

# INSPECTION REPORT

**Henry Prince C of E First School**

Ashbourne

LEA area: Staffordshire

Unique reference number: 124263

Headteacher: Mrs M Beale

Reporting inspector: Ms Vreta Bagilhole  
17517

Dates of inspection: 31 January – 3 February 2000

Inspection number: 195904

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Controlled
Age range of pupils:	4-9
Gender of pupils:	Mixed
School address:	Main Road Mayfield Ashbourne Derbyshire
Postcode:	DE6 2LE
Telephone number:	01335 342613
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Flint
Date of previous inspection:	27 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Ms Vreta Bagilhole      Registered inspector	mathematics information technology history geography religious education special educational needs equal opportunities	The school's results and achievements  How well is the school led and managed?
Mr Graeme Norval      Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? Partnership with parents
Mrs Marion Wallace      Team inspector	English science art design and technology music physical education under fives	How well are the pupils taught?  Curricular and other opportunities.

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

### **INFORMATION ABOUT THE SCHOOL**

Henry Prince school takes pupils aged from 4-9 years. The number on roll is 62. It is situated in Staffordshire, two miles from the town of Ashbourne in Derbyshire. The school is much smaller than other primary schools. Approximately half the pupils who attend the school live in local authority housing and half in private housing. Overall, the attainment of the pupils on entry to the school is average. All of the pupils are from a white ethnic origin. There are four children who have special educational needs, none of whom have a Statement of Special Educational Need. Five per cent of pupils are entitled to free school meals, which is below average when compared to national figures. The average class size is 21.

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

This is a good school, which provides an effective environment for pupils to learn and make progress. Pupils receive a stimulating start to their education. Overall, teaching and learning in the school are good. The partnership with parents is a significant strength. The school is well led and efficiently run. The ethos is very good. The school provides good value for money.

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

- Standards are above average in English and mathematics by the end of KS 1. Standards in English are well above average by the end of Year 4;
- The school has maintained strong leadership throughout a prolonged period of staff absence;
- Provision and teaching for children under five is very good;
- Pupils at both key stages and children under five behave very well and there are very good relationships;
- The school cultivates pupils' personal development very well;
- The school benefits from a very effective partnership with parents.

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

- The stability of teaching staff at Key Stage 1;
- Standards in mental arithmetic;
- Time spent in lessons in information technology;
- Greater depth and quality in the study of world religions.

*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 last inspected in January 1997 and it has made satisfactory improvement since then. Standards have improved in English, mathematics and science. Assessment systems have been refined and improved and so has the curriculum and teaching in information technology and design technology. A key issue in the previous report was the monitoring of teaching and learning. This now takes place through the scrutiny and evaluation of teachers' planning and pupils' work. However, there has been a delay in monitoring the quality of teaching and learning in the classroom because of budget constraints and lack of stability in staffing. The school is in a satisfactory position to make further improvement.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	C	A	A
Writing	A*	C	B	A
Mathematics	A	C	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In 1999, the results of tests at the end of Key Stage 1 placed the attainment of pupils in reading and mathematics at well above average in comparison to national figures and those of similar schools. Attainment in writing was above average. However, the low cohort size of twelve reduces the reliability of data. Inspection evidence finds that attainment this year in reading, writing and mathematics, in the cohort of seven, is above average and not well above. The school is much smaller than other schools of the same type. Due to the small size of cohorts taking the tests and the significant variation in the number of pupils in each year group, it is not possible to predict trends in attainment accurately. Standards are good, but pupils' learning has been affected by the instability in staffing at Key Stage 1.

Children under the age of five surpass the expected Desirable Learning Outcomes by the time they start Year 1. By the time they leave the school at the age of nine, pupils' attainment is well above average in English and science and above average in mathematics. Pupils' attainment in all other subjects meets the levels set by the National Curriculum and the local agreed syllabus for religious education. There are strengths in history and physical education at Key Stage 2. There are also weaknesses. In art at both key stages, pupils' work does not show sufficient development in learning and attainment from the high standard of work seen in the reception class. In religious education at Key Stage 1, there is insufficient depth in the pupils' knowledge of world religions. In information technology, pupils' progress is not as good as it could be because of insufficient time spent on computers.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: Pupils are interested and involved with lessons and keen to work.
Behaviour, in and out of classrooms	Very good: Behaviour and relationships are very good and pupils are responsible and trustworthy
Personal development and relationships	Very good: Older pupils are particularly considerate of the younger children.
Attendance	Very good. It exceeds the national average by a significant amount.

The good teaching and relationships in the school have a positive impact on pupils' attitudes, behaviour and personal development. Attendance has improved since the previous report. Children under five and pupils with special educational needs are well integrated into the life of the school. Pupils' enthusiastic attitude to their work and to the school reflect the determination of the staff and governing body to provide a stimulating learning environment.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Very good	Satisfactory	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.*

Teaching for children under five is consistently very good and occasionally excellent. It is satisfactory at Key Stage 1 and good at Key Stage 2. The teaching of literacy and numeracy reflects the same picture. Throughout the school good planning identifies clear learning objectives for all pupils. Teachers guide pupils to engage in interesting activities designed to consolidate and extend pupils' knowledge, skills and understanding related to lesson objectives. Good teaching is provided for pupils with special educational needs. Throughout the school good planning identifies clear learning objectives for all pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: The quality and range of opportunities for learning provided by the school is very good for children under five, satisfactory at Key Stage 1 and good at Key Stage 2.
Provision for pupils with special educational needs	Good
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for pupils' spiritual, moral and social development is very good and the provision for cultural development is satisfactory.
How well the school cares for its pupils	Good: The pupils' academic performance and welfare are well monitored and supported.

Overall, the curriculum offers good opportunities for the pupils to learn and make progress. There are very good links with the community and local schools. The games club, held after school, makes a good contribution to pupils' personal and academic development. The school makes good provision for pupils with special educational needs. Pupils understand the difference between right and wrong and respect the values and beliefs of others. Good attention is paid to the health and safety of the pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: The headteacher and governing body lead the school well and are strongly supported by parents.
How well the governors fulfil their responsibilities	Good:
The school's evaluation of its performance	Good
The strategic use of resources	Good

The school's aims and values are reflected in its work and of particular note is the involvement of the local community in the school, which has a good impact on the quality of education. The issues raised in the last report have been satisfactorily addressed. The governing body fulfils its statutory responsibilities and effectively monitors the school's performance. In the last eighteen months the school has had to maintain a stable staffing situation in Key Stage 1. This has not been easy because of a long-term staff absence and a lack of continuity for the class. Coupled with this has been a fall in the numbers of pupils on roll, which is also presenting significant challenge to the leadership. The school is efficiently run and the principles of best value are applied. However, the governing body is not sufficiently involved in monitoring and evaluating teaching and the curriculum. Staffing, accommodation and learning resources are adequate to support the demands of the curriculum.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• their children like school;</li> <li>• the teaching is good;</li> <li>• the school is well led;</li> <li>• behaviour is good;</li> <li>• their children work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• information on how their child is getting on;</li> <li>• closer links between parents and the school.</li> </ul>

The inspection team agrees with the positive views of parents. The school has worked very hard to establish a good partnership with parents. A very significant majority of parents at the pre-inspection meeting, and those answering the parents' questionnaire, are highly satisfied. Evidence from the inspection supports their view. A small percentage of parents expressed concern about the links with parents and the information available about their child's progress. Their view is not supported by inspection evidence.

