

# INSPECTION REPORT

**NORTH WHEATLEY CHURCH OF ENGLAND  
PRIMARY SCHOOL**

North Wheatley, Retford

LEA area: Nottinghamshire

Unique reference number: 122772

Headteacher: Mrs C du Feu

Reporting inspector: L A Furness  
8245

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> April 1997

Inspection number: 195721

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Sturton Road South Wheatley Retford Nottinghamshire
Postcode:	DN22 9DH
Telephone number:	01427 880409
Fax number:	01427 880409
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Willcox
Date of previous inspection:	15 <sup>th</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8245	L A Furness	Registered inspector	Foundation Stage of Learning Mathematics Science Geography History	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9214	J Garland	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
18790	G Morgan	Team inspector	Equal Opportunities Special Educational Needs English Art and Design Design and Technology Information and Communication Technology Music Physical Education Religion Education	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

The inspection contractor was:

Focus Education

113-115 High Street  
Uppermill  
Saddleworth  
OL3 6BD

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>[7]</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>[11]</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>[13]</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>[15]</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>[17]</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>[18]</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>[19]</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>[20]</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>[22]</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>[26]</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

North Wheatley Church of England School is a small rural primary school situated on the boundary of North and South Wheatley approximately five miles from Retford. Forty-three pupils, grouped into two classes, attend the school. One class consists of reception-aged children, and pupils aged 4 to 7. The other class consists of pupils aged 7 to 11. In order to teach the wide age range of pupils more effectively, pupils are taught in three separate classes of reception aged children, Year 1 and some Year 2, Years 2 and 3 and Years 4, 5 and 6 for literacy and numeracy. The percentage of pupils being entitled to school meals free of charge is well below the national average and the percentage of pupils having special educational needs and those having a statement of special educational need are also well below the national average. All pupils attending the school are white and no pupils are at the early stages of learning English. When children first start school in the reception class (the Foundation Stage of Learning) they mainly have academic and personal skills which at least match those expected for their age. However, with so few children in each cohort, it is difficult to anticipate accurately year upon year children's attainment on entry.

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

School effectiveness is good. Pupils' achievements in English and mathematics by the age of 11 are good and pupils have good attitudes towards school and their work. The leadership of the school is good and provides clear educational direction. The quality of teaching overall is good and the curriculum is appropriately planned to meet the learning needs of the pupils in this school. The school has above average unit costs but this is largely because of its small size. As in the previous inspection the school provides good value for money.

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

- The successful implementation of the National Literacy and Numeracy Strategies has had a positive impact on pupils' attainment.
- The consistently very good teaching of pupils in Years 2 and 3 for numeracy and in Years 4, 5 and 6 for literacy ensures these pupils make very good progress and achieve very well.
- The headteacher provides good leadership and has created a strong team around her, dedicated to giving every pupil the chance to succeed.
- Children are provided with a good start to their education in the Foundation Stage of Learning.
- The school's partnership with parents is very good.

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

- The use of information and communication technology in each relevant subject of the National Curriculum.
- Teachers' knowledge and confidence in the assessment of the higher level (level 3) in science at the age of 7.
- Pupils' awareness of what they need to do next to improve the quality of their work.
- The opportunities for pupils' personal development with more involvement in the decision making aspects of school life.

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

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

The school was inspected in April 1997 and since then the key issues identified in the previous report have been successfully addressed. Nationally produced guidelines for the majority National Curriculum subjects, have been adopted, to ensure that learning is continuous throughout the school.

The use of assessment is now more rigorous and pupils who are identified as more able receive appropriately challenging work. Provision for children in the Foundation Stage of Learning has improved and the school now has access to the village hall for physical education lessons. The school development plan is a useful document in which cost implications and evaluation criteria for the objectives set are clearly identified. The school has successfully implemented the National Literacy and Numeracy Strategies and the quality of teaching has improved with no unsatisfactory teaching evident. The school has made good improvement since the previous inspection.

## STANDARDS

The school has very small numbers of pupils taking the national tests for 7 and 11 year olds. It is therefore not appropriate to make comparisons with the national or with similar schools statistics as each pupil accounts for a significant proportion of the overall distribution of levels within the school. However, the work seen in classrooms indicate that the standards of attainment of pupils currently in Years 2 and 6 at least match national expectations in English, mathematics and science and pupils' achievements are good. Standards over the last three years have been improving at the age of 11. However, too few pupils at the age of 7 are recognised by the teachers to attain the higher level in science in comparison with their attainment in reading, writing and mathematics. On entry to the reception class, children have at least average skills in communication, language and literacy, mathematical development and personal, social and emotional development. They make good progress whilst in this class and by the time they enter Year 1 they attain at least the requirements of the 'early learning goals' for the six areas of learning recommended for children of this age. The targets set for literacy and numeracy for Year 6 pupils were achieved well in 2001 and the school is on course to achieve the challenging targets that have been set for 2002.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and have positive attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils work and play harmoniously together at lunchtimes and break-times.
Personal development and relationships	Personal development is satisfactory but there are too few occasions for pupils to take on extra responsibility. Relationships are good.
Attendance	Satisfactory. Punctuality is good and lessons start promptly.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

*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 and learning overall is good with evidence of very good teaching occurring. There is no unsatisfactory teaching. The teaching of children in reception (the Foundation Stage) is good. The staff have a good understanding of how young children learn and they work closely together to plan structured, interesting and stimulating activities that motivate the children and enable them to learn well. Overall, the quality of teaching in English and mathematics is good. The very good teaching is conducted at a brisk pace and provides challenging tasks for pupils of all abilities.

Very good subject knowledge, a lively approach and the provision of stimulating work engages the interest of the pupils and enables them to learn well. The less effective teaching lacks clarity in instructions, which results in pupils wasting time by trying to clarify what they have to do. Written marking is not used consistently to inform pupils of why their work is good and what they need to do next to improve. When teaching assistants support the pupils with special educational needs, the pupils make good progress. The work for these pupils is appropriately planned and they achieve well. Homework is used effectively to extend pupils' learning.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum for pupils throughout the school is satisfactory and it complies with the requirements of the National Curriculum. The National Literacy and Numeracy Strategies have been successfully implemented. However, pupils have too few opportunities to use information and communication technology skills in the other subjects of the National Curriculum.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. The school follows the recommendations of the special educational needs Code of Practice and good individual educational plans are in place. There is well planned support by the teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils have a clear sense of right and wrong and they develop well as individuals. Pupils respect each other and have a good understanding of their own cultures. However, they have a less well developed understanding of the multicultural nature of Britain today.
How well the school cares for its pupils	The school promotes a good standard of care. Child protection and health and safety procedures are good. Good systems are in place for checking upon attainment and progress in English and mathematics.

The parents' views of the school are very positive with the majority of parents showing overwhelming support for the work of the school.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear leadership and management and is well supported by the staff. All staff have a strong and shared commitment to continuing improvement in standards and in the quality of teaching and learning.
How well the governors fulfil their responsibilities	Good. The governors have a thorough understanding of the school's strengths and areas requiring improvement and fulfil their statutory responsibilities well.
The school's evaluation of its performance	Good. The school appropriately analyses its national test results and uses this information well to track pupils' progress. The monitoring and evaluation of teaching and learning is satisfactory.
The strategic use of	Good. The school plans ahead carefully and appropriately allocates

resources	finances to identified agreed priorities.
-----------	---

There is good staffing for this small school and they are well deployed. The accommodation is good and resources are good for all subjects, apart from in science, design and technology, geography, history and information and communication technology where they are satisfactory. The school has overcome the difficulties of the lack of a school hall for indoor physical education lessons through the rental of the village hall, which ensures that in the school year the pupils experience all aspects of the physical education curriculum. The governors are aware of the principles of best value and assess the likely effect of spending on standards and achievement.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>▪ The school is well led and managed.</li> <li>▪ Parents feel comfortable approaching the school.</li> <li>▪ The school expects children to work hard.</li> <li>▪ Behaviour in the school is good.</li> <li>▪ Children get the right amount of homework.</li> </ul>	<ul style="list-style-type: none"> <li>▪ More information about how well their children are getting on.</li> <li>▪ The school to provide a more interesting range of activities out of school.</li> </ul>

The inspection team agrees with all of the positive views of the parents. With regard to the areas that the parents would like to see improved, the inspection team disagrees with the concerns regarding after-school activities. A satisfactory range of extra curricular activities is provided considering the size and rural character of the school. Also a good number of visitors to the school and visits out of school to places of interest effectively enhance the curriculum. However, the issue regarding more information about pupils' progress is an area that could be improved. The school recognising this as an area for development has recently started to provide curricular information to parents to identify topics which will be studied during the term. Progress reports have been strong on attitude and on curriculum coverage but have been less informative about pupils' progress and targets for improvement. The school has good plans to include next steps for learning on pupils' reports, which will provide goals for improving the quality of work that, both parents and pupils can understand.

