



OFFICE FOR STANDARDS
IN EDUCATION

ST EDWARD'S C E FIRST SCHOOL

**Hollow Lane
Cheddleton
Leek
Staffordshire
ST13 7HP**

DFEE School Number: 934/3042

Name of Reporting Inspector

Mr Keith Edwards AI

Date of inspection: 15 - 18 January 1996

Inspection under Section 9 of the Education (Schools) Act 1992

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INTRODUCTION

1. This inspection was carried out under Section 9 of the Education (Schools) Act 1992.

Its purpose was to report on:

- * the educational standards achieved in the school;
- * the quality of education provided by the school;
- * whether the financial resources available to the school are managed efficiently;
- * the spiritual, moral, social and cultural development of pupils at the school.

The findings of the inspection will contribute to the annual report of Her Majesty's Chief Inspector of Schools to the Secretary of State for Education.

Basic information about the school

2. Name of school:	St Edward's C E First School
Type of school:	First
Status:	Voluntary Controlled
Age range of pupils:	4 - 9
Head teacher:	Mr Gareth Davies
Address of school:	Hollow Lane Cheddleton Leek Staffordshire ST13 7HP
Telephone:	01538 360435
Name and address of appropriate authority:	Governing Body c/o The School
Telephone:	01538 360435
Local authority area:	Staffordshire
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Intake of pupils and the area served by the school

3. Cheddleton is a village situated between the city of Stoke-on-Trent and the small market town of Leek. The pupils at St Edward's come from a broad range of social and economic circumstances within the context of a rural background. The number of pupils living in households with no residents in employment is well below the national average and only 7.5% of pupils have an entitlement to free school meals. Almost all the pupils are white and have English as their first language.

4. Most pupils start at St Edward's having had the benefit of pre-school experience. They have developed social skills and have already established patterns of good behaviour. There are a few pupils with emotional and learning difficulties but currently none has a Statement of Special Educational Need. There is a wide range of ability in the school. The views expressed at the parents' meeting and the parents' questionnaires indicate a high level of support for the school.

School data and indicators

5. Number of pupils in each year group

Year	Boys	Girls	Total
Reception	22	22	44
Year 1	14	16	30
Year 2	17	17	34
Year 3	21	18	39
Year 4	21	22	43
Total	95	95	190

Special educational needs

Number of pupils having Statements of Special Educational Need: 0

Free school meals

Percentage of pupils eligible for free school meals: 7.5%

Teachers and classes

Full-time equivalent teachers: 8.5

Pupil to teacher ratio: 22:1

Number of special support assistants for special educational needs: 0

Teacher to class ratio: 1.2:1

Average class size: 27

Teaching time per week

Stage	Hours	Minutes
Reception	22	30
Key Stage 1	22	30
Key Stage 2	24	10

Pupil attendance

Percentage attendance figures from the Governors' Annual Report to parents, and for the third week of the term prior to the term of the inspection.

Annual Report		Third Week		
	Unauthorised absence	Actual attendance	Authorised absence	Unauthorised absence
YR-Y6	0	95	5	0

Number of exclusions in the last 12 months

	Fixed Period		Permanent		Ethnic Minority	
	Boys	Girls	Boys	Girls	Boys	Girls
YR-Y6	0	0	0	0	0	0

National Curriculum assessments: Key Stage 1

Summary of Key Stage 1 NC assessments for 1995

(a) Teacher Assessment

		English	Maths	Science
% at Level 2 or above	School	85	83	95
	LEA	-	-	-
	England	80	79	84
% at Level 3 or above	School	2	2	0
	LEA	-	-	-
	England	20	12	14

(b) Test/Task Results

		Reading	Writing	Number
% at Level 2 or above	School	88	86	77
	LEA	-	-	-
	England	78	80	78
% at Level 3 or above	School	35	2	29
	LEA	-	-	-
	England	33	15	19

Financial Information

Income (£)	Last full financial year	Current year
Balance brought forward	5,720	7,290
Recurrent income: eg formula funding, annual maintenance grants, fees	273,400	259,670
Other grants, allocations or special purpose grants	4,130	4,320
Other income managed by the school, including lettings and funds raised	3,909	3,186
Total	287,159	274,466

Expenditure (£)	Last full financial year	Current year
Teaching Staff	206,640	200,000
Other staff	37,030	39,440
Educational costs (resources: £12,220; staff development: £4,130)	16,350	7,600
Premises Costs	15,470	10,130
Other costs	4,379	7,200
Total	279,869	264,370

Expenditure per pupil: £1,333

Expenditure per pupil on educational resources: £58

Record of the evidence base of the inspection

Number of lessons seen

Year	R	Y1	Y2	Y3	Y4
Lessons seen	13	10	9	13	14

6. The inspection was carried out by three inspectors directly employed by OFSTED and a lay inspector. In total 59 lessons or parts of lessons were observed. This constitutes approximately 32 hours spent in direct classroom observation. Samples of pupils' work across the curriculum were inspected. Pupils from all age groups were heard to read and were given numeracy tests. Inspectors spoke to pupils about their attitudes and knowledge in different subject areas. They held over 20 formal interviews with members of staff and held a formal meeting with the members of the governing body. Inspectors examined school documentation and National Curriculum results. Informal discussions were held with parents and the completed questionnaires were received. A formal parents' meeting was held and comments noted.

