

# INSPECTION REPORT

## **HUNTON CHURCH OF ENGLAND PRIMARY SCHOOL**

Hunton, Maidstone

LEA area: Kent

Unique reference number: 118726

Acting Headteacher: Mrs Barbara Godden-Wood

Lead inspector: Mr J E Billington

Dates of inspection: 27<sup>th</sup> – 29<sup>th</sup> September 2004

Inspection number: 269664

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:	70
School address:	Bishops Lane Hunton Maidstone Kent
Postcode:	ME15 0SJ
Telephone number:	01622 820360
Appropriate authority:	The governing body
Name of chair of governors:	Mr Roger Flaherty
Date of previous inspection:	22 <sup>nd</sup> May 2000

## CHARACTERISTICS OF THE SCHOOL

Hunton Church of England Primary School is situated in the village of Hunton, near Maidstone in Kent, and is much smaller than most primary schools. There are 76 pupils on roll; 41 boys and 35 girls, aged from four to eleven. They are from a wide variety of backgrounds, including some from a small number of traveller families. Numbers on roll have increased slightly since the last inspection; pupil mobility is low. The school has three classrooms and a newly built hall with other additional facilities. At the time of the inspection, Reception class pupils attended in the morning only. The school is currently working towards Eco friendly status.

One pupil speaks English as a second language; two pupils have a European background. Approximately one third of the pupils are on the special educational needs register and this is a higher proportion than average. They have a range of needs, principally to do with the development of language, but there are no pupils with a statement of their needs. Attainment on entry is below average.

The size of the year groups is much smaller than average and ranges from nine to thirteen. The range of attainment and small size of the year groups mean that statistical comparisons between one year and another are unreliable.

The school has recently experienced considerable changes in staffing. The headteacher resigned and there is currently an acting headteacher in post. Two new staff were appointed to the school in September 2004, one joined the school at Easter 2004 and another will be leaving in October.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2779	Jim Billington	<i>Lead inspector</i>	Foundation Stage; Mathematics; Science; Information and communication technology; Art and design; Design and technology.
1329	Kevern Oliver	<i>Lay inspector</i>	
23300	Lily Evans	<i>Team inspector</i>	English as an additional language; Special educational needs; English; Geography; History; Music; Physical education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Hunton Primary School is providing a satisfactory education** for its pupils, with strengths in provision for pupils' personal development. Standards are average overall, with strengths in the attainment of the oldest pupils in science. While attainment in English is satisfactory, there are weaknesses in spelling, punctuation and handwriting. Children begin school with below average skills and knowledge, and their overall achievement is satisfactory. Teaching is satisfactory, with strengths in the teaching of the oldest pupils. However, assessment information about pupils' standards and progress is not used effectively to raise standards. The school provides satisfactory value for money.

#### The school's main strengths and weaknesses are:

- Pupils enjoy coming to school; they are keen to take part in activities, they behave well and relationships are very good.
- The links with the community are very strong and make a very good contribution to learning.
- Teachers do not use assessment information well enough to raise standards.
- Standards are better in mathematics than in English, where standards are below average in aspects of writing.
- The level of challenge in lessons is not consistently high enough.
- The Foundation Stage class gives children a good start to their education for personal, social and emotional development and physical development.

In the last inspection, the lack of computer equipment was a key issue. This has been addressed by the provision of 12 laptop computers. National Curriculum requirements for information and communication technology (ICT) are now met. The school has improved pupils' skills, and provision is now satisfactory. However, the computers are now in need of upgrading. While there has been variation in national test results, when the core subjects of English, mathematics and science are taken together, there has been satisfactory improvement since the last inspection.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A	C	D
mathematics	B	D	C	D
science	D	C	E	E

*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.*

*Note: Caution is needed in interpreting the data as numbers taking the tests are small.*

**Achievement is satisfactory across the school.** Children enter the Foundation Stage with a wide range of attainment and skills. Overall, however, their levels of attainment and skills are below those found nationally, with above average numbers having special educational needs (SEN). They make satisfactory progress overall, and good progress in both their personal, social and emotional development and their physical development. Most children are on course to meet the goals they are expected to reach by the end of Reception, except in language. In Years 2 and 6, comparisons with national test results have to be treated with considerable caution. The very small number of pupils in each year group means that the results of one pupil can have a disproportionate effect on the results overall. In the table shown, the school's results in English and mathematics in 2003 were similar to those reported nationally while those in science were well below them. Based on the progress pupils make from Year 3 to Year 6, results in English and mathematics were below those

reported in similar schools and in science they were well below them. Evidence from the inspection indicates that achievement in Years 1 and 2 and in Years 3 to 6 is satisfactory. Standards in the core subjects of mathematics and English are below average in Year 2 and average in Year 6. Standards in science are average in Year 2 and above average in Year 6.

**Pupils' behaviour and attitudes to school are very good.** Their moral and social development is also very good. Their spiritual development is good and their cultural development is satisfactory. The level of attendance and punctuality is good.

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

**The school provides a satisfactory quality of education.** In the teaching seen during the inspection, one lesson was judged to be excellent, just over half were judged to be good and the rest were judged satisfactory. No unsatisfactory teaching was seen. Most of the good teaching occurred in the class with Year 4, 5 and 6 pupils. Here, three quarters of the teaching was good. In these lessons teaching was lively, interesting and made very good use of the time. Lessons in the other classes were divided almost evenly between those judged good and those which were satisfactory. Teachers share learning objectives with pupils and marking focuses on them. Older pupils are involved in discussion about how well targets have been achieved. However, higher attaining pupils are not always sufficiently challenged in the work that is set for them and assessment information which teachers have gathered is not used well enough to plan what is taught next. The curriculum is satisfactory and meets statutory requirements. There is a good range of extra-curricular opportunities and enrichment activities. The school cares well for its pupils. It listens to their views and increasingly takes them into account. Guidance and support for learning are satisfactory. The school works well with parents, and links with the church and local community are very good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** The temporary headteacher has successfully managed the school through a difficult year of staff changes and uncertainty. She has provided inspiration and motivation to staff, encouraging them to be very good role models and to set the caring ethos which pervades the school. However, teachers do not have a clear picture of how well pupils are achieving across the school overall and they are unsure about the parts of the curriculum which are successful and those which need to be improved. The governance of the school is good. Governors are fully involved and committed to support the work of the school, in particular with regard to staffing, finance and building issues. They have worked very hard and successfully to improve the environment of the school. However, governors' involvement in the curriculum is less well defined. All statutory requirements are met.

