

# INSPECTION REPORT

**BROMPTON-ON-SWALE CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Richmond

LEA area: North Yorkshire

Unique reference number: 121481

Headteacher: Mrs C J Rogers

Lead inspector: Mrs Jane Randall

Dates of inspection: 13 – 15 June 2005

Inspection number: 269603

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary controlled  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 141

School address: Brompton Park  
Brompton-on-Swale  
Richmond  
North Yorkshire  
Postcode: DL10 7JW

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Appropriate authority: The Governing Body  
Name of chair of Mr Peter Adamson  
governors:  
Date of previous 20 March 2000

## **CHARACTERISTICS OF THE SCHOOL**

This is a smaller than average school serving a rural village of mixed housing. A number of pupils are from families connected with the local army base. There are 141 boys and girls in five classes. School numbers have fallen and the school went from six classes to five at the beginning of the current school year. Numbers in each year group vary considerably. The small number of children in the Reception year is taught in a class with Year 1 pupils and the present teacher took over this class in January. All pupils are of white British origin and no pupil speaks English as an additional language. The percentage of pupils known to be eligible for free school meals is lower than average (2 per cent). At the time of the inspection the percentage of pupils on the school's register of special educational needs was about average (14 per cent) and no pupil had a Statement of Special Educational Need. The overall level of prior attainment on entry is about average, although all levels of prior attainment are represented. As a Church of England controlled school it enjoys close links with the church. A new headteacher was appointed from January 2005 after a term in which the deputy headteacher was acting headteacher. The school gained a local education authority Special Educational Needs Inclusion Mark in 2004. At the time of the inspection building work was taking place to extend the hall and this was causing some disruption.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1471	Jane Randall	Lead inspector	Foundation stage English as an additional language Geography History Religious education
13706	Gillian Marsland	Lay inspector	
31175	Arthur Allison	Team inspector	English Information and communication technology Music Special educational needs
30834	Ann Lowson	Team inspector	Mathematics Science Art and design Design technology Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **satisfactory** but improving school. It has some good features. The headteacher and deputy headteacher have a clear view of school development with school self-evaluation giving rise to appropriate plans for improvement. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- standards in science in Year 6 are below average, particularly in enquiry and investigative skills;
- the good provision for pupils' personal development means that pupils are confident, well behaved and have good attitudes to school;
- the good leadership of the headteacher and deputy headteacher is moving the school forward but teachers' expectations of what pupils should achieve are sometimes too low;
- provision for pupils with special educational needs is good;
- planned tasks do not always meet the needs of all pupils and there are not enough planned opportunities for the use of the key skills of literacy numeracy and information and communication technology in all subjects;
- the role of subject leaders in checking and improving the quality of achievement, attainment, teaching and learning is not yet strong enough to support improvements.

The improvement since the previous inspection is satisfactory. Provision and standards in information and communication technology have improved significantly, as has the provision for special educational needs. The role of the governors in strategic planning for the school has improved. Behaviour management strategies are greatly improved. The school has recently begun to tackle the issues of standards in writing, better use of assessment when planning tasks and in challenge for higher-attainers.

### STANDARDS ACHIEVED

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

*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 achievement is **satisfactory**. Those pupils with special educational needs achieve well. Other pupils are not always challenged sufficiently well to do their best. On entry to the Reception year, children's attainment is broadly average. By the end of Year 6 inspection evidence shows standards to be average in English and mathematics and below average in science. Standards in reading are good and pupils achieve well. Writing skills develop more slowly. In science, pupils have a secure understanding of key concepts but there are weaknesses in enquiry and investigative skills. The inspection findings for English and mathematics reflect the results of the national tests in 2004; in science results were above average. When compared with schools with similar levels of attainment at the end of Year 2, results were average in English, above average in mathematics and well above

average in science. The school copes with very irregular pupil numbers entering the school each year, so classes and year groups vary in size, causing results to fluctuate from year to year. This is the reason for the difference in results between 2002 and 2003 in English and mathematics. By the end of Year 2 inspection evidence indicates that standards are average in writing, mathematics and science. Again, standards in reading are better and are above average. Results in the national tests in 2004 were well above average in reading and mathematics and above average in writing. When compared with schools with similar percentages of free school meals they were well above average in reading, above average in mathematics and average in writing. Standards in information and communication technology are similar to those expected nationally at the end of Years 2 and 6. Standards in religious education are similar to those expected nationally at the end of Years 2 and 6. By the end of the Reception year most children attain the nationally expected early learning goals in personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. **Pupils' personal development, including spiritual, moral, social and cultural development is good.** Attendance is very good. Behaviour and attitudes to school are good.

## **QUALITY OF EDUCATION**

The quality of education is **satisfactory**. Teaching, learning, assessment and the curriculum are **satisfactory**. Teaching and learning in the Reception year are good. Accommodation and resources are satisfactory but accommodation for Reception children is unsatisfactory. Care and support for pupils and links with parents are good. Links with other schools and the community are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

Overall leadership and management are **satisfactory** but actions now being taken have the potential to take the school forward. The leadership of the headteacher, with the effective support of the deputy headteacher, is good. The high aspirations, commitment and hard work of the headteacher and deputy headteacher set good examples for all staff and pupils to follow. Governance is good. Governors meet all their legal responsibilities.

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

Parents are happy with the school. Pupils also expressed a good level of satisfaction. They believe that the school is friendly and they feel safe. They particularly value the educational visits.

## **IMPROVEMENTS NEEDED**

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

- improve standards in science in Years 3 to 6, particularly in enquiry and investigative skills;
- raise teachers' expectations of what pupils can achieve, particularly for those pupils who are higher-attainers;
- plan and extend the curriculum to meet the needs of all pupils, particularly those in mixed-age group classes and provide more planned opportunities for the use of the key skills of literacy, numeracy and information and communication technology in all subjects;
- extend the role of subject leaders in checking and improving provision.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall achievement is satisfactory. Achievement of pupils with special educational needs is good. Standards by the end of Year 6 are average.

#### Main strengths and weaknesses

- Attainment in reading is above average at the end of Years 2 and 6.
- Standards are below average in science by the end of Year 6 because, although pupils have a secure understanding of key concepts, there are weaknesses in enquiry and investigative skills.
- Pupils with special educational needs achieve well overall because of the good provision.
- Average and higher-attainers are not always challenged sufficiently well to do their best and so achievement is only satisfactory.