MAIN FINDINGS AND KEY ISSUES FOR ACTION

Main findings

7. Overall pupils achieve standards in line with the national expectation except in physical education at Key Stage 1. In art at Key Stage 1 and in science at Key Stage 2 most pupils achieve at least the national expectation and many achieve beyond it. The standard of hand-writing is good in the context of hand-writing lessons but this skill is not applied across the curriculum range and is an area of weakness.

8. Throughout the school the pupils' achievements in relation to their abilities are sound, but higher expectations could lead to the raising of standards.

9. Pupils make sound progress in their learning. In Reception they make a secure start to their schooling and develop good attitudes to their work. At both key stages pupils have a good level of motivation. They are successful in acquiring and applying knowledge and understanding except in those cases where the work is insufficiently challenging.

10. The quality of teaching is generally sound and sometimes good. Lessons are well planned and a good pace of working is maintained in most cases. Classroom management and organisation are good. Teachers give good support to individual pupils. However, in a significant minority of lessons the tasks set lack appropriate challenge and this has a detrimental impact on learning. There are established procedures for recording and reporting the progress of pupils but the use of marking and assessment to enable pupils to

achieve higher standards is generally under-developed.

11. The curriculum is broad, well balanced and fully available to all pupils. Overall it meets the requirements of the National Curriculum and those of the local Agreed Syllabus for religious education. The curriculum provided has a beneficial effect on the quality of education and the standards achieved. It meets the aims of the school. The school makes sound provision for those pupils with special educational needs.

12. The newly appointed headteacher provides effective leadership and he is developing his managerial expertise. A good working relationship has been established with the governors and the standard of financial planning is sound. Procedures for monitoring the budget are secure. However the school development plan does not set out its targets in order of priority and measures for evaluating its effectiveness are under-developed. The school's deployment of its resources is sound. Overall the school provides sound value for money.

13. The school's promotion of the pupils' spiritual, moral and social development is very good. Relationships in the school are good and the provision for the cultural education of the pupils is sound. The school sets high standards of behaviour and it is a very orderly community. Attendance is sound with records complying fully with legal requirements. The punctuality of the pupils is very good.

Key issues for action

14. The school should give attention to:

- improving the quality of the school development plan
- broadening teaching approaches in light of the significant minority of lessons in which the tasks are insufficiently demanding
- using marking and assessment to help pupils to improve the quality of their work
- maintaining the school's existing high level of success in promoting the spiritual, moral and social development of the pupils.

STANDARDS AND QUALITY

Standards of achievement

15. In most subjects, pupils achieve standards in line with national expectations and some pupils achieve beyond this. Standards are above national expectations in art at Key Stage 1 and in science at Key Stage 2. Standards fall below national expectations in physical education at Key Stage 1. In the various subjects, pupils generally achieve standards appropriate for their abilities. However, there are exceptions in those lessons in which there are weaknesses in the teaching. Levels of achievement in literacy and numeracy are broadly in line with national expectations except in handwriting where many pupils underachieve.

16. In reading standards match national expectations. Pupils at Key Stage 1 can describe the content of books and can predict the outcome of stories. They can recognise many sounds of letters and use contextual clues to word build in their reading. At Key Stage 2 pupils choose from an increasingly challenging range of books and they can read well silently. They can find information from reference and computer sources.

17. In writing and spelling standards are in line with national levels and pupils' abilities. The pupils learn the skills of pencil control and the more able can write the letters of the alphabet clearly. The standard of handwriting is good within the context of handwriting lessons but this skill is not transferred across the curriculum range and is an area of weakness. Analysis of the results of recent Standard Assessment Task support this. At Key Stage 1 pupils write in sentences which are punctuated with capital letters and full-stops. The older pupils can adapt their style of writing for different purposes. They plan, draft and revise their work and use the word-processor competently. They can distinguish between standard and non-standard English.

18. In Reception pupils are confident speakers and listeners. They articulate their views clearly and listen attentively. At both key stages pupils can talk about their experiences and express their feelings. The standards achieved are appropriate.

19. Standards of numeracy are in line with national expectations. In Reception pupils are able to count in sequence and many write numbers to six accurately. They can sort and match according to size, shape and colour. At Key Stage 1 most pupils have basic competence in calculation and at Key Stage 2 pupils can use calculators, work successfully with numbers up to 1,000 and have a secure understanding of place value. They learn their tables and can recall number facts in mental exercises.

20. Standards of achievement in information technology are in line with national expectations and appropriate for the pupils' abilities. In their different subjects pupils can load and print their work, use control technology and can retrieve information stored on the computer.

Quality of learning

21. The quality of learning is sound. Pupils make a secure start to their schooling in Reception and develop good attitudes to their work. Most pupils co-operate well with each other and listen when others are speaking. They are well motivated and keen to discuss their work.

22. At Key Stage 1 pupils apply their knowledge of the sound of letters in word building and make progress in reading. They show interest in all other areas of the curriculum with the exception of physical education, where they are reluctant to apply themselves to the range of activities and little progress is made. In art the quality of learning is good with pupils paying attention to detail, using equipment with care and refining their skills and techniques.

23. At Key Stage 2 the quality of learning is sound overall and good in science. Pupils interact well together and discuss their work in groups with purpose. They conduct experiments with enthusiasm and are able to apply the principles of fair testing. Pupils generally make sound progress in their learning across the curriculum.

24. At both key stages pupils are successful in acquiring and applying knowledge and understanding except in those cases where the work expected of them is poorly matched to their abilities.

