

INSPECTION REPORT

HEMINGTON PRIMARY SCHOOL

Hemington

LEA area: Somerset

Unique reference number: 123646

Headteacher: Mrs A Ricou

Lead inspector: Mrs J Ikin

Dates of inspection: 18th - 19th April 2005

Inspection number: 274085

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: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 21
School address: Hemington
Radstock
Somerset
Postcode: BA3 5XU
Telephone number: (01373) 834 320
Fax number: (01373) 834 320
Appropriate authority: The governing body
Name of chair of Mr I Wakeling
governors:
Date of previous 5th May 2000
inspection:

CHARACTERISTICS OF THE SCHOOL

Hemington Primary School is very much smaller than most primary schools, with 21 pupils on roll: 14 boys and seven girls. It serves the villages of Hemington and Faulkland but also attracts a few pupils from further afield because of its small size and the individual attention that it can give to its pupils. All the pupils are from White United Kingdom and European backgrounds and none speak English as an additional language. The number of pupils known to be entitled to free school meals is broadly average, but this does not reflect the below average socioeconomic backgrounds of most pupils. Very few pupils have had any pre-school experience and attainment on entry is well below average. The percentage of pupils with special educational needs is well above average, although no pupil has a statement of special educational need. Pupils' special needs include speech and communication difficulties and emotional and behavioural difficulties. The percentage of pupils who start at the school after the usual time of starting is above average. The school won a 'School Achievement Award' in 2002 and has a 'Healthy Schools Award'.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3349	Jacqueline Ikin	Lead inspector	Mathematics Science Design and technology Art and design Religious education Personal, social, health education and citizenship The Foundation Stage
19322	Judi Bedawi	Lay inspector	
19302	Christine Perret	Team inspector	English Information and communication technology History Geography Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school where pupils generally achieve well because of the individual attention and the good teaching that they receive. Pupils' confidence and self-esteem increase markedly as they move through the school, and they reach the levels that are expected for their age by Year 6 in most subjects, including mathematics and science. However, standards are below the levels expected in English. The school is well led and managed, the curriculum is good and it gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The school's caring family atmosphere, its concern for individuals and their families and its peaceful setting enable all pupils to grow and flourish.
- Pupils achieve very well in mathematics and music and well in science, religious education and history, but they do not achieve as well as they should in writing.
- Pupils' personal and social development and standards of behaviour are very good and they have very good attitudes to their work.
- The very good range of activities such as lunchtime clubs and educational visits enrich the curriculum and make learning enjoyable.
- Not enough use is made of target-setting and assessment to plan for the year-on-year achievement of pupils, and assessment for writing is not precise enough.
- Although attendance figures are not yet as high as they should be, the school monitors pupils' attendance well and attendance is improving because of this.

The school's improvement since the last inspection is good. The pupils are doing better than they were in mathematics, music and information and communication technology, and teaching has improved. The school has improved its assessment arrangements and introduced target-setting, but there is more to do in these areas.

STANDARDS ACHIEVED

The results of national tests for pupils in Year 2 and Year 6 are not published because of the very small size of each year group which might allow individual pupils to be identified. Statistical data and comparisons with other schools are also misleading because of the very small number of pupils involved.

The inspection findings show that pupils' achievement is good. Standards are generally below average in Years 1 and 2 in mathematics, science, religious education, history and music. Standards are broadly average in these subjects in Year 6 although few pupils attain at the higher levels. This represents good achievement in relation to pupils' low starting points when they enter the school. Throughout the school, pupils' achievement in reading is satisfactory, although standards are below average in Years 2 and 6, reflecting the high proportion of pupils with speech and language difficulties in the school. However, pupils do not achieve as much as they should in writing, and standards are well below average in Year 2 and Year 6. Pupils' skills in using writing in other subjects of the curriculum are also unsatisfactory. Standards in information and communication technology (ICT) are in line with those expected nationally in Years 2 and 6. This represents satisfactory achievement in relation to pupils' starting points. The achievement of pupils with special educational needs is good. When higher-attaining pupils attend the school, they are given every opportunity to succeed and usually achieve well. Children's achievement in their Reception Year is good although few reach the goals that are expected for them by the end of the Reception Year because of their low starting points. They acquire good habits of learning and learn to get along with other children. This prepares them well for their work in Year 1.

Pupils' personal qualities are very good. Their spiritual, moral and social and cultural development is good overall. Their attitudes to their work are very good and they behave very well. Rates of attendance are unsatisfactory although they are beginning to improve, as a result of the actions that the school is taking. Punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are good. In Years 1 to 6, they are good overall and some very good teaching of music, history and mathematics occurs. Although there is good attention to the teaching of reading and to broadening pupils' spoken vocabulary, teachers do not have enough strategies to develop pupils' writing skills, both in English and in other subjects of the curriculum. The small nature of each class ensures that all pupils receive a great deal of individual help and support from teachers and support staff. This makes an important contribution to the pupils' achievement. The use of interesting and practical activities and the very good trusting relationships between teachers, teaching assistants and the pupils contribute effectively to the positive attitudes that the pupils have to learning and the school. There are good assessment systems for most subjects. However, not enough use is made of this information for target-setting and planning, and assessment for writing is not precise enough. Provision for pupils who have special educational needs is good. Teaching assistants provide good support. The curriculum is good overall and there is very good provision for visits and lunchtime activities. The school is well staffed and resources and accommodation are good. The outdoor environment is very well developed to support the curriculum. Pupils receive very good pastoral support and they are well cared for. The school's partnership with parents is good; there are good links with other schools, parents and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher is good and the senior teacher provided good leadership during the recent extended absence of the headteacher. A strong sense of teamwork exists between all staff and they are all highly committed to improving the school and providing a good education for the pupils. The school secretary provides efficient administrative support and carries out her management responsibilities well. The governance of the school is good. Governors are very committed to the school, visit it often and support it well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the school's family atmosphere and the individual support that their children receive. Parents of pupils with special educational needs particularly appreciate the way their children are helped to learn and to develop self-esteem. The pupils love the school and feel secure and happy there. They like their teachers very much and appreciate the interesting activities provided.

IMPROVEMENTS NEEDED

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

- Raise standards in writing, both in English and in subjects across the curriculum and improve assessment procedures for writing.
- Improve the use of assessment and target-setting and planning.

