

INSPECTION REPORT

WALTON ON TRENT CE PRIMARY SCHOOL

Walton on Trent

LEA area: Derbyshire

Unique Reference Number: 112861

Inspection Number: 188708

Headteacher: Mr S Titchener

Reporting inspector: Mrs E LaBrum

Dates of inspection: 4-6 October 1999

Under OFSTED contract number: 707190

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
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Telephone number:	01283-716151
Appropriate authority:	Derbyshire County Council
Name of chair of governors:	Mr M Broughton
Date of previous inspection:	4-7 March 1996

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Mrs V Bradley, Lay Inspector	English Music Religious education Under fives Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr A McDowall	Mathematics Science Design and technology Information technology Physical education Special educational needs	Attitudes, behaviour and personal development The curriculum and assessment Leadership and management Staffing, accommodation and learning resources The efficiency of the school

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MAIN FINDINGS

What the school does well

- Strong, effective leadership is giving clear direction for the future development of the school. This has enabled the school to make very good progress over the last six months. Successful teamwork is utilising individual skills to pursue the school's aims.
- The school provides thoughtful, caring support for children and their parents.
- There is a positive commitment to raising standards and increasing the rate of pupils' progress.
- High quality teaching overall and very good teaching for under fives and Key Stage 1 are strengths of the school.
- The school identifies its priorities for development through rigorous but constructive self-criticism.
- Pupils are eager to learn. They respond well to the wide range of interesting and exciting activities offered to them.

Where the school has weaknesses

- I. Standards in information technology are unsatisfactory, largely because there is no structured teaching programme and resources are inadequate.
- II. Too little emphasis is placed on developing pupils' skills in writing at length on their own.
- III. Some aspects of assessment are unsatisfactory. Information from assessments is not used to evaluate the curriculum.
- IV. Marking is not used effectively to tell pupils what they have done well or not so well. It does not help them to improve their work.
- V. Arrangements for setting targets for pupils to achieve high standards and for tracking their progress are under-developed.
- VI. The school does not evaluate the impact of major spending decisions.
- VII. There is insufficient expertise in financial planning and control.

The strengths of the school far outweigh the weaknesses. Since the last inspection this small school has recently experienced major changes in staffing and leadership. The headteacher has been in post for one term. Four out of five teachers have only taken up their posts since September 1999. The strengths are closely related to recent changes in a shared determination to raise standards through high quality teaching and a better-planned curriculum. The positive impact of this is demonstrated by the good progress pupils are making in lessons. This often results in attainment above that usually seen for pupils of their age. The weaknesses have led to the key issues. These will form the basis of the governors' action plan. This will be sent to the parents and guardians of pupils at the school.

How the school has improved since the last inspection

Since the last inspection standards have been maintained at Key Stage 1 with some recent examples of attainment in lessons well above that expected for pupils of this age. At the end of Key Stage 1 attainment in the statutory tests at Level 2 over recent years has been generally, in line with the national average and in comparison with similar schools, although fewer pupils than usual attain National Curriculum Level 3 by the age of seven. At Key Stage 2, in recent years attainment in the statutory tests has been below that attained nationally and also in comparison with similar schools at both Level 4 and Level 5. However, there is a distinct difference between these results and the standards of work seen during the inspection where standards were consistently higher. Standards attained in the lessons observed and in most pupils' current work at Key Stage 2 are now good in many subjects. This indicates an improvement since the previous report when standards were judged to be sound. The school's statutory test results for 1999 are considerably higher than those for previous years, although

comparable national figures were not available at the time of the inspection. Significant improvement has been made in standards in religious education in both key stages; attainment is now satisfactory.

There is no evidence that the school tackled the issues raised in the previous report in a systematic way. However, in some areas there has been sufficient improvement against those key issues. For example, the quality of teaching at Key Stage 2 has shown significant improvement and standards in religious education have improved in both key stages. Similarly there has been sufficient improvement in the use of assessment to ensure that work in Key Stage 2 is well matched to pupils' abilities. In other areas there has been little or no improvement since the last inspection. There has been no improvement in information technology where provision remains unsatisfactory. Arrangements for monitoring and evaluating standards are not yet in place and despite specific improvements in aspects of English like spelling, and use of punctuation and grammar, there is still too little emphasis on developing pupils' independent writing.

However, there has been very substantial progress in recent months in many areas, particularly in meeting statutory requirements where essential documentation was lacking or insufficient. The provision for spiritual, moral, social and cultural development which was judged to be sound is now good. Curriculum plans are showing steady development and quality of teaching is much improved. The school has all the necessary strengths and skills to further its own improvement successfully. There is a clear, shared vision of what distinguishes good teaching and learning, a determination that pupils will succeed, and the willing involvement of governors and staff in planning and implementing better ways of doing things. The school now clearly demonstrates a capacity to identify priorities for development through effective self-review. For example, assessment, information technology and setting and tracking targets which are listed as key issues in this report, have all been identified by the school and are being addressed through its school development plan.

• **Standards in subjects**

Results of the National Curriculum tests are not printed here as they are not necessarily representative of the standards in the school overall. This is a small school and the number of pupils taking part in national tests or assessments in a particular year group is very small. The attainment or absence of one or two pupils has a major influence on the overall results. Consequently, the assessments of pupils on entry to the school and through the national tests at the end of Years 2 and 6 do not, for any one year, represent a full and accurate picture of attainment of pupils within the school or within either key stage. In recent years, the results have been above those attained nationally and in similar schools at Level 2 but with fewer pupils than usual attaining National Curriculum Level 3 by the age of seven. At Key Stage 2 fewer pupils have attained Level 4 or above by the age of eleven. There is a sharp contrast between these results and the standards of work seen during the inspection where standards were consistently higher than this pattern of results would indicate.

Overall, the standards being attained in English, mathematics and science throughout the key stages are in line with those seen nationally. The available evidence suggests that pupils attain standards that are appropriate to the locally agreed syllabus for religious education. By the end of Year 6 attainment in information technology is below that usually seen. The evidence gathered from observing pupils at work in the classroom indicates that pupils under five years of age are achieving standards that are above those typical for children of this age. Overall, pupils, including those with special educational needs are making good progress in all subjects except information technology.

· **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very Good	Very Good	Good
Mathematics	Very Good	Very Good	Satisfactory
Science		Very Good	Good
Information technology		(i)	(i)
Religious education		(ii)	(ii)

- (i) In information technology only one lesson in Key Stage 1 was observed. Here the quality of teaching was very good. No lessons were observed at Key Stage 2. Therefore, there is too little evidence on which to base secure judgements about the quality of teaching.
- (ii) No lessons were observed at Key Stage 2 and only one lesson given to pupils in Reception and Year 1 in religious education was seen. Although this was of the highest quality it provides insufficient evidence on which to make an overall judgement.

In 97 per cent of the lessons seen the quality of teaching was at least satisfactory. Of this, over 80 per cent of teaching was good and in almost half the lessons teaching was very good. The quality of teaching in one out of every eight lessons was excellent. These figures indicate teaching of a high standard overall. The best teaching was most frequently seen in the two classes for younger pupils.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that strengths outweigh any weaknesses

(ii) **Other aspects of the school**

Aspect	Comment
Behaviour	The behaviour is good overall. Pupils are keen to learn and work together very well.
Attendance	Satisfactory. There are no unauthorised absences, but the number of authorised absences for family holidays is high.
Ethos*	Very good. Most pupils are well-motivated and respond eagerly when teachers set high expectations. Relationships between adults and pupils are very good. There is a strong sense of community in the school.
Leadership and management	In aspects of teaching and educational provision the school is very well lead. Effective and systematic monitoring of the school's work is not yet in place. The school benefits from effective support from key members of the governing body. There are weaknesses in interpreting and using financial data and in demonstrating cost effectiveness.
Curriculum	The curriculum is satisfactory. Teachers provide a range of interesting, exciting activities. Marking and some aspects of assessment are unsatisfactory.
Pupils with special educational needs	Pupils are supported very well in the classroom. However, written plans to support those pupils who do not have a statement of special educational needs is not satisfactory.
Spiritual, moral, social & cultural development	Provision for spiritual development is very good. For moral, social, and cultural development it is good.
Staffing, resources and accommodation	Satisfactory overall. Very good accommodation. There are adequate resources for all subjects except information technology.
Value for money	The school provides value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

(ii) **The parents' views of the school**

(ii) **What most parents like about the school**

- Recent improvement on emphasising high standards and good progress.
- The school encourages parents to play an active part in the school.
- The headteacher and staff are accessible and approachable.
- The school explains the curriculum well.
- The caring family atmosphere in the school, pupils enjoy school.
- The school is very supportive of pupils with or in difficulties.

What some parents are not happy about

- Arrangements for homework are not clear.
- Some concerns have been expressed about the

Inspection findings support the parents' positive views and their concerns about arrangements for homework. No evidence was found during the inspection that any problems have arisen from the job-share in Class 3.

· **KEY ISSUES FOR ACTION**

In order to continue to raise standards attained by pupils the staff and governors should:

- 1) Raise the standards in information technology by improving curriculum provision and resources. (paragraphs 128-131)
- 2) Improve standards in pupils' independent writing by:-
 - (i) Ensuring that pupils are given sufficient opportunities to develop their independent writing across the curriculum. (paragraphs 13, 106, 109)
 - (ii) Monitoring and evaluating the provision and its impact on standards.
- 3) Improve arrangements for assessment by:-
 - (iii) Ensuring that pupils' work is marked so that they are clear about what they have done well or not so well and what they need to do next to improve their work. (paragraph 54)
 - (iv) Establishing a profile of moderated work that gives teachers an accurate means of comparing their own pupils' standards against those achieved nationally. (paragraph 54)
 - (v) Make better use of assessment data to evaluate the impact of the curriculum on pupils' learning. (paragraph 54)
- 4) Implement procedures for setting targets for improvement for individual pupils and for tracking their progress against those targets. (paragraphs 21 and 22)
- 5) Improve the school's systems and procedures for demonstrating its financial control by:-
 - (vi) Ensuring that all those with a responsibility managing the school's finances have the necessary knowledge and skills to carry out their responsibilities effectively. (paragraph 87)
 - (vii) Implementing effective procedures to monitor and evaluate the impact of spending decisions on the quality of educational provision and on standards of attainment. (paragraph 90)

Further information about these key issues can be found in the paragraphs indicated above.

