

# INSPECTION REPORT

## **BRENNAND'S ENDOWED PRIMARY SCHOOL**

Slaidburn, Near Clitheroe

LEA area: Lancashire

Unique reference number: 119474

Headteacher: Mrs Barbara Milne-Redhead

Reporting inspector: Ms Margot D'Arcy  
23158

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> March 2000

Inspection number: 191633

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Church Street  
Slaidburn  
Clitheroe  
Lancashire

Postcode: BB7 3ER

Telephone number: 01200 446664

Fax number: 01200 446664

Appropriate authority: Governing Body

Name of chair of governors: Mr John Turner

Date of previous inspection: February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members  |                      | Subject responsibilities   | Aspect responsibilities   |
|---------------|----------------------|--|---|
| Margot D'Arcy | Registered inspector | English<br>Information technology<br>Art<br>Design and technology<br>Music<br>Under fives                                | The school's results and achievements<br>Teaching and learning<br>Leadership and management   |
| Joy Munro     | Lay inspector        |  | Pupils' attitudes, values and personal development<br>How well the school cares for pupils<br>The school's partnership with parents |
| David Clegg   | Team inspector       | Mathematics<br>Science<br>Geography<br>History<br>Physical education<br>Special educational needs<br>Equal opportunities | The curriculum and other learning opportunities   |

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The Registrar  
Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a very small village primary school catering for boys and girls aged between four and eleven years. Thirty-nine pupils attend the school full time and are organised into two classes - infants and juniors. All pupils are of white ethnic origin and none have English as an additional language. The proportion of pupils with special educational needs is broadly average, but the proportion eligible for free school meals is below the national average. When they begin school, most children have not had any form of pre-school education and have limited experience of playing with other children or of how school works; consequently this aspect of their personal and social development is weak. In all other aspects, however, children's attainment on entry is broadly average. The school serves a close-knit and long-established farming community and many pupils live on isolated farms and cottages. The school provides an education based upon the religious traditions of the Church of England.

### **HOW GOOD THE SCHOOL IS**

Brennand's Endowed is an effective school that provides good value for money. Good leadership and management provide the school with clear educational direction that promote its improvement and ensure that it runs smoothly. Good teaching effectively supports pupils' learning and allows them to achieve the standards expected of seven and eleven year-olds.

#### **What the school does well**

- Standards are above average in science.
- Teaching is good and all staff work hard and give generously of their time for the benefit of the pupils.
- The school is well led by the headteacher and governors.
- Pupils behave very well, have positive attitudes to school and get on well with each other and with their teachers.
- The school takes good care of pupils, including regularly assessing them to ensure that they are learning effectively.

#### **What could be improved**

- Provision for physical education, including more opportunities and resources for outdoor play for the youngest children.
- The time for teaching music and the quality of written guidance to support the teaching of music and art.
- The marking of pupils' work to provide written guidance about how they can improve.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When it was last inspected in February 1997 Brennand's Endowed was found to be a good school. Although there are still some weaknesses in how teachers mark pupils' work, improvements in other areas of weakness have been made and the school continues to be a good one. Standards in information technology have risen and infant pupils' standards in science have also improved. A better curriculum is provided for the youngest children. The school makes better use of information from assessment to match work more closely to pupils' needs. More time has been provided for the headteacher to conduct her leadership role and this has been used well to tackle areas needing improvement. Governors are more

involved in monitoring and guiding the school's work and there have been some very recent improvements to the accommodation. Programmes of work for some subjects still need developing, but the school has rightly prioritised the development of literacy, numeracy and science. The school has good capacity to continue to improve.

## STANDARDS

No results are included because the number of pupils in each year group is fewer than ten and comparisons of performance with national data and the identification of trends in performance are unreliable.

Inspection evidence shows that by the ages of seven and eleven pupils achieve the standards expected for their ages in English, mathematics, information technology, geography and history; they achieve above average standards in science. Seven year-olds achieve standards that are at least average in art and design and technology. There was insufficient evidence to form secure judgements about pupils' standards in music and physical education and about eleven year-olds' standards in art and design and technology. By the age of five, children have achieved the standards expected for their age in all areas of learning.

Overall, pupils achieve well in most subjects, including those with special educational needs and higher attaining pupils. In art and music, opportunities for pupils to achieve are limited because too little time is allocated and there is a lack of written guidance to support teaching.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Pupils enjoy school. They are enthusiastic, concentrate and work hard.  |
| Behaviour, in and out of classrooms    | Very good. Pupils show respect for each other, their teachers and the environment.  |
| Personal development and relationships | Pupils are happy to take on responsibilities and conduct these sensibly. Older pupils demonstrate a mature attitude in the way they mix with and help younger pupils. |
| Attendance                             | Below the national average; largely due to an increasing tendency for families to take holidays in term time. Pupils arrive promptly and lessons begin on time.       |

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good               | Good           | Satisfactory    |

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good overall. There is no unsatisfactory teaching and half is good or better; 13 percent is very good. Children under five in the infant class are taught separately at

certain points in the day, so that the teacher is able to focus on smaller numbers spanning only two year groups. This is a more favourable teaching and learning situation than exists in the junior class where four age groups are frequently taught together. In the limited number of lessons seen during the inspection, this situation resulted in more “good” lessons being seen in the infant class. Overall, however, the analysis of children’s work shows that there is no significant difference between the quality of teaching in the infant and junior classes.

The basic skills of literacy and numeracy are taught well at both key stages; planning for these subjects is particularly strong and provides effective support for pupils’ learning. Some very good teaching of science results in pupils achieving highly in this subject. Teachers’ good knowledge of pupils and the way they manage and interact with them is another strong feature, which motivates pupils and has a positive impact on their overall progress. When pupils are taught as a whole class, teachers show particular skill in adapting questions and explanations to challenge and involve them all. Very good verbal feedback is provided to pupils about their work and how to improve it, but marking, including written comments about how to improve, is not as frequent or as detailed as it should be.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Meets legal requirements but some subjects are allocated very little time. Very good planning for literacy, numeracy and science; some weaknesses in planning for art, music and physical education.  |
| Provision for pupils with special educational needs   | Good. Pupils’ needs are effectively identified and addressed, their progress is regularly reviewed and parents are involved throughout.   |
| Provision for pupils’ personal, including spiritual, moral, social and cultural development | Good. Pupils are taught the difference between right and wrong and are given good opportunities to discuss and debate moral issues. They have good opportunities to learn social skills and to learn about the beliefs and customs of people from different cultures. |
| How well the school cares for its pupils  | Teachers know all pupils very well and are successful in promoting their academic and personal welfare.   |

The school has effective relationships with parents who are kept well informed about their children’s progress and things that are happening in school.