- Further improve rates of attendance.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children in the Reception Year achieve well although most do not reach the goals set for them by the end of the Reception Year because of their low starting points on entry to the school.

Achievement in Years 1 to 6 is good overall. Standards are below the levels expected in reading, mathematics and science in Year 2 and broadly in line with the levels expected in mathematics and science by Year 6. Achievement in English is satisfactory overall although standards are below the levels expected by Year 6. Achievement in writing is unsatisfactory and standards are well below national expectations throughout the school.

Main strengths and weaknesses

- Very few pupils have attended any form of pre-school provision and have low starting points academically and socially when they enter the school.
- Pupils achieve very well in mathematics and music and well in science, religious education and history because of the individual attention that they receive and the lively and interesting way that subject matter is presented.
- Whilst achievement in reading is satisfactory, pupils do not achieve as much as they should in writing.
- Few pupils attain at the higher levels in English, mathematics and science.
- Standards in ICT have improved since the last inspection.

Commentary

1. For many children, Hemington Primary School is their first experience of schooling. Few have had any pre-school education and their attainment is often well below the levels expected for children of a similar age when they start school. The good support that they receive enables them to achieve well in their mathematical development, physical development and their knowledge and understanding of the world, and satisfactorily in communication, language and literacy, although they do not usually reach the goals set for children at the end of the Reception Year. They achieve very well in their personal, social and physical development. The children are well prepared for their work in Year 1 because they have good attitudes to learning and have some of the basic literacy and numeracy skills they need. There is not enough evidence to form a judgement about children's creative development.
2. There are too few pupils in any one year group to make any meaningful comparisons with national test results in English, mathematics and science. However, the inspection evidence indicates that pupils are working below the expected levels across the school in English. This is similar to the findings of the last inspection and can be partly explained by pupils' low starting points on entry to the school and the fact that a high proportion of pupils who have special educational needs have communication and language difficulties. Achievement is satisfactory in reading and speaking and listening but achievement in writing is unsatisfactory. Although the school works hard to develop pupils' skills in speaking and listening and is successful in raising their confidence as speakers and broadening their technical vocabulary, residual weaknesses in pupils' general vocabulary remain, together with weaknesses in their command of standard English grammar. This is reflected in their writing and prevents pupils from achieving at expected levels. Pupils are not as aware as they should be of

what is required for different kinds of good quality writing and, although spelling is systematically taught, they find it hard to transfer their knowledge of correct spelling to their own written work. Pupils' skills in presenting their work and using writing to support other subjects of the curriculum are unsatisfactory.

3. Standards in mathematics have improved since the last inspection. Pupils' skills in carrying out mental calculations are now satisfactory. This represents very good achievement in relation to their starting points on entering the school. Standards in science are below those expected in Year 2 but in line with those expected for pupils of a similar age by Year 6. This represents good achievement. Improvements in the school's scheme of work and in planning for the development of the skills of scientific enquiry are making a significant contribution to raising improving standards. Few pupils attain the higher levels as yet in mathematics or science because of weaknesses in their ability to record their work in writing and insufficient use of target setting and assessment to inform forward planning for year-on year achievement.
4. Standards in information communications and information technology (ICT) have improved since the last inspection and are now in line with those expected for pupils of a similar age at Year 2 and Year 6. This is as a result of good leadership by a knowledgeable subject leader, better resources and the effective training received by teachers and support staff. Pupils achieve very well in music and standards are in line with those expected for their age by Year 6. The work of the peripatetic music teacher, together with a local authority initiative which has resulted in all pupils in Year 3 to 6 learning to play the guitar, is making a significant contribution to pupils' achievement. Pupils' achievement in religious education and history is good and they have very good attitudes to the subjects because of the practical ways in which the subjects are presented. Consequently they achieve standards in line with those expected nationally, which is similar to the findings of the last inspection.
5. Pupils with special educational needs make good progress towards the targets noted on their individual education plans and in the development of self-esteem and confidence. Targets set on pupils' plans are manageable and achievable. The school makes good use of assessment information and observations to identify pupils' needs at an early stage in their learning.

Pupils' attitudes, values and other personal qualities

Pupils develop **very good** attitudes to learning, behaviour and relationships. Spirituality is **good**, with **strong** moral and social development. Cultural aspects are **satisfactory**. Attendance is **unsatisfactory**, but monitoring is **good**.

Main strengths and weaknesses

- Pupils receive sensitive encouragement enabling them to love learning.
- Vibrant pupil relationships and behaviour positively enhance the school's strong 'family' feel.
- Pupils' very good moral and social awareness underpins their enjoyment of responsibility and 'belonging'.
- Attendance rates are not as good as they should be but the school is working hard to improve the situation.

Commentary

6. Pupils' attitudes to learning and their personal qualities and behaviour have all improved since the last inspection, and now they are very good. In this isolated rural

area, children start school with little or no experience of pre-school education, or opportunity to meet other children. They may be shy, or needing to learn how to share, take turns and make friends. Staff develop pupils' skills well from a very low baseline. Their personal development is targeted to enable successful learning. Teachers are adept at giving pupils confidence, using positive praise and encouragement. Pupils 'blossom' as they mature, find learning fun and enjoy being challenged.