This report also identifies a number of other issues, which whilst not key issues, may be considered by governors in drawing up their action plan. These include:

- (viii) Establishing a clearer policy for homework (paragraph 45)
- (ix) Providing the headteacher with sufficient non-contact time to monitor and evaluate the teaching, curriculum and standards in the school (paragraph 75).

INTRODUCTION

Characteristics of the school

1. Walton-on-Trent Church of England Controlled Primary School is situated on the edge of the village of Walton-on-Trent approximately five miles south east of Burton-on-Trent, in Derbyshire.
2. Most of the pupils who attend the school live in the village with a small number coming from neighbouring villages. It is a small school with only seventy-four pupils on roll. Boys and girls from four to eleven years of age are taught in the school. There are three classes; for Reception and Year 1 pupils, Year 2 and Year 3 pupils and pupils in Years 4, 5 and 6. The headteacher undertakes a very substantial teaching commitment. Pupils in the two youngest classes benefit from very favourable pupil/teacher ratios. The school also hosts an independent playgroup that operates in the school building each morning.
3. Children are admitted into the school at the beginning of the autumn term in the year that they are five. At the time of the inspection all seven pupils in the reception class were under five years of age. On entry to the school the attainment of the pupils in recent years has been broadly in line with that seen nationally.
4. The number of pupils eligible for free school meals is below the national average. There are 24 pupils on the school's register for special educational needs, and two of these have statements of special educational need. When compared with what is seen nationally, this is a high figure. There are no recorded exclusions of pupils from the school.
5. The school's aims are concerned with maintaining the school's tradition as a caring, family community, promoting in pupils a desire to learn, and teaching all subjects in a well planned, interesting and effective way. There is a specific aim to keep parents informed as partners in the education process.
6. The main focus of current developments is implementing the National Numeracy Strategy, establishing an improved curriculum and improving the quality of teaching. The governing body has its own action plan for developing the role of the governors in school improvement and the leadership of the school. The school has set challenging targets for future attainment.
7. The school was last inspected in March 1996.

Key indicators

8. This is a small school with year groups ranging in size from seven to ten pupils. The attainment of one or two pupils can, therefore, have a marked influence upon one year's overall results. Consequently the assessments of pupils' attainment on entry and through the national tests and assessments at the end of both key stages do not, for any one year, represent a full and accurate picture of the attainment of pupils within the school as a whole. The results of National Curriculum tests are not published in this report as they could identify individual pupils.

8. **Attendance**

Percentage of half days (sessions) missed			%
through absence for the latest complete	Authorised	School	7.3
reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

8.

8. **Exclusions**

Number of exclusions of pupils (of statutory school age) during		Number
the previous year:	Fixed period	0
	Permanent	0

8. **Quality of teaching**

Percentage of teaching observed which was:		%
	Very good or better	45
	Satisfactory or better	97
	Less than satisfactory	3

8. **PART A: ASPECTS OF THE SCHOOL**

8. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

8. **Attainment and progress**

9. This is a small school and the number of pupils taking part in national tests or assessments in a particular year group is very small. The attainment or absence of one or two pupils can, therefore, have a major influence on the overall results. Consequently, the assessments of pupils on entry to the school and through the national tests at the end of Years 2 and 6 do not, for any one year, represent a full and accurate picture of attainment of pupils within the school. The results of National Curriculum tests for pupils in Key Stages 1 and 2 are not published in this report as it would be possible to identify individual pupils. However, attainment at Level 2 over recent years at the end of Key Stage 1 has been generally, in line with the national average and with comparable with similar schools, although fewer pupils than usual attain National Curriculum Level 3 by the age of seven. In recent years attainment in the statutory tests has been below that attained nationally and also in comparison with similar schools at both Level 4 and Level 5. The school's statutory test results for 1999 are significantly higher than those for previous years, although comparable national figures were not available at the time of the inspection. There is a distinct difference between these results and the standards of work seen during the inspection where standards were consistently higher.
10. The attainment of pupils on entry to the reception class in recent years is broadly in line with that found nationally. The number of pupils on the school's special educational needs register is high compared with that seen nationally. However, the number of pupils whose attainment is significantly below or significantly above the expected level varies greatly from year to year. At the time of the inspection the pupils in the reception class had been attending school for just a few weeks and were all under five years of age. However, it was clear that they had settled very well into the school and were making very good progress. Their attainment in lessons is well above that usually achieved by pupils of their age in speaking and listening, number and knowledge of the world.
11. The inspection took place in the fourth full week of the new academic year. To help inspectors make their judgements the school kept examples of pupils' work from the previous school year. Judgements about standards were made from a detailed examination of this work, pupils' records, portfolios and current work as well as observations in lessons, talking to pupils and teachers' planning. Because there are considerable variations between the numbers and range of ability in each year group, evaluations are based on a consideration of all the work of pupils in the school at the time of the inspection.
12. Inspection findings indicate that pupils' attainments in English, mathematics and science are generally in line with those achieved nationally. These findings generally reflect the results of the national tests and teacher assessments reported between 1996 and 1998 at Key Stage 1. Inspection findings on attainment indicate standards are much higher than those achieved in statutory tests at Key Stage 2 over the same period. The high levels of knowledge, understanding and thinking skills demonstrated in many lessons across the school and a general rise in standards over recent months account for the difference between the results and the inspector' findings. When compared with the findings of the last inspection report the good standards have generally been maintained at Key Stage 1 with some examples where standards are well above that usually seen. There has been a general improvement in standards at Key Stage 2 with recent attainment consistently satisfactory and with some evidence of good quality

of work.

13. Standards in speaking and listening are high overall. Pupils listen courteously, showing interest in what the speaker has to say and their responses show that they have absorbed accurately what has been said. Their skills are a major factor in their ability to co-operate well with others. Pupils make a good start in learning to read and this is continued in the classes for older children. By the beginning of Year 6 the most able pupils tackle traditional and modern classics with enthusiasm and confidence. The National Literacy Strategy is having a positive impact on pupils' reference skills and on their ability to use punctuation to read expressively. In writing standards are broadly in line with national expectations. Pupils use grammar and spelling correctly and write short pieces of work of satisfactory quality. However, there are too few examples across the curriculum of pupils planning and redrafting their work before producing high quality factual reports or extended creative writing. There is too little use of word-processing to edit and redraft work.
14. Attainment in mathematics is broadly in line with standards attained nationally. Standards in numeracy are good in the classes for younger pupils and Year 3. By the end of Key Stage 2 pupils are able to quickly recall number bonds to twenty and are beginning to learn and use some multiplication tables. The high attaining pupils have a thorough understanding of money to ten pounds. They have a simple understanding of shape and can record data using simple graphs. In Key Stage 2 standards match those typically seen for Year 4, 5 and 6 pupils. By the time the pupils leave the school at the age of eleven the pupils are able to multiply and divide by ten and a hundred and handle decimal notation. They have a good understanding of two and three-dimensional shape, use measurement in a range of contexts and are familiar with different ways to record and interpret data. Skills in using and applying mathematics are sound overall. They are good in Key Stage 1. Many pupils are able to organise themselves in lessons and approach an investigation systematically and reach sensible conclusions to the problems they have been given.
15. From the evidence available in pupils' work and from talking to them attainment in science is broadly as expected at both key stages. However, attainment is above this level in individual lessons, particularly in designing an investigation. Although progress in the longer term is satisfactory overall, the rate of progress has been variable with better progress made at Key Stage 1. Improvements in teaching are not yet making sufficient impact on the attainment of older pupils whose knowledge is fragmented. Pupils' reporting of their science investigations is a weaker element of attainment in science because pupils have been given over-simplified worksheets that have not allowed them to develop the necessary skills
16. Standards in information technology are unsatisfactory in both key stages. Skills in word-processing and handling data are not sufficiently high. Insufficient progress has been made since the last inspection. There is no teaching programme to ensure that pupils make progress across the whole range of activities. As a result they are can use computers for word-processing but are not able to carry out more sophisticated operations such as reorganising information or using information technology to control events. Outdated and insufficient hardware and software also contribute pupils' lack of progress.
17. Standards in both key stages in religious education are now in line with those indicated in the locally agreed syllabus for religious education. The school has made sufficient improvement against the key issue detailed in the last inspection report. Better curriculum planning and teaching are key factors in this improvement.
18. Overall, pupils are making good progress as they move through the school. The rate of

progress varies between the key stages. For pupils under five progress is very good. It is good at Key Stage 1 and satisfactory at Key Stage 2. However, there are examples of lessons where progress at Key Stage 2 is also good. The rate of progress over recent months and particularly in lessons during this current term is significantly higher than that shown in the longer term by evidence in pupils' book and portfolios. The inspection findings support the view expressed by parents that their children, including those with special educational needs, are now beginning to progress well. Improved teaching demonstrated in high expectations and a clear understanding of what pupils are to learn in each lesson contribute largely to increased rates of progress. At Key Stage 2, earlier weaknesses in assessing and recording what pupils have already learned make it difficult for teachers to know where to pitch work at the beginning of each unit of study. This adversely affects the rate of progress.