## **PART B: COMMENTARY**

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

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

1. Evaluation of the school's results needs great care. Years 2 and 6 are very small year groups and therefore it is not appropriate to make comparisons with the national statistics as each pupil accounts for a significant proportion of the overall distribution of levels within the school. However, the work seen in the classrooms indicate that the standards of attainment of pupils currently in Years 2 and 6 match national expectations in English, mathematics and science and pupils' achievements are good. The trend in the school's average points has been above the national trend indicating good improvement in standards over the last three years. The targets set for literacy and numeracy for Year 6 pupils were achieved well in 2001 and the school is on course to achieve the challenging targets that have been set for 2002.
2. On entry to the reception class, children have at least average skills in communication, language and literacy, mathematical development and personal, social and emotional development. However, with such small numbers on entry to the school, it must be recognised that this is difficult to anticipate accurately year-upon-year. Children make good progress whilst in this class and by the time they enter Year 1 they attain at least the requirements of the 'early learning goals' for the six areas of learning recommended for children of this age.
3. Pupils' achievement in speaking and listening activities is good. Good opportunities are provided for pupils to speak out aloud in front of an audience, which results in confident and fluent speakers. Younger pupils use a wide range of interesting vocabulary as was seen in their spoken descriptions of silver objects whilst older pupils contribute well in group and class discussions.
4. Reading achievement is good and good progress is made throughout the school. Pupils enjoy reading books and they listen well to stories and talk with interest about what is happening. In Years 1 and 2 pupils are developing appropriate sound and letter awareness and benefit from the way the teacher introduces new vocabulary. They learn new words eagerly and are particularly keen to read aloud to adults. Pupils are developing satisfactory strategies for reading new words and predicting the next stage of the story whilst higher-attaining pupils attempt to read new words with confidence using their knowledge of letter sounds. They have a satisfactory understanding of the plot of the story. Older pupils have a good grasp of the information presented and are aware of the development of characters in the stories they read. The higher attaining pupils have good inferential skills and explain characters' motives and responses to events correctly. Pupils use dictionaries competently but opportunities for independent research using library books or the Internet are limited. Pupils' reading is well promoted in other curriculum subjects.
5. Pupils' achievement in writing is good. By the age of 7 pupils write simple stories with a clear sequence and most use simple punctuation, such as capital letters, full stops and question marks correctly. The standard of writing of the older pupils is particularly good. Interesting vocabulary is used to enliven their writing, which effectively engages the readers' attention. Higher attaining pupils are beginning to recognise and use a variety of strategies and add interesting twists to their narrative to make the writing more exciting. Years 5 and 6 pupils use speech marks and paragraphs effectively. They ably redraft their work, which eliminates many of their mistakes. They know how to write in different styles and how to adapt their writing for a range of audiences. For example diary extracts inspired by the work

from the text 'Goodnight Mr Tom' eloquently captured feelings and expectations. Spelling achievement is good. Pupils have a range of spelling strategies, which help them to spell words correctly. In their independent work they make sensible attempts at words they do not know. Handwriting has improved since the last inspection. By the age of 7 pupils have developed a clear joined up script and by the age of 11 pupils have developed a good individualised style. However, some teachers do not give clear instructions about which writing tool to use and the presentation of work is then affected. Pupils use their literacy skills effectively in other subjects.

6. The pupils' achievement in mathematics is good. In Year 2, pupils accurately add and subtract single digit numbers and use mathematical vocabulary correctly. They have a good knowledge of number order and count in fives and tens from different starting points. Pupils have a good range of mental strategies including doubling, which higher attaining pupils use as an effective strategy to solve a variety of number calculations. By the time they are 11 the pupils have a good knowledge of the four rules of number and their multiplication tables to 10. They competently work out equivalence of fractions, decimals and simple percentages. Pupils have a wide range of calculation strategies, which they accurately use to solve number problems. Pupils have sufficient opportunities to use their numeracy skills in other subject areas, for example, the use of graphs and charts in science and measuring activities in design and technology.
7. In science, pupils' achievement overall is good but too few pupils at the age of 7 are assessed as having attained the higher level. In Year 2 the pupils show a secure understanding of forces and sound and predict sensibly what might happen in the context of an investigation. They record their ideas accurately on a graph, chart or table. The higher attaining pupils use their developing numeracy skills independently to record their ideas, for example, using a tally chart to collect data, whilst lower attaining pupils are provided with a chart to collect their information. By the age of 11 pupils have competently developed their investigative skills in a variety of contexts including gases, liquids and solids. They have a good knowledge of electricity and use correct scientific vocabulary confidently and accurately.
8. In design and technology attainment matches that expected for the pupils' age and achievement is satisfactory. By Year 2 pupils understand the importance of the planning process for example in the context of making a pizza. They realise that careful planning is necessary for the completed product to be of good quality. By the age of 11 pupils make models that move using pulleys, levers and linkages. The models produced work well. At the present time pupils are in the planning stages of making pop-up books considering carefully how to overcome difficulties. They are experimenting with a number of designs prior to completing the task. Pupils have worked with a variety of materials and components and are able to evaluate their work.
9. The attainment of pupils at the ages of 7 and 11 in information and communication technology (ICT) matches national expectations and their achievement is satisfactory. By the age of 7, pupils use the 'mouse' and keyboard accurately and know the basic commands required to design pictures using the 'paint' program. Many use the keyboard suitably, including the 'delete' and 'capitals' keys when entering text in their literacy work. By the age of 11, they are aware of the importance of ICT in their lives when accessing the Internet and when searching for information about particular topics e.g. looking at theatres and the life of William Shakespeare. Year 6 pupils competently use a computer program to undertake a 'multi-media' presentation.
10. At the ages of 7 and 11 attainment in music is above that expected for the pupils' age and achievement is good. Pupils throughout the school sing tunefully in assemblies and other

occasions singing with good diction so that the listener can hear all the words clearly. They play a variety of musical instruments showing a developing awareness of dynamic variation. By the age of 11 all pupils are familiar with musical notation and recognise, name and read minim, crotchet and quaver, responding accordingly to the duration of each note.

11. In religious education, pupils' attainment is above the expectations of the locally agreed syllabus and pupils' achievement is good. Pupils have a good knowledge of the stories of the Bible and accurately retell stories about David and Goliath, Ruth and Daniel. They explain what a parable is and understand the message portrayed by some of the parables. For example, after listening to the story of the 'The Widow's Mite', pupils understood that everyone is important no matter how small. By the age of 11, pupils are knowledgeable about the lives of the disciples and give the reasons why Jesus had chosen them to be his followers. They know about different religions including Judaism and appreciate different views and opinions and show a good understanding of the concept of charity, kindness and consideration of others.
12. There was insufficient evidence to make a secure judgement on attainment or achievement in art and design, geography, history and physical education.
13. The school thoroughly analyses the attainment of different groups of pupils and uses the information well to plan future learning. Pupils with special educational needs make good progress and achieve well because of the clear and achievable targets that are set out in their individual educational plans and in their specific programmes of work. Pupils who are identified as gifted and talented also achieve well as the work given to them is suitably challenging.

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

14. The youngest children enter school confidently with a keen interest in learning and are making good progress. They sit, listen and concentrate on what the teacher and other children are saying and willingly take turns to offer their views and opinions. Their behaviour is good. In play situations, children play together happily. They share the toys willingly and enjoy working together in the class shop. At the start of the school day children confidently make independent choices and concentrate for reasonable periods of time on the activities chosen.
15. Pupils aged 5 to 11 have good attitudes towards school. They enjoy coming to school and are willing to take part in its work and activities. Pupils are mainly attentive and respond well to teachers' questions. When given the opportunity they work well collaboratively giving further evidence of their good attitudes.
16. The majority of pupils demonstrate good behaviour both in class and in the playground and are co-operative and pleasant to each other. They are articulate and talk well to adults from the earliest years. The provision of toys and games at playtimes ensures that the pupils have a productive and energetic time, with all ages mixing together well. There is good evidence that pupils support each other when difficult situations arise outside of school. Older pupils said that they have never encountered bullying in school and feel that they are part of a happy, secure environment. However there is a small minority of older pupils who do not always behave as well as they are able and this occasionally disrupts the learning of the other pupils. All staff know the pupils well and relationships throughout the school are good. There have been no exclusions in the past year.
17. Although older pupils become involved in some tasks around school, they do not have enough opportunities to become increasingly mature in a wider context. There are too few

occasions for pupils to take on extra responsibility. The school is aware of this need and has good plans in place to involve pupils more in the development of the school through the formation of a school council. Opportunities to work independently are few and pupils do not develop enough individual knowledge of their own learning targets to raise the standard of their work. Pupils show that they respond well to special occasions that are offered to them, for example, their memorable trip to number 10 Downing Street and their meeting with the Prime Minister.

18. Attendance is satisfactory. Current statistics are distorted by a flu epidemic which affected many pupils earlier in the year. Punctuality is good, registers are taken promptly and lessons start on time.