EFFICIENCY OF THE SCHOOL

25. Overall the school provides sound value for money. The budget is well managed in routine administration and overall deployment of funds but there are weaknesses in strategic planning.

26. Good use is made of the ample accommodation and the staff and resources are well managed. An appropriate amount of time is allocated to each subject and the school complies with national guidelines for the length of the school day.

27. There are sound financial controls to regulate the school accounts. Spending on each curriculum area is carefully monitored although the initial allocation does not relate to an overall curriculum development plan. The school has complied with the requirements of the most recent audit report (March 1994).

28. The governing body is well organised with a distinct committee structure. The finance committee has established clear procedures for setting the budget. However, this process is not currently linked to the formulation of the school development plan, although steps are being taken to align the two. The school development plan does not arrange its targets in order of priority and does not distinguish between short and long term objectives. There are no detailed costings and measures to evaluate the effectiveness of the plan are lacking. Action to address this issue should be a priority for the school.

PUPILS' PERSONAL DEVELOPMENT AND BEHAVIOUR

Pupils' spiritual, moral, social and cultural development

29. Overall the spiritual, moral and social development of pupils is very good and cultural development is sound, with room for development. The school's policies are documented and clearly conveyed to staff, pupils and parents. The school has a high level of success in meeting its aims in this area. The pupils respond well to the provision and this has a good effect on the standards achieved.

30. Spiritual development is fostered in the many examples of human endeavour and achievement in the teaching of history, English and religious education and in daily assemblies, which are of a high standard, each containing an inspirational story, and use is often made of pupils of different ages to portray characters. There is a daily act of collective worship which fully meets statutory requirements.

31. Standards of respect for other people and knowledge of right and wrong are clearly evident in class, playground and assembly activities. Parents expressed a high level of satisfaction with this aspect. Teaching and ancillary staff demonstrate very good standards for pupils to follow and respect.

32. Social development is enhanced by careful supervision in playground activities, by encouraging the sharing of tasks and resources in class and by promoting care of younger pupils by older ones. Visits to hospitals and care centres are central to the school's policy and plans and have a beneficial effect for all concerned.

33. Cultural development within the arts is sound, with emphasis on music, art and outside visits to locations of ecological and cultural interest. Recognition of other faiths and beliefs is developed through English, history, art and religious education. However, the school is less successful in promoting an awareness of different cultures represented in modern Britain.

Behaviour and discipline

34. Overall the standard of behaviour is very good and the school is a very orderly community. This contributes significantly to achievement, quality of learning and the harmonious atmosphere. Teachers have high expectations of their pupils' behaviour, set good standards and obtain a very good response. These standards are reinforced by the non-teaching staff.

35. The pupils respond well to the rules and conventions of the school. However, there is a need for a written policy to formalise existing procedures for dealing with instances of bullying should such occasions occur. Rare breaches of acceptable behaviour are dealt with promptly and effectively and there is an established reward system to encourage good behaviour. Individual achievement is not only recognised but celebrated

in special assemblies. Parents express a high level of satisfaction with this aspect of school life.

36. There were no exclusions during the course of the past 12 months.

Attendance

37. Attendance is good. Registers are accurately completed twice daily and promptly returned to the school secretary for checking. Reasons for absence are actively pursued. No cases of unauthorised absence were noted during the course of the previous year. The statutory requirements for recording attendance are being met. The school successfully operates an award scheme which encourages attendance and punctuality. Lessons start and finish on time and there is very little lateness.

SUBJECTS OF THE CURRICULUM AND OTHER CURRICULAR PROVISION

English

38. Throughout the school standards are in line with national expectations and pupils' abilities.

39. Standards in speaking and listening meet national expectations. Pupils articulate their views clearly. They listen attentively and have a good recall of previous lessons. At Key Stage 1 pupils talk about their experiences and begin to add detail when describing events in their lives. They are able to talk about their work together. At Key Stage 2 these skills are further developed and they express feelings and opinions about their work and books they have read. However, there are insufficient opportunities for talk in a wider range of situations.

40. In reading standards are in line with the national expectation. Pupils at Key Stage 1 discuss their books with others and develop an understanding of the nature of reading. They explain the content of passages and can predict the outcome of a story. They retell stories well. They can recognise many sounds and have a vocabulary of words which are promptly recognised and understood. At Key Stage 2 most pupils are enthusiastic and independent readers and choose from an increasingly challenging range of books. They read well silently and in groups and can select information from reference and computer sources. Some are beginning to use logical argument to appraise the stories they read.

41. Standards in writing and spelling are in line with national levels. At Key Stage 1 pupils write sentences, stories and poems in response to an appropriate range of stimuli but generally independent attempts at writing are under-developed. Simple words are usually spelt correctly. At Key Stage 2 pupils write for a wide variety of purposes

including instructions for board games and an information booklet about the village. They plan, draft and revise their work and use the wordprocessor competently.

42. Standards in handwriting are below national expectations. Pupils learn a good handwriting style within handwriting lessons but do not apply these skills in other areas of their work. Their letters are not joined and a fluent cursive style has not been formed.

43. The quality of learning at all stages is sound and sometimes good. Pupils listen carefully and are keen to answer questions. They have good attitudes and become involved in their work. They work well in pairs and small group activities such as discussion, drama and when planning writing. They apply their skills in the correct use of punctuation in a variety of writing situations. Most pupils make sound progress in knowledge and understanding.