19. Pupils with special educational needs make good progress across the curriculum in response to the high quality of teaching and support given in the classroom by the education care officers. However, planning for these pupils, other than those with statements of special education need, is too vague and it is not possible to track how well pupils progress against the targets set for them. The school is already working successfully to address this issue.
20. Overall pupils make satisfactory progress in the foundation subjects of art, design and technology, history, and geography. There was insufficient evidence to judge progress in physical education and music.
21. The school does not have procedures that allow teaching staff to set targets for individual pupils and track progress against them. There is no system for monitoring standards and progress so that staff and parents can be sure that pupils' progress in generally is keeping pace with the projections for attainment by the end of each key stage. In order to build on the successes in raising standards and promoting good progress made recently the school should establish and implement the necessary procedures.
22. The school has suitably challenging targets for English and mathematics for the next four years but it is not yet monitoring progress towards those targets or systematically evaluating standards of attainment and quality of provision.
22. **Attitudes, behaviour and personal development**
23. Almost all pupils display a positive attitude to their work. In lessons they settle quickly to the tasks set and respond well when challenged. A small number of older boys did always not always show this same attitude towards each other and their work. The younger pupils, without exception, display very good attitudes to work and school. They are able to concentrate and remain on task for long periods. They listen very well to the teachers and enjoy good relationships with each other and behaviour is good. These positive elements continue at Key Stage 1. Most but not all pupils clearly demonstrate a pride in their work. A small minority of older pupils are too easily satisfied with standards that do not reflect their ability.
24. In both the classes for younger children pupils are developing their capacity of learning independently of the teacher. They make sensible choices within the lesson appropriate for their stage of development when the opportunities are offered. Good examples were seen in lessons on measurement when they had to chose objects to measure and in history, where pupils were researching information on the Celts and Romans. In contrast, some of the work in Key Stage 2 offered too few opportunities for pupils to take responsibility for the organization of their own work within lessons.

25. Behaviour around school is good. Pupils enter and leave the building in an orderly manner. The playground is a secure and safe place where the older pupils play well with the young ones. The play equipment provided by the school has a positive impact on the quality of the playtime experience for the pupils. Behaviour at dinnertime is good. The pupils are generally polite and enjoy the lunch time break. A small minority of pupils can display immature behaviour but this is dealt with successfully by the lunchtime supervisors. Behaviour in lessons is normally good, often very good and sometimes excellent. In many lessons pupils worked well together and co-operated to get work finished. Their ability to listen effectively and to build thoughtfully on what others have said is a key factor in their success.
26. The pupils are polite and keen to talk about their school and their work. The parents feel the school successfully promotes these values and inspection evidence confirms these perceptions. The pupils are trusted to do jobs without supervision and pupils found in school at playtime and over the lunchtime period were acting in a responsible manner.
27. The school building and the school grounds are graffiti free and the pupils display a pride in their school. They are particularly appreciative of the new play equipment in the school grounds. The school is able to allow open access to many resources and the pupils respond well to this trust.
28. Pupils demonstrate good levels of initiative in and around the school. In the playground older pupils are quick to recognise and respond to situations where younger children need help. The youngest pupils tidy up after themselves very effectively without prompting from the teacher.

28. **Attendance**

29. During the last academic year attendance levels were slightly below the average nationally, but with no unauthorised absence. Attendance figures have deteriorated since the last inspection.
30. There is little absence due to illness, and parents are fully aware of, and respond well to, the procedure to notify the school if pupils are absent. The school reminds parents of the necessity of regular attendance at school, but there are a substantial number of pupil absences due to holidays being taken in term time, and some parents do not recognise or appreciate the possible detrimental effect on their child's progress.
31. Pupils are punctual in arriving at school, enabling a prompt and effective start to the school day.

31. **QUALITY OF EDUCATION PROVIDED**

31. **Teaching**

32. The quality of teaching is a strength in the school. During the inspection forty-two lessons or parts of lessons were seen. In all but one lesson the quality of teaching was at least satisfactory. In over eighty per cent of lessons teaching was judged to be good or better. In almost half the lessons teaching was very good or better. Twelve per cent of all teaching was excellent. These are high figures and lead to the judgement that teaching in the school is of a high standard.

33. There has been substantial improvement overall since the last inspection and particularly in Key Stage 2 where improving teaching was a key issue. Teaching is now having a positive effect on the rate of progress of all pupils including those with special educational needs. A particular strength shared by all teachers is their skill in catering for the very wide range of ages and abilities in their classes. Close attention is paid to grouping pupils in the most appropriate way for different activities. For English and mathematics pupils are grouped so that they work with others of the same level of attainment irrespective of their age. This allows them to benefit from teaching specifically directed at their level. In other lessons, such as that on river systems in the class for older pupils, the grouping was decided by year so that all pupils were working on mapping skills at a level that reflected their earlier learning.
34. Other strengths observed in teaching include good quality planning. Teachers are very clear about what they want pupils to learn and they provide exciting and varied activities that engage the pupils' interest. Although teachers' expectations are usually high they could link them more directly to helping pupils improve against specific individual targets for improvement.
35. The quality of teaching of pupils under five years of age was very good overall with some examples of excellent teaching. It is having a marked impact on standards with pupils achieving well beyond the nationally recognised Desirable Learning Outcomes. They are already working successfully at Level 1 of the National Curriculum. Excellent teaching is characterised by lessons where the teacher's own expertise and enthusiasm for the subject inspires pupils. Lively, dynamic introductions set the tone and pace for the lessons. Pupils have great fun but lessons never lose focus or purpose. Examples of this were seen in science, religious education and mathematics lessons. Pupils meet the very high expectations set for them because of the teachers' skills.
36. At Key Stage 1 the quality of teaching observed ranges from satisfactory to excellent. It is judged very good overall because of the high frequency of outstanding and very good teaching observed. Teachers are very clear about what they want pupils to learn and in some of the best lessons they share these targets with pupils. Lessons build well on what pupils have already learned this term and teachers provide for the very wide range of abilities and ages in each class. An illustration was seen in the English lesson based on the book '*Six Dinner Sid*' where all pupils were able to share in the class discussion because the teacher pitched questions at a range of levels that challenged the oldest and most able whilst involving the youngest and least confident. The tasks that followed were carefully tailored to match the four different working groups. Constant attention is paid to pupils' personal and social development. On occasion, advanced skills are taught in a simple way providing evidence of high expectations and creative ideas in designing learning activities. For example, Year 2 pupils were beginning to learn paraphrasing texts from reference books through reporting what they have learned in the first person.
37. The quality of teaching observed at Key Stage 2 varied from unsatisfactory to very good. However, in three out of four lessons it was good or better with teaching judged very good in a quarter of the lessons. Overall it was judged to be good. Factors accounting for the most successful teaching include thorough preparation and planning of lessons where task are well matched to pupils' needs based on their learning so far this term. These lessons offered a range of relevant and challenging activities. For instance, classwork on river systems is firmly grounded in earlier fieldwork in geography. In music pupils were helped to build a complex performance of singing in two parts with a complicated accompaniment from pitched and unpitched percussion.
38. On the one occasion when teaching was found unsatisfactory, weaknesses in managing the

behaviour of a small number of pupils and insecure subject knowledge in delivering the National Numeracy Framework resulted in unsatisfactory behaviour and progress.

39. The teaching of pupils with special educational needs is consistently good in lessons. They are given tasks that match their needs well and are fully integrated into class activities. Classroom assistants are well briefed and make a positive contribution to the good progress these pupils are making.
40. The school has implemented the National Literacy Strategy successfully and the time is well used to promote standards in speaking and listening, reading, spelling, handwriting and grammar. However, the school is not yet providing an overall programme for writing in English and other subjects that allows pupils to apply the specific skills they have learned to writing on their own at greater length. In mathematics teaching is very good at Key Stage 1 and satisfactory at Key Stage 2. Overall, it is good. Most teachers are beginning to implement the National Numeracy Strategy successfully but more training and support are needed to ensure consistent levels of confidence and secure subject knowledge, particularly in managing the mental maths warm-up sessions.
41. In science the teaching observed was never less than good and in two of the three lessons seen it was very good. It was very good overall. Indications are that teaching in this area has improved recently, particularly in developing pupils' skills in carrying out investigations. These improvements have not yet resulted in rectifying the gaps in pupils' knowledge which is the main weakness in the oldest pupils' work.
42. Too few lessons in information technology were seen to judge the quality of teaching, but in the one lesson observed it was very good. Evidence from pupils' work and talking to them about what they can do indicates that teaching has not been satisfactory in the longer term because their skills in organising information and controlling events have not been developed. Curriculum plans do not provide a sound basis for teaching.
43. In the one religious education lesson observed the quality of teaching was outstanding, but too few lessons were seen to reach secure judgements overall.
44. Although lessons in music, physical education, history and geography were seen during the inspection there were insufficient observations to make secure judgements about the quality of teaching within each subject. Nevertheless, the quality of teaching was always at least satisfactory with examples of good, very good and excellent teaching. No lessons in design and technology or art were seen.
45. Apart from regular reading, learning spellings and multiplication tables at home which supports learning in the classroom there is no consistent policy for homework.
45. **The curriculum and assessment**
46. Evidence from the lessons observed in the week, the curriculum plans seen for this and previous terms, the pupils' work on display and the pupils themselves indicate that the school is providing a broad and balanced curriculum covering all subjects of the National Curriculum, religious education and sex education. Balance within subjects is generally satisfactory with the exception of English where there is insufficient emphasis on writing and in information technology where there are weaknesses in provision. In recent months investigations and

fieldwork have become strong features of the curriculum in the school and teachers provide a wide range of interesting and exciting activities.