Very few extra-curricular activities are provided due to many children having to travel home from school by taxi to isolated locations. However, a good range of visits and visitors stimulates pupils’ interest, motivates them and helps them understand the relevance of the work they do in school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides clear educational direction and conducts all aspects of her managerial role very well, despite having a significant teaching commitment. Teachers with responsibility for managing subjects provide good leadership. |
| How well the governors fulfil their responsibilities             | Governors fulfil most of their legal responsibilities but some information is omitted from their annual report. They take their responsibilities seriously and show good commitment to helping the school to improve.                         |
| The school's evaluation of its performance                       | The quality of teaching and learning is effectively monitored and evaluated. The headteacher and governors regularly review and evaluate progress towards priorities and targets.   |
| The strategic use of resources                                   | Resources are effectively used and deployed. Support staff make a good contribution to teaching and learning. The school is successful in ensuring that the principles of best value are applied in all aspects of financial planning.        |

A good number of teaching and support staff are suitably experienced to teach the National Curriculum and areas of learning for children under five. The accommodation is good overall, but hall space is small and pupils' movements are restricted during indoor physical education lessons. Overall, resources are of good quality and quantity, but better resources are needed for some elements of art and for outdoor play for the youngest children.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved  |
|---|--|
| <ul style="list-style-type: none"> <li>• The family atmosphere at the school.</li> <li>• The good links they have with the school.</li> <li>• The school's expectation that pupils will work hard and achieve their potential.</li> <li>• The way the school helps pupils to become mature and responsible.</li> <li>• The good teaching their children receive.</li> </ul> | <ul style="list-style-type: none"> <li>• More information about homework - a diary that tells them when to expect it and what it will consist of.</li> </ul> |

Inspectors endorse parents' positive views and feel that their request for more information about homework is reasonable.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. At both key stages, fewer than ten pupils take the National Curriculum English, mathematics and science tests and consequently comparisons of pupils' performance with national data are unreliable and therefore not made. Indicators of any trends in performance are also unreliable. Inspection evidence shows that, by the time pupils are seven and eleven they achieve average standards in English and mathematics and above average standards in science. There are no significant differences between standards attained by boys and girls.
2. Seven and eleven year-olds achieve average standards in information technology, geography and history. Seven year-olds also achieve average standards in art and design and technology. There was insufficient evidence to form secure judgements about standards in music and physical education or about eleven year-olds' standards in art and design and technology. Since the last inspection, standards in information technology have improved at both key stages and standards in science have improved at Key Stage 1. In other subjects, there has not been any significant improvement or decline since 1997.
3. By the age of five, children have achieved the standards expected in all areas of learning. Children's attainment in the creative area is better than when the school was last inspected. The school now provides more opportunities for the under-fives to develop their imaginative and creative skills in a greater range of activities, including play that has a planned educational purpose.
4. Good teaching, detailed programmes of work and good management ensure that pupils achieve as well as they can in most subjects. This includes higher attaining pupils and the few pupils with special educational needs, who receive additional adult support and have individual work programmes designed for them. However, some subjects such as physical education, music and art do not have comprehensive work programmes to guide and support teaching and learning; for example, by identifying the range and depth of knowledge and skills that pupils will be taught as they get older. Moreover, physical education and music are allocated very little curriculum time. These two factors, and the limited space for indoor physical education, limit opportunities for pupils to achieve as well as they might in these subjects.
5. By the time pupils leave the school at age eleven, skills in reading and writing are in line with what is expected for their age. Many read accurately, fluently and with expression. Their summaries of books and explanations about the characters and plot show they understand what they read. They know a range of different authors, explain some of the distinctive features of their styles and express preferences in reading material. Pupils have sound reference skills and use these effectively to find information from books and other sources such as CD-ROM encyclopaedia. Most written work is well organised, punctuated and grammatically correct. Extended pieces develop ideas logically and many pupils are successful in incorporating interesting vocabulary and in spelling words correctly. Most pupils are thoughtful listeners who confidently answer questions and express views and opinions on a range of topics.
6. By age eleven, pupils' numeracy skills are average. They are competent in using all four mathematical operations and have a range of successful strategies to manipulate

numbers mentally. They understand the relationship between fractions, decimals and percentages and between opposing mathematical operations, for example, they know that multiplication is the inverse of division. They make appropriate use of what they have learned to solve mathematical problems.

7. Pupils' achievements in literacy and numeracy are effectively supported by the school's detailed work programmes that identify the knowledge and skills to be learned as pupils get older and make good links between the work for pupils of different ages and abilities. This supports teaching in classes containing three and four different age groups and has a positive impact on pupils' learning. Overall, there are no significant variations between how well pupils of different ages or abilities achieve in these subjects. Occasionally, however, in numeracy lessons at Key Stage 2, the wide range of ages and attainment in the class result in different rates of progress between pupils of different ages. For example, in one lesson seen, Year 3 and 4 pupils made good progress due to the high level of demand and challenge in the work, whilst older pupils progressed at a slower, though satisfactory, rate.
8. By age eleven, pupils achieve above average standards in science. Their knowledge and skills in investigative and experimental science are well developed. For example, they predict and hypothesise about which materials will rust and how quickly; they design their own investigations, which they test fairly, to find out what happens. Pupils record their findings in different ways, including making use of information technology. Pupils achieve good standards in science because teachers' good subject knowledge and high expectations challenge pupils' effectively.
9. By age eleven, pupils achieve the expected standards in information technology; this represents an improvement since the last inspection. Standards have risen because the school has more resources of better quality and pupils have more opportunities to use information technology to support work in a range of subjects. Teachers' own subject knowledge has also improved and this allows them to provide better support for pupils and to recognise the potential for information technology skills to be developed in other subjects. These factors have had a positive impact on pupils' standards and learning.
10. The school has set appropriately challenging targets for eleven year-olds to achieve in English and mathematics in the year 2000. These are based upon teachers' thorough knowledge of pupils and data that has been compiled about their performance in these subjects over time.

### **Pupils' attitudes, values and personal development**

11. Pupils continue to display the good attitudes to learning described in the previous inspection report. Most of the parents who answered the pre-inspection questionnaire, strongly agreed that their children like school. Throughout the school, pupils work hard with sustained effort and a high level of concentration and motivation. Pupils of all ages are able to work independently for an appropriate length of time and even the youngest children remain focused and approach their work with enthusiasm. Project work on the Rainforest provides very good evidence of pupils' capacity for independent research. Their completed project booklets demonstrate their ability to gather facts, record findings and present them in their own individual style. Independent learning was also evident in the use pupils made of the local environment in making maps of the area and in science when they conducted a survey of rust found around the school.
12. Teachers have high expectations of behaviour and the pupils respond well to these.

Behaviour is very good both in classrooms and around the school and is appropriately regulated by teaching staff and lunchtime supervisors. In this small school children are happy, know right from wrong and are considerate to each other and to adults. They treat the school building and equipment with respect. Children under five enjoy school, get on well with others and have learned to cope with the rules and routines of school life; they too behave very well. All age groups mix together harmoniously in the large single playground. Pupils with special educational needs also enjoy school, have good attitudes to work and gain confidence in their ability to succeed. Overall these pupils also behave well. There are no instances of exclusion.

13. Very good relationships exist throughout the school. Children genuinely care for each other and lessons are enhanced by their ability to share and co-operate. Older pupils care for younger ones and help them spontaneously when the need arises. 'Circle Time' provides pupils with a good opportunity to demonstrate their ability to express themselves with clarity and listen to the views expressed by others. Lunchtime provides an excellent social occasion for pupils who sit in mixed age groups and converse with each other during their meal.
14. Personal development is very good. Pupils readily accept routine responsibilities for operating the overhead projector, stocking of classroom resources, and assisting with serving and clearing away at lunchtimes. Pupils are proud when their "good work" is displayed on notice boards in the reception area or is celebrated at assemblies, as are their out-of-school achievements. Pupils in Years 5 and 6 enjoy the experience of a challenging and exciting residential visit. This is an excellent opportunity for extending their personal development as well as allowing them to interact with children from neighbouring schools.
15. Pupils enjoy coming to school and arrive in good time, enabling a prompt start to the day. In the last academic year, attendance, at 93 percent, was below the national average, but there was no unauthorised absence. Some absences are due to illness but there is an increasing tendency for families to take holidays in term time, which interrupts pupils' education.