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

19. The quality of teaching and learning overall is good with evidence of very good teaching occurring. Four fifths of lessons seen are at least good with one fifth very good. The remaining lessons are satisfactory. There is no unsatisfactory teaching, which is an improvement since the previous inspection. Teaching is good in English, mathematics, music and religious education. It is satisfactory in science. In art and design, design and technology, geography, history, information and communication technology and physical education there was insufficient evidence to make an overall judgement on the quality of teaching and learning.
20. The quality of teaching and learning for children in the Foundation Stage of Learning is good. The teachers and teaching assistant work effectively together as a team to create a very caring and secure environment. They form good relationships with the children and have appropriate expectations of their behaviour, to which the children respond well. The effective planning and the staff's good understanding of how children of this age learn, create a happy atmosphere in which children work and play well together co-operatively and make good gains in their learning. The children also develop confidence through the constructive praise that they receive from the staff. The information gained from assessments is used appropriately to plan relevant work for the children.
21. The planning in all subjects, with the exception of information and communication technology [ICT], is good. It takes full account of the prior attainment of pupils and activities are organised to ensure that the more able pupils and those with special educational needs in all age groups are making good progress. The planning and teaching of ICT however is not yet as well developed as the other subjects are. ICT is not planned systematically into other subject areas of the National Curriculum and there are lost opportunities in lessons where ICT has not been incorporated.
22. Good emphasis is given to teaching the basic skills of literacy and numeracy, and teachers use other subject contexts well to develop pupils' literacy and numeracy skills. Whole class discussions at the start and end of the majority of lessons effectively develop the pupils' vocabulary and encourage them to listen to each other. Through the use of non-fiction texts pupils are taught to use information retrieval skills to promote their investigative skills. Satisfactory opportunities to develop numeracy skills are also provided, for example, in science and in design and technology. Homework is used effectively to consolidate and enhance learning in the school.
23. The features of the very good teaching are pace, challenging tasks and enthusiasm as occurred in the very good literacy lessons for pupils in Years 4, 5 and 6 and numeracy lessons for Years 2 and 3 pupils. The teacher's very good subject knowledge and lively

approach enabled her to ask challenging questions, which effectively encouraged the pupils to think and apply their knowledge. For example, in a numeracy lesson by asking a Year 2 pupil to explain how he solved the problem of  $7 \times 4$  enabled the pupil to clarify his own thinking and apply his knowledge of doubling. It also allowed other pupils to learn a different method of calculation. In music the same teacher's very good subject knowledge enabled her to identify and correct mistakes and monitor effectively the progress made by all pupils.

24. Teaching is less effective when the instructions given to pupils lack clarity, which results in pupils wasting time trying to find out what they have to do. This was seen in a numeracy lesson for Years 4, 5 and 6 pupils, when pupils were unable to start their independent work, as the teacher had not made her intentions clear. Also there are occasions when sessions are overlong resulting in pupils losing concentration and interest in the activity, as happened in a Years 5 and 6 science lesson. Although the pupils benefited initially from the teacher's secure subject knowledge and her emphasis upon the use of practical resources, by the end of the session pupils had lost motivation and much off-task discussion was taking place. The best teaching in science occurred when teachers allow the pupils to investigate, to make predictions and to design simple experiments. This was apparent in a good lesson for Years 3 and 4 pupils, when the learning intention was to set up an investigation to explore 'what do seeds need to grow into healthy plants?' The teacher skilfully developed pupils' understanding of a fair test through an appropriate balance of oral, written and practical work. Occasionally practical investigative work is too open-ended as happened in a science lesson for Years 1 and 2 pupils. In this lesson the focus of the investigation was unclear and pupils required a more structured method of recording.
25. The use of day to day assessment is good and activities planned are well matched to the pupils' prior attainment. Day to day planning is adjusted appropriately as a result of assessments made. The teachers mark work conscientiously. However, although written marking is satisfactory it is not used consistently used to inform pupils of why their work is good and what they need to do next to improve. Pupils do not have a clear understanding of what they need to do to raise their attainment.
26. The teaching of pupils with special educational needs is good. The special educational needs co-ordinator provides good support for teachers in drawing up the pupils' individual education plans and ensuring that targets deal with their difficulties. During class discussions, the pupils are asked specific questions matched to their abilities and in the majority of instances tasks are carefully matched to pupils' needs. Teaching assistants give good support to these pupils. They form good relationships with the pupils, guiding them in their work by providing clear explanations, asking and answering questions and supporting them in recording their findings or thoughts. Higher attaining pupils or those who are identified as gifted and talented are also given tasks that are well matched to their prior attainment and allow them to apply their knowledge and think creatively.

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

27. The curricular and other opportunities provided for the pupils from 5 to 11 are satisfactory and all statutory requirements are met. The National Literacy and Numeracy Strategies have been successfully implemented and the school has improved the quality of work in these areas since the last inspection. Appropriate attention is paid to developing these Strategies but this has been at the detriment of development of the other subjects. The programmes of work for all other subjects, apart from music, are based on new nationally produced guidelines that are, as yet, not specifically adapted for the needs of the school. Religious

Education follows the guidelines of the locally agreed syllabus and there is a detailed scheme of work in place to match the needs of the pupils.

28. The curriculum for the children in the Foundation Stage of Learning is planned effectively to cover all areas of learning and particular emphasis is placed on communication, language and literacy, on mathematical development and on personal, social and emotional development. Detailed weekly plans show what work is to be covered in each area of learning and what skills the children are expected to learn through the well-structured activities. Weekly evaluations and assessments effectively inform future planning.
29. Provision for pupils with special educational needs is good. Pupils' needs are effectively identified and appropriate targets are set to support these pupils. All teachers and support staff have a good knowledge of the individual education plans and the targets are linked to their specific needs. The higher attaining pupils are challenged well and the quality of the work that they produce is better than was seen in the previous inspection. The reason for this has been the new arrangements for grouping the pupils into smaller classes for literacy and numeracy. There are also good opportunities for the older, more able pupils to work alongside pupils from other primary schools at one of the local secondary schools.
30. There is satisfactory provision for personal, social and health education. The school has identified this appropriately as an area for development and there are good plans in place for improving provision in this area. Outside agencies such as the school nurse support the sex education programme whilst the police are involved with the school through the 'Drug Abuse Resistance Education Scheme'. The pupils are very aware of the dangers of smoking and drug abuse and are equally aware of the factors that promote a healthy lifestyle.
31. A range of curricular opportunities enriches the work of the school. The school works hard to invite people from the local community to work alongside the pupils such as the school nurse, a carpenter, members of parliament, ministers from the local churches as well as senior citizens who have been invited to come into school to talk about their experiences of life. There are also carefully arranged visits to support the curriculum. These include, the use of residential artists from the art centre, the local fire station, the Environment Centre at West Burton as well as a visit to 10 Downing Street, London, which the pupils found particularly exciting. Music workshops, residential visits to an Adventure Centre at Ross on Wye as well as visits to places of historical importance all enhance effectively the pupils' learning. Provision for extra curricular activities is limited by the number of staff and the school's rural isolation but pupils do play football and netball and adults in the community have supported the school by arranging after school clubs such as cake decorating. The school has good links with the two secondary schools into which the majority of the pupils transfer. The secondary schools have also arranged book weeks for the school where poets and storytellers visit and work alongside the pupils.
32. Provision for pupils' spiritual, moral, social and cultural development is good overall, which reflects a similar position to that of the previous inspection.
33. Pupils' spiritual development is good. Spiritual development is promoted effectively through religious education and assemblies. Collective worship meets statutory requirements. There is an appropriate time for prayer, quiet reflection and appreciation of each other's beliefs and effort. In class and whole school assemblies pupils learn to reflect upon their own feelings and behaviour, and this encourages them to think about the effect of their actions on others. Opportunities are also taken throughout the day to share in the wonder of creation and to reflect upon the world in which we live. Music and singing are used to good effect in

developing spirituality. When pupils learn new hymns the words are explained carefully to them and the hymns themselves are chosen appropriately to support the assembly themes.

34. The school's provision for moral development is good and well maintained since the last inspection. A strong moral code is evident in all aspects of school life and this underpins the good relationships that are evident throughout the school. Teachers set good examples dealing with pupils in a calm and confident manner and therefore the pupils respond in a similar way. Most pupils know and understand the school rules and respond well to the school's expectations. They discriminate between right and wrong. There are however a few pupils who do not conform and their behaviour, at times, is inappropriate and adversely affects the learning of other pupils.
35. The provision for pupils' social development is good and is firmly rooted in the school's position as an integral part of the village community. This is a similar situation as found in the previous inspection. From an early age pupils are encouraged to share and co-operate and this is clearly evident in the good relationships formed across the age groups from 4 to 11. They understand that there are people less fortunate than themselves by raising money for charities and providing sensitive help for people within the community. There are regular opportunities to meet with the older generations when they are invited to join the pupils at Harvest and Christmas time. This caring attitude supports their social development well. In the playground pupils share their games together in small groups and older pupils look after and support the younger ones. The residential visit provides a good opportunity for older pupils to develop independence and to extend their social interaction whilst enhancing their learning in subjects such as science and physical education. However other than on residential visits there are few opportunities for pupils to become independent learners and to show initiative. The teaching is quite directed and there are limited opportunities for independent work.
36. The school's provision for pupils' cultural development is satisfactory. Whilst the pupils are gaining a satisfactory awareness of their own culture, opportunities are not fully utilised to develop an awareness of other cultures to gain a better understanding and appreciation of the multicultural nature of Britain today. There is good guidance for teachers in the school's multicultural policy but there is little evidence of its implementation in the school.

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

37. The school provides a caring working environment that is effectively supervised. The headteacher and staff have a good knowledge of all their pupils, which is acknowledged and valued by the parents. The previous inspection stated that there were well established procedures for support and guidance and this continues to be the case. Educational support and guidance is good. There are satisfactory procedures for monitoring and supporting behaviour.
38. The school has adopted a good health and safety policy and internal responsibilities are well defined and understood. The headteacher is responsible for child protection issues and she has received appropriate training. All staff are aware of the relevant procedures to be followed. Current arrangements for child protection are good. There is good, frequent evaluation of health and safety requirements involving the appropriate members of the governing body. There are effective risk assessment arrangements in place. There are good arrangements for the care and support of pupils who are taken ill at school, first aid is given and appropriately maintained accident records are in place. However, the form suggested in the prospectus for parents to complete if medication is needed is not always adhered to. The school lunches are prepared, served and consumed in hygienic conditions. Supervision of

pupils at playtimes and lunchtimes is good and the grounds provide a safe and healthy environment.

