

## INSPECTION REPORT

### **WORTHINGTON PRIMARY SCHOOL**

Ashby-de-la-Zouch

LEA area: Leicestershire

Unique reference number: 119954

Headteacher: Miss A. New

Reporting inspector: Mrs G Peet  
18842

Dates of inspection: 23<sup>rd</sup> to 25<sup>th</sup> June 2003

Inspection number: 248067

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Main Street  
Worthington  
Ashby-de-la-Zouch

Postcode: LE65 1RQ

Telephone number: 01530 222319

Appropriate authority: Governing Body

Name of chair of governors: Mr. N. Boniface

Date of previous inspection: 12/01/1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18842	Mrs G Peet	Registered inspector	Mathematics; Science; Information and communication technology; Art and design; Design technology; Religious education; Equal opportunities.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13746	Mr D Russell	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
30205	Miss T Kenna	Team inspector	Foundation stage curriculum; Special educational needs; English; Geography; History; Music; Physical education.	How good are curricular and other opportunities?

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Worthington Primary School is a small school of 58 pupils in Worthington, Leicestershire. It serves children aged four to eleven. It draws its pupils from the village as well as surrounding areas. Most pupils have attended the pre-school playgroup attached to the school before they start in the reception class. Pupils enter school either in September or January with attainment that is generally below average, although the full range of abilities is represented. They are grouped in three classes. Nineteen per cent of pupils have special educational needs. This is similar to the national average. Most of these pupils have specific or moderate learning difficulties. One pupil has a statement of special educational need. The percentage of pupils eligible for free school meals is 8.6 per cent. This is below the national average. Most pupils are of white European origin and none speaks English as an additional language. There is very little movement of pupils in and out of the school during an academic year. The number on roll is bigger than at the time of the last inspection.

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

This is an improving and effective school. Pupils have very good attitudes to work, very good standards of behaviour and relate very well to one another. The headteacher provides good leadership and is well supported by a hardworking staff. The quality of teaching and learning are very good in lessons. Children's achievement is good overall. Despite the school's current high level of income, which is due to the fact that it is a small school, governors are spending wisely and the school gives satisfactory value for money.

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

- Pupils' attainment in English by the end of both Years 2 and 6, in mathematics by the end of Year 2 and in science by the end of Year 6 are above the national average.
- Teaching is very good.
- The provision for pupils' moral and social development is very good and, as a result, pupils have very good attitudes to school and very good personal relationships.
- The management of the mixed Foundation Stage class and Years 1 and 2 is very good.
- The leadership and management of the headteacher is good and she is well supported by a hardworking staff.

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

- Standards in information and communication technology and religious education by the end of Year 6 are below those expected.
- The curriculum has not yet been revised to take account of the newly created Years 3 and 4 class and at present they are covering the same areas of study as the Year 5 and 6 class in lessons other than English and mathematics.
- Except in English, mathematics and science assessment and the use of it to inform teaching is underdeveloped.

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

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

There has been good improvement since the last inspection in January 1998. Standards by the end of Year 6 are now above the national average in English and science. Standards by the end of Year 2 are above average in English and mathematics. Pupils' attitudes and behaviour are now very good and teaching has improved from good to very good since the last inspection. The key issues of the last inspection have all been dealt with satisfactorily. There is a shared commitment to further improvement and the school has good capacity to succeed.

## STANDARDS

By the end of the Reception year pupils achieve well and attain the national expectations by age five. A small number are working within the National Curriculum. No comparisons are made with the percentage of pupils from other schools attaining the expected standards because such comparisons are unreliable when there are small numbers of pupils taking the tests and each pupil represents a very large percentage. In 2002 only eight pupils from Year 6 took the tests. Since the last inspection in 1998, standards in the end of Year 2 and Year 6 tests have fluctuated considerably in nationally tested subjects because of the small numbers of pupils. Comparisons over time are unreliable. Records that track individual pupils' progress through the school show that pupils are achieving well. The inspection shows that current pupils in Year 6 are attaining standards in English and science that are above average and average in mathematics. Speaking and listening skills are above those expected throughout the school. In all classes, pupils with special educational needs get good support and also achieve well. The inspection indicates that standards in the present Year 2 in writing and mathematics are above average and in reading and science in line with the average. This is due to the very good teaching these pupils receive and the good organisation of this class, which means that the work given to pupils of each age is well matched to their needs. Standards in information and communication technology are below those expected at the end of Year 6 because, until recently, there have been insufficient computers for pupils to use to reinforce the skills that have been taught to them. Standards in religious education by the end of Year 6 are also below those expected. The drop in standards in religious education has resulted from a lack of a coherent scheme of work based on the locally agreed syllabus. There is insufficient evidence to judge pupils' attainment in music and physical education by the end of Year 6. In all other subjects standards have remained in line with those expected. Challenging targets set by the school for English and mathematics in 2002 were not met in either English or mathematics. In the case of English this was because one pupil failed to attain the expected standard and in mathematics two pupils. The inspection judgement is that standards are better this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They are confident and take full responsibility for their learning.
Behaviour, in and out of classrooms	Behaviour of the pupils in and around the school is very good. The school philosophy is very straightforward. It states "If it is right do it, but if it is wrong don't do it. If you don't know ask." This, combined with agreed class rules, is the cornerstone for the strong ethos at the school
Personal development and relationships	Relationships between pupils and adults in lessons and around the school are very good. There is a high level of trust between teachers and pupils.
Attendance	Attendance levels are good, above the national average and consistent over the last three years. Unfortunately, the level of unauthorised absences during 2001/2002 is well above the national average. The reason can be attributed to the continuous marked lateness of two pupils after registers are closed. With such low numbers on roll, this has a noticeable effect on the levels of unauthorised absences.

## TEACHING AND LEARNING

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

Quality of teaching	Very good	Very good	Very good
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*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.*

No unsatisfactory lessons were seen. The teacher responsible for the Foundation Stage is also responsible for teaching the Years 1 and 2 pupils. Management of these varied needs is very good. She is very well supported by a very well deployed nursery nurse, who spends most of her time with the Foundation Stage children. Both have a very good understanding of how children of this age learn and are patient and caring. This results in a good level of learning

Teachers are confident teaching literacy, have good subject knowledge and follow the national strategies for English and mathematics very well. This good teaching is having a positive effect upon raising standards in these subjects. The teaching of science is also good. Basic skills are taught well through other subjects, as well as in English and mathematics lessons. Good opportunities are taken in all subjects to reinforce speaking and listening skills. This results in pupils having speaking and listening skills that are above those expected for their age. Teachers have very good knowledge of all the subjects they are teaching and this helps them make learning interesting and meaningful for the pupils. There is a very good whole school commitment to including all pupils in the life of the school. A particular strength of the teaching is in the way in which teachers effectively manage the diversity of age and ability within their classes. Teachers take great care to create good learning conditions of trust and encouragement, in a context of appropriately high expectations. The support given by learning support assistants is very good. The teaching of pupils who have special educational needs is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall. It includes a suitable range of interesting activities for the pupils. However, due to the recent increase in pupil numbers in the school, there are now 2 classes for the pupils in Years 3 to 6 and staff have recognised the need to develop a more appropriately age-related curriculum for the non-core subjects. Statutory requirements are not being met in the provision for religious education. Because it is being updated and not available, the school does not have access to the locally agreed syllabus for the teaching of religious education and is, therefore, unable to ensure that its recommendations are met.
Provision for pupils with special educational needs	The school's provision for pupils with special educational needs is good and pupils make good progress throughout the school. Pupils receive good support from a specialist teacher, class teachers and classroom assistants. This ensures that they make good progress over time, and positively promotes good learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good overall provision for the pupils' spiritual development, very good provision for their moral and social development and satisfactory provision for their cultural development.
How well the school cares for its pupils	Care and support given to pupils are good. Teachers know their pupils well. Health and safety procedures are good. The school monitors the progress of pupils in literacy and numeracy well through effective assessment procedures. In the non-core subjects, assessment is less well developed.