#### **HOW WELL ARE PUPILS TAUGHT?**

16. The quality of teaching is good. There is no unsatisfactory teaching and half is good or better, with 13 per cent being very good. Teaching quality is similar, overall, to that found at the last inspection, but the teaching of children under five has improved. The school now makes specific provision for the distinctive learning needs of these young children through practical and exploratory activities. At certain points in the day, children under five are taught separately so that the infant class teacher is able to focus on smaller numbers spanning only two year groups. This is a more favourable teaching and learning situation than exists in the junior class where four age groups are frequently taught together. During the limited number of lessons seen during the inspection, this situation resulted in more "good" lessons being seen in the infant class. Overall, however, the analysis of children's work shows that there is no significant difference between the quality of teaching in the infant and junior classes. There is some good teaching of mathematics at both key stages and very good teaching of science at Key Stage 2. At Key Stage 1, there is good teaching of literacy, science and art.
17. There is very good teamwork and teachers spend significant time and effort ensuring that lessons are carefully planned to meet the needs of pupils of different ages and prior attainment in their classes. When pupils are taught as a whole class, teachers show particular skill in adapting questions and explanations to challenge and involve them all.

They ask questions that allow pupils to demonstrate what they know and they make good use of responses to assess the extent of pupils' understanding. This allows teachers to provide support for those who find the work difficult and additional challenge to those who cope well.

18. Teachers have a good understanding of the National Literacy and Numeracy Frameworks; this has a good impact on their teaching of basic skills and effectively promotes pupils' standards and learning in these aspects. Good provision is made for higher attaining infant pupils to be taught literacy and numeracy with the juniors and this successfully challenges them and helps them to achieve their potential. At both key stages, teachers are successful in planning work and adjusting their teaching to promote effective learning for pupils with special educational needs; good use is also made of support staff to help these pupils learn. On other occasions, however, better use could be made of support staff and additional teachers, particularly at Key Stage 2 where the greater age range presents more challenges. For example, these staff could be involved in assessing pupils or be used to allow more opportunities to divide pupils of four different age groups into two teaching groups rather than one. Overall, however, support staff make a good contribution to the quality of teaching and learning.
19. There are some minor weaknesses in teachers' subject knowledge of art and physical education and these are compounded by the lack of comprehensive schemes of work that include guidance for teachers. Overall, however, despite the small staff, teachers' knowledge of the full range of National Curriculum subjects is mostly good and is sufficient to promote pupils' learning across the curriculum.
20. Teachers have very good relationships with their pupils and know each of them well. They are aware of their interests and plan work and topics that stimulate and motivate them to work hard; this helps to support effective learning. A good example was the individual research work that junior pupils were asked to complete on the Rainforest.
21. Pupils' knowledge of the effectiveness of their own learning is enhanced through individual discussions with teachers, which result in targets for improvement being set. Similarly, teachers' close monitoring of work during lessons allows them to provide good quality verbal feedback and this also gives pupils an insight into their own learning. These positive aspects of teaching and assessment were noted during the last inspection, but weaknesses in marking are still evident. Where work is marked, comments are supportive and occasionally point out how pupils can improve. However, mistakes made in unmarked work are sometimes repeated in subsequent pieces so it is difficult to determine whether pupils have understood or remembered what they must do to improve.
22. Teachers insist on high standards of behaviour and pupils respond appropriately. Overall, they make effective use of lesson time and make good use of available resources. Occasionally teachers talk for too long and do not fully capitalise on opportunities to use information technology in lessons. Homework is used satisfactorily to support the work pupils do in class, particularly in relation to developing literacy, numeracy and independent research skills.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

23. The curriculum meets the statutory requirements including those for the under fives. This is an improvement since the last inspection when the curriculum for the youngest

children had weaknesses in the provision of opportunities for them to explore and investigate.

24. The school has worked hard to successfully adapt the national strategies for literacy and numeracy to meet the needs of pupils of different age groups who are taught in the same class. The planning developed for these subjects is impressive and indicates a good level of commitment to the needs of all pupils. The school also makes good use of subject guidance from the Qualifications and Curriculum Authority to plan work in science, design and technology, history and geography and this is having a good impact on the quality of teaching and learning in these subjects. However, whilst all the subjects of the National Curriculum are taught, there are weaknesses in the overall provision for physical education, art and music. Too little time is allocated to physical education and music and there are weaknesses in planning to support teaching and learning in both of these subjects and in art.
25. There are very few extra-curricular activities due to the difficulty of pupils having to travel home by taxi to isolated locations. However, the curriculum is enriched through a range of visits and visitors to school to stimulate pupils' interest and help them to see the relevance of the work they do in school. These include trips to local supermarkets and residential trips further afield that supports learning in, for example, information technology. The school takes part in sporting events and there is a football club, but there are no opportunities, outside of school, for pupils to participate in music making. All aspects of the curriculum are open and accessible to all pupils.
26. Personal, social and health education is successfully taught through the curriculum. The governing body has decided that the school will not teach sex education although teachers will respond to pupils' questions. Health education is successfully promoted through science where, for example, pupils learn about the importance of exercise and the requirements of a healthy diet. The curriculum is enriched through links with the community. This is apparent through the use of the village to support work in geography and the involvement of local people to enhance work in history. The school works closely with others in the area, sharing transport and taking advantage of occasional opportunities for pupils to work together. Links with the local secondary schools are strong. Older pupils have been able to use the information technology suite at a local high school and pupils from the secondary school complete part of their community service curriculum at the primary school.
27. Good provision is made for pupils' personal development. 'Circle Time' is used effectively, in both classes, to explore issues such as relationships and to give pupils the opportunity to discuss aspects of school life. For instance, the older pupils are encouraged to voice opinions about the recent new building arrangements. Teaching encourages good social development with pupils being expected to help each other and work co-operatively. Lunchtime is exploited well to develop pupils' social skills, although the seating arrangements for pupils who bring sandwiches distance them somewhat from the other pupils. Good opportunities are provided for pupils to learn about the beliefs and customs of people from other cultures. For instance, pupils have been closely following and learning about the traditions and customs associated with the wedding arrangements of an Asian lady who is a regular visitor to the school.
28. There is a strong moral code that permeates the school and pupils are effectively taught the difference between right and wrong. Teachers are careful to explain the reasons for rules, rather than simply enforcing them, to ensure that pupils understand the thinking behind them. Collective worship makes a good contribution to pupils' spiritual development through, for instance, encouraging pupils to think about how the world

began. In subjects such as in science, pupils consider the movement of the earth, the reasons for the varying lengths of days and the shape of the moon, all of which instils a sense of awe and wonder about natural phenomena.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

29. The school has consolidated the good provision found in the previous inspection. A happy and secure environment is provided by all staff, creating an atmosphere that is very caring and friendly. Children remain with the same teacher for several years resulting in teachers having a very good knowledge of all pupils and responding to their needs as they arise. Pupils are confident to approach teachers or welfare staff if they have any concerns. There is good support for pupils with special educational needs whose progress is well monitored and their learning targets regularly reviewed.
30. Good procedures are in place to monitor pupils' academic performance. Records of each pupil's performance in a range of tests and assessments are carefully maintained. This information is used well to assist teachers in their planning for pupils' learning and to help the school set targets for raising standards. Pupils are also appropriately involved in setting their own targets. Good monitoring and support for personal development is provided by all staff who know pupils and their families well and who are constantly alert to the needs of all pupils.
31. Monitoring of behaviour is good. The school has developed very good policies and has a range of strategies to encourage good behaviour in which parents are fully involved. There are also good procedures to monitor attendance, with the involvement of the educational welfare officer if necessary. Parents co-operate fully by promptly informing the school regarding absences. The school has effective procedures for dealing with rare cases of bullying.
32. Good procedures are in place for child protection. A designated member of staff has received relevant training and colleagues are aware of their responsibilities and procedures in this area. Although there is no planned programme for personal and social education, the school successfully uses every opportunity to interweave aspects of health, personal and social education throughout the normal teaching day. Meals cooked on the premises are of a high standard and children are encouraged to eat healthily.
33. Good attention is paid to the health and safety of the pupils. Several members of staff are qualified to administer first aid. Regular risk assessments of equipment and buildings are undertaken. Physical education equipment is checked. Fire appliances are well maintained and fire exits are clearly signed. Pupils participate in fire safety quizzes with other local schools and are encouraged to alert staff to any safety concerns that they may observe. There are very good security measures in place.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

34. The school has successfully continued the good partnership with parents identified in the previous inspection.
35. Information for parents is clearly written and well presented giving a good summary of school life, although there are a few omissions in the governors' annual report to parents. For example, there is no information about the rates of authorised and unauthorised absence or the governors' policy on pupils with special educational needs. The school maintains regular contact with parents through formal and informal meetings and frequent written communications. Parents are particularly pleased with

the newsletters, which are creatively presented and give concise information about forthcoming activities. Most parents who responded to the questionnaire felt that they were kept well informed about their child's progress and that the school expected their children to work hard and achieve their best.