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

Parents expressed high levels of satisfaction about the supportive community within the school, which gives pupils self-confidence. The inspectors agree with the positive comments parents made. Some parents expressed the view that they would like more information about what their children are studying. The inspectors agree that, in some instances, more information about the school's organisation, curriculum and teaching methods would be useful to parents. Pupils expressed high levels of satisfaction with the school, highlighting the support they receive from teachers.

## **IMPROVEMENTS NEEDED**

### **The most important improvements needed are:**

- Ensure that assessment information about pupils' progress is used in a coherent way to raise standards through clear subject leadership, particularly in English and mathematics.
- Develop a clear overall picture of the quality of teaching, standards and progress across the school.
- Plan improvements to teaching and learning, and monitor the results, to ensure standards are raised, particularly in spelling, punctuation and handwriting.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement across the school is **satisfactory**. Children start school with below average knowledge and skills, and their achievement in the Foundation Stage is satisfactory. Achievement is satisfactory in Years 1 and 2, and in Years 3 to 6. Standards in the core subjects of mathematics and English are below average in Year 2 and average in Year 6. Standards in science are average in Year 2 and above average in Year 6.

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

- Pupils currently in Year 6 attain standards in science above those expected for their age.
- Across the school, pupils with SEN make good progress in relation to their previous learning.
- More able pupils are not challenged enough in the work that is set for them.
- Pupils do not use their skills in spelling, punctuation and handwriting well enough in their independent writing.

#### **Commentary**

1. In recent years, most children have reached the required levels in each area of learning by the end of the Foundation Stage, except in communication, language and literacy. This represents satisfactory achievement when taking into account the fact that attainment on entry is below that expected for their age. However, it should be noted that the number in each year group is very small and, as such, even a small number of pupils joining or leaving can have a marked effect on the performance profile of each year group. Inspection evidence indicates that most are on course to reach the recommended levels for each area of learning, except in communication, language and literacy, by the end of Reception.

2. Similarly, caution is needed when making comparisons of assessment results on a year-to-year basis, as the performance of each pupil has a disproportionate impact on statistics and one child can make a statistical difference of over 10 per cent. Because of the small numbers involved, test results do not provide a reliable guide to standards. Only two pupils took the Year 6 tests in 2004 and, because fewer than ten pupils were involved, the tables showing the 2004 test results are required to be omitted.

3. From evidence gathered during the inspection, standards in English and mathematics in Year 2 are below average, and in science they are average. For Year 6 pupils, standards in English and mathematics are average, though pupils do not use the skills they have learned in spelling, punctuation and handwriting in their independent writing. Standards in science for Year 6 pupils are above average. Results for traveller children are similar. When taking into account the fact that the proportion of pupils with SEN in these year groups was above average, this represents satisfactory achievement. Achievement for traveller children is also satisfactory. Children with SEN achieve well in relation to their previous learning.

4. In recent years, the small number of pupils involved in statutory assessments at the end of Year 2 has meant standards, as indicated by test results, have varied considerably from one year to the next. Direct comparisons of performance are unreliable. Results for 2004 showed the extremely small number to be assessed reached the nationally expected levels in reading, writing and mathematics.

5. Attainment in ICT meets nationally expected levels for pupils at the end of Years 2 and 6, and achievement is satisfactory. Information and communication technology (ICT) is used to support learning in other subjects, particularly in developing number skills in mathematics.

6. Work seen in design and technology and physical education between Years 1 and 6 indicates that achievement is satisfactory and standards are average. Work set is at an appropriate level for the age groups concerned. Because of the constraints of the timetable and the time available, there was insufficient evidence to make judgements about standards in history, geography, art and design and music. Religious education was not inspected.

7. Pupils who have SEN attain standards appropriate to their abilities and personal circumstances. They achieve well, and make good progress in relation to their prior attainment and to the targets in their individual education plans (IEPs).

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

Pupils' behaviour and attitudes to school are **very good**. Their moral and social development is also **very good**. Pupils' spiritual development is **good** and their cultural development is **satisfactory**. The level of attendance and punctuality is **good**.

### **Main strengths and weaknesses**

- Pupils' willingness to be enterprising and to take responsibility is very good.
- Staff are very good role models, set high standards of behaviour, and promote the very good relationships pupils have with each other.
- There are too few opportunities for pupils to develop an understanding of the cultures of others.

### **Commentary**

8. The school's small size and the limited number of pupils in each class help it to promote a happy, caring, family atmosphere in which everybody is valued and where people are considerate of each other. Pupils' attitudes to the school and their work are very good. They listen well to their teachers and get on well with the tasks given. Pupils co-operate well, understand the need for teamwork, and work together constructively, sharing resources and handling them sensibly. They work hard and are enthusiastic learners. Pupils concentrate well and persevere. Their very good attitudes to work assist their achievement, even when the work has not been matched well to their particular needs. They are willing to use their initiative within the class, perceiving jobs that need to be done and acting without being told.

9. Pupils' behaviour is very good and there have been no exclusions. Teachers and learning support assistants provide very good role models, know the pupils well and value the views of all whilst maintaining high expectations of behaviour. These clear expectations are combined with good emphasis on making pupils responsible for their own actions, thus encouraging them to behave well.

10. The school rules are few in number and simple for a child to understand. They are backed by a good behaviour policy, with appropriate rewards and sanctions. Support for pupils whose concentration span is short is well directed and encourages all pupils, including those with SEN to take an active part in lessons. In the playground, pupils play well together, and occasional incidents are dealt with effectively by lunchtime supervisors. Most parents believe that the children in the school behave well and that occasional incidents of bullying are normally dealt with promptly.

11. Nearly all pupils, including those with SEN, want to learn and succeed. Most are enthusiastic about their work and co-operate well with one another when they work together in pairs or groups. For example, in one lesson pupils were happy to share a laptop computer and take turns to word process. Given the responsibility to look after younger pupils, older pupils look after them well. Pupils are proud of their achievements within the school environment, making the school 'eco-

friendly', and have won awards for their efficiency in recycling, composting, growing vegetables and providing a supportive environment for animals and birds.