The contribution of parents to children's learning at school and home is good and a high number of parents and adults from the community help at the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and management and is well supported by the other teachers in the school. During the short time she has been at the school she has identified a number of areas for improvement and has successfully tackled some of them already.
How well the governors fulfil their responsibilities	The Governing Body is satisfactorily fulfilling its role in supporting the school. Governors are actively involved in school life and many are regular visitors to the school. Through close liaison with the headteacher and performance monitoring systems, the governors have a satisfactory understanding of the strengths and weaknesses of the school. There are some omissions from the annual governors' report to parents.
The school's evaluation of its performance	The progress of individual pupils is closely tracked through the school. Monitoring of the curriculum is by the subject coordinators for the core subjects and is good. Monitoring of teaching is closely linked to performance management and, through this, the head has been able to observe each teacher teach. A target for this year has been writing. This has had a positive effect on standards.
The strategic use of resources	Financial planning is satisfactory and specific grants are used well, for example, to provide French Club and extra athletics activities. Finances are monitored regularly by the finance committee. The governors have a satisfactory understanding of best value and take steps to provide the best possible resources for the school. An efficient administrative system is in operation. The bursar and office manager are very organised and carry out their duties efficiently and manage the school's day-to-day finances very well.

The match of teaching and support staff to the school is good. The learning support assistants make a valuable contribution to pupils' learning. The accommodation is adequate. Classrooms are of a suitable size for the number of pupils. The outside accommodation is spacious and pleasant and provides a stimulating environment for environmental work in the summer. Resources are generally satisfactory and of a high quality. The exception to this is the provision of information and communication technology software to be used in supporting teaching in all areas of the curriculum and the library resources, which are presently being updated.

## 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>• Their children are making good progress</li> <li>• They are comfortable approaching the school with questions or a problem.</li> <li>• The school expects their children to work hard and achieve his or her best.</li> <li>• Teaching is good.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework children are expected to do.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agree with the parents' positive views about the school. The inspectors think that the amount of work set is sufficient to encourage the pupils to develop their reading and writing skills further. The range of activities outside lessons is good, especially for such a small school.

## **PART B: COMMENTARY**

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

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

- 1 Pupils enter school with a wide range of attainment but usually overall below that expected for their age. Children achieve well in the reception class and by the time they enter Year 1 most have attained the Early Learning Goals that are expected nationally of children of this age. In Years 1 and 2 pupils achieve satisfactorily in reading and writing and well in mathematics. By the end of Year 2 they attain standards that are above average in these aspects. In Years 3 to 6 pupils achieve well and reach an above expected level in English and the expected level in mathematics. Because groups are too small to make comparisons between years, evidence of achievement is taken from the records of individual pupils. Pupils with special educational needs also achieve well.

#### **Reception children.**

- 2 Overall, the majority of children enter the reception year with attainment in all areas of learning that is below that expected for children of this age. However, the make up of the different groups of children coming into school is very diverse both in number and achievement. In most groups there are a number of lower attaining children, with a small group of higher attainers. As a result of good teaching and learning, the children achieve well. Consequently, most are likely to attain the levels expected by the end of the reception year, with a small number working at levels that are above those expected.

#### **Years 1 and 2**

- 3 Results in the end of year 2002 national tests for pupils in Year 2 show that standards were in line with the national average in reading, below in writing and well above in mathematics. However, because there were only twelve pupils in this group and each pupil represented a eight percentage points, national comparisons of the percentage of pupils attaining Level 2 are not reliable. Inspection findings show that, for the current group of Year 2 pupils, standards in reading are in line with the national average and above for writing and mathematics. This represents good achievement in writing and mathematics and satisfactory achievement in reading. In the teacher assessment in science at the end of 2002, standards were well below the national average. The inspection judgement is that standards in science are now in line with the national average. Standards are good because teaching and learning are very good and because the management of the class is very good.
- 4 Standards in all other subjects are in line with that expected which is the same as at the time of the last inspection.

#### **Years 3 to 6**

- 5 Standards in the national tests for the pupils in Year 6 in 2002 were well below average in English, mathematics and science. The inspection judgement is that standards in English and science at the end of Year 6 are both above the national average and in mathematics in line with the national average. Again, because there were only eight pupils in the Year 6 group, national comparisons are not reliable. Individual pupils' records show that they achieve well in all three subjects.

- 6 In information and communication technology and religious education, standards are below national expectations, which marks a drop in standards from the last inspection. Standards in information and communication technology have dropped because, until recently, the school had been unable to maintain the necessary resources to teach the subject adequately. This situation has now been resolved and standards are improving. The drop in standards in religious education has resulted from a lack of a coherent scheme of work based on the locally agreed syllabus. There is insufficient evidence to make a judgement on standards in music and physical education by the end of Year 6. In all other subjects standards have remained in line with those expected.

### **Across the school**

- 7 Throughout the school pupils' speaking and listening skills are good. Improvements in writing are the result of good monitoring procedures to identify strengths and weaknesses and the introduction of new initiatives to improve standards. Standards in science have improved as a result of a consistent approach to the teaching of scientific skills and the provision of opportunities for pupils to investigate their own ideas.
- 8 Pupils with special educational needs make good overall progress in their learning. The pace and quality of the learning of these pupils are good, whether in a small group or a one-to-one situation, because the specialised teaching is well tailored to meet their needs. The school is diligent in its procedures for identifying pupils with special educational needs and sound individual programmes are set to target their needs. This is particularly evident where a pupil who has a statement of special educational needs progresses well. There is a combination of in-class support, and withdrawal for individuals and groups, to promote pupils' progress. The school takes great care to ensure that all groups of pupils can take part in all activities. Higher attaining pupils are given challenging activities and also make good progress. There is no evidence of any difference between the attainment of boys and girls.
- 9 Challenging targets set by the school for English and mathematics in 2002 were not met in either English or mathematics. In the case of English this was because one pupil failed to attain the expected standard and in mathematics two pupils. The inspection judgement is that standards are better this year.