36. Parents have the opportunity for consultations with teachers twice each year and receive an annual written report. Reports give good detail on pupils' attainment and progress in English, mathematics and science and satisfactory detail for other subjects.
37. Parents are encouraged to help out in school and some help in the library, on visits and with football coaching. Parents are supportive of the home school agreement and are involved in hearing their children read at home with good records being kept of material covered. They also give good support with all aspects of homework including helping with topic work. At the parents' meeting, a number of parents said that they would appreciate more information about homework so that they would know when to expect it and of what it would entail. Inspectors feel parents' request for this type of information is reasonable.
38. A Friends' Association enjoys the invaluable support of a dedicated group of parents. Amongst their fund-raising events is a barbecue in the summer. This highly successful event draws strong support from parents and the community. Parents are generous in their support and funds raised have been used towards transport costs for visits and for a specialist advisor for a recent numeracy workshop. This workshop was an excellent opportunity for parents to gain hands-on experience of the numeracy programme and was judged a great success.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

39. The quality of leadership and management continues to be a strength of the school with further improvement being made to this aspect since the school was last inspected. The headteacher's dedication continues, as does her tireless efforts to further the school's development. She continues to provide clear educational direction and enjoys the support of governors, staff and parents. The school is successful in achieving its aims of helping pupils to fulfil their academic, spiritual and social development in an atmosphere where Christian values are promoted.
40. The headteacher manages her time as a teacher and manager very effectively. She still has a significant teaching commitment, but since the last inspection more time has been provided for her to monitor pupils' performance and the quality of provision. This time has been used efficiently and effectively. For example, useful systems to record and track individual pupils' progress have been produced and this is aiding the setting of targets to raise standards. The headteacher has also been able to monitor colleagues' teaching and provide time for them to observe each other and her so that the best practice can be shared and challenges or difficulties resolved quickly. The issues identified by the last inspection have been tackled well and good improvements have occurred. There is now a whole-school curriculum plan and the curriculum for children under five has improved significantly with much better provision for them to engage in practical, investigative work and play that has a planned educational purpose. Assessment is now effectively used to match work more closely to pupils' needs and provision for information technology is much better, with resulting improvements to pupils' standards and progress. Some schemes of work for non-core subjects are still underdeveloped, but the school has rightly prioritised the need to address the requirements of the national strategies for literacy and numeracy, both of which have been successfully implemented. The work involved for a small staff in adapting these



strategies to fit the needs of classes that contain three and four year groups has been significant, but highly effective. The school's planning for these aspects is now very good and is having a positive impact on pupils' learning. The school's priorities for improvement are carefully documented in its school improvement plan. Teachers with responsibility for managing subjects are knowledgeable and provide good leadership, in line with the school's priorities for development.

41. The governors are good friends to the school and support it well. Since the last inspection they have improved their oversight of the curriculum and are well informed about the school's priorities and course of development. The school's improvement plan is regularly discussed at governors' meetings and progress towards targets is evaluated. Many governors continue to be frequent visitors to the school and take their responsibilities seriously, observing what happens in classrooms and improving their own knowledge and understanding through attending training courses. With the exception of some minor omissions in their annual report to parents, the governors fulfil all of their legal obligations, including implementing the government's Code of Practice for pupils with special educational needs and ensuring that all pupils have equal access and opportunity to succeed.
42. The school makes good use of its resources. It carefully links decisions on spending to educational priorities and seeks to ensure best value for money is achieved in all such decisions. Specific grants are used effectively for their designated purposes and the headteacher and governors have been industrious and successful in acquiring additional funds to improve the quality of provision; for example to increase teaching staff so as to provide time for monitoring standards and evaluating teaching.
43. Teachers are appropriately qualified and experienced. There is a good number of support staff who, overall, make a good contribution to pupils' learning and the quality of teaching. Occasionally, however, better use could be made of these staff, for example during the early parts of literacy or numeracy lessons. There has been good induction and support for a newly qualified teacher and appraisal procedures have been followed, both of which have helped to improve teaching. The accommodation has undergone significant renovation during the last year which has improved previously cramped office and staffroom facilities and created space to develop a library with computer access for pupils. However, the alterations have reduced the size of the school's hall and as a result, indoor accommodation for physical education is very limited. Pupils at both key stages, but particularly at Key Stage 2, now have very little room to develop physical education skills in this setting. The school has a wide range of good quality resources to support teaching and learning in most subjects. However, there are few resources to support teaching about the work of artists and designers and there is no equipment to specifically support the physical development of children under five, through outdoor play. The library is well stocked and pupils make good use of this facility to support learning in reading and across the curriculum.
44. Good quality leadership and management have been successful in helping the school to improve since its last inspection. The clear commitment from the headteacher, governors and staff, backed-up by good management procedures and strategies, places it in a good position to continue to improve.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

45. In order to build upon the improvements that have already been made the governors and headteacher should now:

**(1) Improve the quality of provision for physical education by:**

- providing more time for the subject, particularly at Key Stage 2;
- producing a comprehensive scheme of work that defines what pupils will learn in each aspect of the subject as they get older; \*
- ensuring that pupils have sufficient space for indoor lessons; and
- providing opportunities and resources for the under-fives to develop physically in outdoor play.

*(Paragraphs 24, 47, 57, 99-101)*

**(2) Improve the quality of provision for music and art by:**

- providing more time and a comprehensive scheme of work for music; and
- providing a comprehensive scheme of work for art and more resources to support the knowledge and understanding element of art.

*(Paragraphs 24, 80-82, 98)*

**(3) Improve the quality of written feedback to pupils by:**

- marking work more frequently and providing written comments about how they can improve.

*(Paragraphs 21, 63, 69)*

*\*The school has already identified this as a priority in its improvement plan and is in the process of completing a scheme of work for physical education.*

**In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the governors' action plan:**

- improve attendance; (15)
- make better use of additional teachers and classroom support assistants during whole class sessions at the beginning of literacy and numeracy lessons; (19, 63, 69)
- provide parents with more information about homework; (37)
- review lunchtime seating arrangements for pupils who bring packed lunches; (27)
- ensure the governors' annual report includes all the required legal information. (35, 41)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 16 |
| Number of discussions with staff, governors, other adults and pupils | 8  |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 13        | 37   | 50           | 0              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll                                      | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | N/A     | 39      |
| Number of full-time pupils eligible for free school meals        | N/A     | 0       |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | N/A     | 0       |
| Number of pupils on the school's special educational needs register | N/A     | 9       |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0            |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 0            |
| Pupils who left the school other than at the usual time of leaving           | 0            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 7.0 |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 39           |
| Any other minority ethnic group | 0            |

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 0            | 0         |
| Other minority ethnic groups | 0            | 0         |

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 2.3  |
| Number of pupils per qualified teacher   | 17   |
| Average class size                       | 17.5 |