#### Commentary

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

Standards in:	School results	National results
reading	17.8 (17.2)	15.8 (15.7)
writing	15.3 (16.3)	14.6 (14.6)
mathematics	17.4 (17.6)	16.2 (16.3)

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

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

Standards in:	School results	National results
English	27.0 (27.0)	26.9 (26.8)
mathematics	27.7 (27.2)	27.0 (26.8)
science	29.7 (29.0)	28.6 (28.6)

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

1. By the end of Year 6 inspection evidence shows overall standards to be average in English and mathematics and below average in science. These findings mainly reflect the results of the national tests in 2004 except in science where results were above average. When compared with schools with similar levels of attainment at the end of Year 2 results were average in English, above average in mathematics and well above average in science. When compared with schools with similar levels of free school meals results were below average in English and mathematics and average in science. The overall trend of performance over the last four years is in line with that nationally. Achievement in English is satisfactory overall. Standards in reading are good and pupils achieve well in this. Writing skills develop more slowly and achievement is satisfactory. Opportunities for pupils to write in other subjects are not

planned well enough and so pupils do not have the chance to use and consolidate their skills in different settings. In mathematics achievement is satisfactory. Pupils have good number skills but do not have enough skills in their ability to use and apply the skills they have in mathematics. Achievement in science is unsatisfactory. Pupils have a secure understanding of scientific concepts but there are key weaknesses in enquiry and investigative skills.

2. By the end of Year 2 inspection evidence indicates that standards are average in writing, mathematics and science. Achievement in reading is good and attainment is above average. Achievement in writing is satisfactory. The many commercially produced worksheets used in other subjects do not give pupils enough opportunity to write for themselves. Achievement in mathematics and science is satisfactory. Results in the national tests in 2004 were well above average in reading and mathematics and above average in writing. When compared with schools with similar percentages of free school meals they were well above average in reading, above average in mathematics and average in writing.
3. The school copes with very irregular pupil numbers entering the school each year, so classes and year groups vary in size, sometimes considerably. Differences in the numbers of pupils with differing levels of prior attainment can have a significant effect on the average points scores for National Curriculum tests and one pupil can be worth a considerable percentage. This causes results to fluctuate from year to year and direct comparisons are unsound. Since the tests in 2004 the school is coping with mixed-age group classes and the curriculum is not planned well enough for teachers to meet the needs of all pupils within the classes. Differences in judgements by the inspection team and the results of national tests also include consideration of those aspects of science and mathematics that are not tested. Differences in the results between those of pupils at the end of Year 2 and the end of Year 6 in 2004 are accounted for by the difference in the makeup of the year groups. The Year 6 group contained two pupils with Statements of Special Educational Needs.
4. Standards in information and communication technology have improved considerably since the time of the previous inspection when they were unsatisfactory at the end of Year 6. They are now similar to those expected nationally at the end of Years 2 and 6 and achievement is satisfactory. This is because the planning now ensures that the subject meets National Curriculum requirements and the skills and confidence of the teachers have grown. Standards in religious education are similar to those expected at the end of Years 2 and 6 and achievement is satisfactory. There is very little difference in the work of pupils with differing levels of attainment. However pupils in Year 6 were very clear that one reason for learning about religious education was to understand and respect all regardless of creed and colour.
5. By the end of the Reception year most children attain the nationally expected early learning goals in personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. Achievement is satisfactory. The class had a change of teacher in January and the curriculum now meets the latest national guidance.
6. Pupils with special educational needs attain similar standards to other pupils. All achieve well because the school is very concerned to meet the needs of all pupils and because of the teaching and other good support that those with special educational needs receive. For example, all four pupils identified as having special educational

needs in Year 1 attained Level 2 in the national tests in Year 2 last year. Because the school is not yet identifying higher-attainers and gifted and talented pupils sufficiently well, tasks are not always matched well enough to their needs. Average and higher-attainers are not always challenged sufficiently well to do their best and so achievement is only satisfactory. There are no significant differences in the attainment of boys and girls.

- The new headteacher, supported by the deputy headteacher, has a clear understanding that the current review of assessment, recording and tracking of pupil achievement, in line with the Primary Strategy, is a key feature in raising attainment, as is the planning for the use of key skills in all subjects. Work has already begun on raising standards in writing through improving pupils' speaking skills but it is too soon for the effect of these efforts to become apparent. The development of the role of subject leaders in the checking and evaluating standards and achievement of different groups is also an issue that the school recognises as necessary to raise standards further. These are strong features of its improvement planning.

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

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

### **Main strengths and weaknesses**

- Pupils have good attitudes to school and enjoy lessons.
- Behaviour is good and pupils get on well with each other.
- Attendance is well above the national average and most pupils arrive on time.
- Pupils' spiritual, moral and social development is good and cultural development is satisfactory.

### **Commentary**

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

Authorised absence		Unauthorised absence	
School data	3.7	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.*

- Attendance is well above the national average. Pupils enjoy coming to school. Certificates are awarded for full attendance and parents provide good support by informing the school promptly about illness or medical appointments.
- Pupils have positive attitudes to learning, maintain interest in lessons and listen well in class. They are polite and keen to answer questions or make suggestions during discussions. When they are given instructions they follow them immediately. Relationships throughout the school between the pupils and the pupils and staff are friendly and productive. After-school activities are well supported. Pupils with special educational needs enjoy school. Their confidence and self-esteem is similar to that of other pupils because of the good care and support and the use of praise and encouragement by all staff. Relationships between pupils with special educational needs and other pupils and adults are good. This is because of the effective way the school promotes personal development.

10. Pupils are well behaved and understand and accept the school's expectations for good behaviour. Parents and pupils were consulted prior to the completion of the new behaviour policy and the school's 'Golden Rules' are displayed throughout the school. An appropriate system of rewards and sanctions is in place. Certificates are awarded for good work or behaviour and when a 'Golden Rule' is broken pupils are required to write about what they did wrong and what they can do to improve. An additional copy of this statement is then sent to parents. Although there were no exclusions in the last reporting year, there have been two recent fixed-term exclusions relating to pupils with severe behaviour difficulties. The school has sought the help of outside agencies and appropriate behaviour support and management plans are in place. Pupils confirm that instances of bullying or harassment are rare and they feel comfortable approaching an adult for help if problems occur. There is also a 'bullying box' if pupils prefer to submit a message to the staff and Year 6 pupils provide additional personal support through their 'Beat the Bully' campaign. All serious incidents of challenging behaviour are recorded.
11. Pupils' spiritual, moral and social development is good and cultural development is satisfactory. This is an improvement since the previous inspection. Opportunities for pupils to develop spiritual awareness are embedded in the day-to-day life of the school. Pupils reflect on the way their words, actions and behaviour affect others in daily assemblies. Opportunities are given in 'circle time' (a time when a class sits together to discuss aspects of personal and social significance) and pupils express their views and practise decision-making. Many older pupils are given responsible tasks and these are done well. Most pupils can distinguish right from wrong and are aware of the consequences of their actions. Pupils have good social skills and the school's provision in this aspect has been maintained since the previous inspection. Pupils are very tolerant of others and take a mature attitude towards those pupils who find accepting rules and routines difficult. Links with the local Church and Christian youth groups help pupils' to explore their personal development. Pupils gain in cultural understanding through their work in geography, art, literacy, and history, but have too few opportunities to extend their knowledge, understanding and awareness of life in multicultural Britain today except in religious education. Children in the Reception year attain the nationally expected early learning goals in personal, social and emotional development.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is satisfactory. Teaching, learning and assessment are satisfactory. In the Reception year they are good. The curriculum is satisfactory. The arrangements to ensure pupils' care, welfare, health and safety are good. Pupils receive satisfactory support advice and guidance. The school has good links with parents. Links with the community, other schools and colleges are satisfactory.