12. Pupils' spiritual development is good. They have stimulating experiences in some lessons. For instance, through practical activities in a science lesson pupils were given deep insights into the structure of flowers and the functions of each part of them. As a result, they grew in confidence in their learning and were more thoughtful about the complexity of nature. Pupils are aware of their environment and the importance of caring for their surroundings.

13. Provision for pupils' moral and social development is very good. They are very aware of right and wrong, and their very good behaviour reflects this awareness. The personal and social development programme is sufficiently well embedded in the work of the school to make their social skills above the level of those expected for their age. They are at ease with caring for younger pupils, sharing, taking turns, working independently and listening to each other. Each pupil is given an equal opportunity to contribute to discussion in 'circle time', where they take responsibility for solving problems and resolving issues that they have highlighted. This supports personal and social skills well and raises issues sensitively.

14. Pupils' cultural development is satisfactory. Their learning about the local cultural environment is good, supported by many beneficial visits locally and visitors to school from the local community. However, their learning about cultural diversity is not as prominent and their understanding of the cultural traditions of others is less well developed.

## Attendance

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

Authorised absence	
School data	7.9%
National data	5.4%

Unauthorised absence	
School data	0%
National data	0.4%

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

## Exclusions

15. There were no exclusions from the school in the past year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education.

### Teaching and learning

Teaching and learning are **satisfactory** in Years 1, 2 and 3 and **good** in Years 4 to 6. Assessment systems are **satisfactory** but assessment information is not used effectively to raise standards.

### Main strengths and weaknesses

- Teachers form good relationships with pupils and have high expectations of diligence and behaviour, fostering very positive attitudes to learning.
- The teaching assistants make a very good contribution to teaching and learning.
- Teachers manage pupils and their behaviour very well; pupils are very well cared for.
- The curriculum is broad, but some aspects of learning are underemphasised.
- Expectations of what pupils can achieve are not always high enough, particularly for higher attaining pupils.
- Assessment systems gather large quantities of data, but the information is not used effectively to raise standards.
- Pupils with SEN are well supported in class and at times when they work outside the classroom on specific tasks.

### Commentary

16. In the Foundation Stage (Reception) teaching and learning are satisfactory overall; they are good in lessons concerned with children's personal, social and emotional development, and their physical development. The planning system allows the children to become increasingly independent and to choose their activities from relevant resources. The teacher uses the accommodation well. Good use is made of the outside area to promote pupils' physical development and their confidence in tackling physical activities. The teacher and learning support assistant have a secure understanding about how young children learn, and good adult intervention keeps the children focused on purposeful play. Assessment is satisfactory. Adults assess the children's involvement and development as they are playing, and plan appropriate follow-up activities.

17. During the inspection, teaching in one lesson of personal, social and health education (PSHE) was judged to be excellent. All other lessons were judged to be either good or satisfactory. No unsatisfactory teaching was seen. In Years 4, 5 and 6, three quarters of the teaching was good. In these lessons teaching was lively and interesting, and made very good use of the time. For example, in a mathematics lesson on shape, the teacher maintained a good pace and set high but attainable challenges for the pupils. They were immediately engaged and eager to learn, and they responded well to the high level of questioning. Similarly, they responded well to the task of using ICT to improve their number skills, and achieved well.

18. Where teaching was satisfactory rather than good, the level of challenge was not as high. Reasonably good oral sessions, where teacher and pupils discussed the work, were not always followed up by sufficiently challenging written work. The tasks tended to be the same for all pupils, which often resulted in some lower-attaining pupils not completing the work and some higher-attainers not always having enough scope to extend their ideas.

19. Overall, pupils acquire new skills and understanding at a satisfactory rate across the school; this includes traveller children and those with SEN. Pupils apply themselves well to their learning, and work well independently and collaboratively when required. In most lessons in all classes the good routines for class management were well understood by the pupils and lessons ran smoothly.

20. Teachers assess and mark pupils' work regularly, and the quality of marking is improving. Most marking indicates to pupils how they can improve. The school is giving pupils more guidance by involving them in discussing targets for learning and reviewing how well they have achieved them. However, this is not yet being used consistently enough to be fully effective in helping pupils to understand how to improve their work.

21. Teachers gather large quantities of information about pupils' progress and standards, but different systems are used in different classes and there is no clear agreement on what should be recorded and how it should be done. This data, and the information gathered from tests used by the school, is not used systematically to draw up a picture of the quality of teaching, learning and standards across the school and to plan the raising of pupils' attainment. As a result, although the curriculum is broad, there is an imbalance between the different sections. For instance, English has more time allocated than other subjects, particularly in Years 2 and 3, but there is no discernable benefit in terms of standards. In mathematics, learning about measures is less represented in the curriculum than learning about shape, and pupils' experience is less rounded than it should be in the subject.

22. Pupils with SEN are well supported in class and in withdrawal sessions which provide them with specific literacy support. These sessions are well managed to ensure that pupils do not miss out on essential work with their class. In lessons in the Foundation Stage and Years 1, 2 and 3, well-trained classroom assistants work closely with the class teachers to provide pupils with good support, both individually and in small groups. This ensures that they can take part fully in lessons.

**Summary of teaching observed during the inspection in 23 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	0	12	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**

The quality of the curriculum is **satisfactory**.

**Main strengths and weaknesses**

- Opportunities for enrichment of the curriculum through activities outside the classroom are good, as is provision for pupils' PSHE and citizenship.
- Support programmes and the match of support staff to pupils with SEN are good.
- Too much time is devoted to English in Years 2 and 3, without measurable improvement in standards.
- Curriculum planning lacks cohesion between different age groups, affecting continuity and balance.
- Accommodation is now very good, since the construction of the new hall and classroom, and resources in Reception are good.

**Commentary**

23. Planning of the curriculum is satisfactory. The lower, middle and upper classes in the school plan separately, sometimes using different systems, for example, in English. Teachers are often unaware of what is going on in other parts of the school, although this is partly due to the newness of staff, some teachers being temporary or a post being split between two teachers. This affects continuity and progression between year groups. Too much time is devoted to English in the middle class of the school, which puts pressure on the time available for other subjects and has not resulted in improved standards. Swimming is available for Years 3 to 6 each week, but takes up 2 hours, making less time for other subjects. The curriculum for non-core subjects has a very limited time allowance.