## **PART B: COMMENTARY**

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

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

1. In 1999, the results of tests at the end of Key Stage 1 placed the attainment of pupils in reading and mathematics at well above average in comparison to national figures and those of similar schools. Attainment in writing was above average. However, the low cohort size of twelve reduces the reliability of data. Inspection evidence finds that attainment this year in reading, writing and mathematics, in the cohort of seven, is above average and not well above. Standards are good, but pupils' learning has been affected by the instability in staffing at Key Stage 1. The school is much smaller than other schools of the same type. The school maintains its performance well and standards are better than in the previous inspection. Due to the small size of cohorts taking the tests and the significant variation in the number of pupils in each year group, it is not possible to predict trends in attainment accurately.
2. Children in the foundation stage do better than the expected Desirable Learning Outcomes by the time they start Year 1. Personal and social development is very good and children make very good progress in this aspect of their development. By the time they are five, children talk confidently and clearly and they listen to others. They write simple sentences that convey meaning and they explain correctly the meaning of their work. In mathematics, they are very secure in ordering and writing numbers up to ten. They develop good observational and investigative skills. Children's artwork shows highly developed awareness of colour, shape and form. They make good progress in their physical development.
3. By the time they leave the school at the age of nine, pupils' attainment is well above average in English and science and above average in mathematics. Standards in literacy and the written aspects of numeracy are good, but in Years 1- 4, pupils' skills of mental calculation are not good enough. Pupils with special educational needs make good progress and those who are gifted and talented make satisfactory progress. Standards are consistent across subjects. There are no significant differences in the standards achieved by pupils of different gender. The school development plan has identified that improvement is needed in the standards achieved by boys in mathematics and the school has set appropriate targets.
4. In English, by the end of Key Stage 1 and by the time they leave the school, pupils achieve very good standards in speaking and listening. Throughout the school, pupils listen very well to their teacher and other adult helpers. Standards in drama are good. A significant strength in speaking throughout the school is pupils' ability to perform very well at public speaking functions. By the end of Key Stage 1, standards in reading and writing are above average. Pupils read accurately and discuss information in the text. They have a very good knowledge of the content of books. Pupils write using a range of different styles including prayers, lists and poems. Higher attaining pupils in Year 2 write independently and communicate their story effectively. Handwriting is well developed and spelling and punctuation are good. Standards of reading and writing in Year 4 are well above average. Higher attaining pupils read with confidence and accuracy from a range of different texts. Pupils with special educational needs benefit from the additional literacy support and develop confidence and knowledge in all aspects of English.
5. In mathematics, by the end of Key Stage 1, the pupils have a good understanding of number, shape and space, measuring and data handling. In Years 3 and 4, pupils make good progress in most attainment targets. They do addition and subtraction with three digits and work out multiplication and division. Their skills in data handling are well developed. However, they are

slow to work out mental arithmetic questions. Many still find problems with subtracting fifty-five pence from one pound. Teachers have a good knowledge of the programmes of study and plan a series of lessons, which consistently build up pupils' skills. There is an effective programme for numeracy across the school.

6. In science, by the end of Key Stage 1, pupils have satisfactory knowledge and understanding of the physical process of forces and can identify pulling and pushing actions. They predict whether objects can be made to move slower, faster and change direction. Pupils have satisfactory knowledge of life processes and living things, materials and their properties. Investigative and experimental work is satisfactory. By the time pupils leave the school, they have a good understanding of changing materials and substances. They have a very good understanding of the importance of healthy eating. All pupils recognise and understand the importance of a fair test.
7. Pupils' attainment in all other subjects meets the levels set by the National Curriculum and the local agreed syllabus for religious education. There are strengths at Key Stage 2. In history, pupils have a detailed knowledge of the topics they are studying and research information well. In physical education pupils' ability to plan, perform and evaluate their work is very well developed.
8. There are weaknesses. In art at both key stages, pupils' work does not show a progression in learning and attainment from the high standard of work seen in the reception class. In religious education there is insufficient depth in the pupils' knowledge of world religions at Key Stage 1. In information technology pupils' progress is not as good as it could be because of insufficient time spent on the computer.

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

9. Pupils' attitudes, behaviour and personal development remain a strength of the school, as noted in the previous report. Attendance has improved since the previous inspection, and is well above the national average. Children under five and pupils with special educational needs are well integrated into the life of the school.
10. Pupils' enthusiastic attitude to their work and to the school reflect the determination of the staff and governing body to provide a stimulating learning environment. Pupils have very good relationships with adults and each other that encourage learning and personal development. They are attentive and concentrate on the tasks set. Where there is good teaching, pupils are keen to achieve their best, as in the reception class during the literacy hour.
11. There are no exclusions, which is an improvement since the last inspection. This reflects the very good standards of behaviour seen throughout the inspection. There is a positive behaviour code and pupils have taken part in drawing up classroom rules based on this code. In the very high response to the parent questionnaire, ninety-eight per cent of parents felt that the school had a significant influence on their children's increasing maturity and good behaviour.
12. Pupils relate to each other very well. They share the playground with consideration for each other, and older pupils are particularly considerate of younger. During a reception year assembly, Year 2 pupils entered the classroom with excellent manners and with reverence for the occasion. They joined in the hymn singing spontaneously.
13. As pupils progress through school they are given opportunities to display responsibility and trustworthiness. They handle the school's resources and property with consideration. The after-school club has a range of expensive learning toys which pupils are trusted to take home. They are expected to care for them and return them promptly after the loan period. There are very few

defaulters and pupils are proud of this record.

14. Attendance is close to ninety-seven per cent with no unauthorised absence. Many pupils arrive by bus from outlying villages, and the punctuality of all, together with the high attendance, are significant in supporting learning and progress. Every parent responding to the questionnaire agreed that their children liked coming to school; sixty-seven per cent strongly agreed.

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

15. The quality of teaching and pupils' learning is good overall. It is very good in reception, satisfactory at Key Stage 1 and good at Key Stage 2. The teaching of literacy and numeracy reflects the same picture.
16. Since the last inspection the quality of teaching has remained the same overall. However, in reception, teaching has improved from good to very good. Teaching at Key Stage 2 has remained the same and Key Stage 1 has weakened from good to satisfactory. This is a reflection of the current staffing problem at Key Stage 1. Throughout the school, good planning identifies clear learning objectives for all pupils. Teachers guide pupils to engage in interesting activities designed to reinforce, consolidate and extend pupils' knowledge, skills and understanding related to lesson objectives.
17. Good teaching is provided for pupils identified on the special needs register. Pupils with special educational needs are taught within the classroom alongside other pupils and receive classroom support appropriately. The quality of this support is good. Pupils also receive additional support in literacy and numeracy. This support helps pupils develop confidence and extend their knowledge well. Support staff liaise closely with the class teacher.
18. Teaching for children under five is consistently very good and occasionally excellent. High levels of motivation and enjoyment were observed in all lessons in reception. The teacher has a very good knowledge and understanding of how young children learn. She skilfully lays the foundation for scientific investigation and provides high levels of challenge. Children are introduced to the idea of a fair test as the teacher asks them to consider whether it would be fair to tip a spoonful of water onto some materials and a bucketful onto others. Such problem solving encouraged all children to exclaim that the test would not be fair. The children's high levels of interest and enthusiasm are a result of the teacher's enthusiasm and the exciting activities that the children are eager to do. The brisk pace and appropriate level of work contributes to the excitement generated during the mental mathematics session. Children enjoy the challenge of competitive work that is pitched at an appropriate level to challenge the younger and the older children. Excellent teaching was observed in helping children to understand that machines can be controlled to move forwards, backwards and to turn around. The excellent teaching points enable children to estimate how many numbers are needed to move a programmable toy in a pre-determined distance. Children are totally engrossed in the lesson. The teacher is enthusiastic and the children respond to the learning activities with enthusiasm.
19. Teaching in Key Stage 1 is satisfactory. Lessons are appropriately planned and there is some good use of questioning. During the inspection the Key Stage 1 class had three different teachers. Whilst the teaching is satisfactory, the pupils' work reflects the constant change of staffing. Although planning was available for supply teachers covering the long term absence of the Key Stage 1 class teacher, valuable teaching time was lost re-capping on what had been done in previous lessons. In science and design and technology, the subjects are taught at the same time. The pace of these sessions slows down and the learning experienced is not as effective as it could be as the teacher manages two-year groups, differing abilities and two subject areas. Whole

group activities often take too long and pupils sit inactive for long periods of time. Observation of general body language of the whole group suggests pupils' levels of attention are not as sharp after long periods of time sitting inactive. Time is wasted organising the transitions between different activities. For example, the science activities took too long to organise. Pupils remain on the same task without any sense of challenge in terms of time or attainment.