47. Through a recent evaluation of the curriculum the school identified some areas where the written plans provided too little guidance and support for effective teaching. New formats for planning work for each half-term and for each week have been introduced. These have resulted in the improvements demonstrated in the high standard of teaching seen during the inspection. The school is currently working very hard to implement a curriculum based on the schemes of work provided by the Qualifications and Curriculum Authority. Units of work clearly build on previous learning and indicate how pupils will progress through the required programmes of study. These offer appropriate support to teachers to ensure coverage of the National Curriculum. Within each block of work teachers show how pupils will be grouped for learning and how they will provide for the wide range of ages and abilities in each class. Details include a variety of targets for learning, activities, resources and levels of adult support.
48. Despite the substantial work done on developing and improving the curriculum several weaknesses still remain. Units of work have not yet been tailored to meet the special requirements of a small school where plans for two yearly cycles are needed in some classes and a plan covering a three year cycle is needed in the class for the oldest pupils. The school does not have a written overview of the how the curriculum will be delivered in each intake of pupils. The schemes of work do not help teachers to move pupils systematically from one level of skills and understanding to the next.
49. The school is following the guidance in the National Numeracy Framework and National Literacy Strategy and these are providing a good framework developing key skills.
50. The provision for the youngest pupils is very good and covers the six nationally recommended areas of learning although curriculum plans do not explicitly address the Desirable Learning Outcomes. Instead tasks and learning objectives are drawn from the early levels of the National Curriculum. These are generally well-matched with the Desirable Learning Outcomes to ensure their suitability and are skillfully tailored to meet the needs of pupils under five years of age. However, during the inspection pupils were given few opportunities to make choices and follow their own preference in play situations. Overall, the provision in the early years prepares the pupils very well for the National Curriculum.
51. Provision for the intellectual, physical and personal development of the pupils is satisfactory overall. The range of activities observed in the teaching offers good opportunities for pupils to develop intellectually. Although the aspects related to investigation and enquiry are particularly well promoted through mathematics and science in lessons they are less well documented in the existing curriculum plan inherited by the current staff. The provision in the early years is very good. Here the pupils are offered a rich diet of challenging activities to stimulate their development across the curriculum. The school has yet to develop a systematic policy on personal development and cannot yet identify a structured programme that ensures that all pupils develop fully in this area.
52. The curriculum provided by the school offers equality of access and opportunity to all pupils. All pupils enjoy opportunities to work when appropriate with others of similar attainment, to take part in class discussions and to co-operate in a range of different situations. They have equal access to the good range of extra curricular activities, including football, netball, craft and art, gardening and recorders offered by the school. The school takes the older pupils on a residential outdoor experience and pupils participate in inter-school competitions in football and athletics.

53. Pupils with special educational needs are well catered for in lessons and play a full part in the life of the school. However, many of the written targets for pupils who are on the school's register of special educational needs but who do not have statements of special educational needs are too vague. For example, targets stating: "improve spelling" or "improve tables" offer insufficient clarity on exactly what the pupil needs to do to improve and how improvement will be measured.
54. The arrangements for statutory testing when pupils arrive in the school and at the end of each key stage meet the requirements. A policy for assessing pupils' performance has been introduced this term, whereby the teachers record progress against key learning targets for different groups of pupils. Once teachers have assessed their own pupils at the beginning of topics and blocks of work they often use continuing informal assessment well and this results in a good match of work to pupils' abilities in lessons. However, practice is not yet consistent and the policy it is not yet fully implemented. It is too early to assess the impact of this initiative. However, the lack of whole school systems for assessment is a weakness because teachers do not know what pupils have learned from their earlier work. Assessment is not secure enough to give teachers an accurate starting point for planning pupils' learning at the beginning of new topics and blocks of work. This wastes time whilst teachers establish what pupils have already learned and in the meantime pupils are given work that is too easy or too hard. The school does not provide teachers with reliable ways of comparing standards in the school with those at national levels. For example, the portfolio of work in English is not accurate and contains incorrect judgements on levels. The quality of marking is unsatisfactory. Work is often not dated and the teachers rarely offer written comments indicating what the pupil now needs to do to improve. Assessments are not used to help teachers evaluate the curriculum and amend it so that it has a greater impact on attainment. For instance, an evaluation of pupils' written work could have led to a better balance between teaching specific writing skills and giving pupils opportunities to plan, write and redraft longer pieces of work on their own.
54. **Pupils' spiritual, moral, social and cultural development**
55. The quality of provision is consistently good and for spiritual development it is very good. Pupils respond with enthusiasm. This reflects significant improvement since the last inspection when provision was judged to be sound. Much of the provision forms an integral part of the normal programme of teaching and learning.
56. Teachers cater very well for pupils' spiritual development. The school successfully promotes understanding of Christianity and other faiths. There is a close partnership between the school and the rector of the local church. Together he and the headteacher are working hard to emphasise the Christian ethos of the school. The school is successfully realising its aim to, *"help children explore and express their response to spiritual life, to spend some part of each day in an atmosphere of reflection"*. Very good examples were seen in the reverent atmosphere in which daily acts of collective worship and the religious education lesson with youngest pupils were conducted. Some exceptional activities were observed that give pupils opportunities to marvel at the wonder of the human body. For instance, the youngest pupils were fascinated to learn about taste buds when exploring different foods by taste. Pupils in Years 2 and 3 were similarly delighted when they were able to ask questions of a mother who brought her three-week old baby into school for them to observe.
57. The provision for pupils' moral development is good. Pupils have a clear understanding of right and wrong and of the differences between good and poor behaviour. Pupils in every class have opportunities to discuss moral issues like care for the environment and more generally on

world issues although there is no structured programme to support this.

58. The school fosters pupils' social development well and there are examples where it is very good. The adults in the school provide good examples of the behaviour they expect from the pupils. Relationships between pupils are generally very good and in many lessons pupils co-operate effectively. When lapses from the expected standards occur teachers not only resolve difficulties but also help pupils to find more constructive ways to work and play with others. Older pupils have opportunities to act as monitors and carry out their duties reliably. A small number of older and less mature pupils need more support to learn how to govern their own behaviour and to co-operate with the teacher and other pupils. Social development is supported by residential weekends and through a programme of extra-curricular activities.
59. Provision for cultural development is good. When talking about what they have learned about Sikhism and Judaism pupils demonstrate attitudes of interest and tolerance. There are also opportunities in other subjects for pupils to learn about lifestyles and beliefs that are different from their own. A very good example of this was seen in the class discussion of a poem, '*The Orange Tree*', by the Caribbean poet, Benjamin Zephaniah. Pupils gained insights into the work of Martin Luther King and its impact on others. Similarly, in history the youngest pupils learned very effectively about their own cultural past from handling artefacts. Their studies in geography are well grounded in fieldwork in and around their own village. The existing curriculum plans provide appropriate opportunities for pupils to learn about the work of a range of artists and composers.

59. **Support, guidance and pupils' welfare**

60. The school provides a good level of support, advice and guidance for its pupils and they are generally well prepared for the next stage in their education. There are, however, weaknesses in some areas.
61. The headteacher, teachers and support staff know the children well, and provide very thoughtful caring support to pupils and their families. The very good relationships within the school are a significant strength, and have a positive impact on pupils' learning and the standards they attain. It is particularly evident that these good relationships enable younger pupils to settle quickly and happily into school routines.
62. The school is starting to develop procedures to monitor the academic progress of individual pupils, and has produced a good baseline assessment. The school's ability to monitor progress over time will be limited until procedures for recording assessment have been extended and improved. At present there are no records or collections of work from individual pupils gathered over time that allow teachers to make comparisons and judge how well pupils are progressing.
63. The school successfully creates a climate for good behaviour by recognising and celebrating good behaviour. The majority of pupils respond well to the praise and encouragement freely offered, but some older pupils become restless and lose concentration too readily. Behaviour at lunchtime is good. The recently introduced range of activities for pupils to enjoy in the playground areas has been enthusiastically received by pupils. Older pupils can frequently be seen playing with younger pupils. Although there is some boisterous behaviour in the playground, parents confirm that instances of bullying are rare.
64. The requirements for recording and reporting pupils' attendance are fully met, and the school has good procedures to make sure that the reasons for absence are known. Attendance is informally monitored by class teachers, but there are no formal procedures in place. The school

continues to discourage parents from taking their children on holiday in term time, and to remind those parents of the detrimental effect such absences may have on their child's progress, but the incidence of such absences remains relatively high.

65. The health, safety and welfare of pupils is generally given appropriately high priority. However the arrangements to check that physical education equipment is safe are not satisfactory, and risk assessments have not yet been carried out. The school has established satisfactory child protection procedures, but recognises the need for further training for all staff members regarding child protection awareness and procedures. The school premises are kept clean and tidy, creating a positive learning environment for pupils.

65. **Partnership with parents and the community**

66. The school enjoys a good relationship with parents, and is very effectively working to improve that relationship further. Parents are very supportive of the school, and confirm that information available to them has improved. There are very good opportunities for parents to have informal consultation at the end of the school day. Parents confirm that they are welcome in school, and that appropriate support and guidance is freely available should problems occur.
67. The school prospectus gives parents a range of useful information, but the school is aware that the draft prospectus does not include sufficient information to meet statutory requirements. Regular newsletters now give parents information in advance regarding the work their children will study, in addition to news about school events. Parents' evenings are not always well supported, but the school has made good efforts to improve attendance by holding meetings in the afternoon. Parents have been consulted with regard to the Home/School Agreement, and the ongoing preparation of a code of conduct. Parents give good support to school performances and activities, and to social and fundraising events organised by the Parent Teacher Association.
68. Annual reports give information to parents about the work covered in the classroom, and what their child knows and can do. There is insufficient detail, particularly with regard to the progress pupils have made, or what needs to be done to improve progress.
69. Parents are actively encouraged to hear their child read, and to support learning activities, for example, by learning spellings and multiplication tables. However, there is no consistent policy for homework to support learning across other subjects. A small number of parents help in school on a regular basis, and with sports and other extra curricular activities. The school hopes to extend this volunteer support. The help currently provided by parents is effectively used, and their work is valued and appreciated by the school.
70. The school enjoys a good relationship with the playgroup which meets daily in the school hall, providing the youngest pupils with a good introduction to the school premises and school procedures. Liaison with the school to which most pupils transfer is satisfactory, and promotes a smooth transition in terms of pupils' personal and social development. However, at present there is no curricular liaison.
71. The school continues to maintain a close link with the local church. The local rector regularly teaches classes and visits the school informally. The school recognises its links with the local community, together with industry and commerce, as an area for development.

71. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

71. **Leadership and management**

72. The headteacher and chair of governors work closely in partnership to offer very good leadership and vision for the school. The school benefits from the headteacher's outstanding commitment and personal example. There has been a strong emphasis on promoting higher standards and improving the rate of pupils' progress. The headteacher has very quickly established a strong team within the school. The chair of governors is very proactive in increasing governor involvement in the management of the school. Through regular visits to the school and meetings with the headteacher he is closely aware of the schools strengths and weaknesses. Key members of the governing body are also very active in supporting the school. They are regular visitors, often helping in the classrooms.

72.

73. The work on producing the school aims and mission statement has been very effective in drawing staff and governors together and establishing a shared commitment to school improvement. There is a clear view on the long-term development of the school, although this is not yet fully documented. The progress since the appointment of the new headteacher has been very substantial in providing the school with essential documentation which was lacking or insufficient. As a result the governors are now able to demonstrate that they have met all major statutory requirements. Well-focused self-review has allowed the school to identify its own strengths and weaknesses and to take necessary action to improve. For instance, through introducing the schemes of work offered by the Qualifications and Curriculum Authority and better systems for writing curriculum and lesson plans the school has made remarkable improvements in educational provision given the short space of time available.

72. The headteacher is having a very positive impact on the quality of education provided by the school, both through his teaching and his effect on others. He has worked hard to improve communication and links with the parents. This has been appreciated by the parents who express confidence in him to lead the school in the next stage of its development. He has a very high profile in the school and is readily available to staff, pupils and parents.

73. Formal monitoring of teaching is at the early stage of development in the school at present. Some monitoring of classrooms has taken place as part of the review of how the National Literacy and Numeracy Strategies are developing in school. At present the headteacher has a 0.9 teaching commitment. He has only been in post for one term and as such has had insufficient time to carry out systematic and regular monitoring activity. This lack of management time is recognized but no plans have been made yet to improve this situation.

74. There are three new members of staff who have joined the school in September 1999. All teachers have been allocated new responsibilities effective from the beginning of this term. So far they have carried out audits of their areas of responsibility, identified priorities for development and are currently developing personal action plans. It is too early to judge the impact of these changes but the systems are in place to promote effective management of the school and the curriculum. This is illustrated by the progress made recently in the introduction of new schemes of work in some subjects and the reorganisation and storage of resources for design and technology in the school.

75. As a result of monitoring and evaluating its curriculum the school decided to introduce the schemes of work offered by the Qualifications and Curriculum Authority. This decision has allowed the school to meet most statutory requirements during the period up to the review of the whole curriculum in September 2000. The new formats for planning the work for pupils offer an effective system to review both coverage and pitch of work across the school.

76. The school has a short set of appropriate aims and a mission statement that says, *“To give all our children the best education possible in a caring, happy and stimulating environment”*. The school is clearly working hard to deliver these aims. All members of staff are committed to do their best for the pupils. This is evident in the way they conduct themselves in school and in the generally high expectations they have of the pupils. The school’s ethos has been enhanced by the headteacher’s overt determination to improve the standards in school and provide the best possible education for the pupils.
77. The school development plan was produced by the headteacher in his first term in the school. It clearly identifies the relevant priorities for the school and provides a considerable agenda for development. The plan is clear on what is to be achieved, who is to be involved and what actions need to be taken to meet the objectives. Plans for monitoring the action taken and evaluating its impact is less well documented. It is not clear how resources other than standards fund allocations will be allocated to support the plan.
78. The school is currently experiencing a time of considerable change in both staffing and curriculum. The new team are very well led and together they have already started to make an impact on the quality of education provided by the school. Systems are being introduced to meet the weaknesses the school has identified for itself. The open style and teamwork leave the school well placed to make very good progress in the future.
80. **Staffing, accommodation and learning resources**
79. The school has an appropriate number of teachers who are suitably qualified to teach primary age pupils. Educational support staff and parent helpers are very effective in what they do, they are well deployed by the teachers and have a positive impact on the quality of the work in school. Most of the support they provide is focused on literacy and numeracy lessons, as a result of this deployment the pupils in those classes, particularly those with special education needs, make good progress.
80. The school receives good support from the administration officer, caretaker and midday supervisors who all make a positive contribution to the work of the school.
81. The arrangements for the professional development of the staff are satisfactory. The school can demonstrate a programme of activity in line with the priorities in its development plan. The arrangements for the induction of the newly qualified teacher are satisfactory. Job descriptions are under review, in line with the re-allocation of roles due to the significant staff changes in recent times. Although the documentation is not yet complete the staff of the school have, in practice, a clear understanding of the changes in their roles and the increased emphasis within the school on the role of the subject co-ordinator.
82. Appraisal has been re-established since April 1999 and the school now meets statutory requirements.
83. The school building offers a very good environment for learning and is used very well by the school. The central area of the school offers flexibility and is well used by the school to support small group work in literacy and the practical lessons across the curriculum. The recent upgrading of the furniture and flooring in this area has had a positive impact on the general accommodation in the school. The outside environment of the school is very good. The school has suitable hard play areas, a large sports field and extensive grounds offering a range

of good environments to support the curriculum. The recently purchased large play equipment is much appreciated by the pupils. The school hall offers a suitable indoor space to deliver the physical curriculum. There is a variety of pupils' work on display throughout the school celebrating many aspects of the curriculum plus additional information to assist pupils in their learning.

84. The range and number of resources for learning are just satisfactory with the exception of resources for information technology where resources are poor. The school is currently operating with largely out of date computers and insufficient software and hardware to deliver all aspects of the National Curriculum requirements in information technology. The school manages the resources it has well; they are properly stored and easily accessible to staff and pupils. The last report stated that: "*There is an insufficient range of artefacts and visual materials including globes - the fiction lacks breadth and variety for the more able reader*". These shortcomings in resource provision have been addressed by the school with improvements in the provision for reading for pleasure and for information.

86. **The efficiency of the school**

85. The school properly deploys the funding it receives. The day-to-day administration of the finances is carefully and efficiently administered by the school secretary. The proposed budget for this financial year and the budget out-turn figures for the previous year indicate that funding is properly accounted for. However, the documented evidence to support these judgements was difficult to find. The school did not have the information it needed to show how the previous year's budget had been allocated. When additional copies of the accurate budget out-turn figure were forwarded to the school by the local education authority, those with responsibility for monitoring income and expenditure could not understand the data sufficiently well to identify how funds had been spent. This lack of understanding is a weakness that needs to be addressed urgently.

86. Until recently funding for resources and equipment has been allocated according to the pattern set in previous years. Therefore, allocation of funding could not demonstrate that due consideration for the needs of the school and the priorities identified in the school development plan. The budget for the present financial year, which was set by the finance committee and approved by the full governing body, indicates more clearly how the funding will support school development priorities. This indicates a better-informed and structured way of allocating funds.

87. The school has carried out all the recommendations in its last financial audit.

88. The decision by the governors to increase the number of classes to three has had a positive impact on class size in Key Stage 1. However, whilst this may have been a sound financial decision, the school does not have systems to evaluate how cost effective this financial decision has been against a range of other important criteria. These include taking account of the school's very limited budget, the school's need to improve resources generally and in information technology in particular and the need for the headteacher to have sufficient non-contact time to monitor and evaluate the work of the school. Similarly, the deployment of support staff to the largest class in the school is effective in increasing adult pupil ratio in the room and offers good levels of support to pupils with special educational needs. The school is not evaluating the impact of this decision on the standards pupils' achieve. Establishing systems and criteria for judging cost effectiveness is an important priority for the school

89. Resources and the accommodation are efficiently managed. The school building is clean and

tidy and offers a very good learning environment. The available resources are appropriately stored and fully utilised.

90. The attitudes and behaviour of the pupils, the very good leadership and educational direction and the quality of the teaching in the school are positive aspects of the school. The progress of the pupils in lessons seen was good and progress over time is satisfactory, with clear indications of recent improvement. Pupils enter school with broadly average attainment. Attainment across both key stages is generally in line with national expectations with many examples where standards are above what is usually seen. The curriculum is appropriate to the needs of the pupils. Therefore, despite the high costs of educating individual pupils in this small school and the weaknesses identified though the report the school is giving value for money.