24. The school continues to offer a good range of clubs, with very good opportunities for sports, including competitions against local schools. Dance, music and art clubs are well attended and the long-standing 'Eco-gang' club provides pupils with valuable opportunities to learn lessons for later life and develops their awareness of the responsibilities of citizenship. The school also has wild areas, a pond, a compost maker and vegetable and flowerbeds.

25. Although the school is inclusive, pupils' awareness of other cultures is an area which is less well developed.

26. The school supports pupils with SEN well within class and in withdrawal time, which is sensitively planned. IEPs provide appropriate targets for pupils to achieve in a set time. Pupils who are gifted and talented are known to staff, are given opportunities outside school to enhance their talents and have set extension activities. However, these interventions have not yet been effective in helping pupils reach above average standards. The recent introduction of setting in English and mathematics, seen during the inspection, is beginning to address this by teaching pupils what they need to do to attain higher levels in writing.

27. Provision for PHSE is very good. The ethos of the school is based on valuing individuals and, both formally and informally, teachers promote and encourage tolerance, responsibility and understanding. Older pupils care for younger pupils on entry to school and, in classes, 'buddy' pairing encourages co-operation and mutual support. Key aspects of social learning arise across subjects and in 'circle time' where, through discussion, pupils take equal responsibility for solving problems and resolving issues they have highlighted themselves. The school nurse is involved in teaching sex education.

28. Accommodation is now very good since the addition of the hall, teaching room and toilet facilities with disabled access. This enables the school to offer gymnastics, and to have a good size assembly area and extra teaching space, which enhance the curriculum. There is, however, a difficulty over poor acoustics in the hall which the school is seeking to rectify. Resources are fully employed to promote learning and the laptop computers are well used. Unfortunately, the machines present technical problems for which there is no regular technical back-up support; there is no plan for their replacement. The resources for the Foundation Stage are good and there is good access to the well equipped outside play area.

### Care, guidance and support

The school has **good** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is **satisfactory**. There are **good** arrangements for involving pupils through seeking, valuing and acting on their views.

### Main strengths and weaknesses

- There are no formal systems for monitoring pupils' personal development.
- Arrangements for child protection are good.
- The headteacher and the rest of the staff show good care and concern for all their pupils.
- Governors and staff ensure that pupils spend their days in a secure, safe and healthy environment.
- Pupils' ideas and views are listened to and valued by the school, though currently there is no school council.
- Arrangements for the induction of new pupils into school are good.

### Commentary

29. Hunton Primary School has a well-deserved reputation as a caring, family-centred school in which pupils are able to learn, play and grow up. Parents confirm that the school helps their children become more confident and ensures that they are happy in school.

30. The governors and staff ensure that pupils spend their days in a safe and secure environment. There are regular safety inspections of the whole site and good arrangements for dealing with incidents and accidents. There is at least one trained first aider on hand during school hours. All pupils are properly supervised during break times and at both ends of the school day. Trips, including those that involve the use of parents' own cars, are well planned. The acting headteacher is the person nominated to deal with child protection issues. All other members of staff are properly trained and well briefed on procedures. Pupils who have SEN are looked after very well.

31. Teachers, their assistants and other support staff are well aware of their pupils' learning and development needs. Arrangements for monitoring pupils' learning, progress and personal development are satisfactory but they are too dependent on 'word-of-mouth', informal procedures and teachers' record keeping. This has an adverse effect on longer term planning, and the school's ability to respond to the needs of individuals and groups of pupils as they move up through the school.

32. Pupils' opinions and ideas about ways and means of improving school life are really valued. There is no formally elected school council but forums such as the 'Eco-gang' club provide pupils with good opportunities to influence what goes on in school. Staff regularly canvass pupils' opinions and listen to their suggestions.

33. There are good arrangements for introducing new pupils and parents to the school. A series of 'taster' visits and meetings ensure that the children are well prepared for the start of school life. The school is justifiably proud of the attention it pays to each and every new pupil's educational and emotional needs.

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

The school's links with parents are **good** and links with the local community are **very good**. Its links with local schools and colleges are **satisfactory**.

### **Main strengths and weaknesses**

- Formal arrangements for keeping parents informed of their children's progress are good.
- The 'open door' policy ensures that there is good informal communication between the school and parents.
- A number of parents feel that they do not get enough information about what their children are learning and how they are getting on.
- The very strong parent/teacher association (PTA) makes a significant financial contribution to the school's fabric and resources.
- A number of parents feel that the school could do more to seek and act upon their views and ideas.
- Pupils' learning and social development benefit from the number and variety of ways in which the school is involved with the village and wider communities.
- Pupils are well prepared for their transfer to secondary schools.

### **Commentary**

34. Regular newsletters and formal documents, such as the prospectus and the governors' annual report, help to keep parents in touch with what is happening in school. The formal arrangements for keeping parents informed of their children's progress are very good. There are termly meetings, which are well attended, and there is a comprehensive annual report. However, the school does not, as a matter of policy, regularly send out information on the curriculum and, with the exception of a list

of topics for each term, provide information on what pupils are doing in school. The result is that some parents, particularly those with younger children, feel that they are not well enough informed about what their children are learning.

35. The school operates an 'open door' policy, with the acting headteacher making herself available to parents whenever she possibly can. Parents and teachers often meet to discuss school issues at the beginning and end of the school day. Friendly, informal communication is the norm.

36. The school values parents' ideas and suggestions about how to make the school an even better place for pupils, but it does not use formal means, such as a questionnaire, to gather them. It prefers instead to rely upon more informal contacts. This system is not sufficiently effective, because a number of the parents who attended the pre-inspection meeting and/or completed the pre-inspection questionnaire felt that the school did not seek their views.

37. Parents are supportive of their children's education. They listen to them read and encourage them with their homework. Some come regularly into school to help with classes and trips. There is full attendance at school productions and events such as the May Fayre. The PTA is very successful. In the last few years it has, through its fund raising, contributed towards the £25,000 needed for the building of the new school hall.

38. The school makes a good contribution to the local and wider communities and benefits from them. Pupils willingly support a number of charities. The village and wider community sponsor school activities and pupils delight in entertaining the older members of the community when they visit the school.

39. A comprehensive programme of visits and advice sessions for pupils and parents ensures that all the school's Year 6 pupils are well prepared to move on to their secondary school. Particular attention is paid to ensuring that the needs and worries of both pupils and parents are attended to.