#### **Education support staff: YR – Y6**

|   |    |
|---|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 31 |

### ***Financial information***

|  |         |
|--|---------|
| Financial year                             | 1998/99 |
|  | £       |
| Total income                               | 108,447 |
| Total expenditure                          | 103,108 |
| Expenditure per pupil                      | 2,194   |
| Balance brought forward from previous year | 4,739   |
| Balance carried forward to next year       | 10,079  |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 39 |
| Number of questionnaires returned | 25 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 56             | 32            | 12               | 0                 | 0          |
| My child is making good progress in school.  | 72             | 12            | 4                | 0                 | 12         |
| Behaviour in the school is good.   | 32             | 52            | 8                | 8                 | 0          |
| My child gets the right amount of work to do at home.                              | 52             | 32            | 4                | 8                 | 4          |
| The teaching is good.  | 72             | 16            | 4                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 36             | 44            | 8                | 12                | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 72             | 12            | 8                | 8                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 80             | 20            | 0                | 0                 | 0          |
| The school works closely with parents.   | 40             | 40            | 12               | 0                 | 8          |
| The school is well led and managed.  | 56             | 28            | 8                | 0                 | 8          |
| The school is helping my child become mature and responsible.                      | 64             | 24            | 0                | 8                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 20             | 24            | 20               | 16                | 4          |

Although 38 percent of parents disagree that the school provides an interesting range of activities outside of lessons, this response did not represent dissatisfaction with the situation, merely a statement of fact. At the meeting with parents, many explained the difficulties that attendance at after-school activities present for many children who have to travel home from school by taxi to isolated locations.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

46. The children start school at the beginning of the term in which they are five, joining the infant class, which they share with pupils in Years 1 and 2. At the time of the inspection there were four children under five. When the children begin the school their standards of attainment are broadly typical of what is expected for children this age except in personal and social education where children's lack of pre-school experience limits their skills in mixing and playing with other children and their knowledge of how school works. Overall, children make satisfactory progress in all areas of learning. By the age of five most children have achieved the expected standards.
47. Since the last inspection, the quality of provision for the youngest children has improved. The children now have much more opportunity to learn through play and each day there are times when they are taught separately from pupils following the National Curriculum. Overall, the needs of these pupils are met much more effectively than they were in 1997, but better provision could still be made for their physical development through planned outdoor play.

### **Personal and social development**

48. By the time they begin Year 1 the children have made good progress. They have settled well into the routines of school life and behave very well in a variety of contexts. For example, they have learned how to line-up and put up their hands to answer questions. They sit and listen quietly and with interest in assemblies and as part of a whole class or small group. The children have gained confidence in mixing with other children. For example, when playing outside or eating their lunch in the hall, they chat and play sociably with other pupils. They can dress and undress for physical education lessons and have learned to share resources and take turns. The teacher and nursery nurse constantly encourage the children's independence and social skills, for example, by involving them in getting out and tidying away resources, helping with routine classroom tasks and by involving them in answering questions or sharing their news with the whole class.

### **Language and literacy**

49. By the time they begin Year 1 the children have made satisfactory progress. All listen carefully to their teachers and they are learning to sustain concentration for increasingly longer periods. Speaking skills are developing well and most talk confidently to each other and provide simple but clear explanations about the work they do or about things that have happened to them, for example, going to a birthday party or visiting relatives. The children enjoy chanting, singing and performing action rhymes and songs and are learning to identify rhyming sounds and associate these with letters. They have positive attitudes to books, knowing how they work and that print conveys meaning. They have learned the names of characters from the reading scheme and recognise some of these in print. They make good use of illustrations to understand meaning in books, for example, to describe the characters and what is happening. Most move their fingers in the right direction under the print when reading and are gaining a good knowledge of letter sounds. Writing skills are developing well. The children are gaining control over the size and orientation of their letters as they write over and under the teacher's writing or

when copying from an example. They are able to write their names and some are successful in using their growing knowledge of letter sounds to link strings of letters to represent words.

50. Teaching in this area is good. During whole-class sessions the teacher provides very good opportunities for the children to develop a wide range of early reading skills and to be fully involved, at their own level, in answering questions and reading a shared text. Good use of the nursery rhyme ensures that this work is reinforced well when the children are taught in their year group as, for example, when children had to identify unknown letters in a 'feely' bag by their shape. Opportunities to develop children's language and literacy skills in other areas of learning are exploited well, as when the children creatively produced collages of their names or talked about how they would use modelling material to make snakes and different types of lines.

### **Mathematical development**

51. By the time they begin Year 1 the children have made satisfactory progress. They recognise number symbols and learn to count past 20 in one's. Their progress in counting is enhanced by sharing some mental mathematics sessions with older pupils in their class and, as a result, some children make a very good effort to count to 100 in one's and to 20 in two's. They enjoy number rhymes and games and through practical work gain early skills and understanding of mathematical ideas such as sorting, matching and comparing and the mathematical operations of addition and subtraction.
52. Teaching is satisfactory overall. There are good opportunities for counting and the teacher ensures that all children are fully involved in whole class sessions, thoughtfully preparing and adjusting questions that meet their level of development whilst still challenging them. A good amount of practical work is provided, but occasionally some of this is too abstract for the children's stage of development. For example, work on counting-on helped the children to use their fingers as counting aids, but was not supported sufficiently by the use of real objects. Similarly, the lack of numerals on a hopscotch mat that was used to develop early addition skills left some children confused.

### **Knowledge and understanding of the world**

53. By the time children begin Year 1 they have made satisfactory, and sometimes good, progress in this area, which includes scientific, technological, geographical and historical learning. The children learn to name the different parts of their bodies and are beginning to be aware of the existence of organs such as the heart and how this pumps blood around their bodies. They are learning that they need exercise and specific types of food to be healthy. When using the computer the children gain skill in controlling the mouse to make things happen, for example, when using a painting program. They know that they can use the computer to write and draw pictures and that they can make a floor robot move by 'pressing the buttons'. They use a variety of commercial and reclaimed materials to make recognisable models, such as cars and tractors. Children's historical understanding is effectively promoted when they talk about some of the things they can do now which they could not do as babies and when they use pictures of themselves as babies to talk about how they have changed as they have grown. Early geographical understanding is effectively developed as the children learn about different ways they and their friends travel to school and about how essential services, such as the police, help the community.
54. Very little teaching was seen in this area of learning, but discussions with the children

and analysis of their work shows that they are given a wide range of opportunities to learn about all aspects. In a science lesson, the teacher's good balance of practical and discussion work was effective in developing the children's understanding and investigative skills. A stimulating physical activity involved the children in observing and describing changes in their bodies resulting from vigorous exercise and culminated in their being keen to record, in pictures, what they had learned.

### **Creative development**

55. By the time children begin Year 1 they have made satisfactory progress in art, but it was not possible to judge attainment in music or role-play. However, evidence from teachers' planning shows that better opportunities exist for children's learning to develop in all aspects of this area than at the time of the last inspection. The children are learning how to use pencils, crayons, paint and modelling materials to make different types of lines. In this work they gain good experience using a range of media in different ways and develop creative skills as they investigate what each can do. For example, the children worked co-operatively as a small group to make a large line-picture with modelling doh and used good descriptive vocabulary when talking about the *squiggly*, *straight* and *bendy* lines they had created. In collage work, children make choices about the different colours and textures of materials to use and one child incorporated a simple repeating pattern in this work. Children's paintings and models of people and everyday objects show their developing skill in representing form in two and three-dimensions.
56. Little direct teaching was seen, but an adult volunteer provided good support for children's learning in the modelling activity that successfully built upon the effective initial discussion and preparation from the class teacher.