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

- 10 Since the last inspection, the school has improved the pupils' attitudes to learning, behaviour, values and personal development and these are now very good. The thoughtful structuring of mixed-age groups in all classes encourages older pupils to help the younger pupils. This shows good levels of maturity and understanding. This reflects well in their approaches to their studies and their feelings towards each other. Attendance levels continue to be good and above the national average. Pupils are punctual and enjoy coming to school. Statutory requirements relating to the pupils' registration are being met.
- 11 Pupils come to school with enthusiasm. They arrive promptly, quickly settle into the family atmosphere and are always willing to share light-hearted moments with each other. For example, pupils in Class 1, sitting quietly before registration roll call, saw the funny side of one boy's efforts in removing his sweater. The pupils respond well to the safe, friendly and supportive learning environment. This actively encourages pupils to make good progress in the tasks set by their teacher. They are confident and take full responsibility for their learning. Relationships between pupils and adults in lessons and around the school are very good. There is a high level of trust between teachers and pupils. The majority of pupils are never afraid to ask for help or support when they have

difficulties. Assemblies give pupils an opportunity to reflect on their roles as citizens and pupils show a feeling of pride in their school community. Pupils' ability to take initiative and show personal responsibility is satisfactory. In all classes, pupils accept the responsibility of doing routine tasks to help with the smooth running of the school.

- 12 Behaviour of pupils in and around the school is very good. The school philosophy is very straightforward, it states "If it is right do it, but if it is wrong don't do it. If you don't know ask." This, combined with agreed class rules, is the cornerstone for the strong ethos at the school. The reward systems are very effective in encouraging pupils to develop good attitudes towards their work. Certificates for good work and attitudes are issued. This applies across the whole school and even the older pupils exercise keen motivation in obtaining these certificates as recognition of their efforts. Assemblies for exhibiting good work are a good platform for sharing achievements with peers.
- 13 In spite of the positive behaviour policy, the school has had to exclude one pupil permanently during the last twelve months. Bullying incidents are now virtually non-existent at the school.
- 14 Pupils show a healthy respect towards each other's feelings and are polite to visitors. Older pupils express their views and feelings on key issues that directly affect them. For example, during a role-play exercise in a personal, social and health education lesson they put forward plausible and realistic arguments when discussing whether smoking is good or bad for their health.
- 15 Children in the Foundation Stage have good attitudes to their work and work in a busy, secure environment. As a result they achieve well. They try hard with the tasks that the staff set for them. They learn that it is important to take turns and share. Although some of them find this hard, they generally manage very well. The children develop good relationships with all the staff and demonstrate good levels of perseverance with their learning, even when they find their tasks difficult. Most pupils with special educational needs have a positive attitude to their work and develop their self-confidence well.
- 16 Attendance levels are good, above the national average and consistent over the last three years. The level of unauthorised absences during 2001/2002 was well above the national average. The reason can be attributed to the continuous marked lateness of two pupils after registers were closed. With such low numbers on roll, this has a noticeable effect on the levels of unauthorised absences. Registration procedures meet statutory requirements.

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

- 17 At the time of the last inspection, teaching was judged to be good overall, although one unsatisfactory lesson was observed. Teaching has now improved. Over fifty per cent of teaching observed was very good and no unsatisfactory teaching was observed.
- 18 Teaching and learning in the Foundation Stage are very good. The teacher responsible is also responsible for teaching the Years 1 and 2 pupils. Management of these varied needs is very good. She is very well supported by a very well deployed nursery nurse, who spends most of her time with the Foundation Stage children. The teacher and the nursery nurse plan closely together. Both have a very good understanding of how children of this age learn and are patient and caring. They give children a clear idea of what is expected and give good praise and encouragement when pupils respond well. This results in a good level of learning

- 19 Teaching and learning for the Years 1 and 2 pupils is very good. This is because the teacher manages the class very well and uses the learning support assistant very effectively. The learning support assistant makes a significant and valuable contribution to pupils' learning. Both have high expectations of pupils. Activities are challenging and this results in very good learning.
- 20 In the Years 3 to 6 classes, teaching is also overall very good. The learning support assistant in the Year 3 and 4 class makes a very good contribution to the learning of pupils especially of those with special educational needs.
- 21 Basic skills are taught well throughout the school. Good opportunities are taken in all subjects to reinforce speaking and listening skills. This results in pupils having speaking and listening skills that are above those expected for their age.
- 22 The teaching and learning of literacy are overall very good. Lessons are well planned to meet the needs of all pupils and challenge pupils well. Teachers have a good knowledge and understanding of literacy and the Literacy Strategy. The introductory parts of lessons are used well to develop understanding of aspects of writing or reading and the end of lessons used effectively to consolidate learning. The very good teaching is having a positive effect on the raising of standards in writing.
- 23 The teaching and learning of numeracy are good overall. The mental and oral starters to lessons are usually very good and have a good pace. Resources are well used in numeracy. For example, in a Year 5 and 6 lesson number fans were used effectively to involve all pupils when finding percentages. This strategy also helped the teacher assess how well the pupils understood.
- 24 The teaching of science is good. Teachers understand that in order for pupils to be successful in science they have to understand, and in order to do this, must test their own ideas. They, therefore, give pupils opportunities to raise their own questions and test their own ideas. For example, in a very good lesson, Years 5 and 6 pupils tested whether it made any difference whether the water used to germinate seeds was from a tap or from a bottle.
- 25 Teachers have very good knowledge of all the subjects they teach and this helps them make learning interesting and meaningful for the pupils. For example, in an art lesson the teacher was able to make the lesson interesting and satisfying for pupils because the advice she was able to give helped them achieve success with their work.
- 26 A strength of the teaching throughout the school is the way in which teachers plan to meet the needs of the different age-groups within their classes. Activities are very well planned to meet the needs of all pupils. Learning support assistants are very well used by teachers to help them deliver different activities to meet pupils' prior attainment. During lessons, teachers and learning support assistants question pupils well at the appropriate level for each pupil. In most lessons planning is very good. Teachers make satisfactory use of homework to reinforce or extend pupils' learning.
- 27 Lessons that were only satisfactory did not always have activities that fully engaged pupils. For example, in a lesson on information and communication technology, the task given to pupils required a level of mathematical understanding that was beyond the pupils.

- 28 Pupils with special educational needs are supported well by staff, both in class and, when necessary, individually and in small withdrawal groups. This enables pupils to make good progress. Individual education plans set clear targets, detailing success criteria, strategies and resources. Differentiation is well planned for in all lessons, ensuring that all pupils are fully involved. Higher attaining pupils are well challenged, particularly those Year 2 pupils that have been put in a class with older pupils.