## **LEADERSHIP AND MANAGEMENT**

The leadership and the management of the school are **satisfactory**. The temporary headteacher has successfully managed the school through a difficult year of staff changes and uncertainty. She has provided inspiration and motivation to staff, encouraging them to be very good role models and to set the caring ethos which pervades the school.

### **Main strengths and weaknesses**

- The school has a strong commitment to the inclusion of all its pupils and to creating a caring and happy environment.
- The headteacher provides a sense of purpose, and key staff are working to raise standards.
- The school improvement plan is comprehensive but lacks clarity in relation to how pupils' targets will be met.
- Having a temporary headteacher and high staff turnover has limited the ability of the school to improve and has affected the continuity of pupils' learning in the recent past.
- The governing body supports strategic planning very well. This has culminated in very good improvement in the quality of the accommodation.

### **Commentary**

40. The temporary headteacher and the governing body are committed to supporting and including all pupils, and involving their parents, the church and the community in the work of the school. The management of support for pupils with SEN, and for gifted and talented pupils, is good.

41. Governance is good. Governors are fully involved and committed to support the work of the school, in particular, staffing, finance and building issues. They have a sound understanding of the



school's strengths and weaknesses in relation to raising standards and curricular issues. All statutory requirements are met.

42. All involved in the leadership and management of the school are working towards improving standards. The school has made positive strides forward by the appointment of extra teaching help. Management of the curriculum takes place through Key Stage Management Groups. These groups plan all the learning for pupils in Years 1, 2 and 3, and for pupils in Years 4, 5 and 6. However, no individual teacher has responsibility for a specific subject. As a result, there is no clear overview of standards or of the quality of teaching and learning, particularly in the core subjects of English and mathematics. There are good procedures for the analysis of data, introduced since the previous inspection. However, only the upper class in the school is using the information effectively enough, focusing squarely on its strengths and weaknesses and introducing improvements. The quality of teaching has been monitored but the informality, coupled with significant staff changes, has limited the impact across the school and within subjects. Monitoring pupils' work has been discontinued for the present. However, there was no unsatisfactory teaching during the inspection and all the lessons observed were either satisfactory or good with one lesson judged to be excellent.

43. The current teaching team is dedicated and hard working, and provides a very positive ethos for the pupils. The teachers support each other and the headteacher very well. They are committed to the school doing its best to fulfil pupils' needs, both academically and socially. The headteacher at present delegates all class teaching but, after half term, will have a part-time teaching commitment which will ensure she gives staff a good role model to follow. Performance management and staff development are given high priority for all staff. For example, pupils with SEN have benefited from the introduction of special teaching programmes.

44. Governors are highly committed to providing a good quality learning environment, led by the headteacher, and are dedicated to helping the school to achieve this. Governors have made brave decisions about appointing a new headteacher and are fully committed to appointing the right person for the job. Inevitably, in the short term, the delay in making an appointment has had a negative impact on the work of the school. Governors have a good range of strengths, and promote the school well within the local communities and industries. The governors have been effective in securing funding to provide a school hall and other areas for small group teaching. This considerably enhances the school's facilities. Financial management is good. The headteacher and governors have managed the budget well, but recognise the limited funds available for resources. They have raised substantial funds for building since the last inspection; in so doing they committed much time and effort. The safety of pupils entering and leaving the school grounds concerned some parents because of the dangers from traffic on the road adjoining the main school entrance. Although parents and teachers ensure safe entry and exit to school, the governors should continue to work with the local education authority to further ensure the safety of pupils.

## Financial information

### *Financial information for the year April 2002 to March 2003*

<b>Income and expenditure (£)</b>	
Total income	209,719.00
Total expenditure	195,719.00
Expenditure per pupil	3,084.00

<b>Balances (£)</b>	
Balance from previous year	7,493.00
Balance carried forward to the next	19,272.00

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

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

45. Provision in the Foundation Stage is **satisfactory**. When they come into school, the children have skills and knowledge that are below those expected for their age. Although some pupils are more able, a higher proportion than average have SEN. A number of pupils have had experience of pre-school groups. Teaching is effectively planned and well supported by the teaching assistant. Leadership and management of the Foundation Stage are satisfactory overall. There are effective arrangements for children to start school and the links with parents are good. Good systems ensure that the children settle well and good liaison with parents supports their learning. Improvement since the previous inspection is satisfactory.

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

- The staff put considerable emphasis on developing children's early learning and skills to ensure that they settle happily into school routines.
- The adults know how young children learn and so activities are suitably play based.
- Teaching assistants are used well in class and support teaching and learning well.

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

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

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

- The school places a high priority on this aspect of children's development, enabling them to settle quickly into school.
- Class activities encourage children's co-operation and respect for others.

#### **Commentary**

46. Provision is very good in personal, social and emotional development and it ensures the children soon learn to get along well together. From their first days in school, the children respond readily to the very clear expectations for behaviour, and the classroom routines work well. The activities help children to become increasingly independent and able to choose their activities from relevant resources. Teaching and learning are good. The teacher and teaching assistant have high expectations of the children and they are soon able to make clear choices about activities they want to follow. Children soon learn to share and take turns when playing together in groups. They are able to work with older pupils so they quickly learn what is expected of them. This results in the children being able to work together well, learning to sit and concentrate for appropriate lengths of time. The children generally behave well as they have many activities that interest them. As a result, most children are ready to learn, and achieve well.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The range of opportunities provided for the children to develop their skills is good.
- The pace of teaching is not always brisk enough to maintain the children's attention.

### **Commentary**

47. Provision is satisfactory in communication, language and literacy. When the children start school, some have poor language skills and a limited vocabulary. Their achievement is satisfactory overall, and best in speaking and listening, although many do not reach the expected goals by the time they start Year 1. They are given good opportunities to listen to each other's ideas and to talk about their own work and experiences. As a result, they learn to speak clearly, both in whole group sessions and when talking in small groups. Children listen to each other and take turns when speaking. Many are beginning to read simple words, such as those on classroom labels, and they are encouraged to read at home, sharing books with parents. Most children read their names confidently and are beginning to sound out simple words. Early writing skills are encouraged through the teaching of letter names and sounds, but some children cannot write their names and they tend to struggle when trying to write familiar words. The role-play areas are well resourced and the activities help the children to develop their vocabulary.