### **Teaching and learning**

The quality of teaching, learning and assessment is satisfactory. These are good in the Foundation Stage.

### **Main strengths and weaknesses**

- Teaching and learning in the Foundation Stage (Reception year) are good.
- Teachers' subject knowledge is secure.

- Teachers have good behaviour management skills.
- Teachers do not plan well enough for pupils to use and extend key skills in other subjects.
- Marking is not always good enough and teachers have a low expectation of what pupils should do; there is not enough guidance for pupils to improve.
- Tasks are not always well matched to pupils' needs and there is a lack of challenge for higher-attaining pupils.

## Commentary

### **Summary of teaching observed during the inspection in 26 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	17	4	1	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

12. There is an improvement since the previous inspection in the percentage of lessons graded as good and fewer lessons graded unsatisfactory. However, some issues from the previous report still remain.
13. In the Foundation Stage the school has recently taken much advice from the local education authority. The present teacher (the deputy headteacher) has had this class for only two terms, following a term when the class was taught by a temporary teacher. Children learn well through active participation in practical activity. There is a good balance between adult-directed tasks and those where children initiate learning for themselves and explore, imagine and create. The teacher manages the curriculum for this mixed-age class with skill by adapting themes and topics to suit both age groups. However learning is frustrated by lack of resources and space. The importance of working outside is well understood by staff and takes place during most of the day despite the difficulties created by the building work. There is a good understanding of the latest national guidance for this age group.
14. In the lessons observed in Years 1 to 6, teachers demonstrate effective teaching of facts and knowledge and their subject knowledge is secure. Teachers use questions well in lessons to consolidate pupils' learning, to assess understanding and to make pupils think for themselves. They use praise well to encourage and support. In English the teaching of reading good and is better than that of writing and pupils' attainment is higher. Teachers do not provide enough opportunities to use and extend writing skills through other subjects. In science for example, there are too few opportunities for pupils in Years 1 and 2 to use their emerging writing skills to plan or write up their investigations because there is a heavy reliance on printed worksheets. Older pupils do not have the skills to organise or structure their work well enough. The school has recognised the weakness in the teaching of writing and action is being taken through individual training and a reorganisation of the curriculum to support more use of key skills in all subjects.
15. In mathematics the quality of teaching and learning is satisfactory. Teachers' subject knowledge is good and all teachers use correct mathematical vocabulary. Lessons are lively, interesting and pupils have good oral skills when answering questions. Pupils have unsatisfactory skills in their ability to use and apply the skills they have learned because not enough attention is paid to the part of the curriculum known as 'using and applying mathematics'. Many older pupils lack effective problem solving skills or have the skills necessary to explain their methods. In science teachers do not plan well enough for pupils to develop enquiry and investigative skills.

16. Learning objectives for the lesson are usually clear, shared with pupils and understood by them. Teachers have calm and effective behaviour management skills that result in good relationships with pupils. As a result pupils stay on task and are well motivated. This is an improvement since the previous inspection. The teachers' ability to match tasks to pupils' prior attainment is an issue for development that the school recognises. Pupils with special educational needs and lower-attaining pupils achieve the tasks with extra support and higher-attainers are insufficiently challenged. The grouping by ability for mathematics in Years 4 to 6 is designed to help this issue but the age and ability levels in each set are very wide and there is too little attempt within the sets to allocate different tasks according to different needs. Within teachers' overall satisfactory planning, the tasks for pupils with special educational needs are generally well matched to prior learning and linked to individual education plans. Teachers and teaching assistants provide good help in lessons to ensure pupils complete the set tasks. This is an improvement since the previous inspection. However teachers' expectations and challenge for higher-attainers are not always high enough, although the best lessons reflect this well. Homework provides an appropriate part in pupils' learning, particularly in reading.
17. In all subjects marking is often not good enough to help pupils to improve and key words are mis-spelled and not corrected but there are also some examples of good marking. Sometimes teachers have too low an expectation of what pupils should do and presentation of work is poor. Comments are encouraging but do not provide enough guidance to where the pupil can improve. Pupils do not have written, short-term targets that help them to take responsibility for improvement. The school has recognised these issues and strategies are in place for improvement. Assessment is satisfactory and improving. Links are now being made between assessments and planning. The school recognises that further work is needed on assessment to track the achievement of groups and individuals and this is a focus in the improvement planning. The quality of assessment is good in the Foundation Stage where ongoing assessments are carried out at all times.

## **The curriculum**

The overall quality of the curriculum is satisfactory and makes a sound contribution to the satisfactory achievement of pupils. In the Foundation Stage (Reception year) the curriculum is good. For pupils in Years 1 to 6 the curriculum is enriched well. Accommodation is satisfactory overall, but unsatisfactory for children in the Reception year and this restricts the opportunities for learning. Resources are satisfactory overall.

## **Main strengths and weaknesses**

- Curriculum planning to meet the needs of pupils in the mixed-age classes and to provide planned opportunities for use of key skills in all subjects is not yet in place and this limits the opportunities to consolidate and enhance learning.
- Good provision for pupils with special educational needs enables them to achieve well.
- Good provision for personal, social and health education boosts confidence and self-esteem and contributes well to pupils' achievement.

## **Commentary**

18. A notable feature of the good personal, social and health education is the way this aspect pervades all teaching. The resulting confidence and positive attitudes to school of all pupils, including those who have special educational needs, contributes well to their achievement.

Sex education and drugs and alcohol awareness education are an integral part of the personal, social and health education curriculum. A drugs awareness programme for pupils in Year 6, through drama led by a visiting expert was followed by participation in a performance in Richmond theatre. This was a significant feature of the provision.

19. The school has successfully addressed the weaknesses identified by the previous inspection in relation to information and communication technology. Pupils in Year 6 talked enthusiastically about information and communication technology. They were particularly enthusiastic about the planned experiences of working with control technology programs and with web-cams on the residential visit.
20. All requirements of the National Curriculum and for religious education are met. The school recognises the need for, and is planning, an imminent review of the curriculum to ensure better provision for pupils in mixed-age classes and more challenge for higher-attaining pupils. The school copes with very irregular pupil numbers entering the school each year, so classes and year groups vary in size, sometimes considerably. As a result of this, classes are made up of pupils of mixed ages. The current organisation of pupils into mixed-age and ability classes, further set into three ability groups in Years 4 to 6, is complex to plan and organise. At present the curriculum has not been adapted to take account of this organisation with the result that, where year groups are split, pupils cover different topics in history, geography and religious education, for example. Well-structured planning that promotes the use of key skills in all subjects is not yet fully in place and this limits the opportunities to consolidate and enhance learning. The curriculum is enriched well through visits, visitors and extra-curricular activities, particularly for sport and the arts. Participation by the choir in a local music festival for the first time this year boosted their confidence and self-esteem well. The opportunities to participate in out-of-school activities are good and the school offers more than at the time of the previous inspection.
21. The deficiencies of the hall are being rectified by an extension currently being built. The library accommodation is also better now and will be even better when it is relocated in the main building following building work. The accommodation in the Foundation Stage is unsatisfactory and restricts the learning opportunities for these children. Resources are satisfactory, although good in English because of the improved quantity and quality of the non-fiction books and the reading books. There are sufficient teachers with good subject knowledge, backed up by capable learning support assistants, making a good contribution to pupils' overall achievement.
22. Provision for those pupils who have special educational needs is good. Teachers and learning support assistants provide good help for these pupils in class and in withdrawal sessions. The individual education plans for pupils with special educational needs usually have precise and measurable targets and pupils know what they have to do to improve. Provision for those who have special educational needs is now better than at the time of the previous inspection.