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

- 29 The curriculum is satisfactory overall. It includes a suitable range of interesting activities for the pupils. However, due to the recent increase in pupil numbers in the school, there are now two classes for the pupils in Years 3 to 6 and staff have recognised the need to develop a more appropriately age-related curriculum for the non-core subjects. Statutory requirements are not being met in the provision for religious education. The school does not have access to the locally agreed syllabus for the teaching of religious education, and is therefore unable to ensure that its recommendations are met. The quality and range of the learning experiences are satisfactory. This has remained the same since the last inspection.
- 30 The learning programme for the children in the reception year who are taught within the Year 1 and 2 class is good. A wide variety of experiences is planned for the children. The Foundation Stage staff work hard to provide a stimulating and challenging range of activities to promote their learning across all the required areas of learning. The outdoor environment is used well.
- 31 All subjects are supported by plans mostly drawn from government recommended guidelines. In the Foundation Stage and the Year 1 and 2 class, non-core subjects are taught on a three year cycle ensuring that all children and pupils cover all the requirements of both the Early Learning Goals and the National Curriculum. In the Years 3 to 6 classes, most lessons, that are not directly English or mathematics, have been planned in sequence over a four-year period and this has ensured that pupils have covered all the requirements of the National Curriculum. However, since the introduction of a Year 3 and 4 class both classes in the juniors still follow the same curriculum for non-core subjects. The school is very aware of the opportunity to make the curriculum more closely match the age related needs of the pupils and has plans to address this.
- 32 The school's provision for pupils with special educational needs is good and pupils make good progress throughout the school. Provision for pupils with special educational needs has remained the same since the last inspection when it was also good. All pupils are supported well. Individual education plans are well constructed and regularly reviewed. Pupils receive good support from a specialist teacher, class teachers and classroom assistants. This ensures that they make good progress over time, and positively promotes good learning.
- 33 The school has worked hard to provide a curriculum, which will interest all the pupils. It is planned to ensure that they have appropriate first-hand educational experiences. Visitors are invited to come to the school to talk to the pupils. The expertise they share with them enables the pupils to see the rich diversity of opportunities available. The pupils visit places of educational interest in their immediate and wider community such as the Hindu Mandir. This provides a good stimulus and context for their work.

- 34 Appropriate proportions of time are allocated to the different subjects and the school has successfully implemented the National Literacy and Numeracy Strategies. The school has recently targeted the teaching of writing throughout the school. The effect of these strategies for improvement can be seen in the improved test results of the pupils by the end of Year 2 and Year 6.
- 35 The provision of extra-curricular activities is good. There is a wide range of activities that covers many interests and talents. Pupils eagerly take up the opportunities that are offered. The school has sports teams, which play in games against other local schools.
- 36 The school ensures that each pupil's development is secured in an environment where all individuals are valued and helped according to their needs. Individuals are accepted for their strengths and weaknesses and helped to fulfil their own potential. Pupil's personal development is addressed well through a programme that includes personal, social and health education, drug awareness and citizenship. These opportunities help to prepare the pupils to play an active role as citizens within the school and in society.
- 37 The contribution the community makes to the life of the school is very good and the school makes a very active contribution to village life. Parents said "It is at the heart of the community". These opportunities enrich the provision that the school makes for the pupils and widens their understanding and experiences.
- 38 Relationships with other schools are very good. Links are very strong with the pre-school play group, which though independent from the school is held on school premises. The school transfers pupils to one main secondary school within the area; links with this school are very strong. The school works very closely with a local group of small schools. They join together for a variety of activities including residential visits, and workshops. Staffs regularly meet to discuss curriculum planning and the sharing of resources. All gain confidence from these links and pupils are well prepared to transfer to the next stage of their education.
- 39 The school makes good overall provision for the pupils' spiritual, moral, social and cultural development. This is an improvement since the last inspection, when moral and social education were good; they are now very good, and spiritual education which was then satisfactory is now good.
- 40 The pupils' spiritual development is well promoted. A local minister visits the school regularly giving his time to lead the school in worship. Pupils visit places of worship within the village. They explore their thoughts and feelings during school assemblies through prayer and reflection. There are also opportunities in lessons where pupils have a chance to talk about their own feelings. The pupils were pleased to talk about their work and their likes and dislikes. Year 2 pupils spoke about their favourite books, and those that made them feel happy or sad.
- 41 Moral development is very well promoted throughout the school. Pupils are encouraged to recognise that everyone is important. They understand that care and consideration should be shown to everyone so that all work effectively together. This is particularly evident in the way in which pupils with special educational needs are fully included in all aspects of school life. To help achieve these high aspirations, the pupils have a set of school rules. They talk about class problems and personal worries and are sure that staff are always there to listen to their concerns and anxieties. The school ethos is one of self-discipline and responsibility to one another. All members of staff apply this approach consistently throughout the school. Secure relationships

provide a firm basis for the development of a clear moral understanding. Pupils are taught right from wrong, with the very youngest children in the Foundation Stage having a very clear understanding of what is expected of them.

- 42 Social development is very well promoted by all adults throughout the school and pupils are encouraged to care and take responsibility for others. Pupils willingly accept responsibility, for example when distributing materials in lessons and tidying up at the end. As they move up through the age groups, pupils are given increasing opportunities to help around the school, washing beakers, and acting as monitors in their classrooms. In a Year 5/6 personal, social and health education lesson, pupils thought about and then discussed their views about smoking and drinking, how pressures are put upon them in life, and how they can deal with them.
- 43 Provision for cultural education is satisfactory. Pupils are helped to appreciate their own cultural traditions through lessons in English and music. Their knowledge of their own village culture is extended when they join in the village activities, visiting the local area, shops and places of interest. They have opportunities to consider some of the world's major religions and to understand the importance of the celebrations of other major faiths, such as festivals of light, and Chinese New Year. They experience places of worship in different faith communities, as when they visit the Hindu Mandir. In a very good English lesson seen in years 3/4, pupils showed very good understanding of how an Asian girl, torn between two cultures, may feel.

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

- 44 Care and support given to pupils are good. Evaluation of risk assessments and pupils' educational needs enables the school to encourage all pupils to achieve their full potential in a safe and supportive environment. The school has taken good steps forward in ensuring it caters for the needs of every child. It enables all pupils to achieve their targeted goals. Teachers know their pupils well. They pay special attention to reducing risks associated with school activities and school outings. Since the last inspection, the school continues to maintain the good level of care and support for pupils.
- 45 Procedures for child protection and for ensuring pupils' welfare are good. The headteacher, as the designated person for child protection, closely liaises with external agencies when matters arise. Training in the authority's child protection procedures is to be undertaken by the headteacher next term. All staff are aware of the need to report verbally any signs of child abuse to the headteacher in the initial stage so that areas of concern may be investigated.
- 46 The school provides an appropriate level of care for pupils with special educational needs. Staff know their pupils very well and provide effectively for their needs. This is well planned to take account of the provision outlined in the pupil's statement. All staff are aware of the effective and consistent procedures for identifying pupils with special educational needs. These procedures are effectively implemented by the special educational needs co-ordinator in collaboration with the class teachers and support assistants. Pupils' targets are reviewed each term and pupils are fully included in these reviews. When necessary further assessment and advice are sought from the educational psychologist. Class teachers and support assistants are responsible for the daily needs of pupils with special educational needs and together keep comprehensive records of achievement. These provide a good record of each pupil's personal achievements and academic progress through the school.