### **Physical development**

57. By the time they begin Year 1 the children have made satisfactory progress. They hold pencils correctly and gain good control over these when, for example, forming letters, drawing or colouring within an outline. They use scissors, glue spatulas and paintbrushes with developing precision and control and manipulate modelling tools and other small equipment well. In physical education lessons children's movement and co-ordination are generally developed satisfactorily, but there is not enough opportunity for planned outdoor play with equipment that enhances development in this area. Overall, teaching is satisfactory.

## **ENGLISH**

58. The school has maintained the standards achieved at the last inspection. By age seven and eleven pupils attain the expected standards in all aspects of English.
59. By age seven, pupils listen carefully to their teachers and to each other. They give clear answers to questions and most express views simply but confidently, providing sufficient detail. They enjoy discussing their news and are developing a good vocabulary to talk about different subjects. Eleven year-olds listen with interest in a range of subjects. Most achieve the expected skills in speaking and some have good skills in this aspect. For example, in 'Circle Time', the pupils were highly articulate in expressing their opinions about whether they should be allowed to travel to school on bicycles and how they felt about the alterations that had been made to the school. In this context they listened respectfully to others' views and provided thoughtful counter-arguments.



60. By age seven, pupils attain the expected standards in reading and a significant minority read fluently and expressively. Pupils have a range of skills and strategies to help them read and understand different texts. For example, they successfully use what they know about letter sounds to blend letters together and read unknown words. They know they must think about whether what they read makes sense and that the punctuation provides messages about how the text should be read. For example, they explain that they must raise their voices in response to exclamation marks. By age eleven, most pupils read accurately and expressively. Their understanding of the characters and plot is mostly at a literal level, but some higher attainers infer meaning beyond this and show very good understanding of nuances and hidden meaning. A few pupils say they dislike reading, but most say that they enjoy it and express clear preferences in reading material. Most know a range of contemporary and traditional children's authors and talk about their various styles, making relevant comparisons.
61. By age seven, pupils write stories and accounts that develop ideas in a logical sequence. Stories have a clear beginning, middle and end and detail is provided about characters and the plot which is enhanced by the pupils' growing use of descriptive vocabulary to make their writing more interesting. Work is punctuated fairly accurately with full stops and capital letters; other punctuation such as question marks and speech marks are used in the work of average and higher attainers. Spellings of common words are often correct or plausible in relation to how pupils have used their knowledge of letter sounds to form words. Pupils' handwriting is generally neat and well formed. By age eleven, pupils write extended pieces of imaginative and factual writing that are organised into paragraphs, grammatically correct and well punctuated and include interesting vocabulary. Spellings are often correct and show pupils' good application of spelling rules. Handwriting is mostly neat, joined and legible.
62. As pupils get older they make satisfactory and sometimes good progress in all aspects of English. Pupils learn to listen with understanding for increasingly longer periods and use a more precise vocabulary to express their thoughts and feelings. By the end of Key Stage 2, pupils are confident in speaking in front of others and many have developed good discussion skills. They consider others' points of view and present a reasoned argument, timing their responses appropriately. All pupils make satisfactory progress in developing literacy skills and some make good progress in both reading and writing. As pupils get older they extend their range of reading strategies. They become accurate, fluent and expressive readers and their understanding increases as they move towards full independence. Pupils learn a technical vocabulary with which to discuss books, such as *author*, *illustrator*, *publisher*, *title* and *blurb*. They develop skills in using a variety of reference materials to find information, making good use of contents and index pages. Some older pupils have developed advanced reading skills such as skimming and scanning lengthy texts to find the information that they require. As they move through the key stages, pupils write at greater length and use more complex vocabulary. Spelling becomes more accurate and handwriting matures. Homework makes a satisfactory contribution to pupils' progress in literacy extending and enhancing work in class. The small number of pupils with special educational needs make satisfactory progress and achieve well as a result of work that is effectively matched to their needs and good quality adult support during lessons.
63. Teaching is satisfactory overall and occasionally good. Lessons are thoughtfully planned and take good account of the requirements of the national literacy strategy, which the school has implemented successfully. Teachers have good subject knowledge and spend considerable time and effort planning lessons that meet the needs of pupils of different ages and attainment within the same class. A particularly

effective feature of most lessons is the good questioning from teachers, which is based upon their detailed knowledge of individual pupils. This allows them to carefully target questions to meet individuals' needs and take pupils' learning forward. Lessons are generally well organised to take account of the various elements of the literacy hour. Occasionally, however, better use could be made of support staff to cope with the challenges inherent in teaching classes containing four age groups. Teachers provide different work for pupils of different ages and ability to complete independently. At Key Stage 1 the teacher spends productive time during the independent work part of the lesson, teaching reading and writing skills to small groups, whilst maintaining a good overview of the work of other pupils. At Key Stage 2, this aspect of the literacy hour is not always adhered to, but the good number of teaching and support staff allow all pupils to benefit from frequent intervention as they circulate the class and monitor pupils' work. Teachers have very good relationships with pupils and manage them well. They provide ongoing encouragement and praise and give pupils good verbal feedback on their work, pointing out how they can improve. Although teachers mark pupils' work in line with the school's policy, too many pieces go unmarked. Despite good quality verbal feedback from teachers, pupils repeat some of the errors made in unmarked work in subsequent pieces of writing.

64. Teachers take advantage of opportunities to develop pupils' literacy skills in other subjects. For example, they provide good opportunities for them to research information across the curriculum and ensure that pupils know they are expected to spell words correctly and produce different forms of writing, which shows their application of what they have learned in literacy lessons. Overall, effective use is made of information technology to draft and present written work.

## **MATHEMATICS**

65. The school has maintained the standards achieved at the last inspection. By age seven and eleven, pupils achieve the expected standards for their ages.
66. By age seven, most pupils have begun to develop a sound understanding of numbers and how they work. They are familiar with addition and subtraction and have developed a good range of mental strategies to work out problems, for example, they use doubling and halving to help them add and take away. Through work on hundreds, tens and units pupils gain an early grasp of place value and recognise number patterns such as odds and evens. Pupils are also learning about other aspects of mathematics and recognise and name common shapes and draw lines of accurate length. By age eleven, pupils have acquired a satisfactory level of understanding about numbers. They work confidently with high numbers using the four mathematical operations, understand more complex number patterns such as square and prime numbers and apply this understanding to help to solve problems. They know the relationship between fractions and percentages and calculate using decimals to two places. The majority of pupils are able to apply what they have learned to solve a variety of problems.
67. As pupils move through the school most make satisfactory progress. In some lessons progress is good, particularly at Key Stage 1 where effective classroom organisation and good use of additional adult support allows the teacher to focus teaching on Year 1 and 2 pupils whilst reception pupils are taught separately. In a Key Stage 2 lesson, Year 3 and 4 pupils made good progress due to the content of work being particularly challenging. In the same lesson, however, older pupils, whilst making satisfactory progress, did not progress at as fast a rate due to the challenges encountered in teaching four year groups, with a wide span of attainment.