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

The arrangements to ensure pupils' care, welfare, health and safety are good. Pupils receive satisfactory support, advice and guidance. There are good opportunities for the pupils to put forward their views.

### **Main strengths and weaknesses**

- Staff take good care of their pupils.
- The pupils' suggestions and views are listened to, valued and, whenever possible, acted upon.

- There are good induction procedures in the Reception class that enable children to settle swiftly into school.
- There is no register or monitoring of gifted and talented pupils and pupils' individual targets for improvement have not been fully developed.

## **Commentary**

23. Pupils have confirmed that the school is a friendly place where they feel safe and secure. Pupils are supervised well in and around the school building. All health and safety procedures are adhered to and hazards are swiftly identified. The school is now working towards the Healthy School Award by providing fruit at break times and healthy lunchtime menus. All staff are qualified first-aiders. The removal of storage facilities from the hall, smaller classes and the new extension to the hall are designed to alleviate health and safety issues regarding the size of the hall for physical education lessons. Arrangements for child protection are now good. All staff, including lunchtime supervisors, are vigilant and have received training. The school also accommodates a before and after-school club that provides additional care facilities for working parents.
24. The elected school council meets weekly to discuss issues and ideas of interest to the pupils. They were involved in the selection of the new headteacher and consulted about the behaviour policy. At present they are actively raising money for new outdoor play equipment and have written to the governing body to request the repair of the wooden play equipment on the field. They know that their ideas and requests are valued and often acted upon.
25. Induction procedures in the Reception class are good and the teacher plans home visits this term to assess the needs of each individual child before they enter the school. Meetings are held and the children make visits to the school to meet the staff. A 'welcome pack' of information is given, explaining to parents how they can help their children to learn. Entry to the Reception class is staggered, which allows the children to be eased gently into full-time education.
26. Staff have a high level of concern for the pupils and know them well. Relationships are open and friendly. However, there is no register of identified gifted and talented pupils and so their progress cannot be monitored or extra support provided. Individual written targets for improvement for all pupils have not been identified and shared with the pupils to enable them to understand better how they can improve their work. The school reviews the progress of pupils with special educational needs regularly and carefully. Individual education plans highlight key areas for improvement for pupils with relevant and usually precise targets. All pupils know the progress they are making and what their targets are because they are present at the review sessions.

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

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

## **Main strengths and weaknesses**

- Links with parents are good and there is a good degree of mutual support between home and school.



- The Parent and Teacher Association and volunteer helpers provide the school with valuable support for learning.
- Links with the community, other schools and colleges and arrangements for the transfer of pupils to secondary school are underdeveloped.

## **Commentary**

27. The provision of information to parents is good. The school operates an 'open door' policy and parents are welcome in school. Attractive newsletters are issued to keep parents informed of forthcoming events and school achievements. A science workshop has been held to explain the curriculum to parents and further termly workshops are planned. The pupils' progress reports are good and include an acknowledgement slip where parents can add their comments. Targets are given to inform parents about aspects of their children's work that need improvement. Parents are regularly informed about progress through three parents' meetings each year where parents can discuss their children's work, one following the issue of the annual progress reports. The school actively seeks the views of parents and they have been involved in the revision of the behaviour policy.
28. The school ensures that parents of pupils with special educational needs are kept well informed and are contacted as soon as the school identifies possible needs. Parents attend meetings when the individual education plans are reviewed to contribute to a review of progress, discuss what the next targets are and how they may help pupils at home. Parents value the help provided by the school.
29. There is a strong Parent and Teacher Association that raises considerable funds to benefit the pupils. Educational visits have been funded and information and communication technology and outdoor play equipment has been provided and there is present involvement in the development of the outdoor environment. The school has a wealth of volunteer helpers for each class who support in the classroom and with after-school activities. Most parents provide valuable support with homework, although pupils do not always return their work for marking.
30. Effective links with the local Church and Christian group have been established and the school provides placements for the local high schools and colleges. There are sporting links with a local secondary school that enhance provision in physical education. Procedures for the transfer of pupils to local secondary schools are in place and meetings and induction days are held but curriculum links are limited. However, the headteacher acknowledges that these are areas for future development.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher, with the effective support of the deputy headteacher, is good. The high aspirations, commitment and hard work of the headteacher and deputy headteacher set good examples for all staff and pupils to follow. Overall leadership and management are satisfactory but actions now being taken have the potential to take the school forward. Governance is good. Governors meet all their legal responsibilities.

### **Main strengths and weaknesses**

- The high aspirations, commitment and hard work that are the hallmark of the headteacher's leadership, supported well by the deputy headteacher, set a good example in the drive to raise standards.

- The Foundation Stage is well led and managed.
- Subject leaders have not had enough opportunity and guidance to check and improve achievement, standards and the quality of teaching and learning.
- The governing body has a good knowledge of the school that is applied effectively in the best interests of the pupils in the context of 'best value' principles.

## Commentary

31. The leadership of the recently appointed headteacher, well supported by the deputy headteacher, is at the forefront of the school's drive to improve. The key to this is their ability to analyse what needs to be done to raise standards and achievement and to plan accordingly. The headteacher's aspirations for all pupils, her sense of purpose and commitment are very evident. Together with the deputy headteacher, she has identified the strengths of the school and those aspects that need to be tackled in order to raise achievement.
32. The co-ordinator for special educational needs leads and manages this aspect well. The school has been awarded a local education authority quality mark in recognition of the provision for pupils who have special educational needs. As a result of improvements in provision since the previous inspection, pupils with special educational needs achieve well.
33. The school has successfully addressed the issue identified in the previous report relating to information and communication technology. As a result, all requirements of the information and communication technology curriculum are now met, teaching has improved and standards are similar to those expected nationally by the end of Year 6. The library accommodation is better and will be even better when the planned relocation to the main building is implemented following the present building works. The quality and quantity of non-fiction books has also improved. Analysis of national and optional tests is now more thorough and has helped the school to identify, for example, the need to provide more opportunities for speaking and listening in all subjects to help to raise achievement in writing. However, whilst pupils do use writing skills in other subjects these are still not planned well enough. The school is tackling this through an imminent review of the curriculum in order to ensure that the curriculum meets the needs of all pupils, particularly those in mixed-age classes, and provide more planned opportunities for pupils to use key skills in all subjects. The role of subject leaders has recently been extended, but the school is aware that this has not yet been well enough developed to enable all subject leaders to check and improve achievement, standards and the quality of teaching and learning.
34. The governing body fulfils its role well. This is an improvement since the previous inspection. The governing body works closely with the headteacher. Governors have analysed their own strengths and identified what it is necessary for them to do to fulfil their role even more effectively. They are well informed about the school through their visits, including sitting in on lessons and from detailed reports from the headteacher. This enables governors to take a strategic lead and ask challenging questions. In committees and full meetings of the governing body there is informed discussion, for example, the discussion about the value of the employment of a specialist music teacher as the school lacked the expertise to teach this subject well. Financial decisions are closely linked to the school development plan. Governors also consult parents, for example when revising the school's aims. This illustrates their good grasp of 'best value' principles.