44. The quality of teaching is mainly sound and sometimes good. Lessons have clear aims and are well planned and there is appropriate pace. In good lessons teachers show high expectations and challenge their pupils to think more deeply about their work. In most lessons teachers manage their classrooms well and move round the pupils to check for understanding and to offer support when help is required.

45. An assessment file is kept and work is assessed at the end of the year. Marking is inconsistent in its guidance to further the pupils' progress.

Mathematics

46. The substantial majority of pupils have achievements which are in line with national expectations and most pupils achieve appropriate levels for their abilities. The substantial majority of pupils achieved the national expectation or above in the 1995 Key Stage 1 Standard Assessment Tasks.

47. In Reception pupils can recognise the difference between big and small and make sequences using these factors. The more able can draw sets up to six and write their numbers without reversals. At Key Stage 1 pupils can use the basic operations in numbers up to 100. They can work with sets and bar charts and understand simple fractions.

48. At Key Stage 2 most pupils can tell the time and have a working knowledge of the calendar. They can use calculators, have a good understanding of place value and can work with numbers up to 1,000. Pupils understand lines of symmetry and can approximate the area of regular and irregular shapes.

49. The quality of learning is sound. Across the key stages pupils are keen to make progress and can apply their knowledge to solve problems. They readily answer in sessions involving mental calculations but on those occasions when there are written tasks which are not well matched to the pupils' abilities then the level of motivation decreases markedly.

50. The quality of teaching is sound overall. Teachers have a good command of their subject and lessons are well organised. Work is carefully planned to accommodate the different age and ability groupings. Good use is made of published schemes but some of the worksheets which are presented to the pupils do not match their abilities. This has a detrimental effect on the quality of experience and restricts learning. The school is more successful in its teaching of work on calculations and techniques rather than open-ended investigations.

51. Informative records of progress are kept but generally the marking of pupils' work does not offer guidance in areas of misunderstanding. Resources for this subject are sufficient, readily available in each classroom and well maintained.

52. As a key point for action the school should give careful consideration to the suitability of the tasks set for the pupils and give greater emphasis to the mathematics of problem solving.

Science

53. In science the overall standards of achievement are in line with national expectations and are appropriate for the pupils' abilities. At Key Stage 2 a significant number of pupils achieve higher standards.

54. In Reception the pupils can describe accurately the effect of the sun on the earth and know the differences between night and day. They can experiment with objects that float and sink and describe their findings clearly. At Key Stage 1 the pupils record their observations accurately, they understand some of the properties of a variety of materials and can sort them into groups. They can name the main parts of the body and describe the effect of heat on food. At Key Stage 2 the pupils can describe the life cycle of frogs, understand the food chain in deciduous forests and can use scientific terms for the major organs of the body. In work on materials they are able to carry out fair tests and record their findings well. They have the ability to carry out investigations systematically and thoroughly.

55. The quality of learning is sound overall and good at Key Stage 2. Almost all pupils are well motivated and they listen attentively. They interact purposefully together and discuss their work in groups. They ask and answer questions and apply their skills and knowledge in the subject to new areas of work. They work hard and stay on task. The pupils are co-operative and carry out experiments with enthusiasm. At Key Stage 2 the pupils make good progress in learning the skills of scientific investigation and are able to apply the principles of fair testing. They work patiently and systematically.

56. The quality of teaching is sound overall and there are many good features at Key Stage 2. Lessons are well planned and have clear and precise aims and objectives which promote good learning. In most lessons the tasks are challenging and there is well-structured work for pupils of different ages and abilities. Teachers make good use of questions and provide interesting tasks which motivate the pupils. At Key Stage 2 the

pace of the lessons is good and the pupils respond well to stimulating experiments. The work is sometimes linked to other subjects and this enables pupils to broaden and apply their skills.

57. The subject is well co-ordinated and good use is made of expertise. There are adequate resources, although more equipment for practical lessons is needed. There are good displays of work, which have a good effect on the standards achieved. Records are kept of pupils' progress although assessment procedures are under-developed.

Technology

i) Design and technology

58. Standards are in line with national expectations and appropriate for the pupils abilities. No lessons were observed at Key Stage 1. However, meetings with teachers were held and planning and pupils' previous work were scrutinised. Pupils at Key Stage 1 plan and design posters, invitations and product labels. They construct transport vehicles and make windmills, musical instruments and lunch boxes using an appropriate range of materials. At Key Stage 2 they design and make board games and Celtic brooches. They show increasing accuracy and begin to evaluate the quality of the finished product by making changes to their work. There are shortcomings across the school in the use of tools. The pupils construct, cut, measure, paste and stick but more attention needs to be given to ensuring that all pupils select and use additional tools and materials such as handsaws and wood for assembling and joining. Safety issues regarding the use of tools are not addressed sufficiently.

59. The quality of learning is sound. Pupils concentrate and work hard and show interest and pride in their work. They make progress in applying knowledge, understanding and skills. At Key Stage 1 they learn to recognise the properties involved in cooked and uncooked food and gain knowledge of how yeast works. At Key Stage 2 they trial and modify board games and in doing so increase their understanding of planning and design.

60. The quality of teaching is sound. Teachers plan carefully and generally provide interesting activities. There are good links with other curriculum areas such as making brooches to enrich a history topic. However, teachers lack confidence in providing activities so that pupils use tools such as hammers, saws and vices, and school-based in-service training is needed.