7. The high quality pupil relationships and behaviour add an extra dimension to the vibrant yet relaxed 'family' feel of the school. There is always a lot to do, but time also to enjoy being together. Older pupils are very good role models, showing others, including those with special educational needs, how to behave very well in class and at play. The way that boys and girls of different ages get involved in school life is a significant strength. Pupils behave sensibly and with courtesy towards others. They like the 'Dragon Legend' behaviour system, collecting points, hoping to gain the Dragons' Treasure. Dragons keep a watchful eye on behaviour around the school. The 'Francis Cup' is sometimes awarded for work, attitudes, punctuality or other effort and is a special honour. Pupils with special educational needs who have difficulty with behaviour or relationships receive good individual support. Behaviour targets are known to families, who are kept closely involved. Unkind behaviour is rare. The school treats pupils equally so that there is no gender stereotyping in school activities. There are no exclusions.
8. Pupils' moral and social development is very good. There is shared responsibility for each other and for younger pupils, who are fully included in the school 'family'. Pupils' awareness of their wider social responsibilities are developed very well. They contribute regularly to the local hospital's 'Ted's Big Day Out' charity event and are involved in 'Big Breakfast' cancer fundraising. The school works hard to help pupils understand the nature of society beyond their community, by going on many trips to broaden learning experiences.
9. Cultural development is satisfactory, as at the last inspection. Resources are being built up and the county loan service is used well to provide subject artefacts to enhance learning. Ethnic diversity is promoted in good quality displays, for example on India. There are established links with western culture through music, theatre visits and school performances. The school has just acquired some peripatetic music tuition and guitars. There is determination to further develop pupils' knowledge of multicultural society. The school's isolation limits opportunity for pupils to experience multicultural life first hand.
10. Spiritual development is improved and is now good. Some lessons include spirituality; imaginative language in religious education as pupils describe their emotions, talking of the Church being 'mysterious'; Fascination (and some fear) at finding spiders, centipedes and woodlice when planting vegetable beds. In assemblies that meet collective worship requirements, pupils are captivated by the rector's impromptu illustrations of 'Daniel in the Lions' Den'. They offer more than a little artistic criticism of the end results!
11. Attendance is well below average. However, this is a somewhat 'skewed' picture of the school's situation. Numbers are tiny compared to average primary schools. Fewer pupils attend school than are normally seen in a primary class, so individual pupil percentages are far higher. In addition, there was extended medical absence last year. The school is fully aware that attendance and punctuality is not good

enough and it is working well with the educational welfare officer, supporting several families with attendance problems.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Good teaching enables all pupils to make good gains in their learning. The curriculum is **good** and the school provides a **good** standard of care for its pupils. **Assessment** is satisfactory overall.

Teaching and learning

Teaching and learning are **good** overall.

Main strengths and weaknesses

- Pupils are interested in their work and learn well because of the exciting and practical tasks and visits to places of interest that their teachers devise.
- Pupils receive a high level of individual support from their teachers and the teaching assistants.
- A positive atmosphere for learning is evident throughout the school as a result of the very good relationships between teachers, teaching assistants and the pupils.
- There are weaknesses in the teaching and assessment of writing.
- There are good assessment and target-setting procedures for most subjects but not enough use is made of this information to inform forward planning.

Commentary

Summary of teaching observed during the inspection in 12 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	7	2	0	0	0

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

12. Teaching has improved since the last inspection. Throughout the school, teachers are well-informed and knowledgeable and make good use of all the time that is available in lessons. Pupils are very well managed and very good standards of behaviour are consistently promoted.
13. There is a good emphasis on helping children to develop their personal and social skills as well as the basic skills of literacy and numeracy in the Reception class, where there are good opportunities for children to learn through play and practical tasks. In Years 1 to 6, teachers use their knowledge and understanding of the National Literacy and Numeracy Strategies well to make learning interesting for their pupils. They make good use of questions, for example in mathematics, where the teachers' own mental dexterity with numbers enables them to use questions effectively to put right misconceptions and extend pupils' thinking. Teachers make confident use of the interactive whiteboards to illustrate teaching points and to respond to pupils' ideas. The school has improved its provision of computers in the classrooms and these are being used well as an aid to both teaching and learning in most subjects of the curriculum. The teachers' good subject knowledge and enthusiasm for the subjects they teach is clearly evident in their lively and interesting explanations and demonstrations. They plan interesting and practical tasks, such as in history, where

pupils in Years 3, 5 and 6 were totally engrossed in being 'archaeologists' as they extracted 'Ancient Egyptian' artefacts from the plaster in which they were encased. In a music lesson taken by the peripatetic music teacher, the concentration and enjoyment were palpable as pupils followed their teacher's instructions on how to play a new chord on their guitars, and then used their new-found skills to accompany their singing.

14. Where weaknesses occur, they are in the teaching of writing. There is insufficient emphasis on broadening pupils' general vocabulary and their use of Standard English and not enough opportunities for pupils to develop their writing skills in other subjects of the curriculum. Not enough attention is paid to the regular and precise assessment of each aspect of writing and to the provision of prompts to support pupils in checking their own work. Consequently, pupils do not achieve as much as they should and standards are too low.
15. Teaching assistants are very well deployed to support the pupils who most need help and the individual help and support that pupils receive, both from teachers and teaching assistants make a significant contribution to the progress that they make. There is very good communication between the teachers and their assistants and this flow of information ensures that pupils' work and progress is monitored carefully. The well-planned use of skilled support for pupils with special educational needs, together with ongoing discussion with their parents, ensures that provision matches the identified needs of different pupils and helps them to make good progress.
16. The quality and range of assessments of pupils' progress and achievement is good, with the exception of writing where it is satisfactory overall. Target-setting has been introduced since the last inspection and, together with the assessment procedures, it is being soundly used to record pupils' achievement, to identify where problems are occurring and to allocate the support that is needed. However, not enough use is being made of it to forward plan for the year-on-year progress that needs to be made, if long-term challenging targets are to be achieved and standards are to be raised further. Pupils in Year 3 to 6 are aware of the targets that are set for them in English and mathematics and also contribute to their own reports. Their understanding of how they can improve is weak and they are not yet as involved as they should be in the day-to-day assessment of their own work. All statutory requirements are met for the assessment of pupils with special educational needs.

The curriculum

The school provides a **good** curriculum. There is **very good** enrichment through extra-curricular activities. The quality of accommodation and resources is **good** overall.

Main strengths and weaknesses

- The wide range of extra-curricular activities, visits and visitors to the school enhances the curriculum.
- There is good provision for pupils with special educational needs.
- Good attention is given to equality of opportunity and all pupils are equally valued.
- The school makes good use of all its accommodation for the benefit of learning and the grounds have been very well developed.