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

Income and expenditure (£)		Balances (£)	
Total income	415,390	Balance from previous year	21,087
Total expenditure	400,753	Balance carried forward to the next	35,724

Expenditure per pupil	2,822
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## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

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

Provision in the six areas of learning has been sampled rather than judged separately as the small number of Reception children are taught in a class with Year 1 pupils.

Provision in the Foundation Stage (Reception aged children) is **satisfactory**.

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

- This stage of learning is led and managed well.
- There is a good understanding of the latest national guidance for this age group.
- Assessment and recording of learning and progress are good.
- The accommodation is very cramped, restricting learning and making children restive.
- Resources are only just adequate.

#### **Commentary**

35. Achievement is satisfactory and most children are attaining the nationally expected early learning goals in all six areas of learning. About a quarter of children are working in Level 1 and about a quarter are not yet reaching the expected targets. Teaching and learning are good overall. This mixed-age group class is managed well by the teacher who is skilful in adapting themes and topics to suit both age groups. The accommodation is very cramped and the space available does not allow the provision to be developed fully in the classroom. This situation restricts learning and makes children restive in the very small space. The teacher manages this situation as best she can. Resources are only just adequate to meet the needs of the curriculum and much equipment is old, worn and dated. The usual secure outside area was unavailable during the inspection because of the building work on the school but the school was improvising well.
36. The teacher has a good understanding of the requirements of the Foundation Stage curriculum and the latest national guidance. She works well as a team with the nursery nurse and on occasions with other supporting adults. The class had a change of teacher at the beginning of the spring term and much work has been done by the present teacher in developing the curriculum. Support was provided by the local education authority and the provision now meets the spirit of the latest national guidance. Both she and the nursery nurse have attended training together and are steadily making improvements. There is a good mix of adult-directed and supported activities and those where children imagine, experiment and explore for themselves. Assessment and recording of learning and progress are good and take place throughout the day during each activity. The school has now begun work on the Foundation Stage Profile.
37. **Personal, social and emotional development** is fostered through working and talking together and with an adult. During the inspection the teacher sensitively handled a discussion about life in Nigeria, enabling children to compare and contrast with their own lives and engendering respect for others. They were particularly interested in the similarities and differences between yams and potatoes. A letter to the class from 'Mrs Pig' drew attention to the need to say 'thank you' after a good turn.

Children manage their own clothes when getting ready for physical education and hand round apples and milk at snack time.

38. **Communication, language and literacy** are part of all that takes place and the teacher and the nursery nurse have a clear focus on vocabulary development and sentence structure. They are adept at extending speaking and listening skills and children respond well. Children are beginning to understand the alphabet and most know many initial sounds. Letters to 'Mrs Pig' provided many opportunities for early mark making and writing in the 'office' area. These were then posted a reply read each day. Most write their name unaided and form letters and groups of letters into recognisable phrases with higher-attainers making sentences. Lower-attainers attempt this but have weaker skills of letter formation. Children know the story of the Three Little Pigs and are enjoying the topic built around this. They handle books with care and clearly enjoy them.
39. **Mathematical development** is securely planned. Number rhymes are used well for reinforcement and most children can count to 10 and many to 20. A number rhyme helped children to count in twos to 20 and in tens to 100. Games such as number lotto reinforce number recognition. Most children understand 'one more' and 'one less' but the concept of 'how many more' needed to make a number was difficult for about half. Higher-attainers complete the missing number in a sequence and measure with cubes. Children gain concepts of volume and capacity from working in sand and water and measure from building with bricks in the current building topic.
40. **Knowledge and understanding of the world** is developed through many class topics and activities. At the time of the inspection the teacher cleverly used the interest in the building work on site to generate an exploration of building different houses for Mrs Pig. Children are encouraged to formulate questions and to experiment to find the answers. This activity generated much discussion, vocabulary development and recording. Houses were very actively being built with plastic blocks, real bricks, small construction materials, card and straw. The children decided that 'keeping the roof on' was very tricky and a problem still to be solved. Children use computers and a camera to find out and record.
41. **Creative development** took place as part of the building topic. Children record what they have seen and built in pictures. In the art area they printed with shapes, rollers and bricks. Houses were designed on the computer. Display of paintings included 'light and dark' pictures showing good colour mixing. Imagination is fostered well by the current building project and children took on various roles. In a music lesson a very large clock face was used to teach *the clock goes tick tock* song and there were good links with mathematical development. They listened well to the song on a compact disc player and began to sing the words with the teacher. They were challenged to invent actions and extra words. They recognise repeated sound patterns and capably perform actions to music.
42. The small outdoor area and an unsatisfactory range of equipment for climbing, crawling and experimenting hinder **physical development** and the school has to compensate for this as best it can. In a class lesson in physical education on the field children understood the purpose of a warm-up and the effect of this on the heart. They work well in pairs to try to control a large ball with their feet, showing average skills for their age. They develop manipulative skills when building their houses with large and small construction material. They use scissors, pencils and brushes in line with the expectations for their age.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- All pupils achieve well in reading and this enables pupils to attain above average standards in reading at the end of Years 2 and 6.
- The role of the subject leader has been extended but there has not yet been time for this work to improve achievement and raise standards.
- Teaching is satisfactory, but marking does not often enough include comments that will help pupils to know what they should do to improve nor are tasks matched frequently enough to prior learning.