- 47 Health and safety procedures are good. There are two first-aiders on the staff. This is good coverage for a school with only three classes. Prepared risk assessments cover areas such as: weather / traffic; bus travel, accommodation, off-site visits, sports fixtures, residential visits and swimming activities. However, as at the time of the inspection, the governors have approved none of the formalised assessments. Access for disabled pupils or visitors is currently under review. Considerations for ramps and railings near steps are being discussed. During the next academic year the school is introducing the concept of healthy eating for the younger pupils.
- 48 Procedures for monitoring and improving attendance are very good. The consistently high attendance levels reflect the effectiveness of these procedures. Pupils enjoy coming to school. They do not like missing school.
- 49 Procedures for monitoring and promoting good behaviour are very good. Any pupils displaying signs of inappropriate behaviour are carefully logged. The positive behaviour policy and reward systems, comprising of smiley face stickers and good attitudes certificates, are very effective in promoting good behaviour throughout the school. Similarly, procedures for monitoring and eliminating oppressive behaviour are very good. Teachers are very good role models. They have high expectations that pupils will behave properly. Pupils know what is expected of them at all times. They know the impact disruptive behaviour has on other people's learning and are mindful of their actions. Pupils work and play well together.
- 50 Procedures for monitoring and supporting pupils' personal development are good. Teachers recognise pupils' individuality and respond appropriately. They view pupils' learning positively. Staff realise praise, celebrating success and good work are the vital ingredients in supporting pupils' personal development.
- 51 As soon as the children begin their schooling they are checked against the nationally recommended Stepping-Stones<sup>1</sup> and the results are used effectively by the Foundation Stage staff to plan work specifically for them. This way of checking the understanding of the children gives good information about each child, enabling the school to target areas for individual development.
- 52 The school monitors the progress of pupils in literacy and numeracy well through effective assessment procedures. Assessment in English and mathematics is based on the yearly optional tests that children undertake. Through this, areas of weakness within the year and within groups are identified. When individuals have specific needs they are well met. This is the case both with pupils having special educational needs through individual education plans and in the case of other pupils through day-to-day teacher assessment, which is good. In the foundation subjects, assessment is less well developed.

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

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<sup>1</sup> Stepping stones are the stages towards the Early Goals. The Early learning Goals are the expectations for most children to reach by the end of the Foundation Stage.

- 53 Parents have very good views of the school. A relatively high number of parents, and other adults within the community, help at the school and support the school in many ways. The quality of information provided for parents is satisfactory. Parents make a good contribution to children's learning both in school and at home. Partnership is very good and the interests of the pupils' development are given top priority.
- 54 The majority of responses in the parents' questionnaires are extremely positive with the exception of the amount of homework the children do at home. Scrutiny of completed homework indicates that it is of a good quality. The amount of work set is sufficient to encourage the pupils to further develop their reading and writing skills. Teachers set tasks in reading, spelling and mathematics. The homework policy clearly sets guidelines for the number of hours of homework expected for each year group. The school is proactive in organising workshops for parents so that they can become actively involved with the younger children in their reading. Teachers convey some approaches used in teaching pupils to read.
- 55 Parents make a positive contribution to children's learning at school. A high number of parents and adults from the community help at the school. They listen to pupils reading and perform other basic duties in classrooms. This allows the teachers to spend more time with pupils who need a little more support with their learning. Several parents are involved in developing the Parent Teacher Association so more funds can become available to buy the school outdoor equipment for the play area and the new environmental area. This parental commitment has a positive effect on the work of the school.
- 56 All Foundation Stage staff have very good links with parents. Parents have very easy access to all the staff and this enables very good working relationships to develop.
- 57 Parents of pupils with special educational needs are kept fully informed and involved in the progress their children make. They are invited to discuss their children's individual education plans each term. Parents are also invited to an annual meeting where their child's progress over the year is discussed.
- 58 The quality of information sent to parents is satisfactory. There are a few areas where this information may be improved. For example, if parents knew the areas of study to be covered each term, they would be able to do some preparation work with their children. The reports on pupils' progress are satisfactory but are not precise enough in highlighting pupils' main achievements and the levels at which they are working.
- 59 The Annual Governors Report does not specify the most recent numbers of pupils on roll. Since only a small group take the end of Year 2 and Year 6 tests, and there is no need to publish national comparative data, the report should contain a statement to this effect. The School prospectus is well presented and contains some very useful information for prospective parents. There was a minor omission in not reporting the speaking and listening in the teacher assessment section for pupils at the ages of 7 and 11 respectively in both reports. The issued reports do not fully meet statutory requirements in these respects.

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

- 60 The headteacher provides good leadership and management and is well supported by the other teachers in the school. As acting headteacher, she steered the school well through a period of uncertainty about its future leadership arrangements. She has now been in post as headteacher for almost one year. During this time she has identified a number of areas for improvement and has successfully tackled some of them. She identified the need to track pupils' progress in order to interpret more accurately how well pupils were achieving. From this information, she has been able to identify that writing was the weakest area of the core subjects. Strategies have been introduced to improve this and standards in writing this year are higher than previously. During her time as acting head, she managed the creation of a new class. As science coordinator she has successfully introduced a new approach to teaching scientific investigative skills, which is already having an effect on the standards being achieved in science at the end of Year 6. These achievements are particularly to her credit, because as head of a small school, she teaches three full days each week.
- 61 The headteacher has a very good grasp of the school's strengths and weaknesses and is aware of the areas for further development. She recognises the need to develop the curriculum further to accommodate more effectively the newly formed Year 3 and 4 class. She also recognises the need to improve standards in information and communication technology and this is in the current school improvement plan.
- 62 The curriculum is managed by the head with the support of the other teachers in the school. The head herself coordinates two of the core subjects, mathematics and science. English is managed by the Foundation Stage teacher. In order to alleviate the time pressures felt in a small school, other subjects are satisfactorily managed jointly by all staff. Monitoring of the curriculum is by the subject coordinators for the core subjects and is good. It is informal for other subjects and is less effective in informing the school about the provision. The head monitors all teachers' planning and because it is a small school is able to know easily what is happening in each class. Monitoring of teaching is closely linked to performance management and through this the head has been able to observe each teacher teach. A target for this year has been writing. This has had a positive impact on standards.
- 63 The Foundation Stage co-ordinator, very ably assisted by the nursery nurse has created a secure and stimulating environment in which children are able to develop and learn well. The classroom and outdoor area, though limited in space, are used very well by the staff. The outdoor area is well used, and the co-ordinator is aware that further development of this area would enhance its use. Resources at present are good, and the toy exchange scheme set up with other small schools in the area ensures that there is a frequent change in the variety of toys available.
- 64 The special educational needs co-ordinator is very knowledgeable and efficient. She understands the needs of the school very well. All pupils are tracked and monitored very carefully as they progress through the school. These systems support their learning well. Thus, the special educational needs provision is gathering its own momentum and effectively supporting pupils. Particular strengths of the developing management team are the learning support teacher and assistants who make a very strong contribution to the provision with their expertise in both daily planning and assessment.
- 65 The governing body is newly re-established after a period with a large number of vacancies. The chair of governors is in his first year of office. The governors are totally

committed to supporting the school but are still inexperienced because so many are new to the role. They have been proactive in trying to set themselves up as an effective group. For example, they successfully leafleted the whole village in order to persuade people previously unconnected with the school to consider becoming governors. Now they have a full complement, they have begun to set up systems to carry out their role effectively. Committees have been set up, but as yet individual governors have not had the permanent responsibility of chairing them and being responsible for the agenda and the actions taken by their committees. The Governing Body is satisfactorily fulfilling its role in supporting the school. Governors are actively involved in school life and many are regular visitors to the school. Through close liaison with the headteacher and performance monitoring systems, the governors have a satisfactory understanding of the strengths and weaknesses of the school. Although governors generally comply with all statutory requirements, there are some omissions in the annual report to parents.