Commentary

17. The curriculum has improved since the last inspection. Throughout the school, there is a broad, balanced, coherent and effectively planned curriculum, using a two-year and four-year rolling programme to take account of the mixed-age classes. The curriculum for children in the Reception Year is soundly based on national guidance and provides for learning through well-planned play and more formal tasks and activities. The curriculum for pupils in Years 1 to 6 meets all statutory requirements, including provision for religious education and collective worship, and provides good personal, social and health education, including sex and drugs awareness education. Pupils, including those in Year 2, have swimming lessons on a regular basis. There is a good level of equality of opportunity for all pupils. All staff know the pupils very well, and all pupils receive a great deal of individual support in lessons; as a result, the pupils feel they are treated fairly and are encouraged to be successful in all areas of the curriculum and make good progress.
18. Appropriate amounts of time are given to the teaching of literacy and mathematics, but not enough emphasis is given to developing writing skills across the curriculum. Opportunities for the use of information and communication technology have improved greatly since the last inspection and standards have improved. The school now has an ample supply of up-to-date computers in each class. This means that pupils have more time to learn skills and use computers to support their work in other subjects. The emphasis placed on mathematics in recent years has seen an improvement in standards.
19. Provision for pupils with special educational needs is good. Pupils are supported very well by committed, well-trained assistants. The very positive atmosphere of the school promotes the very effective inclusion of pupils with special educational needs into every aspect of the school's life.
20. Considering the small size of the school, it provides pupils with a very good range of interesting, relevant and well-attended extra-curricular activities, including sporting, musical and environmental clubs. All pupils in Years 3-6 learn to play the guitar. Cultural visits linked to the curriculum are organised to extend pupils' experiences and bring subjects such as history alive. There is a good range of visitors who work in the school during the year, bringing expertise and variety with them.
21. There is a good match of teachers to the curriculum, and a good match of well-qualified and hard-working support staff. Good use is made of a peripatetic music teacher whose expertise enhances standards in music. The school's accommodation has been extensively refurbished recently, and is now good. The grounds are very well cared for, and include an environmental area, a garden where the pupils grow vegetables, and a pond.

Care, guidance and support

The attention devoted to pupils' welfare and protection is **good**, with very good pastoral care and relationships. There is good awareness of child protection matters. Monitoring to support pupils' learning and personal development is **good**. Health and safety awareness is **satisfactory** overall. There is **very good** support and guidance for pupils and their views are sought and acted upon well.

Main strengths and weaknesses

- The staff know, support and understand their pupils' needs very well.
- Pupils say how they feel because trust and respect for known adults is very securely

established.

- Pupils' academic and individual progress is monitored well.
- Procedures for risk assessment are too informal.

Commentary

22. The good standards of care, guidance and support have been sustained since the last inspection. All staff know their pupils very well indeed. They understand how they learn, motivating them to overcome difficulties and build on strengths. Teachers and teaching assistants work together as a good team, offering sensitive support. Daily welfare needs are met and there is always someone to dispense sympathy or resolve minor accidents. Pupils ask for help confidently. Staff are aware of the importance of child protection. The designated person has had recent updated training. The child protection policy is under review to include new legislation and guidance. Sensitive records are kept securely, with good access to informal advice through social services and the school nurse. New pupils settle quickly. Home visits are offered sensitively. There are entry plans for pupils with special educational needs. Pupils can attend part-time until they are ready to stay all day. New pupils in other years are welcomed and soon make friends. Links with agencies such as the educational welfare officer are good and used well to support pupils and their families.
23. Pupils express views confidently, because they know that adults listen and want to help. They trust those who teach and look after them. They love their headteacher and teachers, eagerly relating their news or talking about worries to them. There are no formal ways to gain pupils' views, but all pupils are regularly asked about the development of their school. They decided circle time and golden rules, suggested new clubs and their designs are used in the environmental area. The all-weather play trail was a pupil idea.
24. Good monitoring and support of pupils' academic progress and personal development enables pupils of different abilities and ages to achieve well in most subjects, although there are weaknesses in writing. Test results and other data is carefully analysed to give a full picture of pupils' progress in different subjects. Pupils receive good verbal support in lessons to help them to improve. This is helpful for younger pupils in the mixed age classes and for those with special educational needs. Academic targets are set in English and mathematics, with personal and behaviour targets set as required.
25. Health and safety awareness is satisfactory. Fire extinguishers and other equipment is tested regularly. Qualified first aiders deal with minor accidents. However, governors have not formalised procedures for all risk assessments and outside visits with written records identifying hazards and noting any action taken. This is a weakness. As a matter of urgency, they must also ensure the efficient use of audible alert systems.

Partnership with parents, other schools and the community

There is a **good** partnership with parents. Links with the community and other schools and colleges are **good**.

Main strengths and weaknesses

- Parents happily support their small village school well and are very appreciative of the way in which it helps their children to learn.

- The school has strong and growing links with many local groups and works very hard to maintain them.
- Links with other schools and colleges are well established.
- Social divisions within the local community, which are beyond the school's control, limit the support that is given to the school.

Commentary

26. Links with parents and the community have improved since the last inspection. Parents readily support their small and happy village school, appreciating the family atmosphere and values. The school encourages their interest, involvement and offers of help. Parents and children currently spend time at weekends developing the environmental area. The headteacher and her staff make themselves available at the start and end of the day to chat informally to, and enjoy meeting, parents. The quality of information that parents get is good. Newsletters are very readable and the prospectus has delightful pupil illustrations and also meets statutory requirements, as does the annual governors' report. Pupil reports also meet requirements. However, targets in the sample of reports seen are unhelpful because they are written in educational jargon which is difficult to understand. Consequently parents are not as clear as they should be about what their children need to do in order to make progress.
27. The school does everything it can to make constructive links with its local community and it is popular and very well regarded by those parents who send their children to the school and by members of the community who know the school well. Consequently they give willingly of their time to support the school in a range of practical ways which enrich the curriculum and contribute to pupils learning. For example, church links are strong, with the rector regularly leading assemblies and visiting during the day. This contributes to pupils' spiritual, moral and social development as well as to their learning in religious education. The school makes a significant contribution to community life and in so doing raises pupils' awareness of their wider social responsibilities. For example, it regularly contributes to the parish magazine, takes part in the annual carol service on the village green and plays a large part in Hemington's Open Weekend in July. Although events such as these are successful in raising the profile of the school within the locality, longstanding social divisions within the local community, which are beyond the scope of the school to deal with, limit the success of the school's efforts to increase its numbers on role and so ensure its viability.
28. The local federation - a cluster group of schools - provides good support and wider access for pupils through shared sports events and gifted and talented workshops. The well-established transfer programme involves both Year 5 and Year 6 pupils and ensures the smooth transition of pupils to their secondary education. Shared professional development training and the opportunity to share good practice with other teachers make a significant contribution to the good quality of teaching and learning in the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides **good** leadership and she is **well** supported by the senior teacher. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher has built an effective team who work well together and are fully committed to raising standards.
- Governors are very committed to the school and they are developing their roles effectively.
- The headteacher and staff set very good role models for the pupils.
- Finances are very well administered, and the school makes good use of additional grants to improve provision.