#### Commentary

43. Achievement is satisfactory overall all but pupils achieve well in reading. Inspection evidence indicates that attainment in reading is above average in Year 2. This is similar to the findings of the previous inspection although lower than in the national tests in 2004. Standards in writing in Year 2 are average. This is similar to the findings of the previous inspection although slightly lower than the 2004 national test results. Standards in Year 6 are above average in reading, better than at the time of the previous inspection, and average in writing, making average overall. The standards in English in Year 6 are similar to the results of the 2004 national tests. The variations between the findings of the previous inspection, the 2004 national test results and the present findings reflect the comparatively small number of pupils in the year groups, so making direct comparisons unsafe. All pupils have good attitudes towards the subject and behave well in lessons and this contributes well to their achievement.
44. Overall speaking and listening skills on entry to the school are average. The school has identified the need to improve these skills by giving pupils more opportunities for speaking and listening in all subjects to help improve their writing skills. In all lessons teachers insist on pupils listening carefully to the teacher and to each other. As a result, listening skills are above average by the end of Years 2 and 6. Speaking skills are still average because the good strategy to foster these skills has not been in place long enough to extend pupils' vocabulary significantly, although pupils speak with confidence. Teachers set a good example by using technical vocabulary correctly.
45. Teachers' knowledge and understanding of the National Literacy Strategy is good. They teach reading skills well so all pupils achieve well and the success of this work was illustrated well in reading 'interviews'. Books were well matched to the prior attainment of pupils. Pupils approached the text with enjoyment and confidence and mainly understood what they were reading. They all had good strategies to work out words that they did not recognise. Lower-attaining pupils in Year 2 are so keen to read that they do not always correct themselves when they make an error, for example saying '*always*' instead of '*anyhow*'. Most pupils read at home to an adult or a sibling. In Year 6 the pairing of pupils with different levels of attainment is benefiting all pupils. The way an average-attaining pupil and a lower-attaining pupil discussed and read their book indicated that the strategy boosted the confidence and achievement of the lower-attaining pupil whilst not detracting from the progress of the average-attaining pupil. There is a good range of books so resources are good and make an effective contribution to the above average standards in reading.

46. One reason that the standard of writing is only average in Years 2 and 6 is because of the average speaking skills. Teachers try to extend the vocabulary of pupils. For example in a good lesson in a Year 1/2 class the teacher checked that pupils understood key words in the text such as '*tranquilliser*'. Other reasons are that tasks are not always closely matched to prior attainment and that marking does not often enough indicate to pupils how to improve. However, teachers foster writing skills by choosing tasks that will interest pupils, for example when pupils in Year 2 wrote about '*My night at the Jellicle ball*' and pupils in Year 6 wrote a letter inviting an Olympic gold medal-winning athlete to visit the school in conjunction with the 'Tsunami Appeal'. This contributed well to pupils' personal and social education. Older pupils are beginning to choose and use words to good effect. For example, a higher-attaining pupil wrote in a poem '*The smelling of rotten corpses like pickled eggs rotting in the sun*', whilst an average-attaining pupil wrote '*The blistering sun*'.
47. The teaching seen during the inspection was good and one lesson was very good, but the quality of teaching and learning overall is judged to be satisfactory. This is because marking is only satisfactory overall, although there were some examples of good marking. For example some marking included an indication of the level of writing and what was necessary to attain the next level, such as the need to improve punctuation or to increase the content in the middle section of a piece of writing. However, key words that are mis-spelled are not always corrected. Pupils do not have written, short-term targets that help them to take responsibility for improving. The work in the books showed too few tasks that were matched to pupils' prior attainment and this restricts learning. The strengths of the good teaching seen during the inspection included the effective use of learning support assistants to help lower-attaining pupils and those with special educational needs, the careful use of questions to check on learning, the use of praise and encouragement to boost confidence and tasks that motivated pupils. However, the pace of teaching was not consistently brisk except in one lesson, nor were tasks always matched to prior attainment.
48. The subject is led and managed satisfactorily. The subject leader has a sense of purpose with a clear desire to raise standards further. Her role now includes opportunities taken to check on teaching and learning. This, together with the school's more rigorous analysis of national and optional tests that help to identify shortcomings in the provision, is putting the school in a good position to raise standards. The location and stocking of the library have improved since the previous inspection.

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

49. The school provides satisfactory opportunities for pupils to use skills learned in the literacy lessons in other subjects, for example, the use of reading skills to research history, geography and religious education topics. The opportunities to use writing skills to consolidate and foster learning are still not planned well enough. The school is aware of this. This is being tackled through an imminent review of the curriculum. A more structured approach to linking work across subjects is planned to enhance learning opportunities and so help to raise standards.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers have good subject knowledge and make lessons lively and interesting, but there are key weaknesses in teaching pupils how to use and apply the skills they have.
- The current organisation of pupils in mixed-age and ability classes means that tasks and activities are not always matched well enough to what pupils already know and can do.
- The quality of marking is sometimes poor and teachers have low expectations of how pupils present and record their work.

## Commentary

50. Standards in the current Years 2 and 6 are average and pupils achieve satisfactorily overall. Those pupils with special educational needs achieve as well as their fellow pupils do because of the support provided. These findings represent a similar picture to the previous inspection and the results of the national tests in 2004 for pupils at the end of Year 6. They are lower than the results of the national tests in 2004 for pupils at the end of Year 2 because of differences in levels of prior attainment. There are comparatively small numbers of pupils in each year group and this makes direct comparisons difficult.
51. The quality of teaching is satisfactory overall. Good teaching was seen throughout the school during the inspection. Teachers' subject knowledge in mathematics is good and, as a consequence of this, lessons are lively, interesting and pupils have good oral skills when answering questions. This was a good feature of teaching noted in the previous report and has been maintained. All teachers use correct mathematical vocabulary and ensure that pupils use correct terminology when answering questions. Teachers have secure behaviour management strategies, so lessons are well paced, pupils are kept well focused and because lessons are interesting, the majority of pupils behave well and work hard. In a good lesson with mixed Year 5 and 6 pupils, higher-attaining pupils were set a challenge of proving a mathematical conjecture that 'there is always a prime number between consecutive square numbers'. Pupils worked in small groups to either prove or disprove this conjecture and were able to prove that there is at least one prime number between consecutive square numbers, up to 200. The scrutiny of pupils' work throughout the school however, indicates that there are some shortcomings in teaching. For example, pupils have weak skills in their ability to use and apply the skills they have in mathematics. Many older pupils lack effective problem solving skills or have the skills necessary to explain their methods. This was a weakness identified in the previous inspection and has still to be tackled effectively.
52. The school copes with very irregular pupil numbers entering the school each year, so classes and year groups vary in size, sometimes considerably. As a result of this, classes are made up of pupils of mixed ages. The current organisation of pupils into and ability classes, further set into three ability groups in Years 4 to 6, is complex to plan and organise. Currently, the planning and organisation of the mathematics curriculum is not being monitored well enough to ensure that all pupils achieve as well as they could do. In one class of mixed older Year 1 and younger Year 2 pupils, the lesson was very well planned, with activities and tasks planned for different ability groups both within Year 1 and Year 2. This worked well and all groups were given activities matched appropriately to what they already knew and could do, with a suitable level of challenge provided. However, this good planning strategy also highlighted that there is no whole school approach to planning and some teachers cope better than others do with the very wide spread of age and ability of their pupils. Assessment procedures are in the process of being revised and, consequently, there



is a lack of a whole school approach to the assessment and tracking of individual pupils.