92. **PART B: CURRICULUM AREAS AND SUBJECTS**

92. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

91. Pupils are admitted to the school at the beginning of the academic year in which they are five. They are taught alongside pupils in Year 1. At the time of the inspection there were seven pupils under five years of age attending school full time.
92. The school carries out baseline assessments of pupils soon after they start full time schooling in their reception year. In the last two years these assessments indicate that attainment is broadly in line with what is found nationally. The results are used to provide a starting point for planning pupils' work.
93. Although pupils had been attending school for just a few weeks, it was clear that they had settled very well into the school and were making very good and often exceptionally good progress. They are very highly motivated to learn and respond willingly to the challenging work offered to them. Their attainment in lessons is well above that usually achieved by pupils of their age in speaking and listening, number and knowledge of the world. In many areas they have exceeded the Desirable Learning Outcomes for the end of the reception year and are already tackling successfully work associated with Level I of the National Curriculum.
94. The quality of teaching seen ranges from good to excellent and is very good overall. The teacher sets very high expectations and has very clear targets for what pupils are to learn in lessons. The quality of direct teaching is often outstanding and a wide range of exciting and challenging activities maintain a sense of purpose and fun. Constant attention is paid to pupils' personal and social development. Pupils take part in class activities associated with the daily lessons for literacy and mathematics, which demand a high level of direct teaching. Within the constraints of these lessons pupils' capacity to exercise initiative and independence is very effectively promoted. Pupils have sufficient time to learn through role-play and to choose from a range of free activities. However, education care officers are often allocated to support other group tasks and therefore, they spend relatively little time promoting learning through taking an active part in role-play and free activities. Greater emphasis on this aspect of teaching is needed to ensure that quality is consistently very good.
95. Although the planned activities cover the six nationally recommended areas of learning there is no separate scheme of work for the under fives. Instead many tasks and learning objectives are based on the early levels of the National Curriculum for English, mathematics, science and religious education. Additionally, pupils are offered a range of activities drawn from the nationally recommended Desirable Learning Outcomes. Targets for learning and activities to help pupils meet those targets are skilfully tailored to meet the needs of pupils under five years of age. For instance, they joined Year 1 pupils in a practical investigation on tasting foods. Here pupils exceed the desirable outcome of exploring natural objects and move on to obtaining evidence through use of the senses and learning a good deal about how taste-buds function. Attainment indicates that pupils thrive on this approach to planning for under fives.
96. There is some imbalance between teacher directed activities and those where pupils can choose activities for themselves. This is partly the outcome of meeting the requirement to provide daily literacy and numeracy lessons and of including under five pupils in class lessons for religious education, physical education, music and history. As a result there are fewer sessions than is usual where pupils can plan what they wish to do and talk afterwards about what they have learned.

98. *Linguistic development and literacy*

97. Standards exceed those expected nationally. Pupils listen with great attention and can repeat with accuracy what others have said. They can follow instructions with several different elements and make instructions clear to other children. They are confident in offering sensible suggestions that take account of the views expressed by others. A very good example was seen in a history lesson where pupils were learning about the past from looking closely at an oil-lamp, a copper kettle, trivets and a dolly tub. They asked probing questions and put forward sensible suggestions for how they were used. They make a very good start in reading through taking part in shared reading based on Big Books. They can recall and sequence main events in the story of 'Goldilocks and The Three Bears' and enjoy choosing their own reading books. They know how books work and are familiar with terms like author, title and illustration. They can recognise some letters, read their own names and can use illustrations to help them follow the story.

99. *Numeracy*

98. Pupils are making very good progress in numeracy and are achieving high standards. They can count to 10 and beyond and high achievers can count and recognise numbers to 20. They have a sound repertoire of counting rhymes and songs and are developing a good grasp of addition and subtraction. Many can make reasonable estimates when measuring. In class discussions with older children they show a general understanding of much larger numbers.

100. *Physical development*

99. Pupils are making good progress in handling a range of tools for writing and drawing. They can produce recognisable illustrations as they did when sequencing the story of 'The Three Bears'. They can copy individual letters and words. They model with playdough with increasing control and use scissors and glue with care. No lessons in physical education were seen.

101. *Creative development*

100. In music they can achieve high levels of skills in following simple graphical notation successfully, knowing when to play and when to be silent. They can distinguish hidden instruments by their sound. They use music to express their feelings. They enjoy using a variety of materials to express their ideas. Their ability to use their imagination is skilfully developed in lessons with those in history and religious education providing very good examples. They can adopt and maintain roles when engaging in role-play but this could be extended further with more adult interaction.

Knowledge and understanding of the World

101. Pupils' knowledge and understanding of the world around them often exceeds the national expectations and they are making very good progress. Very good examples are shown in science where pupils were learning about their sense of taste and learned how taste buds function. Pupils are becoming familiar with the computer and can use the mouse to move around the screen and find individual letters.

103. *Personal and social development*

102. Pupils have settled very well into school routines and formed very good relationships with adults and other children. They are confident in moving around the classroom and show a high level of independence in finding and returning resources. They take turns and co-operate well in groups and with the teacher. In the religious education lessons they speak thoughtfully about the toys, places, pets and people that make them happy and relate well to the feelings and experiences of others.

104. **ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION**

104. **English**

103. Evidence from pupils' class work and portfolios and talking to them about their work indicates that attainment in English at both key stages is broadly in line with those attained nationally by pupils of their age.

104. These judgements generally reflect the results of the recent statutory assessment results at the end of Key Stage 1 but not at Key Stage 2 where results have typically been below the national average for all schools and that for similar schools. The number of pupils involved in the tests at Key Stage 2 each year was very small and so results do not give a reliable picture of attainment throughout the key stage. The high levels of knowledge, understanding and thinking skills demonstrated in many lessons during the inspection and a general rise in standards over recent months help to account for the difference between the results and the inspector' findings. In both key stages attainment in speaking and listening is high. In reading and writing it is typical of that attained by pupils of comparable age. The National Literacy Strategy is having a positive impact on pupils' reference skills and on their ability to use punctuation, grammar and spelling correctly. However, in their writing, there are too few examples of planning, drafting and producing high quality factual reports or creative writing or of using word-processing to edit and redraft their work.

105. Pupils make good progress in speaking and listening overall and very good progress in Key Stage 1. They respond enthusiastically to the lively introductions at the beginning of lessons. They strive hard to understand all that is said and to offer sensible suggestions. A good example was seen in a class discussion where pupils in Years 2 and 3 deepened their understanding of a character in a Big Book by creating dialogue to accompany the illustrations. Older pupils discuss poetry with confidence gaining powerful insights into the beliefs and culture of the poet through the quality of their debate. Their abilities to listen effectively and to build thoughtfully on what others have said is a key factor in their success in co-operating in lessons. Pupils are confident in talking to partners, within groups and to the class. Teachers' lesson plans effectively include opportunities to promote speaking and listening. However, there is no scheme of work to help teachers monitor the range of opportunities for developing specific skills in speaking and listening.

106. Standards in reading are satisfactory. Pupils have made satisfactory progress over both key stages as a whole but currently they are making good progress in lessons. A variety of approaches matched to the needs of individual children is used to help them make a good start. They read with increasing confidence, systematically building up a good sight vocabulary and learning to use clues to missing or unknown words from phonics, the illustrations and the text. Early on they can use punctuation to help them read expressively. This early success is built on

in the junior years and by Year 6 the most able pupils read modern classics like Tolkein and Dahl. Reference skills are developing well with pupils in Years 2 and 3 able to locate and paraphrase information about the Romans and Celts. All pupils have reading homework and they use the library regularly to make a free choice of non-fiction and story books. However, no pupils were seen working independently in the library during the inspection week.

107. In writing standards are broadly in line with those seen nationally. Progress over the key stage is satisfactory but the rate of progress in this term and in lessons is often good. However, no pupils were seen to produce writing of a markedly higher standard than that expected for their age. In Key Stage 1 pupils can use capital letters, full stops, commas, exclamation and question marks correctly. Until recently pupils have been introduced to using a joined script later than is usually seen nationally but this is being addressed. Pupils strive hard and are making good progress in handwriting. Most pupils can use a dictionary and a thesaurus. The National Literacy Strategy is having a positive impact and by the beginning of Year 6 pupils have a sound command of spelling, punctuation, grammar and sequencing. However, there is too little evidence of work at the high levels of attainment that shows pupils' skills in planning, drafting, editing and finalising polished copies of stories or factual writing. Curriculum plans do not show what opportunities are offered in each half term for pupils to produced high quality work of suitable length.
108. Overall, the quality of teaching seen was good with examples of very good teaching in both key stages and in all classes. The teaching observed was never less than satisfactory. The National Literacy Strategy has been successfully implemented and all the elements of direct teaching at class, group and individual level are delivered effectively. Teachers have a very clear idea of what they want pupils' to learn in lessons and plenary sessions are linked closely to these targets. Pupils respond well to the high expectations set for them but have little guidance on how to improve their work from teachers' written comments. They are enthusiastic about learning and work with a sense of purpose.
109. The samples of pupils' work collected in previous years do not provide accurate examples of what constitutes satisfactory attainment at National Curriculum Levels 4 and 5. Therefore, teachers are mistakenly assessing some samples of pupils' work. The recently appointed co-ordinator needs to take steps to provide adequate guidance in this aspect of assessment.
110. The school has suitably challenging targets for literacy for the next four years but it is not yet monitoring progress towards those targets or systematically evaluating standards of attainment and quality of provision. A priority is to ensure that curriculum planning includes sufficient opportunities for pupils to plan, draft and produced final copies of letters, factual reports and stories of suitable length.
111. Pupils with special educational needs are well taught and supported in the classroom by teachers, education care officers and visiting specialists. Their work shows that they are making good progress overall. However, only those pupils with statements of special educational need have individual written targets for improvement that are clear and specific enough to allow a reliable assessment of progress against the targets set for them.
113. **Mathematics**
112. In the last three years the number of pupils in the Year 2 and Year 6 groups have been small. This makes it difficult to compare the school results in a meaningful way with the national information about standards at age seven and eleven. The trend over recent years has shown

standards in the statutory tests are broadly in line with attainment nationally at Key Stage 1 and below this at Key Stage 2. However, when all the evidence gathered during the inspection is taken into account the attainment currently being shown across both key stages in mathematics is broadly in line with national expectations. Pupils are making satisfactory progress overall although it varies between Key Stage 1 where it is good and Key Stage 2 where it is satisfactory.