20. Teaching at Key Stage 2 is good and occasionally very good. The headteacher and a part-time teacher share the class teaching. This works very well. Lesson objectives are shared with pupils and reinforcement of previous work to check understanding and knowledge is thorough. Pupils are challenged well and, in literacy, this enables them to identify figurative language, superlatives, prefixes and suffixes in the narrative text. Good organisation and methods enable pupils to work independently and sustain their interest and enthusiasm. The teacher is constantly challenging pupils in the amount of work produced, the level of their curiosity, observation, skills, knowledge and understanding. This challenge was evident in the science lesson and helped pupils to understand that applying heat causes molecules to move faster and result in a solid turning into a liquid and then into a gas. There is good management and organisation between activities and time is used well. Assessment folders are good and provide a useful record of pupils' progress and attainment. Adult helpers are very well deployed in all lessons to assist with activities and extend questioning.

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

21. The quality and range of opportunities for learning provided by the school is very good for children under five, satisfactory at Key Stage 1 and good at Key Stage 2. The curriculum is broad and meets statutory requirements. The school has effectively introduced the National Literacy and Numeracy Strategies. This is having a positive impact on learning in English and mathematics. The school has good provision for English, mathematics and science and satisfactory provision for other aspects of the curriculum. The depth of the curriculum is not sufficient in religious education. Since the last inspection, assessment systems have been refined and improved and so has the curriculum and teaching in information technology and design and technology.
22. The provision for personal, social and health education including sex education and attention to drug misuse is covered within curriculum subjects such as science and religious education. There are very good links with the community and local schools. Every week a group of local residents have lunch at the school and have talked to pupils about their lives. The school makes good provision for pupils with special educational needs and meets the requirements of the Code of Practice. Pupils placed on the school's register of special educational needs have appropriately planned individual education plans. The individual education plans are prepared by the class teacher, discussed with parents and monitored by the headteacher. The plans are thorough and identify areas of concern, short term targets, support and the outcome and progress.
23. The games club is held after school for all pupils and is organised and managed by a teacher and parents. This provides pupils with the opportunity to play a variety of games that extend their knowledge of numeracy and literacy. The club is attended well by boys and girls. It makes a good contribution to pupils' personal development. Pupils develop independence and take responsibility for returning the games each week. They are encouraged to take care of the games and to share with others. Music tuition for pupils who want to play the violin and clarinet is available and this makes a good contribution to extending curriculum work.
24. The school cultivates personal development very well and relationships between pupils are

noteworthy. The provision for spiritual development is very good. In lessons, pupils' work is appreciated, shared and valued. In the Year 3 and 4 class, pupils' gymnastic sequences are observed and positive aspects for improvement are identified. Younger children read sentences they have written. The whole class appreciates these. All pupils reflect on their own and others' work at the end of lessons. The joy of learning is very strong throughout the reception class. The children show obvious delight at discovering using a programmable toy and the wonder shown identifying how different materials absorb water in science. In physical education, the Year 4 and 3 pupils are fully challenged and work extremely hard to improve their sequences including balances, jumps and slides. The strong family ethos and sense of belonging is evident in the assembly time. Prayers and hymns are sung with reverence and expression.

25. The provision for pupils' moral development is very good. Pupils develop a strong sense of right and wrong and behaviour throughout the school is very good. Pupils are polite and considerate to visitors. The school's code of conduct rules and sanctions are clearly visible and provide pupils and staff with clear guidelines for expectations of behaviour.
26. The provision for pupils' social development is very good. Good relationships throughout the school have a positive impact on social development. Pupils respect each other and behave in a positive manner. They are encouraged to develop a sense of responsibility and independence. The older pupils are responsible for care and distribution of the lunchtime play equipment and they do a very responsible job. The excellent provision for lunchtime play makes a positive impact on pupils developing a sense of responsibility looking after equipment. It provides opportunities for younger pupils to play with older pupils such as the large group skipping activity. Pupils develop a sense of responsibility for their own learning when they identify their own targets for improvement. It was noticeable during the inspection how supportive pupils were to each other. Higher attaining pupils would help the lower attaining pupils to read difficult words. Pupils helped each other in a supportive and positive way and this ethos was evident throughout the school. Older pupils are involved in jobs around the school, such as preparing the hall for assembly. All pupils were responsible with the hymn books, observing the number and locating the hymn
27. The provision for pupils' cultural development is satisfactory. Links with the local community are very good. The school visit the local church once a month. End of term services and celebrations are held at the local church and the local clergy visit the school regularly. The senior citizens of the village visit the school weekly for a lunch and some of them visit lessons to talk about life when they attended the school. The traditional well dressing ceremony involves pupils, parents, teachers and local citizens. Pupils are involved in designing and dressing the wells and this extends the design technology and creative aspects of the curriculum. The school visits local theatres and museums. They join in with local village events such as the local fun run to raise money for charity. The school is also involved in raising money for national and international charities such as Children in Need, Barnados and Red Nose Day. The school holds a games club each week after school. This has a positive impact on encouraging pupils to share toys and games, be responsible for returning and looking after them. Pupils benefit from activities such as an Anglo-Saxon and Tutod day and geography and science trips. During the inspection, there was insufficient evidence in the library and displays around the school of the richness of other cultures.

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

28. The health, care and happiness of pupils are high priorities for all staff. Pupils and children under five are known well as individuals. Formal, effective procedures for child protection and for the treatment and reporting of any injuries have been established. The governing body is

closely involved with all health and safety matters. The vice chair of governors oversees health and safety and has recently carried out a detailed risk assessment. The dangerously slippery playground surface, which was commented upon in the last report, has not yet been resurfaced. The school takes great care to minimise the risk to pupils. There is evidence in the school's correspondence that significant pressure is being brought to bear to overcome this unsatisfactory situation.

29. Parents and pupils respond well to the school's efforts to maintain the high attendance and standards of behaviour. Although attendance is very high, the school monitors all absence and follows it up rigorously. The education welfare officer is consulted regularly.
30. Procedures for monitoring pupils' academic and personal development are good. The support given to personal development is very effective.
31. Staff make satisfactory use of information from statutory assessment procedures. Teachers use assessment to plan appropriate work for pupils in the reception class, including activities suitable for pupils and children under five of differing attainment. There is support available for pupils who are having difficulty with aspects of reading and writing.
32. Assessment procedures have improved satisfactorily since the criticisms in the last inspection. There is some written assessment and significant ongoing assessment, appropriate to a small school. Assessment is used well to inform short term planning. A good example was noted where supply teaching staff left notes for each other explaining where consolidation was required during the following day.
33. Despite this action, the prolonged absence of one teacher has affected the learning and progress of pupils in the mixed Year 1-2 class. These pupils have had at least four 'regular' supply teachers and a number of others for short periods in the last eighteen months.