- 66 The school improvement plan is prepared by the headteacher in consultation with staff and then referred to the governing body. It is costed and has identified success criteria. Key areas for improvement are clearly defined and include information and communication technology and environmental education. The school is on schedule to make the expected improvements.
- 67 Financial planning is satisfactory and specific grants are used well, for example, to provide a French Club and extra athletics activities. Finances are monitored regularly by the finance committee. The governors have a satisfactory understanding of best value and take steps to provide the best possible resources for the school. As yet spending is not evaluated against its contribution to pupils' achievements. An efficient administrative system is in operation in the school. The bursar and office manager are very organised and carry out their duties efficiently and manage the school's day-to-day finances very well.
- 68 The match of teaching and support staff to the school is good. The learning support assistants make a valuable contribution to pupils' learning. The accommodation is adequate. Classrooms are of a suitable size for the number of pupils. The outside accommodation is spacious and pleasant and provides a stimulating environment for environmental work in the summer. Resources are generally satisfactory and of a high quality. The exceptions to this are in the provision of information and communication technology software to be used in supporting teaching in all areas of the curriculum and in the number of books in the library. The school has plans to address these omissions in the new school year.

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

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

1. Improve standards of attainment in information and communication technology (ICT) by the end of Year 6 by:
  - ensuring that there is sufficient software to cover all aspects of the curriculum
  - including regular timetabled lessons in all classes to teach ICT skills;
  - giving pupils sufficient opportunities to practise skills;
  - ensuring that computers in classrooms are used more frequently by including opportunities for the use of ICT when planning the teaching of other subjects of the curriculum.
  - revising the curriculum to ensure that the skills taught in ICT are taught at a time when pupils meet the same skills in other subjects.(paragraphs 6, 61, 82, 87, 94, 98, 100, 105, 114, 126, 128, 130 - 138, 140, 143)
2. Improve standards in religious education by the end of Year 6 by;
  - acquiring a copy of the locally agreed syllabus for religious education;
  - planning a curriculum that takes account of the requirements of that syllabus.(paragraphs 6, 29, 148 – 152)
3. Revise the long-term curriculum structure in Years 3 to 6 to take account of the recently created additional Year 3 and 4 class and to ensure that pupils in both the junior classes have experiences that are suitable for their age and built upon previous learning.  
(paragraphs 29, 31, 100, 104, 120, 121, 126, 131, 135, 137)
4. Develop the use of assessment in the foundation subjects.  
(paragraphs 52, 107, 120, 129, 131, 137, 140, 149)

**Other issues which should be considered by the school**

- Ensure that the governing body report to parents meets statutory requirements.  
(paragraphs 59, 65)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	5	4	0	0	0
Percentage	0	55	25	20	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		58
Number of full-time pupils known to be eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		11

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	1
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	6	12

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	6	5	6
	Total	11	10	12
Percentage of pupils at NC level 2 or above	School	92 (80)	83 (40)	100 (100)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	4	6	3
	Girls	4	5	4
	Total	8	11	7
Percentage of pupils at NC level 2 or above	School	67 (60)	92 (60)	58 (80)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	3	5	8

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	1	1	3
	Girls	4	3	4
	Total	5	4	7
Percentage of pupils at NC level 4 or above	School	63 (50)	50 (50)	88 (83)
	National	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	1	1	2
	Girls	5	5	5
	Total	6	6	7
Percentage of pupils at NC level 4 or above	School	75 (N/A)	75 (N/A)	88 (N/A)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	57	0	1
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	3.7
Number of pupils per qualified teacher	15.7
Average class size	19.3

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

Total number of education support staff	3
Total aggregate hours worked per week	80

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

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
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	£
Total income	225809
Total expenditure	218170
Expenditure per pupil	3518
Balance brought forward from previous year	18880
Balance carried forward to next year	26519

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	58
Number of questionnaires returned	16

### Number (Percentage) of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	44	0	0	0
My child is making good progress in school.	69	31	0	0	0
Behaviour in the school is good.	44	44	0	0	12
My child gets the right amount of work to do at home.	56	19	12	12	0
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	81	12	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	94	6	0	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	56	37	6	0	0
The school is well led and managed.	69	25	0	0	6
The school is helping my child become mature and responsible.	25	75	0	0	0
The school provides an interesting range of activities outside lessons.	44	44	12	0	0

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE<sup>1</sup>**

70 Children in the reception year are taught in a class that includes Years 1 and 2 pupils. There are 22 pupils in this class. At present there are 9 children in the reception year. Two intakes are admitted to the school each year. This year, four children were admitted in September and five in January. This section of the report focuses on children who are in their reception year. The majority of the children have attended the pre-school playgroup which is held in the school hall on three mornings per week, none have attended nursery school. Most children's skills and knowledge are below average when they start school. Throughout their reception year, the children receive good and often very good teaching and, as a result, they achieve well. This is an improvement since the last inspection when teaching was judged to be satisfactory. All children make good progress because there is very good teaching of basic skills and a high level of focused and individual teaching. The environment for these young children is bright and attractive and encourages them to learn well. Consequently, most of the children are likely to achieve the expected Early Learning Goals<sup>2</sup>, in all areas of learning by the end of their reception year. A small number of higher attaining children are likely to be working at the lower levels of the National Curriculum.

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

71 Provision for personal, social and emotional development is good and the children make good progress in this area of their work because the teacher and the nursery nurse, who works closely with these children, have high expectations of them. By the time they leave the reception class they have attained the levels expected of them. Children are encouraged by the staff to share equipment and to take turns. Some children find this difficult but the staff have very clear strategies to ensure that children understand that they will have a turn. Getting changed for their physical education lessons takes time, but is accomplished independently, with the staff encouraging the children to manage on their own. Most children fold their clothes neatly and place them on a chair ready to get dressed at the end of the session. They line up for assembly and move to the hall in a sensible and careful way.

72 Teaching is consistently good, often very good. Members of staff are patient and caring with the children and this enables them to learn and develop their social awareness. They give good praise and encouragement and value all the contributions the children make. Children learn well, in a kindly, quiet and secure learning environment. All staff give clear ideas of what is expected of the children including the difference between right and wrong. Patient, supportive teaching, where children are encouraged to work

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<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning (The Early Learning Goals<sup>2</sup>).

<sup>2</sup> The early learning Goals are the expectations for most children to reach by the end of the Foundation Stage. They refer to achievements in connection with communication, language and literacy; mathematical development; personal and social development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy children should be able to write their own name and other things such as labels and begin to write simple sentences.

together and collaborate in their tasks, results in happy and confident children who make good gains in their lessons.