53. The scrutiny of pupils' work in books indicates that the quality of marking is unsatisfactory, with superficial comments made and little indication given to the pupil as to what the next steps to learning are. Teachers' expectations of how pupils present and record their work are too low. This was a weakness identified in the previous inspection and the school still has to tackle this with enough rigour. This has had a significant impact on the development of pupils' skills in solving problems using data such as graphs, lists, tables and charts. Older, higher-attaining pupils in Year 2 have weak presentation skills and their work follows no logical sequence or order. Rulers are barely used to draw graphs and consequently, their data handling work lacks both rigour and accuracy. Work is often marked as correct when graphs drawn in such a haphazard way can rarely be correct. By Year 6, pupils' presentation skills are barely satisfactory. Numbers are not always correctly formed. There are too few planned opportunities for pupils to use and apply their literacy and information and communication technology skills to support their learning, particularly in the presentation and organisation of their work.
54. The leadership and management of the subject are satisfactory overall. The subject leader has only recently taken responsibility for the subject and is very keen to make improvements. There have been some formal observations of teaching, particularly in Years 1 to 2 and an analysis of the results of pupils' tests has taken place to identify what pupils do well and more importantly, where their skills are weaker. From this analysis, the subject leader has already identified key weaknesses, but, currently, has too little time to check teaching and learning throughout the school and is therefore unable to have enough effect on pupils' achievement. Resources for the subject are satisfactory.

### **Mathematics across the curriculum**

55. There is a satisfactory range of opportunities for pupils to use and extend their numeracy skills in other subjects and pupils have a secure knowledge and understanding of number. However, because pupils have weaker skills in their ability to use and apply the knowledge they have to solving problems, or to construct graphs, tables and charts with accuracy, this means that they are unable to present the results of science investigations well enough. There are too few planned opportunities for pupils to use their mathematical skills to support learning in other subjects. Pupils' number skills are used well in day-to-day learning, but opportunities are often incidental rather than planned with a clear learning objective.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers have good subject knowledge and, as a result, pupils have a secure understanding of scientific concepts but there are key weaknesses in the teaching of enquiry and investigative skills.
- The quality of marking is sometimes poor and teachers' expectations of how pupils should present their work are too low.

- The subject leader has the ability to make improvements and has clearly identified key strengths and weaknesses in the subject.

## Commentary

56. The achievement of pupils, including those with special educational needs, is satisfactory in years 1 and 2 and unsatisfactory in Years 3 to 6. Lessons are interesting and pupils make clear gains in their knowledge and understanding of key concepts. At the end of Year 2 pupils reach standards that are average. Standards are below average at the end of Year 6. This is lower than seen in the national tests in 2004 because pupils of all ages do not attain well enough in their science enquiry skills. Most pupils have weak skills in their ability to plan investigations or present their evidence using a wide range of methods. This is linked to pupils' weak data handling skills in mathematics and, consequently, pupils are unable to use graphs and charts skilfully enough to show the outcomes of their investigations.
57. The quality of teaching is satisfactory overall. The teaching seen in lessons during the inspection was good and this is an improvement on the previous inspection, when some unsatisfactory teaching in science was seen. In lessons, teachers make effective use of information and communication technology as a teaching tool and plan imaginative activities that involve pupils in active learning experiences. Teachers use questioning skills well to probe pupils' knowledge and understanding and to then extend learning further. Pupils enjoy lessons and work hard. However, the scrutiny of pupils' work in their books highlights some weaknesses in teaching. For example, the quality of marking is poor. Comments are often superficial and do not provide enough guidance to what the next steps to learning are. In Years 1 to 2, teachers rely very heavily on work sheets and whilst pupils do gain secure knowledge and understanding they, consequently, have too few opportunities to use their emerging writing skills to plan or write up their investigations. Similarly, the work of older pupils indicates that they do not have the skills to organise or structure their work well enough. Predictions and hypotheses are not clearly explained and the results of pupils' experiments lack clear conclusions. Generally teachers' expectations are too low. This was an aspect of teaching noted in the previous inspection and is still to be tackled successfully. Low expectations of how pupils organise and present their work is acting as a break to what pupils could achieve if they were given greater challenges. There are too few planned opportunities for pupils to use key skills in literacy, numeracy or in information and communication technology to support their learning in science.
58. The subject is led and managed satisfactorily. The subject leader is relatively new to the role and is, therefore, still identifying what the subject's strengths and weaknesses are. However, so far, this has been done well. She has put in place some strategies to make improvements that are aimed at raising standards but, currently, has too little time to check the effect of the strategies in the classrooms.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

### Main strengths and weaknesses

- Satisfactory teaching and learning enable all pupils to attain nationally expected standards by the end of Year 6.

- The confidence and enthusiasm of pupils helps them to achieve satisfactorily.
- Effective teaching of information and communication technology skills in the context of other subjects motivates pupils and helps learning in other subjects satisfactorily.
- The subject leader has not yet had the opportunity to check on the quality of teaching and learning by observing other teachers and so improve standards.

## Commentary

59. Standards in information and communication technology are similar to those expected nationally at the end of Years 2 and 6. Pupils make satisfactory gains in their learning and achievement is satisfactory, except for pupils with special educational needs who achieve well. This is an improvement since the previous inspection when standards in Year 6 were below average. Planning now ensures that the subject meets National Curriculum requirements. The skills and confidence of the teachers have grown and teaching is now satisfactory overall although some good teaching was observed during the inspection. Information and communication technology skills are taught effectively in conjunction with learning in most subjects but there are too few planned opportunities for pupils to use these skills as a tool for learning, particularly in mathematics and science. The planned opportunities for pupils in Year 6 to learn about control technology and to use web-cams to make a film as part of the residential education visit enriches the curriculum well and contributes well to their achievement and attainment.
60. Positive features of the teaching are the confidence of the teachers and learning support assistants and the sharing with pupils at the beginning of the lesson what they should know or be able to do by the end. Other strengths of the teaching that enable all pupils to make good gains in their learning during the lesson are the high expectations that teachers have of pupils' behaviour, the effective use of questions to check on learning and the teaching of skills in conjunction with learning in other subjects. For example, in a literacy lesson a group of pupils in Year 2 consolidated their word processing skills when writing a non-chronological report and extended their knowledge and understanding by learning how to insert clip art pictures into their text. The subject fosters personal and social education well because pupils frequently work in pairs and take turns.
61. The subject is led and managed satisfactorily. The subject leader's knowledge and understanding of the information and communication technology is good. However, she has not yet had the opportunity to check on the quality of teaching and learning by observing other teachers. This limits her effectiveness. The school is taking steps to remedy this.

## Information and communication technology across the curriculum

62. This has improved since the previous inspection and is satisfactory overall. Evidence indicates a growing use of information and communication technology to support learning in other subjects. For example pupils in Year 6 talked enthusiastically about using websites to research information about World War 2 and a virtual experiment program to enhance learning in science. However, a more securely planned use of information and communication technology as a learning tool in all subjects is needed to put the school in a better position to improve achievement.