Commentary

29. The good leadership and management of the school has been sustained since the last inspection. The headteacher has established an ethos in which all members of the school community are respected and valued. This contributes well to pupils' learning and achievement. She gives a clear lead to staff and they work well together for the benefit of pupils. The senior teacher led the school well during the absence of the permanent headteacher and ensured a continued focus on improvement issues. There has been a very clear focus on raising standards in mathematics, science and English. These have been effective in improving achievement in mathematics and science but less so in English.
30. Management is good. In this small school, great care is taken in the management, planning and teaching of pupils in mixed age classes to ensure that all can work towards their potential. The school regularly analyses assessment data, monitors its performance and uses its findings effectively to inform its actions for improvement, for example in mathematics, science and information and communication technology. There is good delegation of roles and responsibilities, and the curricular strengths of individual staff, both in the school and the local authority, are used effectively to support learning throughout the school. The teaching of music and science are good examples of this. The quality of teaching is regularly monitored by the headteacher to identify how well the school is doing and where further improvements need to be made. Subject co-ordinators also monitor their subjects well and as a result have a good overview of strengths and weaknesses. There are good links between the school's priorities for improvement and performance management. Training opportunities are used well to develop both the teachers' own professional needs and those of the school. Performance management is used well to support both the professional development of staff and the school's improvement efforts. The headteacher and staff maintain a consistently calm and cheerful manner, an enthusiasm for learning and a genuine caring concern for individual pupils and their families. This sets a good example for pupils to follow and contributes to the school's positive ethos and family atmosphere. The commitment of governors and headteacher to educational inclusion is evident in the high level of adult support that is provided for individual pupils. It is also evident in the financial provision that the school makes to enable all pupils to take part its programme of educational visits and the provision that is made for all junior pupils to have guitar lessons. This makes a positive contribution to the standards and achievement.
31. The school day runs smoothly and significant to this is the considerable and effective management role undertaken by the school secretary. This enables the headteacher and teachers to concentrate on their pupils, safe in the knowledge that administrative matters will be efficiently dealt with. The school development plan is a useful document in that it identifies those issues the school most needs to address in relation to raising standards and it is well supported by financial planning.

32. Governance of the school is good. The chair of governors is experienced and visits the school regularly to support the headteacher and staff. Governors are very committed and have a good awareness of their roles and responsibilities. They fulfil most of their statutory duties well although there are some weaknesses in health and safety procedures. They have a good understanding of the school's strengths and weaknesses and share the headteacher's aspirations for raising standards and for developing the school to serve the whole community
33. The school runs a tight budget and there is usually very little underspend. However the unexpected, extended absence of the headteacher reduced expenditure in 2003-2004 budget. This carry-over was used to maintain adult support for pupils and to improve resources. The school makes good use of specific grants and additional funding for school improvement and special educational needs. Day-to-day financial arrangements are good. Given the high expenditure for individual pupils, the school provides satisfactory value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	183,280	Balance from previous year	30,692
Total expenditure	211,360	Balance carried forward to the next year	2,612
Expenditure per pupil	8,454		

The school's main aids to improvement are:

- the good leadership of the headteacher;
- the amount of adult support given to individual pupils;
- good teaching and learning throughout the school; and
- the good support that the school receives from governors.

Barriers to improvement are:

- standards in writing currently being achieved;
- below average attendance rates (although these are being improved);
- social divisions in the local community which reduce pupil numbers at the school; and
- the current uncertainty about the school's future status.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the foundation stage is **good**.

Main strengths and weaknesses

- The children generally achieve well and are well prepared for their work in Year 1.
- Children learn to get along with each other and develop good habits of learning.
- There is good provision for learning through a range of practical experiences and play.

Commentary

34. The leadership and management of the Foundation Stage is **good**, which is similar to the findings of the last inspection. Very few pupils have attended any form of pre-school provision prior to starting school and many children have poorly developed language and communication skills and personal and social skills, and limited experience of the world around them. Their time in the Reception Year prepares the children well for Year 1 of the statutory curriculum because they acquire very positive attitudes to learning and learn to get along with each other, as well as acquiring some of the basic literacy and numeracy skills that they need. This represents good achievement for most children although few reach the standards that are expected for their age by the end of the Reception Year. The curriculum is soundly based on national guidance for young children. Assessment arrangements are satisfactory and are satisfactorily used to inform planning for children's different needs. There is very good support for children who have special educational needs, which enables them to be fully included in all activities.
35. Provision in **personal, social and emotional development** is **very good**. Pupils achieve very well and most achieve the standard expected by the end of the Reception Year. Very few children have had any pre-school experience prior to starting school. However, they are helped to feel secure at an early stage as a result of good induction arrangements, which include home visits. They develop good relationships with their classmates and positive relationships with adults as a result of taking part in activities which require them to learn about their own feelings, to share and to work with other children. In this regard, they often benefit from working and playing alongside their older classmates. The practical activities that are provided succeed in interesting the children because they make learning enjoyable. This contributes to the good habits of working, their growing confidence and their eagerness to learn by the end of the Reception Year.
36. Provision in **communication, language and literacy** is **satisfactory**. Although the children achieve satisfactorily, they do not reach the standards expected by the end of the Reception Year because of their low starting point on entry to the school. The children learn to enjoy sharing stories and poems with their teacher and the teaching assistant and are beginning to show a sound understanding of the main elements of a story. They follow the events as the plot unfolds when they listen to stories being read aloud but do not yet always remember the sequence of actions. The children are actively encouraged to make their own attempts at writing from an early stage and because of this they begin to understand that print carries meaning. The children's spoken language is weak and they do not yet have the vocabulary or the skills to use

language for thinking and imaginative play. There is limited provision of small representations of the real world for this purpose.