39. Pupils' personal development and general welfare are effectively checked and supported. Satisfactory pastoral arrangements are provided based on good staff knowledge of pupils. Although there is no systematic formal monitoring of all pupils, informal checking is carried out throughout the year and class teachers will promptly raise their concerns with the headteacher. Pupils' commitment, self esteem and enthusiasm for learning is encouraged and the pupils take pride in having their names in the 'Please Book'. They are well prepared with increasing maturity and personal development for their next stage of education. Guidance and support for pupils with special educational needs is good. External agencies are used effectively to the benefit of the pupils.
40. The school's approach to behaviour and discipline is well understood and applied by the staff who use every opportunity to promote and reinforce acceptable standards of behaviour. The majority of pupils behave well and relationships are good. There are however, a small minority of pupils who at times do not conform to the school rules. The management of these pupils when they prove difficult is not always effective. No oppressive behaviour or bullying was observed during the inspection but, should they arise, there are good arrangements for dealing with and resolving incidents quickly.
41. Registers are maintained in accordance with statutory requirements. The school maintains a secure lateness routine and parents are fully aware of their relevant responsibilities. The school has ensured that through monitoring the registers and utilising the services of the local education welfare officer that the past records of high-unauthorised absences are not repeated.
42. Assessment arrangements are good and have improved since the previous report. Assessment information is used in literacy and numeracy with increasing effectiveness to plan the curriculum to meet pupils' individual needs. A start has been made on tracking pupil's progress using the key objectives for learning that are identified in the National Literacy and Numeracy Strategies. These procedures are beginning to be applied to other subjects. National tests are carried out when the pupils are 7 and again at 11 and there are other optional and commercial tests taken at other times. The results are used to track pupil's progress through the school. A clear system of target setting is not yet in place. There is not a clear system in place to identify the next steps in pupils' learning in order to raise attainment nor to share this information with the parents and pupils as appropriate.

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

43. Parents' views of the school are very good. In the parents' questionnaire and at the parents' meeting, parents stated that they were very happy with the school's provision. All parents praised the leadership and management of the head teacher and stated that they feel able to approach the school and talk to the teachers whenever they wish.
44. The quality of information provided for parents, particularly about pupils' progress is satisfactory. Some parents (20 per cent of respondents of the questionnaire) said they would like to have clearer information about what their children are learning. The inspection agrees that this is an area that could be improved. The school has only recently started to provide curricular information to parents to identify topics that will be studied during the term. Progress reports are also in need of improvement. Previous reports have been strong on attitude and what the pupils have covered in the National Curriculum but weak in informing parents about pupils' progress and targets for improvement. The school has good plans to

include next steps for learning on pupils' reports, which will provide goals for improving the quality of work that both parents and pupils can understand.

45. Another area that some parents wanted to see improved was the range of activities that the school offered outside of lessons. The inspection team recognises the difficulties that a small school in a rural location has in this aspect of provision and judge that, in the circumstances, the range of extra activities is good. A wide range of visits and visitors is offered which effectively enrich the curriculum. Pupils do have the opportunity to play football and netball and some after school clubs are available for example, cake decorating. Book weeks have been arranged where poets and storytellers visit and work alongside the pupils.
46. Parents contribute well to pupils' learning both at school and at home. They are involved in homework, especially reading regularly with their children. They approve of the way their children are cared for and praise the school's family atmosphere. They help the school in many ways and are committed to its success. The school is linked to the village by history and by many events, which take place in the locality, many of which raise funds for the school. The regular village coffee morning that is held during the school week helps to cement these good relationships.

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

47. The school is well led and managed. The headteacher provides firm and sensitive leadership and with the effective support of the staff and governors gives a clear direction for the development and improvement of the school. The quality of education owes much to a hard working and committed team of staff and governors. A strength is the strong team approach, which is essential in a small school. The headteacher has a heavy teaching commitment and there is no deputy headteacher in post. Therefore the headteacher is very reliant upon her staff and she has successfully created a team who work well together and who share leadership and management responsibilities willingly. The effective teamwork is a strong feature of the school and has succeeded in creating a learning environment where relationships are good and pupils feel secure and valued. There is a positive ethos that reflects the school's commitment to achieve improving educational standards and equality of opportunity for all pupils.
48. The governing body fulfils all of its statutory obligations. Governors take their responsibilities seriously and make a good contribution to the running of the school. They are kept well informed by the headteacher and work hard in their individual and collective roles. They have a clear view of strengths and areas needing improvement.
49. The main issues arising from the previous inspection have been addressed well. Provision for children aged under five has improved and the school is using nationally produced guidelines in most subjects to ensure that learning is continuous throughout the school. Higher attaining pupils are now effectively challenged. The deficiencies in provision for physical education have been addressed and more use is made of assessment information. The school development plan is a useful working document and is clearly focused on relevant educational priorities. Targets are set and costed and efficient procedures are in place for checking and evaluating the extent to which these priorities are achieved.
50. The schools' financial planning is good and the school manages its budget well. The school is careful that 'earmarked' funds are used appropriately. Accounts for these specific funds are carefully monitored by the headteacher. The provision for and the budget designated to special educational needs are used well to promote the learning of these pupils. Routine financial and administrative procedures are good and the school administrator can readily

provide accurate financial information to guide the headteacher and governors and good use is made of information and communication technology in this work to manage the budget and monitor attendance. The governors ensure that the principles of best value are applied well in the school's work particularly when deciding priorities and their likely effect on standards and pupils' achievement.

51. The monitoring and evaluation of teaching are satisfactory. The headteacher and co-ordinators check and evaluate teaching and are supported from time to time by the Local Education Authority adviser. The analysis of assessment data is good and the results of any analysis are used appropriately to make any necessary adjustments to curriculum planning. A simple tracking system is in place but it is not yet rigorous enough to check if the progress that pupils are making is good enough. Although the staff has a satisfactory understanding of what pupils have to do to attain a National Curriculum level, they are not as secure about measuring the progress of pupils within a level. This information would help the school to set more specific learning targets for pupils and it would also enable the school to measure that the progress made is good enough.
52. There is a good level of staffing and staff are effectively deployed. The school benefits from a skilled specialist teacher in music who makes a positive contribution to the quality of education being provided. The management of pupils with special educational needs is good and all statutory requirements are met. The documentation is clear and enables pupils' progress to be appropriately tracked. Staff new to the school are able to settle into their routines very quickly as they receive good support from their colleagues. Performance management has been satisfactorily introduced. All the relevant staff have agreed appropriate objectives and all relevant documentation is in place.
53. The accommodation is good and all areas of the school are used efficiently. Throughout the school there are attractive displays that help to raise the standards of pupils' work. These displays encourage pupils to present their work carefully and celebrate their successes. Standards of tidiness and cleanliness are consistently good both inside and outside of school. Outdoor facilities are good and the school now benefits from using the village hall for physical education lessons, which is an improvement since the previous inspection. The building is well maintained overall and resources are good for all subjects, apart from in science, design and technology, geography, history and information and communication technology where they are satisfactory. All resources are used well and are accessible to staff and pupils.

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

In order to maintain standards and improve further, the governors, headteacher and staff should:

### **1. improve provision in information and communication technology (ICT) by:**

- ensuring that pupils have sufficient time to develop their ICT skills;
- providing any necessary training for staff who lack ICT expertise;
- improving assessment and record keeping procedures;
- planning systematically for the use of ICT skills to be developed in relevant contexts in each National Curriculum subject.

*(paragraphs: 21, 74, 79, 83, 92, 95, 101, 107 & 112)*

### **2. improve the teachers' knowledge of science assessment at the age of 7 by:**

- providing training for teachers so that they are more familiar with the key learning targets that pupils need to achieve to move through a National Curriculum level in science;

- ensuring the programme of science work taught to pupils aged 5 to 7 addresses the higher levels of the National Curriculum ( Level 3).

*(paragraphs:7, 81 & 84 )*

**3. develop the pupils' awareness of what they need to do next to improve the quality of their work by:**

- developing pupils' self assessment skills by providing pupils with learning targets which relate to National Curriculum levels and indicate clearly what pupils must do to move through a National Curriculum level;
- using written marking as a tool for improving pupils' work;
- ensuring that pupils have the time and support to address the issues identified by the written marking comments;
- regularly monitoring and evaluating the pupils' progress and from this information set subsequent targets for pupils ensuring each pupil makes at least satisfactory progress in relation to their prior attainment.

*(paragraphs:17, 25, 42, 52, 69, 78, 83, 93, 95 &112)*

**4. improve pupils' personal development by:**

- involving pupils more in the decision making aspects of school life ;
- providing pupils with more opportunities to work independently and taking initiative, for example how to carry out tasks.

*(paragraphs:17, 30, 35 & 74)*

*In addition to the above, the governors should consider including the following more minor issues in their action plan:*

- preparing pupils more satisfactorily for life in multi-cultural Britain;  
*(paragraphs:36, 88 & 112 )*
- ensuring reports to parents clearly state pupil progress and identify targets for improvement;  
*(paragraph:45)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	14	4	0	0	0
Percentage	0	21.7	60.9	17.4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 4 percentage points.