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

34. The school has worked very hard to establish a good partnership with parents. A very significant majority of parents at the pre-inspection meeting, and those answering the parents' questionnaire, are highly satisfied with the work of the school. Evidence from the inspection supports their view. A small percentage of parents expressed concern about the links with parents and the information available about their child's progress. Their view is not supported by inspection evidence.
35. Learning is enhanced by the good number of parents who help in school on a regular basis. Teachers and pupils value their work in classrooms. Parents and members of the community raise significant sums of money. The money is widely used across the curriculum and there is good consultation to determine where it may best be spent.
36. There is a wide range of written communication from the school and parents are welcome to discuss their concerns at any time. Each year the school holds an open day well into the evening, when parents may drop in, see their children's work, and discuss it with staff. There are also formal evenings by appointment, and opportunities to discuss the annual report. Pupils' work is on display throughout the school where parents can view it.
37. The home/school agreement is clear and gives a good indication of expected behaviour, attendance and levels of work. However, the school has yet to complete the formal homework policy.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The headteacher and governing body lead the school well and are strongly supported by parents. They have continued to prioritise effectively, showing a very clear understanding of the needs of the school. A very good ethos for learning is now established. The headteacher provides strong and effective leadership and most noticeable is her knowledge of areas which need improvement, such as pupils' attainment in mental arithmetic. The school's aims and values are reflected in its work and of particular note is the involvement of the local community in the school, which has a good impact on the quality of education. The issues raised in the last report have been satisfactorily addressed. Assessment systems have been refined and improved and so has the curriculum and teaching in information technology and design technology.
39. Provision for children under five is very well managed and all adults share positive relationships with the children and their parents. Both teaching and non-teaching staff work effectively as a team. They are clear about roles and responsibilities and have common shared aims and objectives. This has a positive effect in ensuring that the learning is well organised, enjoyable, safe and secure at all times.
40. Appropriate targets for the development of key literacy and numeracy skills are identified for pupils with special educational needs. The plans are reviewed regularly in a process that includes parents and teachers. The school has provided extra resources for pupils with special educational needs. The review documentation is good and it contains good level of information and detail. The governors are aware that special educational needs can cover the needs of talented and gifted pupils, but as yet there is no policy to include the higher attaining pupils.
41. The governing body fulfils its statutory responsibilities and effectively monitors the school's performance. In the last eighteen months, the school has struggled to maintain a stable staffing situation in Key Stage 1. This has not been easy because of a long-term staff absence and a lack of continuity for the class. What is noticeable are the systems which have been put in place, so that supply staff are well informed and evaluations of lessons are used to ensure that the progress of pupils is not hindered. However, there have been four teachers in this class in the last year and also a number of short-term staff. This has affected the quality of education. Coupled with this has been a fall in the number of pupils on roll, which is also presenting significant challenge to the leadership. The main reason for this appears to be the situation of the school on the very edge of the county.
42. Monitoring of teaching and learning takes place through the scrutiny and evaluation of teachers' planning and pupils' work. There is now a good policy on monitoring and evaluation. This was a key issue in the previous report. Another result from the lack of stability in staffing has been the delay in monitoring the quality of teaching and learning in the classroom by the headteacher and co-ordinators. This is now due to take place imminently because of additional funds available for small school headteachers. The headteacher teaches for three and a half days each week. This prevents her from carrying out her full range of management duties and classroom monitoring. This point was criticised previously and remains a concern.
43. The school is efficiently run and the principles of best value are applied. Day to day administration is very good. There is very careful and lengthy consideration of spending decisions, which are well managed by the governing body. An example of this is the recent catering contract and inspectors can confirm that this provides good quality and value for money. Good use is made of grants and sponsorship. A local factory provided sponsorship, which set up the school pond and funds for printing concert programmes. The governing body is actively looking at the fall in numbers on roll and providing statistics and data to the local authority with the aim of producing an action plan. However, the governing body is not sufficiently involved in monitoring and evaluating teaching and the curriculum.

44. The number, qualifications and experience of teaching staff, are adequate to support the demands of the curriculum. The formal appraisal cycle has been completed and staff attend external training within budget constraints. There have been no recent appointments and there is insufficient evidence to form a judgement on the effectiveness of any induction procedures. The school has no formal procedures for initial teacher training, and is judged unlikely to be an effective provider.
45. Parts of the accommodation have recently been modernised by the fitting of double-glazing. The interior is clean, bright and carefully maintained by a conscientious caretaker and cleaning staff. Aspects of the exterior are in urgent need of repair, including the playground surface, fencing and roof tiles. The school hall is too small to permit the teaching of physical education. The village hall is used in its place but provides no fixed large equipment to support the full physical education curriculum. The walk to and from the village hall also curtails the length of time available for teaching physical education.
46. There has been significant improvement in the resources for teaching information technology since the last inspection. However, in Years 3 and 4, control skills are limited by lack of software. The good quality and quantity of resources for teaching literacy are well used. The school has an unusually large and effective range of play toys for use in the playground. There are no major areas of weakness in the provision of resources.

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

47. **The school should include the following issues in its post-inspection action plan.**
  - i. To proceed without delay in plans to secure the stability of teaching staff at Key Stage 1; (paragraphs 19, 41)
  - ii. Improve standards in mental arithmetic by improving the pace of lessons and ensuring that pupils of all abilities are challenged and able to consolidate their skills appropriately; (paragraphs 68, 71)
  - iii. To monitor time spent by pupils on the computer and ensure that there is more hands on contact time for them; (paragraphs 94, 98)
  - iv. To plan greater depth and quality and improve pupils' learning in the study of world religions at Key Stage 1; (paragraphs 112, 113, 115)

In addition to the main issues that the school should do to improve, the following areas should be considered for inclusion in the action plan:

- i. To improve the involvement of the governing body and management staff in monitoring teaching and the curriculum; (paragraphs 42, 43)
- ii. To produce a policy for gifted and talented pupils; (paragraph 40)
- iii. To improve pupils' progress in art at both key stages. (paragraphs 81-84)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

21

Number of discussions with staff, governors, other adults and pupils

11

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	24	38	33	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Y1- Y4
Number of pupils on the school's roll (FTE for part-time pupils)	55
Number of full-time pupils eligible for free school meals	3

*FTE means full-time equivalent.*

#### **Special educational needs**

	Y1- Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	4

#### **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	4
Pupils who left the school other than at the usual time of leaving	7

### *Attendance*

#### **Authorised absence**

	%
School data	3.3
National comparative data	5.4

#### **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*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	6	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (85)	100 (85)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	6	6
	Girls	4	6	6
	Total	7	12	12
Percentage of pupils at NC level 2 or above	School	58 (84)	100 (84)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	48
Any other minority ethnic group	

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups		

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

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

#### **Qualified teachers and classes: Y1– Y4**

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	24:1
Average class size	21

#### **Education support staff: Y1– Y4**

Total number of education support staff	1
Total aggregate hours worked per week	5

### ***Financial information***

Financial year	1998
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	£
Total income	142651
Total expenditure	143561
Expenditure per pupil	2176
Balance brought forward from previous year	13370
Balance carried forward to next year	12460

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

### **Questionnaire return rate**

Number of questionnaires sent out	55
Number of questionnaires returned	45

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	40	56	2	2	0
Behaviour in the school is good.	51	44	0	0	4
My child gets the right amount of work to do at home.	29	64	4	0	2
The teaching is good.	60	38	0	0	2
I am kept well informed about how my child is getting on.	31	53	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	44	44	9	2	0
The school expects my child to work hard and achieve his or her best.	56	42	0	0	2
The school works closely with parents.	40	44	11	2	2
The school is well led and managed.	60	31	7	0	2
The school is helping my child become mature and responsible.	49	49	0	0	2
The school provides an interesting range of activities outside lessons.	29	56	9	2	4

### **Summary of parents' and carers' responses**

- Very good support from all staff.
- Pupils make good steady progress.
- There are good moral values.
- Discipline is good and application of the behaviour code is consistent.
- The school play was described as 'magnificent',

## **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**

48. The school admits children to reception class from the age of four and all children start school in September. During the inspection, fourteen of the twenty-one children were under five. There is one full time teacher in the reception class. Evidence from assessment findings indicates that, on admission to the school most children's attainment is average. The educational provision is very good and the quality of teaching by the teacher and adult helpers is high. There is a smooth transition between home and school and this has a positive impact on children developing a positive attitude towards school. Very good relationships are established and open channels of communication between home and school maintained. The children follow a broad and relevant curriculum, which provides very good opportunities for them to make progress in all areas of learning. There are no children identified as having special educational needs. By the age of five, children have passed the targets expected nationally in the Desirable Learning Outcomes for children of this age and are working towards National Curriculum levels in all aspects.
49. Personal and social development is very good and children make very good progress in this aspect of their development. From the time they enter school, children are made to feel that their ideas and contributions are valued. They are encouraged to think independently and to behave sensibly. Behaviour is very good in the reception class. Children are taught to respect each other, take turns and distinguish between right and wrong. Children sustain concentration. They answer questions confidently and explain what they are doing. The very young children are sensible and thorough when clearing up resources. Moral development is very good. The children know that they must not touch resources until told to do so. Teaching is very strong in this aspect and all adults provide good role models for the children. Consistent messages are given to children from the time they enter school about the importance of valuing each other and appreciating achievement. The teacher shows very good appreciation of all pupils' work at the end of sessions, giving all pupils a sense of achievement. All children's work is appreciated and shared with others. A strength in teaching is the way the teacher encourages children to check their own work, this has a positive impact on developing personal development and independent learning.
50. By the time they are five, children make good progress and attain standards that are above those expected for children of this age in developing the skills of language and literacy. Children learn the conventions of discussion. They talk confidently and clearly and they listen to others. The more able children use extended language and talk with growing vocabulary providing good detail when explaining events such as the story of 'Big Bear.' All children listen attentively to instructions, to stories, to each other in small and large groups. The role-play areas such as the home corner provide good opportunities for language development. Children enjoy browsing through books and the majority of children are well launched in reading. All pupils develop sound reading skills and show a positive attitude in this aspect of their learning. Higher attaining children read accurately and fluently from their reading scheme books. They also make a good attempt at unseen text reading some common words correctly. They enjoy reading and talk about the characters in their books and can predict what might happen in the story. Lower attaining children read the occasional word and use the pictures well to interpret meaning. They identify a good range of common words and are using phonics well to decipher difficult words. Progress in reading skills is well recorded. All children write their own name independently. They begin to form letters and copy write. They write simple sentences that convey meaning and they explain correctly the meaning of their work. They use letters that are developing in style. Experiences in language and literacy are well planned and taught.
51. In mathematics, by the time they are five, the children are achieving beyond the Desirable