## **MATHEMATICAL DEVELOPMENT**

### **Commentary**

48. It was not possible to make secure judgements about mathematical provision. In the activities that were observed, children learned to count accurately, correctly matching one to one through a wide range of interesting and practical activities, games and songs. Most children recognise numbers up to 10 although few of them write them accurately. Through play situations, children learn about various mathematical ideas, particularly counting and understand simple money. However, several children will not reach the expected goals by the time they start Year 1.

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

49. It was not possible to make a secure judgement about provision for the children's knowledge and understanding of the world. In the sessions observed, the children enjoyed learning about the world around them and showed a keen interest in all activities. They have regular access to a range of construction toys and this helps them design and build their own models. Computers are used well to support children's learning in ICT. They learn to use the mouse and the keyboard with increasing skill.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- A good range of large equipment is available to help develop children's co-ordination and confidence.
- The teacher and the teaching assistant support children well by observing them closely and intervening effectively to develop their confidence when using large toys.

### Commentary

50. Provision for children's physical development is good and the children achieve well. The outside area is used so that the children can ride bicycles and use a variety of wheeled toys in their play. Children move carefully around the available space and become increasingly confident when using the resources. They learn to move in a large space during physical education lessons, and the teaching of the skills involved in physical education contributes significantly to their physical development. Planning and assessment are satisfactory overall, with strengths in the planning for personal development. Teachers and learning support assistants understand how young children learn and good adult intervention keeps the children focused on purposeful play. The teacher and teaching assistant supervise physical activities carefully and intervene well to support children's learning. This results in them making good progress. In class, teachers help children to use pencils and scissors correctly and safely.

## CREATIVE DEVELOPMENT

### Commentary

51. Little direct observation of **creative development** work was possible. However, evidence from photographs and talking to the children indicate that they enjoy a variety of activities. There are planned opportunities for painting and making things, and children can choose creative activities for themselves where they can use the skills they have learned to develop their own creative ideas. There were displays of portraits painted by the children in the classroom and these showed good attempts to produce an accurate likeness. Music is planned so that the children can experience singing together and they play a variety of percussion instruments to accompany their singing. Children enjoy using the role-play areas. They dress up and act out their own and familiar stories. This further supports their language, as well as their social development, as they play together.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Achievement is good overall by the end of Year 6 from a low level of attainment on entry to Reception.
- Speaking and listening and reading skills are taught well, so pupils make good progress in acquiring them.
- Writing skills are taught effectively, but there is a lack of rigour in ensuring the correct use of spelling, punctuation and handwriting skills in independent writing.
- There is no co-ordinator with an overview of the subject to ensure consistency of practice; the high proportion of timetabled time for English has not resulted in higher standards.
- There is insufficient focus on the use of dictionaries and reference texts, and the development of pupils' higher level reading skills.
- The monitoring of progress towards targets lacks rigour and there is insufficient action to remedy lack of progress.

#### Commentary

52. Standards in English when pupils begin Year 1, and at the end of Year 2, are below average. In Year 6 they are in line with those expected nationally for pupils of this age. These results are the same as those found at the time of the last inspection. Small year groups, a significant difference in the proportion of pupils with SEN between different years, and considerable changes in teaching staff make national and similar schools comparisons of pupils' attainment inappropriate. Achievement is good overall. There have been good improvements in the teaching of writing skills and in pupils' understanding of different genres, such as play scripts and recipes. Pupils enjoy using the laptop computers to practise spelling and to write stories.

53. Standards in speaking and listening seen during the inspection were average overall in Year 2 and Year 6. Many children enter school with speaking and listening skills below those of children of a similar age, but they quickly improve due to the effective teaching. Pupils have a good range of opportunities to develop their skills, for example, through group discussion, role-play and drama activities. Lower attaining pupils in Years 1 and 2 find difficulty in framing questions, and have good practice through asking questions of story characters such as the wolf in Little Red Riding Hood. Older pupils give full answers and explanations about their views of characters, for example, such as those they encounter in play scripts.

54. Standards in reading are below average in Year 2 and are in line with the nationally expected standard in Year 6. Pupils with SEN make good progress. This is due to a well-structured reading programme which helps pupils to develop skills and knowledge, as well as fostering enjoyment of reading. Pupils with specific difficulties, and those identified for early and additional literacy support, make good progress. The work is well targeted to their needs and they are supported by very well trained teaching assistants. There are good opportunities through the day for pupils to engage in silent reading, reading to adults and group reading. Pupils have personal reading and writing targets, which they keep themselves, but the targets are from different systems in the middle and upper classes of the school. Pupils in Years 4 to 6 are involved in setting their own targets and know what they need to do to improve, referring to them regularly.

55. Standards in writing are below average for the current Year 2 and at the nationally expected level for Year 6, as pupils progress well in Years 4 to 6. Teachers work hard to ensure pupils have a good understanding of grammar and punctuation, but then do not ensure that pupils check

punctuation and spellings. Spelling is learned systematically in Years 2 and 3, but basic words are often spelt incorrectly in practice. The use of a 'word wall' to support spelling for Year 1 writers works well. Although teachers adjust the level of pupils' writing tasks to suit pupils with different levels of ability, the readability of the work is often too high for those with SEN and lower ability, especially in Years 2 and 3. For higher attainers in Years 2 and 3, the challenge of the writing task is at times not high enough. Pupils practise handwriting regularly, but these skills are not carried into their presentation of work. Word processing is used effectively, for example in writing instructions, and this encourages pupils to produce work of a better quality and quantity. Pupils' work is celebrated throughout the school in displays of writing for history, design and technology, science and English.

56. Teaching and learning are sound overall, and range from satisfactory to good, with examples of good teaching in all three of the classes. Where teaching was good, the pace was lively and strategies used were exciting. Pupils were eager and responsive to the challenges set for different groups and individuals. They work very well together on group and paired tasks, sharing resources and using them sensibly. However, work is at times not well matched to pupils' abilities, and this includes those with SEN and the higher attainers. In planning lessons, assessment information is not used consistently to plan pupils' future learning. Less successful features of lessons are overlong introductions and inappropriate writing tasks. The behaviour of pupils is very good, and teaching assistants support pupils ably, helping them to succeed in their tasks.