68. At Key Stage 1, pupils progress from early counting and simple sums to using higher numbers and becoming more confident in sequencing and counting in fives, tens and twos. They widen their knowledge through practical experience and begin to understand simple fractions. Understanding is extended at Key Stage 2 where pupils become quicker at calculating, acquire a secure grasp of place value and begin to use and manipulate very high numbers. They also learn the relationships between different operations, so that for instance, Year 4 pupils quickly understand that if 24 divided by 8 is 3, then 3 times 8 is 24. Older pupils continue to progress, becoming familiar with elements such as negative numbers and using them to make calculations. The small number of pupils with special educational needs make good progress and often attain standards expected for their age.
69. Teaching is always satisfactory and good in half the lessons. Lessons are very well planned so that what pupils learn builds on and extends what they have learned previously. The starts of lessons have some good mental exercises that make pupils think, and in this aspect teachers are particularly skilled at catering for the different age groups. Occasionally, however, these sessions go on too long and better use could be made of the classroom assistants to work with the different age groups. During the middle part of the lesson children are grouped according to age and other adults effectively support these groups to enable more focused teaching. Teachers use questioning well to vary the demands on pupils of different ages and attainment. At Key Stage 2, the use of number cards for pupils to display their answers is very effective in ensuring that all pupils participate. Classroom management is good. Pupils respond to clear expectations and are eager to learn. They generally work hard, co-operate and help each other. When playing mathematics games, they work sensibly and collaboratively with a real sense of enjoyment. Homework is used satisfactorily to supplement lessons, and ongoing assessment is helpful in identifying what children can do and where they need to improve. Oral feedback to pupils whilst they are completing work is particularly useful. However, although teachers mark pupils' work in accordance with the school's policy, too many pieces of work are not marked and contain no written detail to guide further development.
70. Teachers have worked very hard to plan and implement the national numeracy strategy. The numeracy framework has been successfully adapted to plan work for pupils in mixed age classes to ensure that all the age groups are appropriately challenged. The various teaching strategies used are effective and pupils are benefiting from the range of teaching techniques. Teachers exploit the potential of opportunities in other subjects to develop pupils' numeracy skills. For example, in geography pupils make use of co-ordinates to read maps, in history they interpret census data and in science they read and produce graphs of various data.

## SCIENCE

71. By age seven and eleven, standards are generally above national expectations. At Key Stage 1, this represents an improvement since the last inspection; at Key Stage 2, above average standards have been maintained.
72. By age seven, pupils have a growing awareness of different aspects of science. For instance, they understand that exercise is important for a healthy body and have some idea of how and why exercise makes their hearts beat faster. They are developing good skills of recording and have a growing understanding of what a fair test means. For instance, in an investigation into which toy vehicles would travel the furthest down a ramp, they explained that they had to "*line them up in the same direction to check that it was fair*". They also know something about how some materials change through

watching water changing into steam and then back into water.

73. By age eleven, pupils have widened their knowledge and extended their understanding. They are familiar with various types of electrical circuits and understand how to include switches and what happens when more lights are added. They are also familiar with the idea of resistance and conduction and how these ideas are useful in making electricity safe. Pupils are enthusiastic about science and talked sensibly about their work on space and the relationships between the earth, sun and moon. They explained in simple terms why we experience seasons and night and day and why some parts of the world have prolonged periods of darkness. Pupils' investigative skills are particularly well developed and they have a good grasp of the ideas of fair testing. In a recent experiment to discover what materials are most prone to rusting they were careful to ensure that all the jars with different items were treated in the same way, contained the same amount of water and were placed in a similar position. They understood that the variable within the experiment was the actual object.
74. Progress is at least satisfactory and often good; pupils with special educational needs also make satisfactory progress. All pupils within each key stage are taught in the same class and often work on similar aspects of science. However, teaching takes full account of the age range and ensures that pupils learn about the different aspects of science at an appropriate level. At Key Stage 2, pupils revisit some aspects of science to make sure that by the end of the key stage they have the right level of knowledge and understanding across the different aspects of the subject. In this way all pupils extend their knowledge and understanding with teaching being carefully planned so as to make varying demands on the different age groups and levels of attainment within the class or group.
75. Only two science lessons were seen. These and the analysis of pupils' work shows that the quality of teaching is consistently good and often very good at Key Stage 2. In both lessons seen, the pupils responded positively. Teachers' good subject knowledge enabled them to teach confidently to a carefully thought out plan. Activities were presented as challenges and all pupils were given a good balance of guidance and encouragement; for example, Year 5 and 6 pupils were required to design their own investigations. The teaching of the older pupils was enhanced by effective and relevant incorporation of information technology to assist with the recording of results. Good use was made of additional adult support to help Year 3 and 4 pupils investigate which conditions and materials were the best insulators. The teaching of infant pupils was skilful in moving them on from what they already knew about healthy food to new ideas about how these foods helped to develop certain aspects of growth and how they linked with exercise. For example, the teacher asked pupils to think about parts of their bodies that would benefit from exercise; as they named various limbs the teacher encouraged them to think of parts that were inside their bodies. This resulted in pupils thinking about how their heartbeat alters as they become more active.
76. Science work is carefully marked in a positive and helpful manner. Pupils enjoy science and are very eager to get on with experiments, they work well together and remain interested and involved throughout the lesson. There is a comprehensive scheme of work that makes good provision for pupils to learn more as they get older.

## **ART**

77. Seven year-olds make satisfactory and sometimes good progress in lessons and produce work that is at least in line with what is expected for their ages. There was insufficient evidence to form a secure judgement about the standards and progress of

pupils by age eleven.

78. Seven year-olds use different media to gain a good understanding of the artistic visual element of line and show creativity in their work in this area. For example, they draw different types of lines to express emotions such as anger, happiness and sadness. They develop their understanding of line as they work creatively in pencil, crayon and paint to depict the movement of different animals such as a kangaroo hopping or a jaguar running, learning to vary the thickness of lines to convey different speeds. This work is extended and enhanced when pupils use different colours and thicknesses of wool and string to communicate their understanding in a different type of media.
79. Eleven year-olds have a sound understanding of the visual element of pattern and develop this further in their work on African art. In the lesson seen, pupils showed creativity and awareness of contrasts in colour when devising a repeating pattern based upon African animals. They demonstrated satisfactory skills in cutting and pasting to create a pleasing finished design.
80. As they move through the school, pupils experience various techniques and produce work in two and three-dimensions. Although they have studied the work of some known artists and designers, discussions with Key Stage 2 pupils reveal limited knowledge of this aspect of the subject.
81. In the limited number of lessons seen, teaching was very good at Key Stage 1 and satisfactory at Key Stage 2. At Key Stage 1, the teacher's secure subject knowledge was evident in detailed planning, clear explanations, step-by-step teaching of skills and good opportunities for the pupils to use these creatively in individual work. A wide variety of media was provided which captured pupils' interest and allowed them to learn more about a key feature of artistic knowledge and skill. At Key Stage 2, the task provided satisfactory opportunity for pupils to consolidate basic skills, but the outcome of pupils' work was too rigidly controlled and there was little opportunity for pupils to show creativity. An adult helper had not been briefed sufficiently about her role and as a result was ineffectively used.
82. The time allocated to art is only just sufficient to meet the requirements of providing pupils with worthwhile experiences. The scheme of work is at a very early stage of development and does not support effective teaching, particularly where there are weaknesses in teachers' subject knowledge. These factors limit opportunities for pupils to achieve as well as they should.

## **DESIGN AND TECHNOLOGY**

83. It was not possible to see any lessons during the inspection. Discussions with pupils and analysis of their work, indicates that by age seven pupils have made satisfactory progress and achieve the standards expected. There was insufficient evidence to make secure judgements about the standards and progress of pupils at Key Stage 2 or to judge the quality of teaching.
84. By age seven, pupils have learned that they need to think carefully about ideas for models and plan how these will develop. For example, in connection with their topic on transport the pupils thought about many different types of vehicles and their uses. They produced simple designs that identified, through labelling, the number of wheels and various moving parts such as axles, base and body, as well as distinctive features such as logos. They decided upon the materials to use and applied skills such as measuring, cutting and joining to make their models, which show a good resemblance to initial

designs. The pupils evaluated their finished products, including thinking of ways in which they could be improved. For example, they felt the fire engines would be better if they had a siren and they disliked the way the paint had cracked on some models.