Learning Outcomes and working towards National Curriculum levels. The children are very secure in ordering numbers up to ten and many know which numbers come after five. The teacher is enthusiastic and the children respond to the learning activities with enthusiasm. A strength in the teaching is the way the children are encouraged to check their own work. The very good management of children ensures there is no wasted time. The teacher promotes high levels of motivation because she makes the sessions fun and exciting. They contain a good balance of games, independent work and group work. This was evident in the game 'More than five and less than five.' The teacher's voice and manner ensures the pace is maintained with phrases such as 'Go round the circle quickly, let's not waste any time!' This brisk pace contributes to pupils' learning. They identify correctly numbers up to ten and know whether the numbers are more than or less than five. The children enjoy the game more than and less than. They add on and know the term one more than and one less than. They can correctly identify one less than eight and one more than seven. Children use the number line well and are encouraged to check their own answers. Most pupils write numbers up to ten correctly. Higher attaining children count to 100 with some assistance. Average children count to 21 and lower attaining pupils count to ten. Pupils identify correctly terms such as first, second and third and knowledge of basic shapes is good.

52. The children make good progress in their knowledge and understanding of the world and achieve standards above those expected for their age. This is because standards in teaching are consistently high. The children are stimulated in their levels of curiosity and develop confidence with their growing knowledge. They have a good understanding of the different seasons. They know that spring comes after winter and they can talk about the different weather in those seasons. The teacher encourages independence and children are given reference books to look at pictures of their favourite season. The children use the computer and enter commands. They have good control of the mouse and can direct and click on intended features. They show delight at discovering how to control a programmable toy. The children show a good understanding of absorbency and they describe different materials such as fluffy, shiny, soft. The teacher uses questions skilfully to guide children's observations, such as 'Which material will be the best to soak up the flood of water? How can we find out?' Questions are used to extend thinking and develop observation skills. Children use magnifying glasses to examine the materials. The teacher skilfully lays the foundation for scientific investigation. High levels of challenge children are introduced to the idea of a fair test. The teacher asks the children to consider whether it would be fair to tip a spoonful of water onto some materials and a bucketful onto others. She guides the children to pour the water and to examine the wet material and make comments about how effective the material is in absorbing the water. They observe and accurately comment upon whether the water is absorbed or not. Teaching of investigative skills is good, teachers encourage children to extend their vocabulary and develop observational and investigative skills.
53. By the age of five, children make good progress in their creative development and achieve standards well above what you would expect for children of this age. The children learn and sing simple rhythms and tunes, they sing with good expression. Rhythmic response is well developed as children clap, wriggle and copy simple rhythms. They join in well with the words and action songs; they add on and take away. Teaching in creative aspects is very good, and the teacher's good subject knowledge of art is reflected in the high standard of work produced. Children experience a wide range of art experiences, beautiful pictures adorn the walls showing evidence of work in paint, crayon, chalks, pastel, string, collage and marbling. They know colours well and higher attaining children are aware of shades of colour. They paint a picture showing rows of curling lines, each line a different colour and up to fifteen different colour shades shown. Children's artwork shows highly developed awareness of colour, shape and form.
54. Due to timetabling, no outdoor or physical education lessons were observed. A close scrutiny of planning indicates that an appropriate range of activity is planned to develop spatial awareness, co-ordination, control, confidence and knowledge of movement. By the time they are five,

children make good progress in their physical development and achieve standards appropriate for their age. They are encouraged to improve their manipulative and fine motor skills with a range of appropriate activities. The children use pencils, crayons, scissors and paint brushes effectively and with confidence. They cut and stick different shapes and position them with control. They roll dough and use simple tools to shape and form features. Hand eye co-ordination is well developed through matching and positioning shapes, decorating and sticking.

## ENGLISH

55. In national tests at Key Stage 1, pupils achieve standards in reading that are well above national standards. In writing, they achieve standards that are above the national standards. When compared to similar schools, standards are well above average. The number of pupils reaching the higher standards is above the national average. There is no significant difference between the attainment of girls and boys.
56. Inspection evidence finds that standards are above average at Key Stage 1, but not higher. This is because of the frequent staff changes that have resulted in a lack of continuity and progression. By the end of Year 4, standards are well above average. Since the last inspection, standards in English at Key Stage 1 and Year 4 have improved. The implementation of the literacy hour has helped to improve standards. Since the previous inspection, learning objectives are now clearly identified in lesson planning. Teachers' expectations are higher, especially at Key Stage 2.
57. By the end of Key Stage 1, and by the time they leave the school in Year 4, pupils achieve very good standards in speaking and listening. Throughout the school, pupils listen very well to their teacher and other adult helpers. A significant strength in speaking throughout the school is pupils' ability to perform very well at public speaking functions. The video of the school play showed pupils speaking out well with confidence, clarity and expression. In Year 2, pupils discuss clearly the outcome of their science investigation to test ways to make objects move faster, slower and change direction. In Year 4, pupils discuss with a good range of vocabulary the narrative text of the folk tale 'The Three Little Pigs.' They explain clearly the meaning of superlative and give examples to illustrate their description.
58. By the end of Key Stage 1, standards in reading are above average. Pupils read accurately and discuss information in the text. They have very good knowledge of the content of books and can identify the author, illustrator and any other information written to guide the reader. They express opinions about the text and high attaining pupils give reasons for the mood created in the text and the feelings of the characters. This was evident when reading 'Farmer Duck.' Pupils demonstrate a good range of vocabulary, suggesting alternative words for 'stole and crept.' Standards of reading in Year 4 are well above average. Higher attaining pupils read fluently and discuss styles of books and reflect on their favourite author. They read with confidence and accuracy from a range of different texts. They read with expression and talk about events and characters in the story, retrieving information speedily. They discuss a range of favourite authors such as Harry Potter, Enid Blyton and Roald Dahl. They talk about favourite books and why they like the authors' style of writing.
59. By the end of Key Stage 1, pupils achieve above average standards in writing. Higher attaining pupils in Year 2 write independently and communicate their story effectively. Handwriting is well developed and spelling and punctuation is good. Higher attaining pupils in Year 2 understand past and present tense and write sentences changing the verb appropriately. They talk about the difference between past and present tense and can correctly convert the verb into the appropriate tense. Average pupils recognise the correct verb, but spelling is less accurate. Independent writing is well established and pupils write a story about Cinderella. Punctuation, full stops and

grammar are good. They write a range of different writing including prayers, lists and poems. They identify and write about their feelings in situations such as being lost in a busy shop, having a new pet and going on holiday. Pupils use capital letters and full stops and higher attaining pupils are beginning to use complex sentences. By the end of Year 4, pupils attain very good standards in writing. Their writing is neat and they use punctuation and grammar appropriately. Higher attaining pupils write accurately, with good handwriting, spelling and punctuation. They draft their work and brainstorm ideas before planning their extended writing. They write in a good range of styles, such as play scripts and adventure stories. Pupils demonstrate good knowledge of whether the text is a dialogue. They know what a comparative adjective is and can give examples. They have very good knowledge and understanding of prefix and suffix and can identify them in the text. Pupils with special educational needs benefit from the additional literacy support and develop confidence and knowledge in all aspects of English.