113. Most pupils are on course to attain the standard expected of seven year olds by the end of Year 2. Examination of the work in the books and speaking to the pupils indicates that they have a sound understanding of number and can work to a hundred. The pupils were able to quickly recall number bonds to twenty and are beginning to learn and use some multiplication tables. The high attaining pupils have a thorough understanding of money to ten pounds. They have a simple understanding of shape and can record data using simple graphs. Evidence from the work produced this term indicates an improvement in attainment, this is linked to the high expectations of the teachers who are asking more of the pupils. In Key Stage 2 pupils are generally attaining standards typical for their age. Most older pupils are on course to attain the national target standards by the end of Year 6. They are able to multiply and divide by ten and a hundred and handle decimal notation. They have a good understanding of two and three-dimensional shape, use measurement in a range of contexts and are familiar with different ways to record and interpret data.
114. Skills in using and applying mathematics are sound overall. They are good in Key Stage 1. Many pupils are able to organise themselves in lessons and approach an investigation systematically and reach sensible conclusions to the problems they have been given.
115. In the mathematics lessons observed during the inspection, the pupils' behaviour was generally good. The pupils in the younger classes displayed very good attitudes to mathematics showing enthusiasm and a keenness to complete the tasks set. The behaviour of the older pupils was usually good and they responded well and applied themselves to the task in hand. However, on one occasion where the pace was too slow the behaviour of a small minority of older boys became unsatisfactory and they disrupted the flow of the lesson. Throughout the school pupils are able to work well together and show appropriate levels of initiative, for example, in the way they organise themselves to carry out measuring activities in Class 1 or in playing money games in Class 2.
116. The mathematics teaching observed during the inspection was judged to be good overall. The teaching seen in Key Stage 1 was very good and it was satisfactory in Key Stage 2. The very good teaching in Key Stage 1 is characterised by the practical nature of the tasks set, the very effective management of the pupils and the very brisk pace where groups move quickly onto increasingly challenging activities. For example, in a Key Stage 1 class pupils made very good progress in measurement using non-standard units as a result of a carefully structured set of activities over a series of lessons observed during the inspection. As a result the pupils were all actively engaged in the lessons, saw mathematics as being fun and made good progress. The overall impact of this high quality teaching is beginning to be evident in the increased attainment of the pupils and if sustained will raise standards in the school. The quality of teaching seen in Key Stage 2 ranged from good to unsatisfactory. The good teaching shares the features of effective teaching observed in Key Stage 1, including effective planning with clear targets for learning and matching the work to pupils of differing ages and abilities through effective assessment in lessons. In the single instance where the teaching was unsatisfactory the weaknesses related to the teacher's lack of confidence in the managing the mental maths session, uncertainty about the structure of the numeracy hour and in the management of the class.

117. The school has introduced the National Numeracy Strategy this term and there are signs that it is having a positive impact on the mathematics curriculum in the school. The school has adopted the framework for teaching within the document and the work is well supported by good advice on teaching and planning for mixed age classes produced by the local education authority
118. The curriculum plans available indicate that the school is meeting statutory requirements in mathematics. The school has no written policy or guidance on the teaching of mathematics and arrangements for the assessment of attainment are unsatisfactory at present. Although teachers generally check effectively how well pupils are doing in lessons, records from the previous year do not give them an accurate starting point for planning work at the beginning of new blocks of work. Marking is unsatisfactory. It does not indicate to pupils how well they have done or how to improve. The school has identified these as priorities in its school development and work is already under way.
119. Pupils with special educational needs are well catered for in lessons. Support staff are effectively deployed and have a positive impact on the progress made by these pupils.
120. The headteacher is co-ordinator for mathematics. As he has only been in post one term, it is too early to evaluate the impact of his leadership on the mathematics in general although his own teaching in this area is exemplary. He has been successful in supporting staff in the introduction of the National Numeracy Strategy and he has revised assessment procedures. As yet there is no formal monitoring programme in mathematics.
122. **Science**
121. In the recent years the number of pupils in each year group has been small. This makes it difficult to make reliable comparisons between the school's tests and assessment results with the national information about standards at ages seven and eleven. The evidence from pupils' earlier work indicates that standards are generally below the national average and this reflects the typical results of the statutory test over the last three years. Evidence from talking to the older pupils indicates that attainment in Key Stage 2 has been inconsistent and that the scientific knowledge of the pupils is fragmented. In contrast, the evidence gathered from lessons seen during the inspection indicates that standards are consistently high. Here, pupils in both key stages make good progress particularly in experimental and investigative work. This contradiction highlights the differences between pupils' very sound progress in developing practical and oral skills and the relative weakness in learning to record their work independently and fully. However, on the total evidence available attainment and progress in both key stages appears to be now, at least satisfactory overall, although the longer-term progress for older pupils is still hindered by gaps in their knowledge
122. In all the science lessons observed during the inspection, the attitude of the pupils towards their work was very good and their behaviour of a high standard. The levels of concentration were very good and the pupils at times displayed sensitivity and wonder at what they were learning, for example, when a new baby visited the class to support the work in health and growth in Key Stage 1. The pupils get on well together and lessons are fun, but they and the teachers always maintain a sense of purpose.
123. The teaching observed during the inspection was generally very good and had a very positive impact on pupils' behaviour, attitudes and progress. In Key Stage 1 the teaching was very good. In both lessons the enthusiasm of the teacher and the careful preparation and planning

made a major contribution to the progress pupils made in the lesson. An illustration of this was seen when the youngest pupils and those in Year 1 were given a very good opportunity to develop successfully their investigative skills in a lesson about their sense of taste that had rigour and pace. Skills in asking open and probing questions helped pupils in deepening their understanding and knowledge. The teaching observed in Key Stage 2 is good. The tasks related well to the lesson objectives and the clear explanation and good discipline contributed to effective learning. This resulted in the class making good progress in their understanding of the classification of living organisms.

124. A review of planning records from the previous academic year indicates that the school provides an appropriately balanced curriculum in science and that all the key elements are addressed. The previous planning failed however, to identify the level of the work to be covered in each class. Recent improvements in the long term planning are beginning to offer a programme of work that builds steadily on what pupils' have already learned. Arrangements for assessing progress of individual pupils are not well-developed and do not give teachers enough information to plan what skills pupils need to learn next.
125. The co-ordinator took up post at the start of the year and has had insufficient time to make any substantial impact on the curriculum in science. An initial audit has been carried out and an action plan for the subject is being developed. Resources are adequate to meet the needs of the curriculum. The school grounds provide provide a rich resource for science and are well used by the school.

Information technology

126. From evidence gained from limited lesson observation and discussions with staff and pupils there are indications that the attainment and progress of pupils in the school in information technology are unsatisfactory and are low compared to the national expectations in both key stages. Pupils at the end of Key Stage 2 are able to carry out simple word processing operations and use the CD-ROM to research information but are not able to carry out more sophisticated operations related to reorganising information or using information technology to control events. In Key Stage 1 the pupils are able to use the mouse, for example, to drag pictures and have an understanding of the function of the major components of the computer. However they are not able to retrieve process and display stored information. They do not have experience of giving commands to control devices and describe the effects of their actions.
127. One lesson was observed during the period of the inspection. The lesson was well planned. Good demonstration and questioning of pupils contributed to the high levels of pupil engagement in the lesson. This promoted effective learning. Only one computer was available to the teacher and this restricted the hands on experiences of many pupils and limited progress in their practical skills in information technology. Some examples of information technology being used across the curriculum were observed during the inspection. For example in Key Stage 2 pupils used a number programme to reinforce and practice division with remainders and in a geography lesson where pupils were using the CD-ROM to investigate rivers. At other times opportunities were missed and many lessons made no use of information technology, even though computers were available.
128. The resources to support the work in information technology in the school are poor. The school is currently operating with largely out-of-date computers and insufficient software and hardware to deliver all aspects of the National Curriculum requirements in information technology. This lack of suitable resources is lowering the standards achieved in the school and offering too few opportunities for the pupils to have first hand experience and make progress.

The range of work observed during the inspection was narrow and indicates a failure to address substantial elements of the subject, particularly in the area of control and modelling. Some staff lack confidence in their ability to teach information technology to the required levels and this has a negative impact on the standards achieved as not all staff are clear on the national expectations for pupils in information technology. The school is on line to receive additional financial support to improve the resources and train staff in the next twelve months.

129. The school has recently adopted curriculum guidance materials produced by the Qualifications and Curriculum Authority. These offer the school a written curriculum that meets legal requirements but until the level of resourcing and staff confidence are improved the standards achieved by the pupils will remain low.

Religious education

- 131.
130. From the most recent evidence of pupils' work and scrutiny of curriculum plans attainment is sound and most pupils on course to achieve standards in line with those indicated in the locally agreed syllabus for religious education by the end of both key stages. The pupils in Key Stage 1 have a sound knowledge of Christian festivals such as Christmas, Easter and harvest. They are familiar with the main events of the life of Jesus and link them to the appropriate festivals. They are acquiring a good body of knowledge about stories that Jesus would have heard from the Old Testament and also about stories that Jesus told drawn from the New Testament. They build on this knowledge as they move through the school to learn of stories told about Jesus and to reflect on the messages and values that those stories teach.
131. In discussion with pupils from Year 6, pupils can now demonstrate a sound body of knowledge and understanding of several major world faiths including Christianity, Sikhism and Judaism. Pupils can recall many stories from the Old and New Testaments and are familiar with the main events in the life of Christ. Their knowledge about the design and furniture of Christian churches is secure. They are developing an understanding of religious symbolism and can explain what many artefacts of different faiths signify to believers. Pupils can describe the festivals and ceremonies of several faiths such as Baptisms, Sukkoth and Divali. They are beginning to understand that people have religious beliefs that are very precious to them and shape the way they behave. Attainment has improved since the last inspection when standards were judged to be unsatisfactory in both key stages. However, records of assessment were not available to help judge how well pupils have progressed over each key stage.
132. There are still some aspects where attainment is relatively weaker than in knowledge and understanding. For instance, work in pupils' books is under-developed with too few examples of pupils recording what they know through independent and extended writing. Their experiences in religious education are not yet doing enough to help pupils to reflect on the values demonstrated in major faiths that they find important to themselves, although this aspect is showing some evidence of improvement. There is a good partnership between the school and the rector of the local church who teaches religious education once every three weeks to each class.
133. Too little teaching was seen to reach secure judgements about its quality overall. However, teaching in the Reception Year and Year 1 was outstanding. The lesson was conducted in a very reverent but lively style. Religious education lessons are marked as special times of spiritual importance by the lighting of a candle. The teacher's own expertise provided an excellent example that helped pupils to explore and discuss their own feelings in great depth. They made very good progress in listening with interest to what others had to say and showed tolerance and a willingness to accept views and opinions different from their own. The lesson made an important contribution to pupils' spiritual, social and cultural development.
134. The recently appointed co-ordinator is raising the profile of religious education in the school and is providing very effective leadership through a positive personal example.