85. Some good work in food technology has been conducted throughout the school. Key Stage 2 pupils identified the ingredients and equipment needed to make a variety of different biscuits and followed the stages in a given method to produce these. The pupils subsequently designed their own biscuits, identifying the most important features and the method they would use to achieve their designs. The pupils remembered this work well and said that they enjoyed it and learned a lot.
86. The curriculum meets statutory requirements and teachers' planning is supported by subject guidance from the Qualifications and Curriculum Authority. There are a good range of resources to support learning, including commercial construction equipment and tools such as hammers, screwdrivers, drills, pliers and a vice.

## **GEOGRAPHY AND HISTORY**

87. Only one lesson in each subject was seen and no overall judgement about the quality of teaching can be reached. However, pupils' work and discussions with them indicate that standards at both key stages are in line with expectations and pupils make satisfactory and occasionally good progress in both geography and history.
88. At Key Stage 1 pupils know about different aspects of their environment. They have looked at a range of different houses and, for instance, have identified detached, semi-detached and terraced houses. As part of this work they have learned about different features of houses including chimneys and roofing materials. Geography skills have also been developed through collecting data about their own houses. The topic on houses has also supported and supplemented work on history. Children are developing an understanding of how things have changed both in their own lifetime and over a longer period. Through studying aspects of housing they have discovered the changing ways that houses are cleaned and how cooking methods have altered. By looking at photographs of themselves as babies they have started to appreciate changes that affect their everyday lives.
89. At Key Stage 2 pupils' knowledge and understanding of geography and history have been widened. As they progress through the key stage they learn about different countries and cultures as well as about their own immediate environment. Year 6 pupils talked sensibly about life on the Caribbean island of St Lucia; they understood the ways in which it was very different to their own communities and how the island was very dependent upon bananas for its prosperity. They knew that the climate was hot and humid, although they struggled to say how that might impact on the everyday lives of the people. Pupils have well-developed map skills; they read Ordnance Survey maps and use grid references accurately and are familiar with the main components of keys, designing their own for imaginary maps.
90. Work on history is extended through studying different periods. Pupils know about the pyramids of Egypt and about the work that had gone into discovering the entrance to the tomb of Tutankhamun. They are fascinated by the myths surrounding the curse put on those who opened the tomb. Pupils have also gained a good sense of the hierarchy of Egyptian society and understand that only the Pharaohs were buried in such splendour. They also know that one of the reasons that we know so much about this period is through information gained from the translation of Egyptian hieroglyphics. Pupils are also enthusiastic about more recent work concerning the Anglo-Saxons. They know

where these people came from and have a good sense of how they fit into the history of early Britain. Some particularly good work on the local village has given pupils secure ideas about how they can find out about the past. The use of material from the national censuses for the last century has given them a good idea about how their village has changed and developed. They have followed the history of three specific buildings and used contemporary newspaper cuttings to construct simple local histories.

91. Whilst no overall judgement about teaching is made, some strong features are evident in pupils' work. The use of first-hand resources is helpful and the use of local people to come and talk about their lives gives an added dimension to history teaching. This was particularly evident at Key Stage 1 where an elderly lady from the village had talked about her life, including her time as an auxiliary during the war. This was supplemented with photographs of herself as a young child and in uniform.
92. Pupils clearly enjoy both subjects and are enthusiastic in discussions. Year 6 had undertaken lengthy projects on the Rainforest and taken considerable time and trouble to put together detailed information books that drew upon a range of sources including information technology. Both subjects are well planned and resourced and make a good contribution to the way in which the school works closely with its local community.

## **INFORMATION TECHNOLOGY**

93. By the ages of seven and eleven, most pupils achieve the standards expected for their ages. This represents good improvement since the last inspection.
94. Throughout the school, pupils make satisfactory progress. By age seven, pupils have learned to use the computer to write sentences and short stories. In this work they have progressed from using a whole-word word processor to using the standard keyboard. They know how to move around the computer screen using the arrow keys and how to delete letters and words. The pupils enjoy using an art program to draw pictures and patterns and show good control of the mouse. With help, they save and print out their work. Pupils say they enjoy using a programmable floor robot and know that the arrow keys relate to the direction of movement and the number keys define the distance the robot will travel. The pupils explained how they used the computer to help them collect information about how they travel to school. Pupils' awareness and understanding of information technology in everyday life was enhanced when they visited a large supermarket. Many recall how the doors open automatically and how barcodes are read so that the price of products is displayed on the cash register.
95. By age eleven, the pupils are familiar with many aspects of information technology. They use word processing programs to produce lengthy pieces of writing. Some good examples were seen in pupils' individual project books about the Rainforest. Pupils explained how the process of construction involved saving and reloading their work in order to amend and extend it. The finished booklets showed imaginative use of facilities to change the font and organise the text in different ways, for example, by using bullet points. Pupils confidently use pull-down menus to edit, save and print their work. They import pictures from other information technology sources to enhance their writing and can explain the difference between files and folders. Pupils have sound skills in using information technology to handle data. They input information into spreadsheets and, for example, produce graphs of the measurements of different body parts and of their predictions and findings in a science experiment to investigate which materials rust in water and how quickly this happens. Pupils confidently use information technology equipment, treat it carefully and are happy to help each other. They enjoy checking the graphs and readings taken from the data logging equipment to measure the daily

temperature, rainfall, wind-speed and pressure.

96. Pupils make good use of CD-ROM encyclopaedia to research information. They give good explanations about how to use contents pages to locate information quickly and about how 'hot spots' and key words can be used to make quick links with related information. Pupils have a sound understanding of some of the uses of information technology in everyday life. For example, they provided a detailed explanation about how the school's close-circuit television equipment worked and why this is necessary and they have a growing awareness of how the Internet can be used to find information and purchase a variety of products. The school's close links with an Asian lady living in London have provided a good opportunity for the pupils to write letters to her using electronic mail.
97. Very little teaching was seen during the inspection and in some lessons opportunities to use information technology were missed. However, discussions with pupils and analysis of their work shows that they receive satisfactory opportunities to use information technology across the curriculum. Teachers' subject knowledge is much improved since the last inspection and the school has upgraded and extended its resources. The school has also taken the initiative of providing opportunities for older pupils to benefit from a residential visit that provides intensive teaching and opportunities to practise information technology skills. Good links with a receiving high school have resulted in Key Stage 2 pupils being able to use that school's information technology suite and receive specialist teaching. All these factors have had a positive impact on raising standards and promoting pupils' progress.

## **MUSIC**

98. No secure judgements can be made about standards or progress in music as it was not possible to see any lessons and there was limited supporting evidence such as singing in assemblies. Discussions with older pupils showed that their knowledge of music and composers was extremely limited. Very little time is allocated to teaching music. The scheme of work for the subject is at a very early stage of development and does not support planning for the range and depth of knowledge and skills to be taught and learned as pupils get older.

## **PHYSICAL EDUCATION**

99. Only one lesson was seen and there is insufficient evidence to judge the quality of teaching or the standards attained. However, scrutiny of timetables and the scheme of work, and the limitations in facilities for teaching indicate a number of weaknesses in the provision for this subject.
100. Over time, the full range of the physical education curriculum are taught, but too little curriculum time is allocated to the subject, particularly at Key Stage 2; this limits opportunities for pupils to practise and develop key skills. In addition, the indoor facilities are cramped. The hall is small and restricts the range of movements and activities, particularly for older pupils. During the inspection, space was further restricted because tables, chairs and audio-visual equipment were being temporarily stored in the hall; this also posed some health and safety hazards. The scheme of work, which is currently under construction, does not provide a clear guide to how skills and knowledge will be developed and extended as pupils get older.
101. The weaknesses in provision, particularly the lack of time available for pupils at Key Stage 2, are making it difficult for pupils to be offered an appropriate curriculum.