60. Standards in drama are good; all pupils take part in the school play. Pupils project voices well and remember and perform a lengthy script. Performance skills are well developed throughout the school. Whether in speaking, acting or dancing, pupils communicate their play effectively.
61. Pupils' behaviour is good and they have established good learning habits. All pupils concentrate well when reading and they have a positive attitude towards books. A distinctive feature throughout the school is the pupils' ability to work consistently well and to sustain their interest and motivation throughout the whole session. Pupils listen well to each other and express their own points of view. They enjoy their work and behaviour in lessons is good. They have good relationships with teachers and adult helpers; they work hard and persevere with tasks set for them. In Years 3 and 4, pupils work co-operatively with each other and their teacher. They have a good attitude to their work and towards adults and other pupils and this has a beneficial impact on learning. Presentation of work throughout the school is good and pupils take care with handwriting and spelling.
62. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers have good subject knowledge and are competent teaching basic skills. This is reflected in pupils' knowledge in Year 3 and 4 of terms, such as figurative language. Planning is thorough and linked to the National Literacy Strategy and their new scheme of work in Key Stage 2. This is having a positive impact on raising standards. The pace of lessons is good in whole class teaching sessions. However, at Key Stage 1, pupils tend to be too laid back in group work activities when expectations are not high enough. Teachers do not challenge pupils to complete work in a specified time and the pace of learning slackens, especially for higher attaining pupils. A strength in teaching at Key Stage 2 is the clear explanation and organisation linked with high expectations of what the pupils can do. The teaching of spelling is a strength throughout the school. Pupils learn their spellings for homework and are required to produce them in a full sentence.
63. National and other tests provide assessment of pupils' attainment. This data is used to monitor progress and identify targets. Pupils at Key Stage 2 are involved in identifying their own targets for improvement. This makes a significant contribution to pupils' personal development. Assessment and recording of day to day progress is well developed and teachers record evidence of progress in lessons. Teaching and learning for pupils with special educational needs is good and they make good progress in all aspects of English.
64. The school devotes a considerable amount of time to the teaching of English. Extension work in literacy is well established. Resources are good and there is a good selection of fiction and non-fiction books available. Good use is made of the book loans from the library service.

## MATHEMATICS

65. In 1999, with a cohort of twelve pupils, the results of tests at the end of Key Stage 1 placed the attainment of pupils at well above average in comparison to national figures and those of similar schools. However, the low cohort size reduces the reliability of data and inspection evidence finds that attainment this year, in the cohort of seven, is above average and not well above. The progress in pupils' learning has also been affected by the instability in staffing at Key Stage 1. This was also a factor in 1999. The attainment of pupils in all attainment targets is above average, but there is a weakness in mental arithmetic in Years 3 and 4, which is below the expected level for pupils of this age. The school follows the National Numeracy Strategy.
66. There is satisfactory improvement since the last inspection where standards were found to be average. Monitoring of teaching and learning is taking place, mainly through scrutiny of teachers' planning and pupils' work. The school is due to set up more formal monitoring procedures, by observing in classes, but this has been delayed due to staff absence.
67. By the end of Key Stage 1, pupils are very good at estimating and then checking their answers. By the time they leave the school, pupils are developing the ability to use different mathematical approaches and overcome difficulties. Pupils solve problems. In Year 2, pupils work out the minimum number of edges on three-dimensional shapes such as a cuboid and a pyramid. In Year 4, they use multiplication to complete a table based on the number of eggs in two boxes or more.
68. By the end of Key Stage 1, pupils count forwards and backwards in fives to fifty. They add ten to numbers such as 24 and 76. They add and subtract numbers to 20 and perform simple multiplication sums. They understand place value involving three digits. By the time they leave the school, pupils add and subtract numbers over one hundred. They multiply two digits by one digit and calculate simple division problems. Higher attaining pupils know the factors of 63. Most understand simple fractions. However, they are slow to work out mental arithmetic questions. They have a sound understanding of the 3 and 5 multiplication table but are not fluent. Most have difficulty with multiplication involving 4 and 6. Higher attainers can work out the total of £1.25 and £2.65, but take a long time to arrive at the answer. Many still find problems with subtracting 55 pence from one pound.
69. Attainment is above average in shape and space and measure at both key stages. Pupils do a good range of work involving estimating and measuring length, capacity and weight using standard and non-standard measures. Data handling is good. By the time they leave the school, pupils know the properties of shapes such as a pentagon and hexagon. They estimate and measure length in strides and centimetres. They make bar charts of mini beasts and tally numbers of the colour of sweets. They are beginning to understand how to calculate area.
70. Pupils' behaviour and attitudes to the subject are good. They are well motivated to acquire skills, knowledge and understanding and to apply themselves intellectually. They know what they have to do to improve. All pupils, including those with special educational needs, learn at a good pace, with the exception of mental arithmetic where many pupils switch off when the work becomes too challenging.
71. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Strengths in teaching are the balance achieved between numeracy and other aspects of mathematics and the good use of questioning to test recall and correct errors. Teachers' planning and subject knowledge is mainly good. Learning objectives are clearly identified. However, the pace and challenge of lessons is limited at Key Stage 1. Higher expectations are needed to raise the challenge for pupils. At Key Stage 2, there is insufficient time allowed to consolidate skills in mental arithmetic and to check

for understanding. The pace is slow and does not encourage all pupils to calculate accurately and efficiently. Harder mental problems are posed when it is clear that many in the class need consolidation at a lower level.

72. The school uses a setting system in numeracy. The lower attaining Year 3 and 4 pupils join the Key Stage 1 class. This is well planned and meets the needs of the pupils. However, contingency arrangements for short-term supply staff need to be implemented, as these pupils do not respond well to constant changes in staffing. The school development plan has identified that improvement is needed in the standards achieved by boys in mathematics and has set appropriate targets.

## **SCIENCE**

73. In the 1999 National Curriculum teacher assessments at the end of Key Stage 1, attainment in science was well above the national average and the standards achieved in similar schools. The percentage of pupils attaining the higher (Level 3) was below the national average.
74. Inspection evidence indicates that by the end of Key Stage 1, pupils' attainment in science is average and pupils make satisfactory progress in their learning. By the time pupils leave the school in Year 4, pupils' attainment in science is above average. Pupils make good progress in their learning. Progress for pupils with special educational needs is good. There is no significant difference between attainment of boys and girls. There was a disparity in 1999 with the teacher assessments and the actual results for the core subjects. This was because of long term absence of the Key Stage 1 teacher. The long term absence has also affected standards and continuity of learning at Key Stage 1.
75. Since the last inspection, standards have been maintained at Key Stage 1 and have improved at Key Stage 2. The school use their own scheme of work and supplements it with national guidelines as an additional resource. Science is now subject, and not topic based, as in the previous inspection.
76. By the end of Key Stage 1, pupils have satisfactory knowledge and understanding of the physical process of forces and identify pulling and pushing actions. They identify objects in the classroom, such as doors and windows, identifying whether they need a push or a pull to move them. Higher attaining pupils can transfer their learning to the wider world. They recognise that the rugby player pulls to receive a ball and pushes to send the ball to another player. They predict whether objects can be made to move slower, faster and change direction. Pupils have satisfactory knowledge of life processes and living things, materials and their properties. Investigative and experimental work is satisfactory.
77. By the time pupils leave the school in Year 4, they have a good understanding of changing materials and substances. They know and explain about condensation and have a clear understanding of how water can turn into gas and back into water again. Higher attaining pupils talk about the heat causing the molecules to speed up and move faster, therefore turning a solid such as ice into a liquid and then into a gas. Scrutiny of work and discussion with pupils reveal good knowledge of the body, and living things. Pupils have a very good understanding of the importance of healthy eating and categorise foods into main categories. They write about foods that give energy and foods that develop healthy teeth and bones. All pupils recognise and understand the importance of a fair test. Pupils present their information in graphs and bar charts.
78. Pupils enjoy science and are particularly motivated by the practical activities planned for them. They co-operate well and share resources sensibly. Pupils work enthusiastically in pairs or small

groups and help each other to complete tasks set. They co-operate well with staff and parent helpers. Behaviour is good and the pupils take turns and listen well to each other. They enjoy researching information and conscientiously complete homework. Pupils are attentive and keen to answer questions in class introductions and recap sessions.