37. Provision in **mathematical development** is **good**. There is good teaching and the provision of a wide range of practical and enjoyable experiences and children learn well. Children's achievement is good although they do not reach the goals expected by the end of the Reception Year. There is a wide range of opportunities for children to count in different ways. They are taught how to write numbers correctly and this helps them to develop the skills that they need to record their own early calculations. They have an early understanding of measure, for example through their work filling and emptying containers with sand and water. Opportunities to work outside with bikes and trikes support well the development of the early concepts and language of space, distance and speed. There is also sound use of a programmable toy for this purpose.
38. Provision for **physical development** is **good**. Teaching and learning are good and result in children achieving well. They are on course to meet the goals expected of them by the end of the Reception Year. The children in the Reception class benefit from appropriate opportunities to develop their manipulative skills when using construction toys, and when painting, drawing and cutting. Good use is made of the hall and playground for physical education and, as a result of working with large and small apparatus, children learn to move safely with control and co-ordination, and develop a sound awareness of their own space and that of others.
39. It is not possible to make a judgement about children's **creative development** and **knowledge and understanding of the world** because no lessons were seen in these areas of the curriculum. However, planning indicates that these areas are fully covered.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory** overall.

- Achievement in reading and speaking and listening is satisfactory although standards are generally below those expected for pupils in Years 2 and Year 6.
- Achievement in writing is unsatisfactory and standards are well below national expectations.
- Whilst assessment is satisfactory overall, the assessment of writing lacks precision and not enough use is made of target-setting for planning.

Commentary

40. There are too few pupils in any one year group to make any meaningful comparisons with national averages. However, inspection evidence indicates that pupils are working below the expected levels across the school. Pupils enter school with poorly developed communication skills, so, in relation to their prior attainment, they are achieving satisfactorily. Pupils' speaking, listening and reading skills are better developed than their writing skills, which is similar to the finding of the last inspection.
41. Pupils have many opportunities to speak and they generally express their ideas confidently. There are many occasions when pupils are encouraged to listen to

others, and to respect the ideas and opinions of their classmates. There is good encouragement for pupils to learn a wide range of technical vocabulary to help them with subject-specific work. However, many pupils have special educational needs associated with language and communication difficulties, and weaknesses in their general vocabulary and command of standard English grammar are prevalent. These difficulties are reflected in their writing. Pupils do not have the breadth of vocabulary to write imaginatively and their knowledge of grammar is weak. Although spelling is taught systematically, pupils have difficulty in transferring their knowledge of correct spelling to their written work and have difficulty in remembering simultaneously all the elements that they need to focus on in order to produce good quality writing.

42. Throughout the school, pupils enjoy listening to stories and they enjoy books. Most belong to the public library and take pride in selecting books from the library van and taking them home to read. Their knowledge of the sounds that letters make is satisfactory because it is well taught from an early stage. They know how books work and most can recount the events of the stories that they read. However, their skill in finding deeper meaning in the books that they read is a weakness which prevents them from attaining at the higher levels. Pupils know how to use information books to help them in their research and also make good use of ICT to find information. Teaching assistants ably support individual pupils with their reading, using a range of interesting activities. Parents' support for their children's learning at home is variable. When they are able to hear their children read on a regular basis it makes a significant contribution to the standards achieved. The school makes every effort to compensate when parents are not able to support their children's learning at home.
43. The quality of teaching is satisfactory overall and some good teaching was observed during the inspection. The strong relationships enjoyed between staff and pupils, together with very positive encouragement, ensure positive attitudes to their learning in English. A good range of teaching methods is employed in an attempt to meet the needs of all pupils, and the knowledgeable and experienced teaching assistants support individual pupils well. However, not enough emphasis is put upon helping pupils to differentiate between their own colloquial English and standard English, and on helping pupils to acquire a broad range of strategies, such as those used by different authors, to create different effects in their writing. Teachers provide a good range of teaching and learning aids in their classrooms for pupils to refer to in their work, including planning sheets for writing, word-processing programs on computers and dictionaries.
44. Whilst assessment procedures are satisfactory overall, procedures for writing do not focus with sufficient precision on all the skills that pupils need to apply in different styles of writing and not enough use is made of target-setting to plan for pupils' year-on-year achievement and to check progress. There are not enough opportunities for pupils to assess their own work and as a consequence, pupils are not always as sure as they should be of what they need to do to improve.
45. The headteacher manages the co-ordination of English well although her leadership has been disrupted by an extended absence through illness. However, she is not complacent and she has a good idea of standards and the key areas for improvement which are highlighted in the school development plan.

Language and literacy across the curriculum

46. Pupils make satisfactory use of speaking and listening and reading skills across the curriculum. However, their use of writing is unsatisfactory. Standards of presentation, handwriting and spelling are not as good as they should be and the use of worksheets in some lessons constrains opportunities for pupils to develop their writing skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve well in relation to their very low starting points on entering the school.
- Teaching and learning are good overall and some very good teaching also occurs.
- The subject is well led and managed.
- Although assessment procedures are good, not enough use is made of them to encourage more pupils to achieve above the levels expected for their age.

Commentary

47. The very small number of pupils in Years 2 and 6 make comparison with test data and national averages meaningless. The evidence of the inspection is that pupils achieve very well in relation to their very low starting points on entry. Most attain levels below those expected in Year 2 and levels that are in line with those expected by the end of Year 6. Standards of number work are a particular strength and there has been an improvement in pupils' skills in mental mathematics since the last inspection. Pupils in Years 1 and 2 quickly develop an understanding of the order of numbers, count objects accurately and begin to carry out simple calculations with numbers up to twenty. Pupils in Years 3 to 6 build on this basic understanding and older pupils confidently work with values beyond 1000 and with decimal numbers, fractions and percentages. They gain the confidence to develop their own preferred ways of solving and recording number problems and acquire a sound knowledge of measurement and shape. They make satisfactory use of computers to support their work in mathematics, for example when handling data and constructing graphs.
48. Good subject leadership has led to an improvement in provision for the subject since the last inspection. The results of national tests are analysed to identify areas needing improvement, and individual help and support is provided for pupils who need it. Pupils who have special educational needs receive additional support from well-qualified teaching assistants and this helps them to achieve well. There is also good encouragement for pupils who have the capability to work at higher level during the course of lessons. For example, a Year 3 pupil who is showing signs of being an able mathematician worked alongside the Year 5 pupils and was able to keep up with them because of the good individual support he received from the teacher. Insufficient use is made of the school's good assessment procedures to plan for long-term year-on-year achievement and to raise standards even further.
49. The quality of teaching and learning is good. Teachers make lessons interesting by giving pupils many opportunities to take an active part in the lesson. They make good use of questioning to encourage the development of mental calculations, to establish what pupils have remembered from previous lessons and to ensure that every pupil is involved. They frequently ask pupils to explain how they have made a calculation or to solve a problem in their own words. They are also skilled in helping pupils to develop their understanding of how numbers work by encouraging them to look at the patterns

and relationships that exist between numbers. As a result, pupils are used to working practically, thinking mathematically and using mathematical language.