### 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	43
Number of full-time pupils known to be eligible for free school meals	N/a	2

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	6

#### 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	2
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	6.4
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	4	5	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 2 or above	School	N/a	N/a	N/a
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 2 or above	School	N/a	N/a	N/a
	National	85 (84)	89 (88)	89 (88)

*Percentages in brackets refer to the year before the latest reporting year.*

*This table is not completed as there were fewer than 10 pupils in the Year 2 cohort.*

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	3	2	5

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	N/a	N/a	N/a
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	N/a	N/a	N/a
	National	72 (70)	74 (72)	82 (79)

*Percentages in brackets refer to the year before the latest reporting year.*

*This table is not completed as there were fewer than 10 pupils in the Year 6 cohort.*

### ***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	36
Any other minority ethnic group	0

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

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

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

Total number of qualified teachers (FTE)	2.9
Number of pupils per qualified teacher	15.17
Average class size	22

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

Total number of education support staff	2
Total aggregate hours worked per week	34

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### ***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.*

### ***Financial information***

Financial year	2000-2001
	£
Total income	151466
Total expenditure	147629
Expenditure per pupil	3515
Balance brought forward from previous year	-919
Balance carried forward to next year	2918

***Results of the survey of parents and carers***

**Questionnaire return rate: 69.8%**

Number of questionnaires sent out

43

Number of questionnaires returned

30

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	43	0	4	0
My child is making good progress in school.	50	43	7	0	0
Behaviour in the school is good.	53	43	4	0	0
My child gets the right amount of homework	27	67	3	3	0
The teaching is good.	50	37	7	0	6
I am kept well informed about how my child is getting on.	20	60	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	40	0	0	0
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	37	50	13	0	0
The school is well led and managed.	63	37	0	0	0
The school is helping my child become mature and responsible.	63	27	10	0	0
The school provides an interesting range of activities outside lessons.	23	53	20	4	0

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

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

54. Children start part-time in the reception class the year in which they are five moving to full-time schooling after they have had their fifth birthday. There are currently 9 reception-aged children, 8 of whom attend school full-time and 1 of whom attends on a part-time basis. They are taught in the same classroom as pupils in Years 1 and 2. There are two teachers, one working mornings and the other afternoons, and a teaching assistant working with these children. Children have had a variety of pre-school experience including private nursery and play school and some have had no pre-school experience at all. At the time of the inspection, although the children have attended a relatively short period of time all are confident, settled and happy.
55. Children are assessed on entry to the reception class using a range of procedures including the school's nationally approved assessment scheme. The inspection findings and the view of the school are that children generally enter the school with levels of attainment that are expected for children of this age in communication, language and literacy, mathematical development and personal, social and emotional development. However, children's personal, social and emotional development is often the weaker aspect of their development. However, with such small numbers on entry to the school, attainment on entry is difficult to anticipate accurately year-upon-year. The teachers use the information gained from the initial assessments appropriately to plan work for the children. All nine children are making good progress and achieve well. This is a direct result of good teaching and the stimulating learning environment ensures that the children are provided with a good start to their education. Relationships with the children are good and the teachers effectively create a climate where children are happy, stimulated and eager to learn. In the good lessons, a clear focus for the lesson is combined with stimulating activities to produce good learning from the children. The teaching assistant works well with the teachers to support the children's learning effectively. During the inspection a trainee classroom assistant was working with the children. She also worked competently and efficiently with the children, quickly seeing what needed to be done and responding well to children's needs.
56. The organisation and management of the Foundation Stage of Learning are good. There are real challenges faced by the school to cater for the needs of reception aged children working within a Years 1 and 2 class. These challenges have been successfully and effectively met. The teachers have good knowledge of this stage in children's learning. Planning is thorough and provides clear details of what children will learn in the activities and experiences that are provided. The needs of children of higher ability are also clearly catered for by the use of more searching questions to develop and challenge their thinking. Assessment is used well to monitor children's progress, towards the 'early learning goals'. There is effective involvement with parents who feel able to speak to teachers about any problems or worries they may have regarding their children's work.

#### **Personal, social and emotional development**

57. The children enter the school confidently with a keen interest in learning and are making good progress. They are on course to achieve the 'early learning goals' in this area by the end of their reception year. The children take part in whole class sessions with the Years 1 and 2 pupils for extended periods of time. They sit, listen and concentrate well on what the teacher and other pupils are saying. They take turns to offer their views and opinions. Their behaviour is good. In play situations, children play together happily. They share the toys willingly and make up little stories for each other as they play. They enjoy working in the

class shop. At the start of the school day children have the opportunity to make independent choices of what they would like to do. They do this well and concentrate for reasonable periods of time on the activities chosen. They find independently their physical education kit and manage to change their clothing for physical education lessons with limited support. The teaching is good. The teachers plan carefully for this area of learning. They structure sessions skilfully and intervene well when the children are playing and working together. The needs of these very young children are not ignored when the teachers work with the older pupils and the teaching assistant is used well to interact with the children.

### **Communication, language and literacy**

58. The children have above expected levels in communication. They are confident speakers, and make their needs and feelings known clearly. They are making good progress and are well on the way to achieving the 'early learning goal' by the time they leave reception and enter Year1. In language and literacy, the standards are appropriate for children of this age, progress is good and all the children should reach, and in some areas, exceed the 'early learning goals' by the end of the reception year.
59. The teachers and support staff place a great deal of importance on teaching the basic skills of reading and writing and in giving the children many planned opportunities to talk about their work and experiences. The children speak clearly in a group setting. They told the rest of the class what they had been doing during a mathematics lesson speaking loudly and confidently. In a whole class reading session, the children joined in by turning over pages at the appropriate time and pointing to the first words on the page. They think of words beginning with a particular letter and are recognising some letters. The majority of the children listen to stories well and, through careful adult questioning, respond appropriately to them. When choosing a book, they hold it the right way, understand that words and pictures carry meaning and are aware that print is read from left to right. They recognise their own name and are beginning to associate sounds with patterns, letters and words. When practising their handwriting skills using large movements in the sand for example, they show good control and accuracy. However, when asked to copy smaller letters in their books, a minority of children's handwriting is less accurate and controlled. The higher attaining children are developing good control over their handwriting and form letters correctly. They are also able to identify and write the initial letter of the words they wish to write with some children writing simple sentences. The teachers are carefully considering the children's progress in order to include them with older pupils as appropriate. The teaching is good. The teachers plan comprehensively for these children so that they make good progress in this class of children of three age groups. The teaching assistant also supports the children in their work asking probing and relevant questions. The teachers and the assistant form a good team and in their relationship and interactions with one another, offer good examples to the children.

### **Mathematical development**

60. The children are making satisfactory progress and the majority are on course to at least meet the 'early learning goals' by the end of the reception year. In the play setting of the class shop, the children are using a till to give change. They accurately recognise the numbers on the till and recognise some of the coins correctly. The planned play situations do much to develop the children's mathematical thinking as children apply their skills and understanding in practical ways. Teaching is good and well planned activities such as the counting and sorting of objects and the sequencing of patterns, together with the good variety of toys and containers in the sand and water play, all contribute to children's good mathematical progress. Children know the correct order of numbers up to 10 and they effectively consolidate this learning through singing rhymes. They learn about shapes as they work with construction kits. Through outdoor play and sand and water activities mathematical language

is developed as children use such terms as “under”, “over”, “more than”, “less than” with appropriate understanding.

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

61. The children start school with a general knowledge that matches that expected for their age. They make satisfactory progress and are on course to achieve the ‘early learning goals’ for this area of learning, by the time they enter Year 1. The teaching is good. The activities planned stimulate the children’s curiosity, develop their powers of observation and encourage them to ask questions. Children learn about times in the past by looking at photographs and examining equipment that may have been used in a Victorian kitchen.. Children correctly identify parts of the body and during a physical education lesson learned that their heartbeat has “quickened” after exercise. The children show interest and enjoyment in their practical activities and work well, readily helping each other. The children’s geographical knowledge is developed through activities such as walking round the local area to find out about different houses, shops and streets that are there. They learn about seasons of the year and discuss clothing, food and outdoor activities that are suitable in winter and summer. By being in a class with older pupils, they take part in a wider range of activities than would be expected. For example, they go on trips to develop early geography and history skills. Although not observed being used by the children during the inspection information and communication technology resources are readily available and the shopkeeper in the shop was very familiar with the till and keyboard facility.

#### **Physical development**

62. The children have physical skills appropriate for their age. They make satisfactory progress and by the end of the reception year, they are on course to achieve the ‘early learning goals’ for this area of learning. Although no physical education lessons were seen, children in the playground could run, skip and jump competently. When using the small equipment, the children show the necessary control and skill to fix small parts to each other. The teaching is good. There are many obstacles in the way to develop this area of learning in this small school. There are no facilities outside but the teachers make the best use of what they do have, to plan a range of appropriate activities. They incorporate action songs and some movement into lessons when they can which impacts positively on the children’s learning.

#### **Creative development**

63. The children have the creative skills expected for their age. They make satisfactory progress and will achieve the expected ‘early learning goals’ for this area of learning by the end of their reception year. The children play particularly well together in the imaginative play areas. In the class shop children act out the roles of shopkeeper and customer using their imaginations well to carry out imaginary dialogues. The teachers and the teaching assistant quietly support this imaginative play when they are there. During singing time, the children joined in, attempting to learn the words and the tune with some success. The children are introduced to a wide range of creative techniques in art. They have access to a variety of materials. No art teaching was seen during the inspection but there are examples of past artwork and photographs of creative sessions. The work produced is of a good standard.