79. The quality of teaching is good in Years 3 and 4 and satisfactory in Years 1 and 2. A strength in teaching is the appropriate use of investigative work to extend learning. This is evident in Years 3 and 4 when pupils investigate the effect of smoking on the lungs. Teachers guide pupils in their scientific investigations and the ability to predict and analyse results is well established. Teachers have secure knowledge and understanding of the subject and enable them to ask good open-ended questions of the pupils. In Year 4, the teacher asks challenging questions about changing materials and insists on the correct use of scientific terminology. Lessons are planned thoroughly and are well organised. In Key Stage 1, science is sometimes taught alongside design and technology. This dilutes the effectiveness of teaching and learning in both subjects. Introductory sessions are too long and there is too much repetition. In the better lessons, good links are made with literacy. Lessons provide a good framework for pupils to develop and use good scientific procedures such as prediction, method and results. Relationships are good and praise and encouragement are used well to motivate pupils. Assessment in science is good, teachers record attainment regularly.
80. The co-ordinator is enthusiastic and conscientious. Plans are monitored regularly and monitoring of teaching will take place once the long term staff absence has been resolved. The science curriculum is planned effectively to include a good balance between the attainment targets. Resources are good and used effectively.

## **ART**

81. In both key stages, the pupils' work meets the levels set by the National Curriculum. Since the last inspection, the school has maintained standards in art, but progress is not good enough. During the inspection no lessons were observed in art. However, judgements were made through scrutiny of planning and pupils' work and discussions with pupils.
82. By the end of Key Stage 1, pupils have experienced a range of techniques including paint, line drawings, collage and three-dimensional work. Standards are average and do not show sufficient extension in learning and attainment from the high standard of work seen in Reception. Pupils make little progress in the development of their art skills and understanding at Key Stage 1. This picture continues into Key Stage 2. Pupils design the cover for their concert programme. Simple line drawings are used to illustrate work done in other subjects. There is, however, a lack of rigor in the development of artistic skills, techniques and knowledge about artists and their styles. Pupils at Key Stage 2, have their own sketchbooks. However, the range and quality of work in these is limited. Pupils produce line drawings of flowers. Professional artists such as Van Gogh are used as a stimulus for paintings and drawings.
83. Pupils are enthusiastic about their work and concentrate well overall. Behaviour is very good. The standard of display is very good in the early years and limited in range throughout the rest of the school. Pupils are keen to share and discuss their work. Pupils handle materials sensibly and are responsible clearing up at the end of lessons.
84. No teaching was observed. However, planning indicates all areas of learning are covered and learning objectives are identified. Discussion with pupils revealed some knowledge of what had been done but there was a lack of knowledge and clarity about their work.

## **DESIGN AND TECHNOLOGY**

85. By the end of both key stages, the pupils' work meets the levels set by the National Curriculum. Progress in learning for pupils of all abilities is satisfactory. Since the last inspection, there has been good improvement in teaching and attainment. The school is following a scheme of work and lesson objectives are clearly identified on all lesson plans. During the inspection, only one lesson was observed. However, a close scrutiny was made of planning, pupils' work and discussions with teachers and pupils enabled judgements to be made.
86. By the end of Key Stage 1, pupils achieve satisfactory standards in planning, making and evaluating. In Year 2, pupils follow instructions and make a home for their dinosaur. They use a range of construction kits, such as stickle bricks and lego to build their designs. They successfully consider the size of the home ensuring it is big enough to house their model dinosaur. They include items such as a roof, doors and windows. Higher attaining pupils construct a sloping roof. They suggest ways to improve their initial design. This method of working is developed as pupils progress through the school. By the time pupils leave the school in Year 4, they design and make finger puppets using simple sewing stitches to join and decorate their puppets. They identify the materials, tools and methods used. Pupils evaluate their work and identify areas for improvement.
87. Throughout the school, pupils demonstrate good attitudes to learning and their behaviour is good. Pupils work well independently on problem solving task. They demonstrate good levels of concentration and remain on task until it is completed. This was observed during the inspection in Year 2. Pupils support each other suggesting ways to improve their designs. They listen to advice and are keen to share their ideas with each other and with other adults.
88. The quality of teaching and learning is satisfactory. The planning identifies learning objectives clearly and appropriate activities develop pupils' knowledge, skills and understanding. This makes a significant contribution to pupils' learning. Activities are appropriate to challenge pupils' design, making and evaluating skills. Teachers provide method sheets, which guide pupils through the process of designing, making, evaluating and recording their work. They encourage pupils to independently follow instructions and check that they have fulfilled the requirements of the task. A strength of the teaching is the evaluation, where pupils share and discuss their work. Pupils are given a clear framework and this is a strength in the teaching. Teaching is not as effective when it is taught alongside science. This, together with the two age groups within each class, reduces the impact of the teaching significantly.

## **GEOGRAPHY AND HISTORY**

89. Standards in these two subjects continue to be broadly typical for the ages of the pupils and are at the same level as in the previous inspection. There are strengths in history at Key Stage 2, where the pupils do in depth work on the topics studied and use reference books and CD-ROMs well for research. Literacy skills are well used in both subjects. Video evidence of a play shows good evidence of an awareness of countries of the world such as Africa, Japan, China and Peru.
90. In geography, by the end of Key Stage 1, pupils develop good geographical skills and develop a satisfactory understanding of following maps and plans. Pupils do a traffic survey of vehicles travelling through the village and complete a record. Pupils make a map to show directions using the points of the compass. They discuss what symbols on a map should look like and they place buildings, such as a tourist information office, on a map using grid references. They know and describe the purpose of a map. Pupils compare a city locality with their own and write to pupils who attend a city school.

91. In history, by the time they leave the school, pupils have a good understanding of the invaders of Britain. Pupils have a good knowledge of life in Roman Britain. They research information in books and on the CD-ROM about entertainment in the amphitheatre, comparing it with entertainment today. They have a good sense of moral values when they discuss the life of a slave. They dress up as Anglo Saxons, making string and building shelters. They visit Tudor houses. However, they do not have a good sense of chronology. Many pupils could not remember where the Vikings came from.
92. Pupils' learning overall is good with pupils consolidating and developing their knowledge and understanding of the subjects as they proceed through the school. Their ability to research information and set down their ideas is good. Work is well presented and tidy. Pupils' attitudes towards both subjects are good. They clearly enjoy work in both subjects. They are well behaved in lessons and willing to share ideas and contribute to the discussion. They share resources well and in most lessons remain on task and listen attentively to their teacher. They produce work of a good quality and are keen to do their best and try hard to please their teacher.
93. No teaching was observed in geography at Key Stage 2 and history at Key Stage 1. Teaching in geography is satisfactory at Key Stage 1 and teaching of history is good at Key Stage 2. Planning is good and makes good use of resources. Pupils are challenged in their thinking and in the work they produce. Questioning is used to good effect to assess pupils' work and to check pupils' understanding and knowledge. Relationships with pupils are good. Teachers manage their classes effectively, ensuring pupils remain on task. The subjects are managed appropriately. There are policies and the planning is good. Resources are satisfactory and there is a good collection of artefacts in history associated with World War I. Teachers use their own method of assessing pupils' work. There is no system that is common to the whole school.

## **INFORMATION TECHNOLOGY**

94. By the end of Key Stage 1, and by the time they leave the school, pupils' attainment is typical for their age. Standards represent sufficient improvement to the findings of the last inspection. Skills are planned well and specifically taught. However, a weakness is in the time pupils spend on the computer each week, which, at its best, is about a quarter of an hour.
95. By the end of Key Stage 1, pupils confidently use the keyboard and the mouse to give commands and type text. They follow instructions on the screen on a modelling program and control a programmable toy. They drag and drop pictures. They enter words in a word processor and can change the font size and style. They know how to use the mouse, the return and delete key and print their work. Most are confident at turning on the computers and booting up. They draw pictures using a painting programme to select, edit and fill in colour. They choose tools such as the spray tool to add effect. Data handling is well covered and pupils enter information and make bar and pie charts on subjects such as television programmes and favourite football teams.
96. By the end of Year 4, most pupils independently use information technology, but spend insufficient time at the computer, consolidating skills or working in a range of curriculum areas. Pupils construct pie, block and line graphs and use data handling software well. They use CD-ROM for research in religious education and history and recently have begun to use the Internet. They follow directions on how to use a browser to access a specific site and how to enter the web address. However, control skills are limited by lack of software. They are familiar with importing graphics. They have a good knowledge of programs that they use in school.
97. When pupils use the computers, they work well in pairs or independently. They show care for

equipment and help each other. They are interested in their work and keen to learn. Pupils display confidence in their use of the computer. They take pride in work and talk confidently about what they have done. The pupils' behaviour is good.