61. The management and co-ordination of the subject require development and guidelines for teachers are needed. There is a draft policy which is due to be discussed and adopted by the school.

ii) Information technology

62. Standards are in line with national expectations and appropriate for the pupils' abilities. In Reception pupils use the computer for games involving early number and reading skills. At Key Stage 1 they grow in confidence, use the computer as a wordprocessor and make pictures. Some can load and print their work, show control over devices such as a programmable toy and describe what they do. At Key Stage 2 pupils use the wordprocessor appropriately to present work across curriculum areas. They can generate and amend ideas and many can retrieve and store their work. They have good skills when using the computer to explore the relationships between angles and shape in mathematics.

63. The quality of learning is sound and pupils make appropriate progress throughout the school. They are co-operative, enthusiastic and well motivated. They work independently and collaborate well when necessary. Pupils at Key Stage 2 take opportunities to use CD-ROM and have a good understanding of searching for information to aid their studies.

64. The quality of teaching is sound. Work is appropriately planned and teachers manage their classrooms so that time can be given to support small groups and individuals. They make good use of the available hardware. There is a draft policy for the use of information technology which is due to be discussed and adopted by the school.

65. Resources are unsatisfactory. There are 11 computers in school and many of them are old and unable to run modern software. They often break down and an unreasonable amount of time is spent by the co-ordinator in arranging repair. The sound standards achieved by the school are to the credit of those teaching this subject with outdated hardware.

History

66. Standards of achievement are in line with national expectations and are appropriate for the pupils' abilities. In Reception the pupils can appreciate the differences between old and new and are able to observe and comment on these. At Key Stage 1 the pupils can retell stories from history and accurately describe the events of the Great Fire of London. Almost all can describe some differences in buildings through the ages. Pupils are able to discuss events in their families' history and identify changes. At Key Stage 2 the pupils can explain important developments. They are able to recount details of historical events and give reasons for invasions. They can place events on a time line and are beginning to develop an understanding of change. They know some significant dates in British history.

67. The quality of learning is sound overall and occasionally good. In Reception the pupils are well motivated and interested learners. They are developing skills of observation and listen with interest to stories from history. At Key Stage 1 the pupils are

keen to answer questions and concentrate well. They respond to stimulating lessons and make progress in acquiring knowledge about notable historical characters. At Key Stage 2 the pupils work hard and with enthusiasm. They are well motivated and answer questions about invasions with intelligence and insight. They are successful learners and respond well to challenge but learning is less successful when there is an over-reliance on undemanding worksheets.

68. The quality of teaching is sound overall and occasionally good. In Reception lessons are well planned and appropriate visits and materials are provided. Teachers have a secure knowledge of the subject and use non-teaching support to good effect. At Key Stage 1 lessons are interesting and motivate the pupils. Good use is made of questions and specific teaching points are made effectively. At Key Stage 2 lessons are well organised and appropriate resources and artefacts are used to promote learning. Clear instructions are given but the tasks set are over-directed and do not make sufficient demands on the pupils. Assessment and marking are not sufficiently rigorous to enable pupils to improve their work.

Geography

69. *Because of timetable arrangements during the week of the inspection, only one lesson was seen. Evidence was gained from looking at the pupils' work in books and displays, from discussion with groups of pupils and their teachers and from studying curriculum documents.*

70. On this evidence, standards of achievement are in line with national expectations and are appropriate for the pupils' abilities. In Reception pupils are able to talk about the shape of the earth and the effect of the sun on day and night. At Key Stage 1 pupils recognise and describe the position of their classroom and other rooms on a plan. They present their findings accurately. They are able to follow a simple route. At Key Stage 2 the pupils are able to name the countries and the capitals of the British Isles and are familiar with maps and plans. They can use keys and symbols and have a basic knowledge of scale. They are able to use two-figure grid references with accuracy and can describe the differences between a village in India and their locality.

71. The quality of learning is sound. The pupils have good attitudes to their work and are well-motivated and keen learners. They listen attentively and make progress in acquiring geographical knowledge and skills. They work hard and respond well to challenge and new ideas. The learning is less successful when the tasks required and the worksheets set are undemanding.

72. The quality of teaching is sound. Lessons are thoroughly planned and teachers have a secure knowledge of the subject. Appropriate activities which provide experience of all programmes of study are planned. However, the timetable arrangements, alternating history and geography on a half-termly basis, mean that geography is taught intermittently and in-depth study is not always possible.

73. There is a written policy which has been reviewed to meet the current requirements of the National Curriculum. Resources are adequate and are well used to support the teaching. There are up-to-date books and materials but a shortage of aerial photographs. A range of visits enhances the work in geography. Records of pupils' progress are kept and reports to parents are provided but assessment is under-developed as it does not give clear indications of how pupils might improve their performance.

Art

74. At Key Stage 1 most pupils achieve the national expectation and many achieve beyond it. At Key Stage 2 their achievements meet national expectations. Throughout the school the pupils have achievements which are appropriate for their abilities.

75. Pupils have experience of using a variety of media to devise and make artefacts and pictures in Reception. They record observations with detail and use basic tools effectively. At Key Stage 1, by using crayon, pastel and paint, pupils can create pieces of work in the style of famous artists. They can produce shades of colour and utilise this technique well. At Key Stage 2 pupils can make line drawings to create accurate representations of objects and figures.

76. Overall the quality of learning is good. Pupils make good progress in refining their skills and techniques. They pay attention to detail and use the equipment with care. The pupils co-operate well in groups and share materials readily. They persevere with their work and show a determination to finish. Pupils apply their understanding of pattern to good effect.