57. The absence of a co-ordinator for English adversely affects the standards attained. While the subject is planned through the Key Stage Management Group, no one person in the school has a clear view of what needs to be done to improve standards across the school, and pockets of good practice are not shared. Reading records are good and the use of reading diaries is consistent. The monitoring of work through scrutiny of books is no longer practised so that there is no overview of the quality of work being done. Although there are good procedures for assessing pupils' levels of English, there is no action in place to tackle those who are not making expected progress throughout the school. Although curriculum planning sets out the programmes for pupils in different mixed year group clusters, this could be further improved by teachers using national guidance to meet the needs of pupils in mixed age classes. The library area is under-used, and many of the books are rather tired and dated, with a shortage of more challenging texts.

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

58. Pupils use their language and literacy skills well in other subjects, such as science, design and technology, geography, history and religious education. However, whilst this gives them opportunities to write for different purposes, teachers do not always expect them to present their work well enough. Information and communication technology (ICT) is used well for word-processing and pupils are developing their skills effectively in editing and presenting texts for a range of purposes.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching in mathematics is good.
- Pupils have a very good attitude to learning.
- Pupils are not always challenged enough, particularly potentially higher attainers.
- There is too little monitoring of the subject, and assessment information about how well pupils learn is not used effectively enough.

## Commentary

59. Pupils' achievement is satisfactory in Year 2 and standards are below average, as they start from a relatively low base. Less than ten pupils took the national tests in 2004, and so statistical comparisons are unreliable. Since 1999, results have remained below the national average. Pupils develop a sound grasp of number and use a range of strategies to calculate mentally. They are reasonably accurate when adding and subtracting, and have a satisfactory knowledge of the two, five and ten times tables. Their work on shape and space is good and they use their skills effectively to solve problems.

60. By Year 6, pupils' achievement is satisfactory and they reach standards that are average. Although the standards reached in the national tests have shown a modest improvement in recent years, results are below those of schools who achieved similar results in Year 2 tests. However, in such small year groups the results of one pupil can make a significant difference.

61. Scrutiny of pupils' work, and discussion with them, shows that their progress is satisfactory. Pupils in Years 3 to 6 build effectively on their knowledge and understanding gained in the earlier classes. They have increased the strategies they use to solve problems or calculate mentally. For example, in Years 5 and 6 they showed a good understanding of multiplication and used this well to solve number problems. They worked well in pairs and applied their knowledge of tables to solve problems. However, they have the potential to achieve higher standards in mathematics; especially the higher-attaining pupils who are not at present always being sufficiently challenged by the work they are set. Pupils with SEN are well supported in mathematics and make good progress in relation to their prior attainment.

62. Teaching is good overall. Teachers motivate their pupils well by sharing the learning objectives and approaching teaching in the subject enthusiastically. In the best lessons, teachers make good use of questions and pupils' responses to deepen pupils' understanding and provide ideas for all to share. In a lesson with Year 2/3 pupils, the good questioning engaged pupils' attention and made them think. In Year 4/5/6, the questioning reminded pupils of the need to think carefully about the context of a question when solving problems, as this would give them clues about how to tackle it and how to check their answers. Marking of work focuses on showing pupils how to improve, and how to avoid common mistakes.

63. There has been an increasing recognition by the school of the need to raise standards and the level of challenge to pupils. Staff have analysed the results of national and optional tests to highlight possible areas of weakness in pupils' learning. Teachers work hard in mathematics and the leadership of the subject is satisfactory overall. The Key Stage Management Group draws up the overall framework for the subject and teachers work carefully from the national curriculum to ensure that pupils study all the elements of the mathematics curriculum. However, teachers' efforts are not reflected in the overall standards that pupils attain. While individual teachers gather much useful assessment information, it is not used sufficiently systematically to plan for raising standards. There is no one teacher responsible for co-ordinating mathematics and, as a result, the school does not have an accurate overall picture of standards in the subject across the school or a clear understanding of the parts of the mathematics curriculum that need to be improved. Achievement across the school is satisfactory, but it is less good than it should be. The improvement since the last inspection has been satisfactory.

### Mathematics across the curriculum

64. The opportunities provided for pupils to use mathematics across the curriculum are satisfactory and they are increasing. They use mathematical skills appropriately when using different aspects of ICT and in design and technology when measuring materials accurately. When pupils study geography, they use aspects of mathematics in map-work connected with scale.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Teaching is good in Years 4 to 6. It is effective and challenging.
- Pupils are interested in their science lessons and they work effectively in groups.
- Pupils' attitudes and behaviour are very good.
- There is too little systematic checking on how well pupils are learning and teachers are teaching.

### Commentary

65. Pupils are enthusiastic about science and respond positively to the encouragement of their teachers, working hard and achieving well by the end of Year 6. Scrutiny of the work of the current Year 2 pupils shows that the majority are achieving the expected standards for their age. The work of the current Year 6 pupils suggests that they are achieving standards above those expected. These findings are similar to those of the last inspection.

66. Two science lessons were seen during the inspection. In the Year 4, 5 and 6 class pupils were challenged and expected to use their understanding of scientific principles and apply them to new situations. The teacher had a very good knowledge of the subject and encouraged pupils to use scientific terms accurately when talking about their work. The teacher's good use of questioning enabled pupils to consider the scientific issues, to discuss their ideas confidently in groups and to express them to the whole class. Very good use was made of the classroom assistants. Because of the good teaching strategies, pupils are able to make choices and decisions. Adults listen to what pupils say and show that they value their opinions.

67. Discussion with pupils shows that they are genuinely interested in their science lessons. They enjoy being young scientists and have a good appreciation of scientific methods. They are confident and eager to explain their work. Older pupils have a good grasp of scientific vocabulary, which they use accurately. Their positive attitudes and ability to work together in groups are very strong features of work in science, and they are able to develop their ideas well.

68. Teacher's planning is thorough, and marking enables the pupils to understand what needs to be done to improve their work. However, there has been insufficient monitoring of standards and teaching and learning. Teachers gather assessment data but it is not used systematically to improve learning. As a result, the overall picture of how good the teaching of science is and the areas where improvements need to be made are not clear to the school. Leadership and management of science are satisfactory overall. The resources are good for Key Stage 2 pupils. Although there is some evidence of the use of ICT, it is not used extensively by the pupils, for example, to record their findings or convert them into graphs.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

### Main strengths and weaknesses

- Pupils' confidence in their use of ICT is improving.
- Information and communication technology (ICT) is used effectively to support pupils' learning in other subjects.
- Staff confidence and expertise have improved.
- Information and communication technology (ICT) equipment is in need of upgrading.
- When faults occur, the lack of technical support inhibits pupils' learning.