50. A significant strength of the teaching lies in the very good relationship that pupils have with their teachers and teaching assistants and the high level of individual support that pupils receive. Good work habits are established very early on and by the time they reach Years 5 and 6, pupils settle down very quickly to their tasks, working sensibly for extended periods while their teacher helps individuals and groups on their particular tasks. Pupils become absorbed in their work, sometimes discussing it sensibly together and helping one another solve problems. Teachers take time to explain work to pupils and go over aspects they find difficult until they understand.

Mathematics across the curriculum

51. Pupils often use mathematical skills as part of their work in other subjects. Examples were seen in science when using graphs and tables to record data, and in design and technology when measuring length and weight.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' achievement is good in relation to their low starting points when they enter the school.
- The curriculum for science has been recently improved and this is ensuring that the skills of scientific enquiry are systematically taught.
- Weaknesses in pupils' language and literacy skills and in the use of target-setting limit achievement at the higher levels.
- The school grounds are used very well to make learning interesting and to enrich the science curriculum.

Commentary

52. There are too few pupils in any one year groups to use test data to make meaningful comparisons with other schools. Standards are below the levels expected in Year 2 and in line with those expected in Year 6. Few achieve at the higher levels. However, overall achievement is good in relation to pupils' starting points on entry to the school. This is an improvement since the last inspection. Standards in scientific enquiry are improving as a result of an improved scheme of work. Pupils develop a sound understanding of facts about living things, materials and forces and make keen observations about scientific phenomena. They test their scientific ideas and draw conclusions about what they observe. Older pupils ask their own questions about why things happen as they do, and devise their own experiments. They make good use of reference materials, including ICT, to find out about scientific ideas. However, weaknesses in pupils' writing prevent them from communicating their ideas clearly and this limits achievement at the higher levels. Another contributory factor is the limited use of assessment for target-setting and planning over the longer term.
53. The quality of teaching and learning seen during the inspection was good. Scientific enquiry is well taught. Teachers made very good use of lively and interesting demonstrations and used questioning skills well to help pupils to develop their

scientific ideas. This enables pupils to gain a secure knowledge of scientific facts. For example, pupils in Years 1 and 2 were helped to develop their understanding of how sound is made by exploring a range of musical instruments and listening to different sources of sound. Pupils in Years 3, 5 and 6 developed their understanding of how sound travels and of how pitch can be varied on wind and stringed instruments. Pupils enjoy their work in science because of the interesting and practical way in which work is presented. They sustain concentration for extended questions and even the older pupils open their eyes wide with amazement when they are presented with a new scientific idea to think about. They enjoy placing their own scientific thoughts, questions and ideas on a 'Wonder Wall' in the junior classroom, and this makes a significant contribution to their spiritual development. Opportunities to work together to test their scientific ideas contribute very well to their social development.

54. The subject is well managed and the recent investment in training and the development of a new scheme of work are having a significant impact in improving pupils' skills of scientific enquiry. Assessment is satisfactory although not yet fully in line with the new scheme of work. The school makes very good use of its grounds to support work in science. Additional activities such as a gardening club and an environmental club enrich the science curriculum very well and make a significant contribution to the standards that pupils achieve. Satisfactory use is made of ICT to support learning in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are broadly as expected by the end of Years 2 and 6.
- Pupils' achievement is good.
- Standards have improved greatly since the last inspection.
- Good use is made of information and communication technology to support learning in other subjects.
- Teachers make good use of interactive whiteboards in their teaching.

Commentary

55. Standards in the subject have improved dramatically since the last inspection, when they were below average. This is as a result of improved resources, and improved teacher expertise and confidence. The school is now well equipped with up-to-date computers, and pupils in each class have plenty of opportunities to practise skills and learn new ones. Although only one lesson was seen, in the infant class, examination of planning shows that there is coverage of all the elements of the curriculum, and pupils are now working at the expected levels. This is an improvement since the last inspection. Pupils' achievement is good, as they have progressed well from a low base. This includes pupils who have special educational needs, as these pupils are always well integrated into all lessons. Pupils show satisfactory skills in all aspects of information and communication technology, although there are no pupils working above the expected levels in Year 6. Throughout the school, pupils are able to produce appropriate text on a variety of topics, they vary both size and font to suit their needs, and they often produce illustrations to add detail. Pupils have a secure understanding of control technology. Older pupils learn to use a computer to control traffic lights, whilst pupils in Year 2 confidently give instructions to a floor turtle. The

oldest pupils in the school further develop a range of skills in developing multi-media presentations and using spreadsheets.

56. Discussions with pupils and examination of previous work indicate that teaching is good, which is an improvement since the previous inspection. Pupils speak knowledgeably and enthusiastically about what they have learned, and demonstrate that skills have been well learned. Teachers are confident users of information technology, as shown by the regular use of interactive whiteboards to aid their teaching. Pupils were observed using computers in other lessons, such as history, where they were using the Internet to find out about the ancient Egyptians.
57. The subject leader has good expertise and leads the subject well. It has a high profile within the school, and this has helped to raise standards. The staff are justly proud of the resources available to the pupils, enabling all to have regular access to a computer. The weekly visits of a skilled technician are invaluable to trouble-shoot any problems that might occur. Pupils are regularly assessed on the skills they learn following a well-documented scheme of work. This enables the teachers to grade the levels of attainment of all pupils, and ensure that they make the necessary progress.

Information and communication technology across the curriculum

58. Teachers are increasingly confident in their use of information and communication technology, and they make good use of it in their teaching of a number of subjects, such as English and mathematics. Particularly effective use is currently being made of the subject in history, where pupils regularly use the Internet to find information, for example about Ancient Egypt and aspects of science such as sound.

HUMANITIES

History and **religious education** were inspected in full and are reported on below. No lessons were observed in **geography** during the inspection, so no judgements can be made about standards, teaching and learning or overall provision. An examination of pupils' current work and teachers' planning shows that all aspects of geography are covered and pupils' knowledge and skills are progressively developed. The subject is planned in Years 1 and 2 on a two-year cycle, whereas in Years 3-6 it is planned using a four-year rolling programme. This ensures that pupils of mixed ages within the class do not repeat topics unnecessarily. Pupils are assessed on what they know at the end of a unit of work so that teachers have a clear picture of their progress.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection.
- There are very good links with local church but few opportunities to engage fully with those who have faiths other than Christianity.