## HUMANITIES

### Religious education

Provision in religious education is **satisfactory**.

## **Main strengths and weaknesses**

- The subject makes a good contribution to pupils' understanding of living in a culturally diverse society.
- Pupils show good respect for the faiths of others and are enthusiastic in their learning.
- Work in books is limited in quantity.

## **Commentary**

63. Standards in religious education are similar to those expected by the end of Years 2 and 6. All groups of pupils, including those with special educational needs, achieve satisfactorily. Pupils in Year 2 remember previous learning about the Muslim faith well. They show interest in the parts of a mosque and tackled a task to match words and pictures relating to this with enthusiasm, although rather more time was spent in cutting and sticking than on religious education learning. Scrutiny of work completed shows an appropriate range of work covered, including stories from the Christian faith. The amount of work produced is limited and the use of written English only just satisfactory for the age group. There is very little difference in the work of pupils with differing levels of attainment.
64. In Year 6 pupils remember the work on the Sikh faith well. They satisfactorily make comparisons between the teaching of Guru Nanak and the Christian 'fruits of the spirit'. They discuss well the attributes of people who follow the rules giving examples such as 'kind', 'gentle' and 'honest'. Discussion with pupils showed a satisfactory recollection of their work on the Christian faith. They know some of the 'miracle' stories from the Bible but were not secure on the meaning of the word 'parable'. They remembered with great interest the visit of a Sikh teacher when they were in Year 5 and what they had learned. They were very clear that one reason for learning about religious education was to understand and respect all regardless of creed and colour and 'it helps you not to be racist'. Work seen in books is very limited in quantity with little difference between that set for, or produced by, higher and lower-attainers. There is much unfinished work and a low standard of presentation.
65. The quality of teaching and learning is satisfactory. Teachers have good subject knowledge and are aware of the requirements of the Locally Agreed Syllabus. Planning is difficult in the mixed-age classes because the school has not planned its whole school curriculum to meet the needs of these classes. For example pupils in Year 2, split between two classes, work on different topics. Nevertheless, teachers have managed to give pupils an enthusiasm for learning in religious education and the subject makes a good contribution to their spiritual, moral, social and cultural development.
66. The new subject leader is aware of the planning difficulties and is currently reviewing time allocation, planning and the whole school curriculum. The leadership and management of the subject are satisfactory. The work of the current subject leader is in the very early stages of development and there is a very clear view of what needs to be done. Good use has been made of local authority and diocesan guidelines to implement record keeping and assessment. Resources are good and information and communication technology is well used for research.

## **History and geography**

67. These subjects were only very lightly sampled and, therefore, no judgements have been made on standards or the quality of teaching and learning. No lessons were observed and there was little recorded work available. Recorded work in Year 2 mainly consists of commercially produced worksheets and presentation of this work is poor. Pupils in the two classes containing Year 2 pupils study different topics. In history some Year 2 pupils have studied the Aztecs and learn about places in the world when staff and pupils have taken 'Barnaby Bear' on visits. Pupils in Year 6 discussed with enthusiastic animation the current topic relating to the study of life in the 1960s. This topic was used to good effect in a very good English lesson when the songs of the Beatles were a focus for work on autobiography. They remembered the work on World War Two with interest. The visit to Eden Camp in connection with this topic had been particularly eventful and inspiring. One pupil stated that 'it was so good because it was experience not just listening'. They reflected well on what the blackout must have been like. They were similarly enthusiastic about a visit to Beamish Museum. They described a topic on rivers, completed in Year 5 and could see how this related to the study of Australia in Year 6. They explained co-ordinates and enjoyed making maps. A film about Aborigines had had a significant effect on them and they discussed the evil of racism in relation to this. The subjects make a good contribution to pupils' spiritual, moral, social and cultural development.

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

### **Art and design**

68. Insufficient evidence was gathered to make secure judgements about the overall provision in art and design. There was evidence in classrooms and around the school to show that pupils are provided with a suitable range of artistic experiences and, where possible, staff make links with other subjects. The evidence indicates that many pupils have good observational drawing skills and older pupils use watercolours well. Pupils do have the opportunity to use clay or other modelling materials to explore three-dimensional model making. There are very few examples of pupils' work in textiles, however. Sketchbooks are not used consistently throughout the school, so pupils have too few opportunities to explore and develop their own ideas or collect examples of work that show the progression of their own skills.

### **Design and technology**

69. No lessons were observed in design and technology during the inspection and there was very limited evidence available for scrutiny, so no judgement has been made on the school's provision in the subject. Older pupils in Years 5 and 6 have designed and made shelters as part of a competition. The school's governors were involved in choosing the winning design. The shelters had to be waterproof, support 1kilogram of weight and withstand wind – which was provided in the form of a 30-second blast from a hairdryer! Pupils completed an initial plan and an evaluation for this competition, but throughout the school, there is very little evidence that pupils have sufficient opportunities to develop their ideas, plan initial designs or evaluate their products.

### **Music**

70. This subject was only lightly sampled so there is insufficient evidence to make a judgement about the quality of the provision, teaching or standards attained in this subject. In the one lesson seen with pupils in a Year 5/6 class the quality of teaching and learning was very good and the singing was typical of pupils of that age. All

requirements of the National Curriculum are met. The curriculum is enriched well by opportunities provided by visiting musicians. All pupils enjoy performances, for example from instrumental groups. Some pupils learn the guitar, keyboard and violin with visiting teachers. The school ensures there are good opportunities for the choir to perform. The participation in the Wensleydale Music Festival was a valuable and enriching experience. The subject makes a good contribution to personal, social and cultural education.

### **Physical education**

71. In physical education, only two lessons were observed, so no judgement has been made on the school's provision. In the current Year 6, just over four fifths of pupils have attained their 25 metres swimming certificate and the remainder have achieved their 10 metres certificate. They are likely to gain their 25 metres by the end of the term. In the two lessons seen, teaching was good. Teachers dressed appropriately for the lessons, therefore setting a good example to the pupils. The teaching of specific skills is sound and in lessons, pupils are well behaved and show good attitudes to learning. The school has developing links with the local secondary school through the School Sports Co-ordinator programme but this is still at a very early stage.

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

72. This subject was not inspected in depth and, therefore, no judgement has been made on the quality of provision. Personal, social and health education is well integrated into the curriculum and sex education and drugs and alcohol awareness education are an integral part of this. A drugs awareness programme for pupils in Year 6, through drama, had good links with English. 'Circle time' (a time when a class sits together to discuss aspects of personal and social significance) and the work of the school council provide an understanding of citizenship. Two lessons were observed during the inspection. In the good lesson for pupils in Year 6 they gained in self-confidence and showed an understanding of social obligation because of the choice and range of activities. They know the rules for this type of lesson and listen well to the speaker. They learned how praise makes people feel good about themselves.

## 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	3
How the school's effectiveness has changed since its last inspection	4
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</b>	<b>3</b>
Attendance	2
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>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
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	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	4
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	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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