### **ENGLISH**

64. It is inappropriate to compare pupils’ results in English with national statistics, or with the statistics of similar schools, as there are too few pupils in the Year 2 and Year 6 classes to enable comparisons to be meaningful. However, the standards of pupils currently in Years 2 and 6 mainly match at least the expected levels for 7 and 11-year-olds with evidence of

higher attainment than is expected at the age of 11. The school has set a very high target for literacy in 2002. Although this target is challenging the school is on course to achieve the target set.

65. Pupils enter Year 1 with their basic skills in language and literacy at least similar to those expected for their age. Thereafter, they make good progress in their learning in English and their achievement is good. This is a result of the good pace in lessons and the challenging work set especially in the Reception and Year 1 and the Years 4, 5 and 6 literacy sessions.
66. Standards in speaking and listening have been consistently above the levels expected for a number of years. Pupils, from an early age, speak clearly and eloquently and express themselves fully. The school makes the most of this strong position by building-on pupils' confidence to speak out in front of their class or sometimes the whole school. Pupils in Year 2 when asked to describe silver objects used a wide vocabulary including the use of similes. They had no inhibitions as they contributed to a class poem. Older pupils use their good communication skills to very good effect when discussing issues involving their work. This is particularly evident in group and class discussions during the literacy hour when they analysed text.
67. Standards in reading are good and good progress is made throughout the school. The pupils express a real love for literature. In the youngest class, pupils are developing appropriate sound and letter awareness and benefit from the way the teacher introduces new vocabulary. This helps them to learn about new words and extends their knowledge effectively. They listen well to stories and talk with interest about what is happening. They enjoy reading aloud and are particularly keen to read to adults. Higher-attaining pupils tackle new words with confidence using their knowledge of letter sounds, and have a satisfactory understanding of the plot. Pupils read regularly to the teacher or the teaching assistant, sharing texts in the literacy lessons and frequently joining in with the reading of the class text, which provides opportunities to develop fluency and style. Guided reading sessions are well managed throughout the school so that the younger pupils are developing satisfactory strategies for tackling new words and predicting the next stage of the story. Older pupils have a good grasp of the information presented and appreciate the development of characters in their stories. The higher attaining pupils are developing good inferential skills and explain characters' motives and responses to events correctly. Daily opportunities are provided for pupils to read and explore a variety of fiction and non-fiction books. They use dictionaries competently but there was little evidence of pupils working independently using library books or the Internet to develop research skills. Pupils are encouraged to read regularly at home and most parents are effectively involved in supporting their child's progress. It is clear from the interest that pupils take in different authors and styles of books, that reading is an important part of school and home life. Pupils' reading is well promoted in other curriculum subjects.
68. Writing standards throughout the school are also good. By the age of 7 pupils are developing simple stories with a beginning, middle and end and write interesting accounts of work that they have completed in history and religious education. They are given a good range of opportunities to develop their writing skills and most use simple punctuation, such as capital letters, full stops and question marks correctly. The standard of writing of the older pupils is particularly good. Their writing is interesting, vocabulary is used imaginatively using effective turns of phrase that are effective in holding the readers' attention. Higher attaining pupils are beginning to recognise and use a variety of strategies and add interesting twists to their narrative to make the writing more exciting. The oldest pupils use speech marks effectively and set their work out in paragraphs appropriately. They are developing good skills of redrafting their work, which eliminates many of their mistakes. They know how to write in different styles and how to adapt their writing for a range of audiences. Some of the

written work by 11 year old pupils on World War 2 and about the fairy king 'Oberon' were particularly impressive as was the diary extracts from 'Goodnight Mr Tom' which capture feelings and expectations. The excellent staff biographies, which were neatly displayed in the classroom, were well written and were considered an enjoyable exercise by the pupils. The marking of pupils' writing includes many positive comments to encourage the pupils. In some cases the pupils were invited to respond to the teacher's comments but rarely was the next step in their learning clearly identified in order to raise standards.

69. By the age of 7 pupil's standards in spelling are good. Pupils' awareness of how to split words into syllables is being well promoted and their growing knowledge of letter sounds has given them a secure basis on which to build good skills in spelling. In their independent work they make sensible attempts at words they do not know. This good introduction in spelling strategies continues with the older pupils where they make effective attempts at new words. The spellings of the words suggested in the National Literacy Strategy are well taught and regular spelling tests introduce correct spelling habits. Words learnt are used frequently in their daily written work.
70. The development of handwriting has improved since the last inspection. By the age of 7 pupils have developed a clear joined up script. The development of writing continues and by the age of 11 pupils have developed a good individualised style. In one lesson observed however, the teacher did not provide clear guidance about which writing tool was to be used which resulted in some unsatisfactory presentation of work.
71. The quality of teaching is good, and in instances very good, throughout the school. This good teaching makes an important contribution to the pupils' learning and achievement. As a result most pupils enjoy literacy work and the work is suitably challenging for the more able. These pupils rise to the challenge and express a real love for literature and they enjoy writing stories. Pupils with special educational needs are well supported with work that is clearly matched to their ability and they make also good progress. They frequently contribute ideas in lessons and are not overawed by other pupils who have better expression than them. Pupils taught in the reception and Year 1 literacy group benefit from a teacher with good subject knowledge. Work is clearly matched to the pupils' prior attainment ensuring good progress is made. Years 4, 5 and 6 pupils are taught by a teacher who has a love of language and literacy which is passed on effectively to the pupils through her enthusiasm and very good teaching. These pupils benefit from lessons that have pace, challenge, and good management of all pupils in the group. Pupils identified as gifted and talented in literacy have opportunity to attend the local high school once a week to extend their learning in literacy.
72. The National Literacy Strategy has been successfully introduced and is used well to support the teaching of English. All teachers plan their work carefully and ensure that the pupils are provided with activities that build very effectively on their previous work and extend their knowledge and understanding. The implementation of the Strategy has impacted positively on standards of attainment in English. The school has appropriately organised the 2 classes into three teaching groups for literacy so it is more able to effectively manage the range of attainment within the school. Literacy skills are used effectively in other subjects and the development of English has been given a high priority in the curriculum in recent years. Homework is used well to support and extend the work that is carried out in the classroom.
73. The subject is well managed with effective information available to all staff about areas requiring improvement and what the analysis of test results is telling them about the school's strengths and areas for improvement. The monitoring and evaluating of teaching and learning are satisfactory. Learning resources are good with a good range of books being available to all pupils. As yet there is not an effective use of information and communication technology

to help pupils to find out information and develop their research skills. There has been good improvement since the previous inspection and all statutory requirements are met.

## **MATHEMATICS**

74. The results of the National Curriculum tests for 7 and 11 year-olds in 2001 are not included as the class sizes were too small to make firm comparisons with schools nationally or with similar schools. Pupils currently in Year 2 and Year 6 are working at least the levels expected for their age with evidence of higher attainment particularly in Year 6. There is good achievement throughout the school and all pupils including those with special educational needs and those who are identified as gifted and talented receive support that is specifically targeted to their needs ensuring that they make good progress with their learning. Very appropriately the school has organised the 2 classes into three teaching groups for numeracy so pupils receive work that is appropriate to their needs. Pupils who are especially talented have the opportunity to attend the local high school to receive even more challenging work. The numeracy target set for 2002 is challenging but the school is on course to achieve it.
75. In Year 2, pupils enjoy mathematics and participate readily in a range of appropriate activities, including number games. They add and subtract single digit numbers with accuracy and use the mathematical vocabulary correctly to name two-dimensional shapes. Most pupils count accurately backwards and forwards in fives and tens and many understand that doubling a number means two lots of that same number. Higher attaining pupils effectively use their knowledge of doubles as a strategy to solve a variety of number calculations. Scrutiny of Year 2 work indicates that most pupils add and subtract numbers up to 20 and work confidently and accurately with simple money and time problems.
76. By the time they are 11 the pupils have a good knowledge of the four rules of number and their multiplication tables to 10. They competently work out equivalence of fractions, decimals and simple percentages. Pupils have a wide range of strategies at their command, which they use confidently to solve number problems. They are able to convert time from around the world to Greenwich Mean Time and are confident in their use of correct mathematical vocabulary.
77. The quality of teaching overall is good, although it varies from satisfactory to very good. Some teaching of pupils in the Years 4, 5 and 6 numeracy group is carried out at too slow a pace and the instructions given to pupils lack clarity which results in pupils wasting time trying to find out what they have to do. The teacher does not ask pupils to explain their methods and consequently pupils miss the opportunity to learn from each other. This is in sharp contrast to the teaching of the Years 2 and 3 numeracy group where the very good teaching ensures that lessons are conducted briskly and that pupils of all abilities are provided with challenging tasks. The teacher's very good subject knowledge, lively approach and the provision of stimulating work, entuses the pupils and enables them to learn well. The teacher effectively exploits the opportunity for pupils to verbalise their ideas. For example, by asking a Year 2 pupil to explain how he solved the problem of  $7 \times 4$  enabled the pupil to clarify his own thinking and allowed others to learn a different method of calculation. In this class pupils' achievement is very good. Very good use of praise and encouragement has a strong impact on pupils' learning. Written marking throughout the school is mainly satisfactory but constructive comments are not consistently given to help pupils improve their work. Homework arrangements are good and clearly extend pupils' learning in class.
78. The curriculum is broad and balanced and there is an appropriate emphasis on the development of number skills. Pupils have satisfactory opportunities to use their numeracy

skills in other subject areas for example science and music. Although the use of information and communication technology (ICT) to further mathematical knowledge and understanding is satisfactory there is limited evidence of pupils ICT skills being planned systematically into lessons.