Commentary

59. The subject fully meets the requirements of the locally-agreed syllabus. Achievement is good and standards are in line with those expected by the end of Year 2 and Year 6. This is similar to the findings of the last inspection. Discussions with pupils and an examination of their work in religious education indicates that all aspects of the required curriculum are fully covered and that pupils have a good knowledge of Christianity and a sound knowledge of other major world faiths such as Islam. Visits to the local church and visits by local clergy enrich the curriculum very well and make a significant contribution to pupils' understanding of how the different faiths affect the lives of believers. Pupils talk in an informed way about Christianity, re-telling stories well, and discuss other faiths such as Islam. They are aware of some of the festivals of different faiths and have some understanding that different faiths have the same moral tenets, but different forms of worship.
60. The resources that the school has, both in the school and the local community, are used well to support learning. The school has strong links with the local church, for example. Where weaknesses occur, they are in the opportunities for pupils to have first-hand experience of other faith traditions, for example by visiting different places of worship and meeting people with beliefs that are different from their own.
61. Teaching and learning are good overall. Teachers provide good opportunities for worthwhile discussion about stories and different faith traditions and also provide good opportunities for pupils to relate the meanings of these stories to their own lives. A good example of this is work of pupils in Years 3, 5 and 6 about 'Who is my Neighbour' in relation to Christianity.
62. The leadership and management of the subject are good overall. Assessment is good and has improved since the last inspection..

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well and have very positive attitudes to the subject because of the interesting and practical way in which it is presented.
- The curriculum is enriched well through visits to places of interest.
- Assessment is good but not enough use is made of it to inform curriculum planning.
- There are not enough opportunities for pupils to apply their writing skills in history.

Commentary

63. Examination of pupils' records and work and teachers' planning, together with discussions with pupils and the one lesson seen, indicates that standards are broadly in line with national expectations and achievement is good in history. This is an improvement since the last inspection.
64. Teaching and learning are good. Pupils in Year 2 and Year 6 show that their understanding of the passing of time is developing well. They are able to recognise how life in the past, such as that in the Victorian and Tudor periods, differs from life today. In the very good lesson seen in Years 3, 5 and 6, there was very good encouragement for pupils to find out about the ancient Egyptians by 'excavating' objects encased in plaster and then examining the artefacts that emerged. Pupils' concentration was intense as they scraped away at the plaster. There followed cries of amazement as the objects emerged. An older pupil, who had a particular aptitude and

interest in the subject, was profoundly interested in following his own historical enquiry on Egyptian tombs, using the Internet. These and other practical experiences, such as themed days which involve the whole school and the very worthwhile visits to historical places of interest, enrich the curriculum well, help pupils to learn and ensure that pupils have very positive attitudes to the subject.

65. The subject is well led and managed. A rolling programme of topics ensures full coverage of the curriculum. There is a strong focus on the development of research skills and this contributes well to pupils' skills in reading and ICT. However, opportunities for pupils to apply their writing skills through note-taking and extended accounts and stories are missed. This limits pupils' skills in communicating both their knowledge and understanding of history and the results of their historical enquiries. Assessment systems are good. However, although all pupils receive good individual support in lessons, there is not enough formal use of the good assessment procedures to inform planning, and there are not enough systematic links between literacy and history in planning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in **art and design, design and technology** and **physical education**. It is not therefore possible to form secure judgements about provision, teaching and learning and achievement in these subjects. However, scrutiny of displays, pupils' records and teachers' planning shows that all subjects comply with the statutory requirements and receive a regular allocation of time. **Music** was inspected in full and is reported upon below.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and enjoy learning.
- The school makes very good use of the local authority music service to enrich the curriculum.
- Inclusion in music is very good. All pupils are given the opportunity to take part and to learn a musical instrument.

Commentary

66. Pupils achieve very well in relation to their very low starting points and most reach the standards expected of them in Year 6. Provision has improved since the last inspection. The subject is well managed and good use is made of all the expertise available to the school to promote learning and raise standards. All pupils are given the opportunity to take part in a good range of musical activities and parents and governors commented on the very high quality of Christmas concerts in which all pupils take part.
67. Teaching and learning are very good. The subject is taught to all classes in the school by a peripatetic music teacher from the local authority music service. This arrangement ensures that pupils throughout the school have access to the high quality teaching that she provides. Her love of music, and her enthusiasm and expertise have

a significant impact on the standards that are achieved in the school. Lessons are very well planned and structured so that all pupils increase their understanding through a wide variety of musical activities that combine performing, composing and appraising.

68. There are good opportunities for all pupils, whatever their capability, to participate in music. All older pupils are learning to play the guitar in lessons provided by the peripatetic music teacher. This is making a considerable contribution to pupils' knowledge and understanding of music and to their enjoyment of the subject. The regular class teacher and teaching assistant join these lessons and the very good role models they set make a considerable contribution to pupils' positive attitudes to the subject. For example, the teacher sings and plays enthusiastically and contributes his own musical expertise to the lesson by supporting individual pupils. The teaching assistant learns alongside the pupils, and at the same time, gives support to those individuals beside her.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

69. It is not possible to make a secure judgement about the provision for **personal, social and health education and citizenship** because no lessons were seen. However, examination of pupils' work and teachers' planning indicates that the subject is fully covered. The scheme of work, whilst not yet complete, is developing well and good links are made between personal, social, health education and citizenship and other subjects. Appropriate attention is given to sex education and to warning pupils about the dangers of drug misuse. The school takes part in healthy eating initiatives and encourages pupils to develop a healthy lifestyle. Particular attention is given to raising pupils' awareness of their relationships with each other through discussions such as those about friendship. The very good and trusting relationships that pupils have with their teachers contributes very well to pupils' personal growth and enables them to be open about their thoughts and feelings and personal issues which are of concern to them. The family nature of the school encourages pupils to develop a very good awareness of their responsibilities towards others, particularly the younger children. Opportunities to learn about issues that they need to know about as they take their place in wider society are also developed very well. For example, pupils in Years 3, 5 and 6 have learned about democracy and about the way in which government and elections work, as a result of holding their own elections based on their own party manifestos.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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