progress in using ICT for research or for compiling and analysing data.
59. Teaching and learning are unsatisfactory and planning is not based closely enough on current requirements, so pupils' progress is too slow and patchy. Tasks set in some lessons are not based closely enough on pupils' learning needs. Pupils reported that they had carried out simple emailing tasks when they were already experienced in using email at home, and that other tasks offered little challenge. The assessment systems teachers use are not based on the National Curriculum levels for the subject, so that teachers do not have accurate information for planning learning. Work is not regularly printed out and collected, so it is difficult for teachers to judge pupils' progress over time and advise them on how to improve. However, a very good lesson was observed where a visiting specialist enthused pupils about controlling models through computer programs. He and the class teacher helped the pupils make good progress in adding automated features to working models they had previously made.
60. The leadership and management of the subject are unsatisfactory. The co-ordinator is aware that not enough is being done to track pupils' progress. The subject has not had a high priority in past school developments but a clear programme exists for the immediate future. There has been a history of limited provision and technical support. Current accommodation and resources are adequate but the school has yet to agree the details of the facilities it intends to install in September 2005. Since the last inspection, teachers' confidence and skill have been improved by training and all have their own laptops. There has not been equivalent training of non-teaching staff and teachers who have joined the school more recently. The major changes in the National Curriculum for ICT since the last inspection together with the challenges of recent staff turnover and the current temporary accommodation have contributed to ICT provision not being as good as it was at the last inspection.

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

61. The use of information and communication technology across the curriculum is unsatisfactory. Pupils use word-processing to present captions, stories and reports but tasks are often limited to copying up completed work rather than for drafting and improving writing. Pupils' numeracy skills are developed effectively by programming simple robot toys with sequences of instructions to follow routes or turn through set angles. Pupils sometimes use computers to find information but this is restricted by the lack of Internet access in most classes. Computers in the classrooms are under-used as a tool for learning because teachers lack confidence and knowledge on how best to use them in different subjects. There is also too little use of ICT to support the learning of pupils with special educational needs, by using "talking" word banks and using digital cameras to help them communicate.

## HUMANITIES

62. One lesson of history was observed but none of geography. A sample of pupils' work and teachers' planning was scrutinised.
63. The planning of **geography** lessons indicates that all aspects of the subject are covered satisfactorily. There are valuable links between geography and other subjects which successfully develop pupils' learning and skills. Pupils' learning is enhanced by a range of visits both local and residential. Pupils' map work is satisfactory but they make insufficient use of ICT for processing information gathered on the local environment. Pupils make satisfactory use of their English and mathematics skills in their work.
64. In **history**, there is a good focus on developing pupils' skills in historical enquiry. They develop their skills of investigation using various resources, such as pictures, maps and personal accounts. English and mathematics skills are extended effectively in writing their own accounts and interrogating data from census records. Teaching and learning are stimulated by very good displays which help pupils to observe and handle artefacts as well as celebrate their work.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. One lesson of design and technology but no lessons of art and design or music were observed. A sample of pupils' work was examined and discussions were held with pupils and staff on teaching and learning. Two lessons of physical education were observed.
66. The planned curriculum for art and design provides coverage of national requirements. A good opportunity to offer broader challenges to gifted and talented pupils was provided through a special art day at a nearby primary school. Pupils who had taken part appreciated the experience of working with a wider and higher quality range of materials. There is too little three dimensional work and study of the work of artists is not used effectively to raise pupils' interest and standards. A visit by the present Year 6 pupils to a nearby art gallery inspired them and widened their awareness of sculpture, but this is not built into the current year's work. There is not an effective system for assessing pupils' work and tracking their progress over time.
67. One lesson was observed in design and technology during the inspection, so judgements about teaching, learning and achievement are not possible. Pupils cover a satisfactory range of tasks in the subject and develop their skills in planning, making and evaluating their work. Design and technology is planned as a block alternately with art.
68. No music lessons were observed during the inspection, so it is not possible to make a judgement about the quality of teaching, learning and achievement. Music is timetabled for all classes and taught by a visiting specialist teacher. Planning indicates that all elements of the subject are covered satisfactorily.
69. No judgement can be made about provision and standards in physical education but the school currently lacks the facilities to provide pupils with satisfactory learning in gymnastics and dance. To compensate for this, teaching has placed a strong emphasis on developing games skills, especially for older pupils, and swimming for younger pupils on a weekly basis. There is a satisfactory level of expertise among the staff and the school has a good tradition of sporting activities, which are maintained currently with extra-curricular clubs such as football and netball and which are well attended. Resources for outdoor activities are satisfactory at present and there are good plans for the accommodation, equipment and resources in the new school building.

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

70. No judgement can be made about provision but all pupils benefit from weekly lessons and discussion sessions which guide their personal development. From a discussion with pupils and staff, it is evident that the school provides a well-planned range of learning activities for pupils. These are developed through discussion sessions, which are held in all classes, and through pupils' learning in other subjects, especially religious education and literacy. Teachers encourage pupils' personal development and canvass pupils' opinions on school life, which successfully promotes pupils' participation in the school community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
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	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
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).*