136. **OTHER SUBJECTS OR COURSES**

136. **Art**

135. No lessons in art were seen during the inspection and therefore no judgements can be made about the quality of teaching or pupils' response to it. However, the limited evidence from display about the school and in pupils' work indicates that they make satisfactory progress.

136. As they move through the school pupils gain a sound understanding of primary and secondary colours and learn the skills of mixing paints to create the tones and shades they need to express their ideas. For instance, pupils in Reception and Year 1 can mix primary colours with white to paint in harmonising shades that provide interesting texture. Similarly pupils are developing sound drawing and observational skills. They have progressed from producing recognisable illustrations of stories to high quality line drawings of natural objects. Older pupils use variety of painting and modelling techniques to create vibrant pictures and three-dimensional representations of poppies.

137. The existing provision for art is satisfactory and meets the statutory requirements. Pupils have access to an appropriate range of materials and techniques and have opportunities to study the work of a number of artists. At present, the school does not have an overall view of what content and skills will be taught in each year of its cycles of planning. Similarly there is no scheme of work to ensure that pupils move steadily from one level of skills to the next. However, the school is aware of the need to provide more detailed curriculum plans and is working hard to implement it.

139. **Design and technology**

138. No design and technology lessons were observed during the period of the inspection. An examination of displays within the school, curriculum planning and photographic evidence of completed work did not provide sufficient evidence to make a secure judgement about the progress made by the pupils as they move through the school across the whole range of activities. No evidence was available to indicate the attainment of the pupils in design and evaluation. The limited evidence available indicated that progress in the making aspect of design and technology is satisfactory.

139. The pupils gain experience of working with a range of materials and have the opportunity to use a selection of appropriate tools. Parental support for the work in design and technology in Key Stage 2 is very good with several parents regularly working with the pupils in school.

140. The school has recently adopted a new scheme of work for design and technology and this is offering a clear structure and progression to the work in school. Resources for design and technology are adequate to meet the needs of the curriculum, they are well organised and the school makes the best of what it has.

142. **Geography**

141. The provision for geography is sound. Scrutiny of pupils' earlier work indicates that pupils make satisfactory progress overall. Pupils make satisfactory progress as they move from learning about their own school grounds, their village and the surrounding area to a study of other lands and to considering caring for their world as an important global and moral issue. However, it is difficult to judge whether the rate of progress varies over time because pupils' past work is rarely dated.

142. It was possible to see only one geography lesson. Although the quality of teaching was good it is insufficient evidence on which to make secure overall judgements about the quality of teaching and pupils' response to it. In this lesson pupils in Years 4, 5 and 6 were encouraged to explain why rivers cut away their banks in some places and build up sediment elsewhere. Pupils then demonstrated this through diagrams and sketch maps. The teaching was good with strengths in planning and in the teacher's own expertise. Almost all pupils responded enthusiastically, working with enjoyment and a sense of purpose.

143. An examination of existing curriculum plans show that pupils have access to a broad and balanced range of tasks and activities. Provision meets the statutory requirements and fieldwork is a strong element in teaching geography. For example, the classwork in Years 5 and 6 on river systems was thoroughly well grounded on an earlier field trip to the nearby River Trent. Drawing on their own observations, pupils developed a thorough grasp of the processes of erosion and deposition.

144. Resources for geography are now adequate to deliver the National Curriculum programme of study. This shows improvement in the supply of maps and globes which was judged insufficient in the last inspection.

146. **History**

145. Scrutiny of pupils' work and of curriculum planning records indicates that pupils make satisfactory progress in gaining a sound body of knowledge about the periods that they study as they move through the school. For instance, by the time they reach Year 6 they can recall a good range of detail about life in Ancient Egypt and in Tudor and Victorian times when discussing work covered earlier. However, their written work often relies on commercially produced worksheets that do not give pupils appropriate opportunities to demonstrate their skills in handling historical sources and communicating what they know.

146. Only two lessons, one in each of the two younger classes, were observed during the inspection. Whilst this provides too little evidence to reach judgements on the quality of teaching overall the teaching was always good and on one occasion very good. Pupils strove hard to meet the challenge set by the teachers, showing a lively interest and a will to learn.

147. In these lessons pupils were demonstrating skills in historical research beyond what was seen in the written work of older pupils. In the class for youngest pupils they were able to ask many well-focused questions about a range of domestic artefacts. They learned to advance sensible ideas about what they were, how they were used and to identify similarities between them and their modern counterparts. Pupils in Years 2 and 3 were learning to locate information in reference books and to rewrite it in their own words so that they could explain clearly what they

had found out.

148. The provision for the development of pupils' knowledge and understanding in history is satisfactory. Learning in the classroom is well supported by visits to places of historical interest like the roman remains at Wall. Pupils are also able to learn about the past from special events like their Tudor Day when they joined a visiting theatre company to reconstruct aspects of life in the past.

149. However, the existing curriculum plans do not give sufficient guidance to teachers on how to move pupils to increasingly more advanced skills in carrying out historical investigations. Therefore the degree of challenge depends too heavily on the expertise and level of expectations of individual teachers. The school is already working to implement the recommendations of the Qualifications and Curriculum Authority and need to ensure that when planning is completed it provides a structure for developing history skills in a systematic way.

151. **Music**

150. The provision for the development of skills and knowledge in music is satisfactory and indicates that all the elements of performing, composing and appraising music are covered appropriately. Only two lessons were observed, one in the class for youngest pupils and the other for pupils in Years 4, 5 and 6. In both these lessons all pupils made at least good progress, whilst the younger pupils in each class made very good progress and succeeded in working at advanced levels for their age. However, given the practical nature of this subject it is not possible to judge progress over the whole range of musical activities including composing and appraising music from evidence of earlier work. No records of assessment were available to help reach reliable judgements.

151. In both lessons the focus was on singing and playing instruments and both teachers successfully promoted good listening skills and accurate performances. Reception and Year 1 pupils were able to follow a simple graphical notation, knowing when to play and when to be silent and they could identify hidden instruments by their sound alone. In response to effective teaching junior pupils were able to sing tunefully in two parts and maintain an accompaniment in several parts using pitched and unpitched percussion. The school offers an extra-curricular recorder club.

153. **Physical education**

152. Only one physical education lesson was observed during the period of the inspection. As a practical subject, it is not possible to make judgements about the overall quality of teaching or the progress that pupils make as they move through the school. The quality of teaching in the lesson observed was sound. The teacher had a secure knowledge of the subject and the pupils responded in a satisfactory manner to the dance focus of the lesson. The lesson was well planned and the teacher was effective in helping pupils to evaluate their own performance within the lesson.

153. The school is basing its work in physical education on a scheme of work produced by the local education authority. The planning indicates that all aspects of the programme of study are studied during a school year. The school does not have its own policy for the teaching of physical education.

154. Resources for physical education are broadly satisfactory. They provide the pupils with a

range of small equipment for use inside and outside and an appropriate range of fixed and moveable apparatus for gymnastics. The quantities of some resources are not always sufficient to offer real choice to the pupils.

155. Pupils have access to a range of extra-curricular sporting activities including football and netball. The school takes the older pupils on residential visits that offer a range of outdoor activities. Pupils participate in inter-school competitions in football and athletics. These activities help pupils in this small school to extend their experiences and work with a wider range of pupils than the school, on its own, can provide.

157. **PART C: INSPECTION DATA**

157. **SUMMARY OF INSPECTION EVIDENCE**

156. The inspection was carried out by a team of three inspectors who were present in the school for the equivalent of seven days. During the three days of the inspection, thirty-six lessons were observed. Pupils were heard reading and their mathematical, scientific and information technology knowledge and understanding were examined. Samples of work were scrutinised in all classes and, in addition, the policy documents of the school, the budget figures and the school development plan were analysed. The attendance registers, records kept on pupils and teachers' planning files were inspected. Discussions were held with pupils, parents, staff and members of the governing body. Thirteen of the parents responded to a questionnaire expressing their views on the school. Parents attended a meeting with the registered inspector prior to the inspection.

159. DATA AND INDICATORS

159. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	71	2	24	7

159. Teachers and classes

159. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	3
Number of pupils per qualified teacher:	23.6

159. Education support staff (YR – Y6)

Total number of education support staff:	3
Total aggregate hours worked each week:	47.5
Average class size:	23.6

159. Financial data

Financial year:	1998
	£
Total Income	113447
Total Expenditure	114318
Expenditure per pupil	15544
Balance brought forward from previous year	3192
Balance carried forward to next year	2321

159. PARENTAL SURVEY

Number of questionnaires sent out:	71
Number of questionnaires returned:	13

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	61.5	38.5	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	53.8	46.2	0	0	0
The school handles complaints from parents well	30.8	53.8	7.7	7.7	0
The school gives me a clear understanding of what is taught	46.2	53.8	0	0	0
The school keeps me well informed about my child(ren)'s progress	53.8	30.8	7.7	7.7	0
The school enables my child(ren) to achieve a good standard of work	46.2	38.5	15.4	0	0
The school encourages children to get involved in more than just their daily lessons	46.2	46.2	7.7	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30.8	53.8	0	15.4	0
The school's values and attitudes have a positive effect on my child(ren)	53.8	30.8	7.7	0	7.7
The school achieves high standards of good behaviour	69.2	30.8	0	0	0
My child(ren) like(s) school	46.2	53.8	0	0	0