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

- 73 Very good, carefully structured teaching enables the children to make good progress in their speaking, listening, reading and writing skills and they attain the expected standards by the time they leave the reception class. Staff employ a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. Children are encouraged to be good listeners and speakers. For example, the teacher reminded them about the requirements for good listening, as the children listened to the story of 'Pirate Pete'. The reception children then used their speaking skills as they discussed the story with the nursery nurse. The children recognised that this was an important part of their learning. They answer questions posed by the teacher and nursery nurse and are helped to articulate their ideas.
- 74 All the children enjoy stories and poems. At present they are particularly engaged by the story of 'Pirate Pete's' encounter with a monster. The manner in which the staff have captivated the children's interests, has led to them producing some effective writing with good use of expressive vocabulary. Children are using words and simple phrases when they write in their diaries. In a good lesson seen the more able children sequenced six sentences from the story. The teacher has bright, attractive books to engage the interests of the children and to encourage them to read. They enjoy their reading books and take them home to share with their parents or carers and so their learning at school is extended and reinforced by work done at home.
- 75 Writing is displayed in all areas of the class, and this is effective in encouraging the children to write. They enjoy working on the writing table, making books and lists. Writing skills are taught carefully and systematically with the most able children able to write descriptive sentences. Staff work with small groups of children giving them very individual and focused help. This good organisational strategy has a beneficial effect upon the way the children learn.

### **Mathematical development**

- 76 In mathematical development the children are helped to make good progress through the very good practically based teaching they receive. The teacher and nursery nurse provide many activities and experiences so that the children develop their mathematical skills through directed teaching and play. They count, recognise and order numbers to 15. They enjoy working with numbers, and continued their happy involvement as they made printing patterns with two-dimensional shapes. In this lesson, the children were engaged by the very good teaching of the nursery nurse and so they learnt very well. The lesson ended with the nursery nurse leading the whole class, including reception and Years 1 and 2 in a game of 'I have', in which they had to identify two dimensional shapes.

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

- 77 The staff provide a wealth of interesting and challenging activities to extend the children's vocabulary and understanding of the world around them. Very good teaching ensures that they make consistently good progress and attain the expected standards. The children have planted seeds and watched them grow. They have looked at different mini beasts. Attractive displays and books ensure that the children are engaged by their learning. In one good lesson observed, children studying dinosaurs, were able to say some of their names, and knew whether they were meat or plant eaters. They walk around their village, noting old buildings and places of interest; they plot their route to school. On a walk in a local wood, they looked for plants and animals;

they discovered a wild orchid and a dead mole, and they visited a neighbour to see her ducklings. A strength of the teaching is the way in which the Foundation Stage team plan the curriculum for the children so that their learning is carefully structured and builds effectively from each child's starting point.

### **Physical development**

- 78 Children's physical development is improved by good teaching, which enables them to make good progress and attain the expected standards. The children are helped to better their skills because the staff employ many strategies to help them to improve. The outside areas and the school hall are all used to help the children to develop their physical skills. Skilful teaching also means that they are taught how to control pencils, pens and paint brushes as they work. For example, they are shown how to hold their pencils correctly so that they develop a firm writing grip.
- 79 Staff encourage the children to use the outdoor equipment to develop their skills of climbing, balancing and jumping. They are encouraged to recognise that physical exercise is good for them. They particularly enjoyed the games they played to warm up and cool down. They tried very hard to improve their throwing and catching skills as they bounced balls into hoops for their partner to catch. The children work happily together in their lessons and have great fun. Staff encourage them to improve their skills and good demonstrations show the children how to improve. As a result they learn well.

### **Creative development**

- 80 In this aspect of learning children make good progress and attain the expected standards. This is because teaching and learning are good. Staff provide children with many opportunities to learn new techniques and use different materials. For example, during the inspection the children were busy creating a painted landscape to provide a backcloth for the 'Pirate Pete' glove puppets they were making. They developed their appreciation of music as they played the musical instruments and sang their pirate song as they accompanied the teacher when she read the Treasure Island story. Children effectively develop their creative skills when they create their own dinosaur pictures and masks with paint and pencil crayons and when they use play dough and clay to create mini beasts and fossils. Again co-operative and collaborative work features highly especially in the role-play areas where the children are encouraged to share resources and work together, dressing as cavemen in the dinosaurs' cave. These activities help to promote the children's social and moral development through their play and work.

## **ENGLISH**

- 81 Standards in reading are in line with the national average and above in writing by the end of Year 2. By the end of year 6 they are above national expectations in both reading and writing. This represents an improvement since the last inspection and on the standards attained in last year's end of Year 2 and Year 6 national tests. Teaching is very good, pupils learn very well, and achievement is good. Pupils with special educational needs are supported well both in class and in withdrawal groups and they also achieve well.
- 82 Strengths
- The subject coordinator's good leadership has resulted in recently introduced strategies having a good effect on standards in writing.
  - Good progress of pupils with special educational needs.

- Careful tracking of pupils' attainment and progress.
- Improved planning.

Areas for development.

- Standards in handwriting and presentation, particularly at the end of Year 6.
  - Use of information and communication technology
  - Further development of the school library
- 83 There are other contributory factors to the present good level of pupil achievement. The English co-ordinator together with the staff have worked hard to improve the pupils' attainment. Effective support from the Local Education Authority has helped teachers improve their medium and short-term planning. The National Literacy Strategy has been well implemented and the scheme of work is very clear and detailed. The coordinator has monitored teaching and this is now very good.
- 84 The school is also beginning to look at where further gains can be made in adapting the Literacy Strategy. The co-ordinator has identified the need to review the handwriting strategy and continue to work to further improve standards in writing. Resources have been improved and the climate for learning in the school is positive with attractive displays in all classrooms. These are having a positive effect upon how well the pupils learn.
- 85 Speaking skills are developed through effective teaching and the opportunities the teachers create to enable the pupils to develop their speaking skills. The children enter the reception year with below average speaking and listening skills. Teachers encourage the pupils to answer questions and to talk about their learning, to give their ideas and suggestions. For example, in a Year 3 and 4 literacy lesson the pupils were encouraged by the teacher to present their views about how an Asian girl living in Britain and torn between her two cultures may cope with the situation. In this way, the pupils were learning to express their own opinions, and offer solutions as to how the dilemma may be resolved. This led to good reasoned debate for pupils of their age.
- 86 Year 2 pupils are reading at the expected level with the higher ability pupils doing well. They talk about the books they read and demonstrate a preference for storybooks. Pupils take their books home and share them with their parents or carers. Parents and teachers complete the pupils' home-school diary and a constructive dialogue is established between home and school, which benefits the pupils. In Year 2 the pupils talk confidently about their reading, they talk about their books and use a range of strategies to help them read. Some find it difficult to explain the context of the story. Older pupils in Year 6 speak about their favourite books and authors and how they find particular enjoyment in the stories the class teacher reads to them, and the books they borrow from the public library. The pupils read fluently with good levels of expression and understanding. They read a wide range of books and use a range of strategies to help them with their reading. The school has begun to address the constraints of the school library, but as yet this improvement has had insufficient impact on pupils use of it.
- 87 Year 2 pupils achieve good standards in writing. They write for a range of audiences and purposes expressing their ideas and thoughts. Pupils' handwriting is generally neat. The recent focus on the development of a cursive style of handwriting is beginning to show an impact in Year 2. Their writing is clear and shows appropriate ideas. In general, the use of expressive language and understanding the context of stories and poems are developing well and contributing to the pupils' overall levels of attainment. Older pupils in Year 6 have written extended stories. They have drafted

and redrafted their work and on completion they have produced good quality books, illustrated and completed with five or six chapters of work. They are given good help by the teacher and use her guidance to help them to improve their work. For example, in a very good lesson observed in Years 5 and 6 the pupils wrote a summary of the story 'Kensuke's Kingdom', using the main points of the story, which they had identified in a previous lesson. Very good teaching resulted in all pupils achieving this difficult task. The pupils throughout the school show good levels of application to their work and a clear determination to improve. Their writing shows appropriate progress with vocabulary and an increasing accuracy in punctuation and spelling. Handwriting is for some pupils less well developed and this is an area identified by the school for further improvement. Although pupils use computers effectively to word process their writing, there were few occasions during the inspection when computers were used to reinforce literacy learning in lessons.