98. Teachers have developed a sound understanding of the programmes of study since the last inspection, but are still finding it difficult to plan an appropriate amount of time for pupils to spend on the computer. The attainment targets are appropriately planned for and specific skills are now being taught well. Teachers display appropriate knowledge but some accept that more training is needed.
99. There is a good policy and the school uses the national guidelines. Resources are adequate, although there is no control program in Year 3 and 4 or an opportunity for multi-media work. Because of the time constraints, the subject is not being effectively used across all curriculum subjects.

## MUSIC

100. By the end of Key Stage 1, and by the time the pupils leave the school, pupils' attainment is typical for their age. Pupils make good progress in their learning. Due to timetabling, only one lesson of music was observed during the inspection in Years 3 and 4. A video recording of the school concert was observed, together with violin lessons taught by the peripatetic music teacher. The school concert, which consists of music, singing and dance, makes a positive contribution to pupils' personal development. Pupils perform with confidence and competence and show a good rhythmic response to music. Singing was observed in assembly. Judgements were made based on this evidence, a scrutiny of planning and discussion with pupils. Since the last inspection standards in music have been maintained.
101. At both key stages, the quality of singing throughout the school is good. Singing is tuneful, the tempo appropriate and the dynamics good. Pupils have a good sense of rhythm. This was observed in both the singing and the clapping that accompanied some of the songs and hymns in assembly and the school concert. Pupils sing challenging hymns such as 'Colours of day' with good expression and clarity. The quality of singing in the school concert is good. Pupils accompany singing with rhythmic percussion sounds. Pupils produce effective sound effects such as the thunderclap for the storm using cymbals. The timing and performance of these sounds is good.
102. By the time pupils leave the school, they have achieved satisfactory standards in performing, composing and appreciating music. They listen with enjoyment to a range of different percussion instruments from around the world. Pupils identify the percussion instruments playing in the music 'Gallop' from the Comedians. They discuss the effect of the percussion instruments on the music. They compose a short class piece of music using percussion instruments to communicate a winter scene. Pupils select appropriate instruments to convey freezing ice, snow ball fights, skiing and building snowmen. They compose and perform appropriate sounds to communicate the intention of the music. Pupils play with control and sensitivity.
103. Music tuition is available for pupils to play the violin. These sessions are very well taught and pupils make very good progress in developing and extending their music skills and a positive attitude towards music. The teacher is experienced and makes the sessions enjoyable, fun and sufficiently challenging to extend learning.
104. Pupils enjoy their music lessons and show enthusiasm for the subject. They respond well to the provision and work well alongside others. Pupils are confident and eager to perform. They take

care of equipment and resources. Pupils demonstrate positive attitude to singing in assembly, body language is positive and pupils are encouraged to project their voices.

105. The quality of teaching is good. The lesson observed contained a good balance of appreciating and learning about different music from around the world. There were opportunities for pupils to compose, appreciate and suggest ways to improve their own and other's performance. A significant strength is the good use made of questions to assess pupils' understanding and skill development and the good pace that is maintained throughout the lesson. The teacher's obvious enthusiasm for the subject is communicated to the pupils and this has a positive impact on progress.

## **PHYSICAL EDUCATION**

106. By the end of Key Stage 1, pupils achieve typical standards and progress in learning is satisfactory. By the end of Year 4, pupils achieve standards above those normally expected for their age. Progress in learning is good. During the inspection lessons were observed in gymnastics. No lessons were observed in dance or games. A close scrutiny of planning and discussion with pupils enabled judgements to be made.
107. Since the last inspection, the school has maintained standard at Key Stage 1 and improved standards at Key Stage 2. The teacher's good subject knowledge, combined with very good teaching at Key Stage 2 has helped to improve standards.
108. By the end of Key Stage 1, pupils combine movements such as jumping, balancing and travelling on hands and feet. All pupils know and understand the effects of exercise on the body. Higher attaining pupils bunny jump with control. Average and lower attaining pupils lack clarity of body shape and do not fully answer the movement task set by the teacher. Pupils jump and land in a variety of ways. However, landings are heavy and resilience is not well developed. Pupils do show good levels of stretch and body tension in the air but they do not adjust body tension to the impact of landing.
109. By the end of Year 4, pupils' ability to plan, perform and evaluate their work is very well developed. They combine movements well such as a balance, slide, turn, roll and jump. Higher attaining pupils perform forward rolls correctly on the floor and apparatus. All pupils demonstrate good body tension and stretch when balancing individually and with a partner. Resilience and jumping are well developed. All pupils know and demonstrate bending knees on landing. They balance on a range of different body parts and higher attaining pupils know there should be three points of contact for a headstand balance. Pupils produce a short sequence with a partner and transfer movement onto apparatus. The quality of the movement is good. Pupils hold starting and finishing positions well. Evaluation skills are well developed. Pupils suggest ways to improve their own and others' performance. Knowledge of the effect of exercise on the body is well developed and pupils discuss work done in games, dance and swimming.
110. Attitudes are very good and pupils are enthusiastic and enjoy their physical education lessons. They work hard during lessons and concentrate well when listening to instructions. They work well individually, with a partner, in small groups and alongside others. Behaviour is very good and pupils are always sensible and responsible when using equipment and resources. Pupils adapt very well to using the village hall.
111. At Key Stage 2, the teacher has good subject knowledge and this is reflected in the appropriate teaching points that guides pupils' learning and acquisition of basic skills. Challenging questions and good observation of pupils' knowledge and understanding enable pupils to extend basic tasks

into quality movements, which they perform well. Planning identifies appropriate learning objectives and this gives the lesson a main focus. The teacher's skill in observing the pupils' performance and giving appropriate challenge to steer them onto the next level has a significant impact on their good standards.

## **RELIGIOUS EDUCATION**

112. Pupils attain levels that meet the attainment statements in the diocesan and local agreed syllabus. There is a very good ethos for teaching religious education in the school. However, there are weaknesses in the quality and depth of work. Pupils have a good recall of stories from the Bible and the teachings of Christianity, but do not have sufficient understanding of other world religions.
113. At Key Stage 1, pupils write about special times to thank God for, such as the harvest. They write a harvest prayer. They discuss feelings of happiness and sadness. They write well about things such as photographs that are valuable to them. Pupils in Year 3 and 4 understand the significance of a baptism and advent. They know the story of Abraham's journey and have a good recall of the story of Moses. For homework, some find out about the plague of locusts. They research information about Moses on the CD-ROM. They discuss the plagues sent on Egypt and describe what they would have felt if they were covered in flies. They show pity about the river of blood, which killed all the fish. At Key Stage 1, pupils have a very basic understanding of other religions, such as Hinduism and Judaism, but do not have a good recall of any facts or details concerning these.
114. The pupils show a real enjoyment and interest in Bible stories. They are well motivated and keen to participate in discussions. They settle down to tasks well and are very well behaved. The way they learn shows that they apply themselves intellectually to the lesson themes. They are productive, have a good pace of learning and are keen to describe what they know. At Key Stage 2, pupils with special educational needs learn at a satisfactory pace.
115. Teaching is good at Key Stage 2. No lessons were observed during the inspection at Key Stage 1. There are very clear learning objectives, good introductions and plenty of challenge for the pupils. Homework is used to add to the challenge, such as reading the story of Moses out of the Bible. Pupils with special educational needs are given appropriate support with tasks and make good progress. Additional help by the teacher with reading and spelling is available. Planning is satisfactory and covers the curriculum. However, it is more detailed in its planning of Christianity and lacks a similar depth in the study of other world religions. Resources are good and contain packs on other religious faiths.