77. The quality of teaching is sound. Lessons are well organised, with much of the work relating to current topics. Pupils are given the opportunity to work in two- and three-dimensional forms with a variety of materials and their work is well displayed. The school is well resourced for art but there is limited use of portfolios with annotated pieces of work to inform future development.

Music

78. Overall the standards achieved by the pupils are in line with national expectations and appropriate for their abilities. In Reception pupils can name a number of musical instruments and know how to play percussion instruments such as the tambourine, triangle and drum. They are able to listen attentively to music and can sing songs from memory.

79. At Key Stage 1 pupils respond to music both individually and in groups of various sizes. They can play simple accompaniments with an awareness of pulse. At Key Stage 2 pupils have a working knowledge of musical terms such as rhythm, pitch and beat. They can beat time using different body parts and can use musical notation to record patterns in music.

80. The quality of learning is sound. Pupils listen well and handle instruments with care. They co-operate in group activities and make progress in their ability to communicate musical ideas.

81. The quality of teaching is sound. A variety of musical opportunities are provided including tuition in the recorder and violin. Lessons are well planned but there is no policy document to underpin the good practice.

82. The quality of resourcing is good, with the benefit of a music room. However, the use of information technology to enhance the musical experience of the pupils is under-developed.

Physical education

83. The substantial majority of pupils achieve the national expectation at Key Stage 2 but at Key Stage 1 many achieve below it. Most pupils achieve appropriate levels for their abilities at Key Stage 2 but in the earlier years a significant minority of pupils under-achieve.

84. In Reception pupils can run on the spot, glide and perform spinning movements. They can alternate between light and heavy footsteps. At Key Stage 1 pupils demonstrate simple skills with safety and control, but many do not have the discipline of stillness and silence. At Key Stage 2 pupils can strike a ball and arrest its movement using a variety of techniques and apparatus. They can travel with a ball, changing speed and direction at appropriate times.

85. The quality of learning has shortcomings at Key Stage 1: pupils are not committed to the activities and seize opportunities to misbehave in dance and small games. Little progress is evident in self-control and pace of movement. In Reception and at Key Stage 2 pupils remain on task and work hard to develop their skills in movement and small games.

86. Pupils are offered opportunities for dance, games, gymnastics, swimming and athletics. The quality of teaching is sound with lessons being well planned. But there are shortcomings at Key Stage 1 when guidance is lacking. The policy document is to be reviewed.

87. The school is well resourced for physical education and this has a beneficial effect on standards. There are three separate playgrounds which have markings for sport but there is no playing field on site and this limits the work in some aspects of the subject, particularly athletics and football.

Religious education

88. In religious education the standards of achievement are in line with national expectations and are appropriate for the pupils' abilities. In Reception the pupils are able to talk about issues such as caring for friends and others and know some Bible stories including the Good Samaritan. At Key Stage 1 the pupils know some religious symbols relating to Christianity and Judaism. They can describe key events in the life of Christ and understand the importance of major religious festivals. At Key Stage 2 the pupils can describe significant Bible characters and leaders. They know some of the stories from other faiths. They can find information from books in the library and use an index well.

89. The quality of learning is sound. Pupils are well motivated and listen attentively. They apply their knowledge and skills to their work and are interested learners. They work hard and concentrate well. Pupils at Key Stage 2 make progress in understanding concepts such as leadership, generosity and forgiveness. They respond well to challenge. In the lessons where learning is not as successful the pupils do not have the opportunity to develop ideas and are asked to complete simple and undemanding worksheets.

90. The quality of teaching is sound. Lessons are well prepared and classrooms are carefully organised. Teachers employ good story-telling techniques and use appropriate materials. Some use is made of artefacts and teachers give good support to pupils as the lessons progress. Good use is made of visits to local churches and there is a helpful supply of pictures, new books and artefacts. The subject is co-ordinated and follows the local Agreed Syllabus. The work in religious education helps to meet the aims of the school. However, there is insufficient emphasis on challenging the pupils to produce individual work and teachers have an over-reliance on worksheets with limited demands. The marking and assessment is not well developed and does not present the pupils with sufficient challenges to improve their work.

Provision for under-fives

91. *There is provision for under-fives in two Reception classes. At the time of the inspection most of the children in these classes were under five. The curriculum is planned towards the Key Stage 1 programmes of study. All pupils are admitted in the autumn term. Previous experience has mainly been in a village pre-school group and a private nursery, with which there is good liaison. The parents role is acknowledged and a partnership is developed. The youngest pupils spend morning sessions only in Reception during the first half term of school. Pupils participate in a range of activities which take due account of their developing physical, intellectual, emotional and social abilities and they receive a secure start to their education.*

92. Standards in Reception in all areas of the curriculum are in line with national expectations and overall progress is sound. Many pupils achieve standards above the national expectation in science and art. Pupils enjoy books and are confident speakers and listeners. They begin to recognise individual letters and words and form letters with some control. They can sort, match and count and are developing a sound understanding of patterns and sequences. They acquire good scientific skills as they learn about the differences between day and night and can describe changes brought about by clouds and

seasons. In history they understand new and old as they compare the new and old school buildings. They can use paint well and pay attention to detail. They take part successfully in role play activities.

93. The quality of learning is mainly sound and sometimes good. Pupils are happy and confident in school and relationships are good. Most pupils co-operate well with each other and listen when others are speaking. They are well motivated and keen to answer questions about their work.

94. The quality of teaching is mainly sound and sometimes good. Teachers plan good activities and are well supported in the classroom by effective non-teaching staff. The nursery nurse has a positive effect on the quality of learning and standards achieved.