79. Leadership and management of the subject are good. The National Numeracy Strategy has been successfully implemented with lessons well planned to include all the recommended aspects. The subject co-ordinator supports teachers with their planning and has had the opportunity to monitor standards of work and teaching. The school has carried out a detailed analysis of the pupils' National Curriculum test papers to identify strengths and areas for improvement and the information is used well to guide teachers with their planning and to assist them with the monitoring of pupils' progress. There is a simple and consistent method of recording the pupils' attainment as they move through the school. However, the school has identified the need to refine its target setting system. The quality and range of resources are good and they are used appropriately. Overall there has been good improvement in this subject and all statutory requirements are met.

## **SCIENCE**

80. The standard of work of pupils currently in Year 2 match that expected for their age and in Year 6 the standard of work is above that expected for the pupils' age. The results of the 11-year-olds taking National Curriculum tests in 2001 were based on a very small year group of pupils and therefore it is inappropriate to report the results. Achievement overall is good although too few pupils are recognised by their teachers to be attaining the higher level by the age of 7. This is an area that the school realises needs to be addressed.
81. By the time they are 7, the pupils show a secure understanding of forces including, pushing and pulling and floating and sinking. They predict what might happen in the context of an investigation and record their ideas accurately on a graph, chart or table. Higher attaining pupils use their developing numeracy skills for example, using a tally chart to collect data, whilst lower attaining pupils are provided with a chart to collect their information. In the context of work on sound, pupils realise that sounds become fainter as they move away from the sound source and that sound is heard when it reaches the ear. They begin to investigate the effect of sound travelling through different materials but this activity is not as successful as it could be as the objective of the lesson is not clearly defined. Consequently pupils lose the focus of the investigation and learning is impeded. By the age of 11 pupils have developed appropriately their investigative skills in the context of work on gases, liquids and solids. They know how to make a bulb brighter and have a good knowledge of correct scientific vocabulary, which they use confidently and accurately.
82. The overall quality of teaching is satisfactory. The teachers have a secure understanding and knowledge of the requirements of the National Curriculum and place good emphasis on the use of appropriate scientific vocabulary to extend pupils' learning. The best teaching involved the pupils investigating, making predictions and designing simple experiments. This was apparent in a good lesson for Years 3 and 4 pupils to set up an investigation to explore 'what do seeds need to grow into healthy plants?' Pupils enjoyed discussing what was necessary for a fair test. The majority of pupils by the end of the lesson knew that water, light, soil and warmth were necessary for healthy plant growth and had set up the test necessary to prove their thinking was correct. In Years 4, 5 and 6 pupils benefit from the teacher's secure subject knowledge and her emphasis upon the use of practical resources. This emphasis encouraged the pupils to develop their observation skills and to understand the functions of the main parts of the plant. However, the session was overlong and by the end of the lesson a minority of pupils had lost concentration and interest in the activity. In Years 1

and 2 again pupils enjoy the practical side of the subject and work well together in groups to investigate how sound travels through different materials. However, the activity was too open ended and although the pupils learn that some materials are more effective than others in masking the sound a tighter structure to the lesson and to the recording sheet would have made this lesson more effective. Limited evidence was available regarding the use of information and communication technology to extend or deepen pupils' knowledge of scientific areas. However, there is evidence of pupils using their developing literacy and numeracy skills satisfactorily in this subject. Written marking although satisfactory does not effectively inform pupils of strengths and areas for improvement. Homework is used well to extend pupils' learning in class and pupils identified as gifted and talented in science have the opportunity to attend the local high school once a week to extend their learning in science.

83. Leadership and management of the subject are good. The subject co-ordinator is knowledgeable and has a good understanding of the strengths and areas for improvement within the subject. There is a satisfactory policy and programme of work in place to ensure that learning is continuous throughout the school. Monitoring and evaluating procedures are satisfactory. The subject co-ordinator monitors half-termly planning and gives advice about which resources to use. The co-ordinator has checked upon the way science is taught throughout the school and has scrutinised pupils' work. A good audit of breadth of study in the context of experimental and investigative science has taken place. Assessment and record keeping procedures are satisfactory. However the fact that few pupils are assessed as attaining the higher levels at the age of 7 is an issue that the school knows needs to be addressed. Resources are satisfactory and are used appropriately by all adults. The school effectively uses outside resources including visits to enhance the science curriculum. For example, a visit to the local power station enhanced work on electricity and a parent who worked for 'British Oxygen' is coming into school to talk to the pupils about different gases. There has been satisfactory improvement since the last inspection and all statutory requirements are met.

## **ART AND DESIGN**

84. Due to the school planning cycle no art and design lessons were seen and therefore it is not possible to make an overall judgement on attainment, achievement or the quality of teaching and learning. However the quality of the work on display is striking as you walk through the school. This shows that the school has maintained the standards in some aspects of the subject which were noted at the time of the previous inspection despite less time now being devoted to the subject. Pupils are provided with a suitable range of activities to work in two and three dimensions, and pupils say they enjoy their experiences in this subject.
85. The good range of resources enables pupils to use different materials, such as crayons, pens, paint, chalk, pastels, and to investigate their different qualities. When learning to weave younger pupils have used natural materials, such as straw, twigs and wool. The pupils have then progressed to attempt binca work. The display of the pupils' attempts at weaving is of a high standard and shows attention to detail. Pupils in the younger class mix paint effectively to produce different colour tones as is seen in their water colour self portraits. Some pupils are able to observe closely the fine detail of objects such as fruits and teddy bears and increase their skills of observational drawings as a result of clear guidance with regards to what they are observing. The pupils have been well supported by the teaching assistants who have strengths in art and design.
86. In the older class pupils appropriately build upon their previous knowledge and use a range of materials, including computers, to consolidate their learning. Good use is made of the local

art centre where residential artists have worked alongside the pupils to enable them to paint watercolour pictures of a very high quality. The display in the entrance hall of silk prints is another example of the quality work that has been produced by the pupils at the art centre. Art information books on display in the classroom for research purposes develop pupils' interest in art and design appropriately.

87. Although the subject enables pupils to experience a range of materials and techniques there was no evidence of art from other cultures. Opportunities for teaching the pupils about the richness of our multicultural society, through the medium of art, have been missed.
88. Resources are good and there are signs that information communication technology (ICT) is being used to develop pupils' skills. However, there is limited evidence systematic planned use of ICT in this subject. The art centre and the teaching assistants have proved to be useful resources in teaching and supporting the pupils. It is apparent that there are opportunities for the pupils to observe objects for prolonged periods before drawing and this has helped them to think about imagery and transfer this knowledge to their writing.
89. Planning in art is satisfactory and there is a helpful policy in place to support teaching and learning. The new nationally produced guidance has recently been implemented to ensure that learning is continuous throughout the school. However, its effectiveness in supporting the curriculum is yet to be determined. The subject is appropriately led and managed by the subject co-ordinator. Improvement since the last inspection is satisfactory.

## **DESIGN AND TECHNOLOGY**

90. Due to the school planning cycle it was not possible to observe a design and technology lesson. Judgements are based on evidence of teachers planning, scrutiny of work completed by the pupils and discussions with pupils. From the limited evidence available it is clear however, that standards match that expected for the age of the pupils which is similar to judgements made on the previous report. The achievement of pupils is satisfactory.
91. The pupils who are 7 years of age have planned how to make a pizza. Their planning documentation showed the process required to make the pizza, the ingredients necessary and what the pizza should look like upon completion. Pupils had obviously thought carefully about the finished product. At present they are about to undertake a topic on wheels and movement. The older pupils have looked at pulleys, levers and linkages. The work has been planned appropriately in the pupils' books and they have completed the task successfully by making models that moved. These models were neatly arranged on a display board and were of a good quality. The older pupils had supported some of the younger pupils in making these models, which effectively developed their social skills. Pupils had also brought in a variety of models from home to show how camshafts worked. Through careful observation and planning they then made models using their own camshafts. Pupils are now in the planning stages of making pop-up books considering carefully how to overcome difficulties. They are experimenting with a number of designs prior to completing the task. Pupils have worked with a variety of materials and components and evaluate their work. These experiences show that the school gives satisfactory attention to the way that the curriculum should be followed. There is appropriate attention to each of the phases of planning, designing, making and evaluating resulting in all pupils, including those with special educational needs, making satisfactory progress in the development of design and technology skills. The subject is appropriately led and managed and there are satisfactory resources available to support the curriculum. The design and technology curriculum has a useful policy statement but as yet information communication technology is not systematically planned into the subject. Improvement since the last inspection is satisfactory.

## **GEOGRAPHY**

92. There was insufficient evidence available to make a secure judgement on attainment, pupils' achievement or the quality of teaching and learning in geography. However the long-term plan or the curriculum map indicates that all pupils experience a satisfactory curriculum, which is based on nationally produced guidelines for the subject. This satisfactorily ensures that learning is continuous throughout the school. Subject leadership and management are satisfactory. The subject co-ordinator checks teachers' planning but there has been no direct monitoring and evaluating of teaching and learning. Assessment and record-keeping are satisfactory with pupils' progress monitored through the use of simple 'can do' statements. Written marking although satisfactory does not inform the pupils of why their work is good or of how they might improve. Resources have improved since the previous inspection with more atlases available for pupils' use. The outside environment is used productively with local people coming into the school to talk to the pupils and pupils visiting different places such as the local fire station, the Environment Centre at West Burton and the Adventure Centre at Ross on Wye. Information and communication technology is also used satisfactorily as a tool to promote learning in this subject. There has been satisfactory improvement since the previous inspection.