## Commentary

69. Pupils' ICT skills are average in all year groups and achievement is satisfactory. Their ICT skills are improving across a variety of subjects as more use is made of the improved facilities. For example, pupils in Years 4 to 6 were using computers successfully to reinforce their understanding of different elements of mathematics and to control the functions of machines they had built. Pupils in Year 2 learned very quickly how to use word processing independently to produce lists, which were laid out correctly. They also learned to use a range of operations when creating text, such as underlining, changing fonts and producing labels. Pupils enjoy opportunities to use ICT and they co-operated sensibly when sharing a computer.

70. In those lessons where ICT was taught or used in other subjects, overall teaching and learning were satisfactory. The work in ICT is well integrated into teachers' planning and classroom assistants have appropriate expertise so they support pupils well in lessons.

71. The leadership and management of ICT are satisfactory. Staff expertise and confidence have improved since the purchase of the lap-top computers. The school has clear guidance and suitable safeguards for internet use. Information and communication technology (ICT) was a key issue at the last inspection, a principal factor being the lack of computers and other equipment. To help overcome this, the school purchased a number of lap-top computers and other control equipment. These have expanded the opportunities available to pupils and the school has been examining the ways ICT should be developed further. These mainly involve ensuring access to ICT for all pupils and training for staff. Currently, however, there is no rolling programme for upgrading the equipment and resources, with designated funding attached. Additionally, the school has no regular technical assistance to maintain its ICT systems, and, when problems occur, teaching and learning are interrupted. The ICT systems are now in need of upgrading to maintain their effectiveness.

72. The improvement since the last inspection has been satisfactory.

### Information and communication technology across the curriculum

73. Information and communication technology (ICT) is used effectively across the curriculum and its place in teaching and learning is now clearly identified. Evidence gathered during the inspection showed good use of applications such as word processing, data handling, and the use of the internet for research in subjects such as mathematics and history.

## HUMANITIES

It was not possible to form secure judgements about provision in **geography** and **history**.

74. Because of timetabling constraints, no teaching or learning was observed in history and geography. Scrutiny of pupils' work and class timetables suggests that the time allocated to both subjects is limited, and the level of challenge is broadly the same for all pupils. There are insufficient opportunities for higher attaining pupils to do research in history and geography.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was not possible to form secure judgements about provision in **art and design, design and technology** and **music**.

75. It was not possible to see any lessons in **art and design** and the amount of work available for scrutiny was limited. There were some good examples of portraits, some self portraits and some of other pupils. These showed a good attempt to convey an accurate likeness of the individual and, with older pupils, they were also able to begin to communicate something of the individual's character. Sketch books are used to develop pupil's drawing skills, with a particular emphasis on observational drawing. In the limited quantity of work they contained, pupils' skills were at least matching the standards expected.

76. One lesson of **design and technology** was seen. Scrutiny of pupils' work, including extensive photographic evidence, demonstrated that pupils have a good range of opportunities to design and make items. In Years 1 and 2, pupils can generate ideas and plan what to do next. They are taught how to select appropriate tools and materials, for instance, when making a dragon while studying the story of 'George and the Dragon'. They develop skills in designing and making. In Years 3 to 6, pupils are taught the full range of skills, including selecting appropriate tools, measuring, marking and cutting a range of materials and combining components and materials accurately. This enables them to have an understanding of the processes involved in designing, making and evaluating. They experience a range of materials and techniques. There were good examples of work linking ICT to design and technology in the work done by Year 5 and 6 pupils on programming models they had built by linking them to lap-top computers.

77. Only one lesson in **music** was observed. In that lesson, Year 1 and Reception pupils had an opportunity to play percussion instruments. Pupils played each one in turn and the class described the sound it made. Next, while the rest of the class, led by the teacher, clapped to keep time, pupils with instruments played together, showing a good sense of rhythm and keeping in time well. The school has a good range of instruments for pupils to use.

### Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Lessons were well structured. There was a good range of activities for developing games skills.
- Teachers demonstrated activities and skills well.
- Opportunities for pupils to discuss and learn from each other's work were missed.

### Commentary

78. Pupils' achievement and progress in physical education are satisfactory and their attainment in all year groups is in line with national expectations for the subject. Attainment in swimming is good. Pupils understand the need to warm up at the beginning of lessons. They learn a range of skills in gymnastics and games. Pupils can put sequences of movements together and show good co-ordination. They can throw and catch accurately and demonstrate good anticipation in putting themselves in the right place to catch a ball when playing 'mini' rounders. All pupils in Years 3 to 6 attend swimming lessons and, by the end of Year 6, all have achieved the 25 metre swim expected of Year 6 pupils; a number have obtained certificates for swimming 3000 metres.

79. In the three lessons observed, the teaching and learning were satisfactory overall, and in swimming they were good. The range of activities was good and the lessons were well structured. The teacher gave instructions clearly and built on pupils' skills effectively; pupils' ideas were used to form the basis for improvement. However, the match of work to the different needs of individual pupils was not as effective.

80. Leadership and management in the subject is carried out by individual class teachers and is satisfactory. Standards have been maintained since the last inspection.

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

### **Personal, social and health education**

Provision in PSHE and citizenship is **good**.

### **Main strengths and weaknesses**

- Older pupils often provide good role models for younger ones.
- 'Circle time' is used effectively in developing PSHE.
- Citizenship is well developed.

### **Commentary**

81. Throughout the school, the provision for PSHE and citizenship is well planned. The specific requirements in relation to health education, and sex and drugs education, are met well and teachers respond well to pupils' personal and social concerns as they arise. The work done in PSHE lessons, as well as the general ethos of the school, helps pupils to develop a sense of responsibility and an understanding that they should be aware of the needs of others, and show respect for them. The provision for citizenship is equally strong and some elements of this are covered through PSHE. There is no school council, though the school does consult pupils and takes their views into account.

82. Much of the provision for PSHE is through the use of discussion in 'circle time'. It was clear from the sessions observed that teachers use 'circle time' well to encourage pupils to express their feelings and learn to respect others' views. Pupils understand the rules and listen well to what their classmates say. Children in the Reception Year clearly benefit from the good role models provided by older pupils in the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>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>2</b>
Attendance	3
Attitudes	2
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	3
Accommodation and resources	3
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	2
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	4
The leadership of other key staff	3
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).*