95. There is a sound early years policy and a curriculum statement which outlines the skills to be taught across all areas.

FACTORS CONTRIBUTING TO THESE FINDINGS

Quality of teaching

96. In spite of some shortcomings, the quality of teaching is mainly sound and sometimes good, and this has a beneficial effect on the standards achieved by pupils and the quality of their learning.

97. Teachers plan together within their key stages and planning is good. Lessons are well prepared and classes are well managed and organised. For example, classes at Key Stage 2 contain a mixed age range and lessons and activities take account of the differences in age and ability. Relationships with pupils support effective learning and teachers give good support to individual pupils. An appropriate pace of working is maintained in most cases. Generally teachers have good subject knowledge. They use questioning effectively and often recall previous lessons to reinforce learning. They provide effective introductions to lessons.

98. However, there are shortcomings in a significant minority of lessons, in which the interest of the pupils is lost through an overuse of unimaginative tasks which do not provide them with opportunities to extend and reinforce their learning and achieve higher standards. For example, unchallenging worksheets, from a published source, are offered to the pupils as a substitute for work which would further their understanding or develop their skills. They are required to complete sentences with a single word when it would be more appropriate for them to engage in discussion or express their ideas in writing. In mathematics the opportunities for pupils to engage in open-ended tasks are limited.

99. As an action point, the school needs to give attention to raising teachers' expectations of the pupils' abilities and to broadening teaching approaches to improve the quality of the weaker lessons and enable pupils to fulfil their potential.

Assessment, recording and reporting

100. There are established procedures for recording and reporting the progress of pupils but the use of assessment to enable pupils to achieve higher standards is generally under-developed.

101. Annual written reports to parents are sound and give details of the work covered and an indication of progress. Parents are invited to visit the school for formal meetings and are able to discuss their child's progress at other times. However, written reports do not include the pupils' weaknesses in knowledge, understanding and skills and insufficient information is given on how pupils may improve.

102. Teachers keep adequate records of the pupils' progress through the curriculum and good use is made of reading diaries throughout the school. A useful record sheet for information technology is being introduced. The headteacher monitors a selection of pupils' work and helpful comments are given to the teachers. There are plans to develop this useful technique by extending the responsibility to the curricular co-ordinators. Teachers have started to moderate pupils' work in order to achieve consistency but this should be extended. There is no policy for the marking of pupils' work. Most marking does not provide a sufficiently critical element to enable pupils to improve their work.

103. Assessment is carried out during the course of programmes of study and some formal reading tests are administered to Years 2 and 4. The school complies with the statutory arrangements for testing at the end of Key Stage 1. There is some involvement of pupils in assessment but this is under-developed. Pupils with special educational needs are assessed and given appropriate individual education plans. Staff have been involved in in-service training in assessment. Teachers' plans include opportunities for assessment but these are not fully developed and often lack focus. Learning objectives are not always clearly noted and this inhibits accurate and precise assessment. There is a lack of consistency across the curriculum in assessing pupils' work. Some work is kept as evidence of progress but it is not well annotated and is not used to improve the pupils' performance.

104. As a key issue for action the school should make greater use of assessment to help pupils to improve the quality of their work.

The curriculum

i) Quality and range of the curriculum

105. The curriculum is generally broad and well balanced and meets the requirements of the National Curriculum and those of the local Agreed Syllabus for religious education. This has a beneficial effect on the quality of education provided and the standards achieved and fulfils the aims of the school. All pupils are given full access to the whole

curriculum. The school offers a range of extra-curricular activities for pupils at Key Stage 2 and these give opportunities for the development of skills in singing, sport, the performing arts and environmental work. These activities have a good effect on the quality of education provided.

106. Good use is made of educational visits particularly in history and geography. Homework is given to support the work in reading, spelling and multiplication tables. This has a beneficial effect on the standards achieved. The governing body discharges its responsibilities in relation to the curriculum. There is a recently formed committee of governors who oversee the curricular needs of the school and plans are in hand to monitor future developments in the curriculum.

107. An appropriate time is allocated to each subject. The school allocates some discretionary time for the teaching of English and mathematics. The arrangements for the teaching of history and geography are that each subject is covered half-termly and the development of skills is not always consistent. Schemes of work and policies are under review and curricular co-ordination is under-developed.

ii) Equality of opportunity

108. The school is successful in promoting equal opportunities regardless of gender, ability, ethnic background or social circumstance. This has a beneficial effect on the standards achieved and on the quality of learning. There are some good resources in Reception, such as books and multi-cultural dolls which are well used. Equal opportunities are well promoted in design and information technology and physical education throughout the school.

109. Equal opportunities are carefully considered in curriculum planning and some subject policies have a statement. However, there is no overall school policy and all staff need to review and record the practices in the school.

Provision for pupils with special educational needs

110. The school's provision for special educational needs is sound and these pupils make sound progress in line with their abilities.

111. A register is maintained and there are 12 named pupils. Procedures for pupils with Statements of Special Educational Need meet statutory requirements. There is a policy which has aims and objectives and states a philosophy to meet the needs of more able pupils as well as those with learning difficulties. Procedures for identifying pupils with special educational needs are both clear and effective. Staff carry out classroom observation for each identified pupil, appropriate discussions take place with parents and targets are set. The co-ordinator keeps careful records, attends appropriate in-service courses and reports back to staff and governors.