## **HISTORY**

93. No history lessons were observed during the inspection and few examples of recent work were available. There is, therefore, insufficient evidence to make a judgement on attainment, achievement or on the quality of teaching and learning.

94. Evidence from the teachers' planning, displays and a scrutiny of photographic evidence indicates that pupils experience an appropriate range of work in history. Subject leadership and management are satisfactory. There is a policy in place and teachers use nationally produced guidelines to ensure that learning is continuous throughout the school. Monitoring takes place through the scrutiny of teachers' planning. However there is no direct monitoring of teaching. Assessment procedures are satisfactory and pupils' progress is monitored by the use of 'can do' statements. The quality of written marking is satisfactory but it does not clearly inform the pupils of why their work is good or of how they might improve. Resources are satisfactory with pupils' learning enhanced by visits to places of interest such as local museums. There is satisfactory evidence of the pupils' use of literacy and numeracy skills in this subject. For example in the context of their work about World War 2 pupils' write a diary effectively describing their feelings during the war. Although there is evidence of use of information communication technology, the school does not systematically plan for pupils to use these skills. There has been satisfactory improvement since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

95. During the inspection there was no direct teaching of information and communication technology (ICT) observed, there were also very few opportunities planned for pupils to use the computers. Evidence of the standards is taken from work on display and in the pupils' books. The standards attained by most pupils in ICT match standards expected nationally by the age of 7 and when pupils leave school at the age of 11. Pupils' achievement throughout the school is satisfactory. This shows that standards have been maintained since the last inspection.

96. From the time they start school pupils learn how to operate computers. They learn to access programs, use the 'mouse' and keyboard accurately and acquire a range of basic

technological skills. In Years 1 and 2 pupils know the basic commands required to design pictures using the 'paint' program. Many use the keyboard suitably, including the 'delete' and 'capitals' keys when entering text in their literacy work. Tape recorders are used at selected times to improve pupils' speaking and listening skills and enhance their enjoyment of literature. By the age of 7, most pupils attain the expected standards.

97. Older pupils, including those with special educational needs, make satisfactory gains in their learning and are beginning to use technology in other areas of the curriculum although there is no systematic planning for this. They are aware of the importance of ICT in their lives when accessing the Internet and when searching for information about particular topics e.g. looking at theatres and the life of William Shakespeare. Year 6 pupils use a computer program to undertake a 'multi-media' presentation.
98. Pupils are enthusiastic users of the computers and enjoy the opportunities available for them to use this technology. Older pupils, thanks to the extra computers supplied by local industry, are able to continue work started in school at home.
99. No direct teaching was seen during the inspection but it is apparent through discussion that the staff has gained a great deal in confidence since the previous inspection. They are aware that they still require further training and this is likely to happen in the near future, when funding is available. There is a 'can do' assessment sheet for teachers to complete about pupils' progress, however there is a need to introduce more detailed and formal assessment to measure and monitor progress, particularly of the older pupils.
100. Despite the increased number of computer stations in school there are still computers that are very old and have limited use. Only two computer are linked to the Internet limiting the number of pupils that are able to have access. Subject leadership and management are satisfactory. There is a useful policy document but, as yet, planning for the use of ICT across the curriculum is not firmly established. The co-ordinator is aware of this and of the limitations of the older computers.

## MUSIC

101. Pupils enjoy music and the subject provides good support in many areas of the curriculum particularly religious education. Standards in music throughout the school are good which reflects the position in the previous inspection. A part-time teacher is employed to support the music curriculum as well as teaching literacy and numeracy to the pupils in the 7 to 11 age range. This teacher is a great asset and ensures good learning and achievement in the subject.
102. Pupils throughout the school sing tunefully in assemblies and at other times when they are taught a range of songs. They sing with good diction so that the listener can hear all the words clearly. They enjoy joining in with appropriate actions and percussion as was demonstrated in the music lesson with the older pupils when every pupil played an instrument. In this lesson the pupils developed an awareness of dynamic variation as they were introduced to the Italian musical terms associated with this element.
103. By the age of 11, all pupils are familiar with musical notation and recognise, name and read minim, crotchet and quaver, responding accordingly to the duration of each note. Pupils with special educational needs are suitably involved at their own levels of ability and achieve well with other pupils in their musical appreciation and learning.

104. The quality of teaching is good with evidence of very good teaching of the older pupils. Lessons are very well planned with clearly identified learning objectives. The lessons are delivered at a brisk pace with confidence, commitment and high expectations of all pupils. The pupils have positive attitudes and behaviour in music lessons. Lessons include a variety of singing, composition and listening. Good use is made of teacher assessment to identify and correct mistakes and to monitor the progress made by all pupils. Pupils are actively involved in expressing how well they thought they had met the learning intentions of the lesson.
105. Pupils are given opportunities to sing at various venues such as the local hospice and at the home of senior citizens. They take part in competitions at Retford where pupils compose and perform their own music. The pupils have been very successful in these competitions having held winning places. The younger pupils have attended music workshops in Nottingham and join in the small schools singing festival. There are also opportunities to learn how to play the recorder and a music specialist visits school to teach string instruments.
106. The quality of musical provision is a strength of the school. Music also plays an important part in the religious education curriculum. Pupils listen carefully to music when entering the hall for assemblies and enjoy singing a large repertoire of hymns as a whole school. The curriculum meets the statutory requirements of the National Curriculum and improvement since the last inspection is good. Planning is good and there is a very useful policy in place and assessment procedures are effective. Many improvements have been made to the resources since the last inspection. These quality tuned and percussion instruments are neatly stored and well maintained. Subject leadership and management are good. The subject co-ordinator has a very good understanding of what is required to ensure that the pupils have a balanced musical diet. She is a very good teacher who shares her enthusiasm for the subject with all pupils. As yet the use of information and communication technology is not planned to be used systematically in this subject.

## **PHYSICAL EDUCATION**

107. During the inspection it was not possible to make judgements on attainment or the quality of teaching and learning as no lessons were observed. The concerns highlighted in the previous inspection regarding limited space for gymnastic and dance activities have been rectified as the pupils now use the nearby village hall. There are a number of sports coaches who visit school and support the games curriculum. Tennis and cricket coaches are available during the summer term. The school has a football team and enters a team in the local school league. All the pupils go to a local swimming pool on a regular basis. They can all swim at least 25 metres before they leave for secondary school. The pupils state that they enjoy these swimming sessions and the more proficient swimmers represent the school in the swimming gala. Teachers' planning follows new nationally produced guidelines and there is a useful policy to ensure that all areas of the physical education curriculum are sufficiently covered. Subject leadership and management are satisfactory. Resources in terms of small and large apparatus is good and have improved recently mainly through equipment received through the 'Tops Award' Scheme. There has been good improvement since the last inspection.

## **RELIGIOUS EDUCATION**

108. From the two lessons observed during the inspection, an analysis of pupil's work, discussions with pupils and looking at teachers planning, attainment throughout the school is above those expected by the locally agreed syllabus. This is similar to the findings of the previous inspection report. Pupils, including those with special educational needs, make good progress in gaining knowledge of Christianity, and one other major world religion, and in the

development of their reflective and empathetic skills. Their achievement in this subject is good.

109. Much of the work in the youngest class is conducted orally and through hearing stories. Pupils explore stories from the Bible and discuss the actions and feelings of people they hear about. They enjoy stories from the New Testament such as the 'Widow's mite' and empathise with losing something. These stories are well read by the class teacher who uses her voice very well to make the stories interesting. Pupils explain what a parable is and accurately retell stories about David and Goliath, Ruth and Daniel. The older pupils have studied aspects of Judaism, written their own prayers and interviewed members of the clergy. These pupils are knowledgeable about the lives of the disciples and the reasons why Jesus had chosen them. There has been an emphasis to invite people in to talk to the pupils and also to arrange trips to visit places of religious interest such as the mosque in Doncaster, a pilgrimage around the Minster in Southwell and a visit to Lincoln Cathedral.
110. The quality of teaching is good. Teachers effectively promote pupils' positive attitudes to religious education, and the pupils begin to see its relevance in peoples' lives and learn to respect others' points of view. Many opportunities are provided for pupils to reflect on religious ideas and teachings and to relate them to their own experiences, so aiding their understanding. As a result of well planned lessons, pupils, including those with special educational needs, make good progress in religious education. First hand experience is often used to promote pupils' interest and greater understanding. Religious education features prominently in the music curriculum where stories from the Bible and Christian beliefs are amplified in song. Here the teaching is very good.
111. The subject is well led and managed by a subject co-ordinator who has worked hard to provide good resources. Her subject knowledge is an asset to the school. The planning for religious education meets the requirements of the locally agreed syllabus and improvement since the last inspection is satisfactory. Lessons contribute significantly to pupils' spiritual, moral and cultural development. Pupils' literacy skills are effectively promoted through the written work that the pupils have produced in this subject. Information communication technology is however not planned systematically to support the subject. There are no formal assessment procedures for religious education other than 'can do' statements which are useful for writing end of year reports. The quality of written marking is satisfactory but it does not clearly inform the pupils of why their work is good or of how they might improve. At present only one other major world religion is covered which may hinder developing a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.