112. There is good liaison with outside agencies and they provide useful support: a member of the learning support service attends the school for one session a week. Advice is given to the staff and assessments are made on pupils who may need a statement. The local education authority help line has also been effective in meeting the needs of a pupil and good support has been given to staff.

113. The school is following the local education authority guidelines, but it should ensure that the policy and practice in the school fully comply with the guidelines of the national Code of Practice. The school does not publish its policy in the brochure for parents and all teachers need to be fully involved in writing and implementing individual education plans in the classroom.

Management and administration

114. Overall the quality of management is sound. There is a clear statement of the school's aims in the mission policy document agreed by the staff and governors. The school is successful in meeting these aims particularly with regard to the spiritual and moral well-being of the pupils. However, these aims are not expressed as clearly in the school prospectus.

115. The recently appointed headteacher, through his management style and his work in the classroom, provides a good role model for the qualities he wishes to promote in the school. He provides good leadership, is forward thinking and is establishing effective relationships with the staff and governors to promote the aims of the school. An hour each week is set aside for the headteacher and deputy to discuss the issues facing the school and the chair of governors and the headteacher are in regular contact. The headteacher successfully balances his role as manager with a half-time teaching commitment and is approachable and accessible.

116. The governing body has initiated good working practices through its committee structure to fulfil its role in the discharge of its responsibilities. Procedures for setting and monitoring the budget are clear but this process is not currently linked to the formulation of the school development plan. The alignment of the two should be a matter of priority for the school.

117. The routine administration of the school is well ordered. There are sound procedures for financial control. The roles of the staff are clearly defined and meetings of staff and governors are well minuted. Staff are hard-working and committed and the teachers are thorough in their curriculum planning. This has a good impact on quality and standards. The role of curriculum co-ordinator is less successful and the monitoring and assessment of individual subjects need development. Communications are good both within the school and to the parent body.

Staff, learning resources and accommodation

i) Teaching and non-teaching staff

118. The school is staffed by an adequate number of appropriately qualified teachers who are well deployed and have a beneficial effect on the standards achieved and the quality of education provided. There is sufficient expertise for the effective teaching of the National Curriculum subjects. The headteacher leads very effective in-service training in science through an extensive teaching commitment and this has a good effect on the standards achieved. Staff attend courses in a wide range of subjects and in-service training days are well used. However, there is insufficient sharing of expertise gained through course attendance.

119. The non-teaching staff offer valuable support to the work of the school: support for pupils in their early years is particularly effective. The clerical support is efficient and the caretakers keep the school clean and well maintained.

120. There are job descriptions for all staff. The appraisal process is proceeding satisfactorily. Staff meetings are regular, well planned and address curricular issues. Curricular co-ordinators effectively plan most subjects but their role in monitoring and assessment is less developed.

ii) Resources for learning

121. The school is generally well resourced to meet the needs of the National Curriculum. There are good resources in mathematics, history, music and religious education. They are an effective support to pupils' learning and standards of achievement. However, many computers are out of date and software is in short supply to support the pupils with good learning opportunities in information technology across all areas. There was a resources audit in September 1995 which identified information technology as a priority.

122. A new library is being developed and fund raising of £1,000 has been set as a target for the purchase of new books. The school is considering arrangements to ensure all pupils have regular access to the new library.

123. Resources are considered in the school development plan and curricular areas are identified. There is a need to consider more fully the financial allocations relating to the management of resources in order to establish priority areas.

iii) Accommodation

124. The buildings were originally designed to house a middle school and there is ample space for the present number of pupils attending the school; the accommodation is well

managed and kept in very good condition. This has a beneficial effect on the standards achieved.

125. The school is an attractive place and pupils' work on the many displays is used to good effect. The classrooms are arranged so that pupils in the same Key Stage work in close proximity and this helps to facilitate the planning of the curriculum and the effective use of resources. Ample storage space enables resources to be stored centrally. The spacious classrooms provide opportunities for a wide range of activities which can take place in safety. A spare classroom is to serve as the new library. It is not yet fully developed, although there are plans to increase its use and accessibility to all pupils. The hall is large and very well equipped and this has a good effect on physical education.

126. The outside hard play is attractive and safe. Each key stage has the advantage of its own play area. Playgrounds have markings for sports and games. There are grass areas and a pond which provides a useful and attractive wildlife habitat. There is no playing field and this constrains the work in some aspects of sport.

Pupils' welfare and guidance

127. The school provides a safe and healthy environment for the pupils' welfare and guidance. Staff are aware of their responsibilities. The school's new policy document for personal and social education contains a statement on sex education for pupils in Year 4. However, there are no written policies on the prevention of bullying or child protection. There is a need for existing practice to be formalised in a written statement.

Links with parents, agencies and other institutions

128. The school has very good links with parents, who are made to feel welcome when they visit the school and attendance of formal parents' meetings is very good. Some parents provide regular classroom support with the younger pupils and help with the supervision of pupils around the school and on visits. The quality of communication between the school and home is good. The Parents Teachers Friends Association is supportive of the school and active in fund raising.

129. The substantial majority of pupils attended either a local nursery or playgroup before their admission to school. Links with these institutions are sound and the induction programme for each year's new intake is well developed.

130. Links with the main receiving middle school are good. Members of staff from both schools meet together regularly to co-ordinate the work in each subject and to ease the transfer procedures. This has a beneficial impact on standards achieved and the quality of learning. Links with other agencies including the local education authority, the church, police and hospitals are good. However links with local commerce and industry are under-developed.

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