- 88 Teaching and learning are very good overall. Teachers have good levels of knowledge and understanding in the subject and teach the basic skills well. Good planning means that the work is well matched to pupils' needs. This is particularly evident in all classes where pupils are grouped according to their ability so that lower attaining pupils have extra help with their learning. Teachers have high expectations of their pupils and manage them very well. For example, in a Year 3 and 4 lesson the class teacher made the pupils think hard and, as a result, they became very involved in the lesson and were keen and eager to learn. In each class, the teachers promote more adult vocabulary, thus extending and developing pupils' vocabulary. This promotes good learning. Homework supports learning in English with pupils taking home written work, spellings and reading. The school's system for keeping a check on the pupils' achievements enables the teachers to watch progress and target specific help where it is needed. The teaching assistants give very valuable assistance to the teachers. They are well trained, very well deployed and, as a result, they help the pupils make good gains in their learning. The teachers conscientiously mark the pupils' work in a supportive manner and they also point to where the pupils need to improve to make further gains in their learning.
- 89 Behaviour and attitudes to learning are very good. This is evident throughout the school and is seen in the way the pupils approach their work and always try very hard during lessons. Very good personal developments and relationships are evident throughout all lessons. The school's overall priority of promoting an atmosphere for learning has a positive effect on learning in all English lessons.
- 90 The National Literacy Strategy has been well implemented by the school. Careful questioning by teachers in guided reading helps the pupils to develop their reading skills and grasp the underlying themes of the stories. The needs of boys and girls are included and addressed equally.
- 91 Subject leadership in English is very good. The English policy reflects the school's aims and values well. Pupils' progress is monitored well. Resources are good and help to promote the subject because of their good quantity and quality. However, the library is in the early stages of redevelopment, and though the books there are of good quality, they are very small in number. There is a clear identification of priorities for development and a strong will to ensure that action is taken to meet the school's targets for improvement. All staff share this commitment to improvement.
- 92 The quality and range of learning opportunities in English are good. There is a good, well-balanced English curriculum in place, which is underpinned by and delivered through good teaching. The breadth and balance of this good provision ensures that

the pupils leave the school at the end of Year 6 in a good position to continue making good progress as they transfer to their next school.

## **MATHEMATICS**

- 93 Standards attained by pupils by the end of Year 2 are above the national average for their age and by the end of Year 6 in line with it. This is an improvement on the standards attained in the end of Year 6 tests in 2002 when they were well below average. However, groups in this school are so small that variations between different groups of pupils are inevitable and comparisons with other schools unreliable. The school's own systems that track the progress of individual pupils show that pupils achieve at least as well as expected in some years and better in others both by the end of Year 2 and between Year 2 and Year 6. Overall achievement, including that of pupils with special educational needs is good.
- 94 Strengths
- Management of the teaching of mathematics in the mixed reception, Year 1 and 2 class.
  - Very good use of teaching assistants.
  - The use and application of mathematics.
  - The use of resources to support learning
  - Leadership and management of the subject.
- Areas for development
- The use of information and communication technology
- 95 Pupils are provided with good challenge in their mathematics work from an early age. In the Year 1 and 2 class where pupils are given work that is well matched to their individual needs. This is achieved by very good management and very good use of the teaching assistant. Through very good teaching, pupils in Year 1 are developing a very good understanding of place value. Pupils in Year 2 not only know some of the multiplication tables but understand them and can use them. Pupils are offered a broad curriculum that covers all aspects of mathematics. Pupils at the end of Year 2 can tell the time on the hour and half-past it. They can name basic two dimensional shapes and use centimetres to measure length. They record their birthdays on a graph accurately.
- 96 The curriculum in the older classes is also wide and well matched to the needs of the pupils. In the Years 3 and 4 class, pupils with special educational needs are well supported by the teaching assistant and make good progress. Pupils in Year 2 in this class make good progress and attain the expected standards or higher. By the end of Year 6 pupils have the expected understanding and confidently change decimals into fractions and vice-versa. They are able to use and apply mathematics, for example when looking at Pascal's triangle. Some pupils work at a higher than expected level when they use and interpret coordinates in more than one quadrant.
- 97 Teaching and learning are good overall as are pupils' attitudes to mathematics. Pupils work well both with the teacher and independently. Teachers use the National Numeracy Strategy well to plan their lessons and all begin with a mental and oral starter, which is closely related to the pupils' learning in the main activity. In this part of lessons, resources are used well to involve all pupils and to help the teacher assess the progress pupils are making. Teachers have good expectations of the pupils and encourage them to learn. They generally teach basic skills well and use examples that

are meaningful to pupils, in order to help them understand better. Teachers provide opportunities for pupils to use and apply their learning in mathematics to everyday situations. This was seen in the youngest class when the teacher used a big book well to get pupils to work out simple problems, such as how many parrots had flown away from the shop. In the oldest class, pupils' understanding of percentages was reinforced when those that had finished the set activity were directed to the computer so that they could enter the site of a real shop in order to calculate the discounts being offered on books. Teachers assess pupils' progress at the end of each module of work and also use the optional national tests to confirm their judgements. Having pupils in mixed-age classes provides the opportunity to put pupils into groups according to their need rather than their age.

- 98 Leadership and management of the subject are good. The co-ordinator has recognised the need to focus on the higher attaining pupils and standards this year show that they are now achieving as well as other pupils. The school has also focused on improving the approaches to mental mathematics and, as a result, standards in this aspect of mathematics are now good. Resources for the subject are good except in ICT. As a result ICT is presently underused in mathematics. The school has plans to purchase more software for this subject next year.

## SCIENCE

- 99 By the time they reach the end of Year 2, pupils achieve well and attain standards that are above the national average. This is an improvement on the standards attained in the teacher assessments made at the end of 2002. By the end of Year 6, pupils continue to achieve well and standards are above the national average. Pupils with special educational needs are well supported and also achieve well throughout the school. Standards have improved since the last inspection at the end of Year 6.

### 100 Strengths

- The school's approach to the teaching of science skills.
- Good leadership and management.

### Areas for development

- The use of information and communication technology.
- The curriculum has not yet been adapted to meet more closely the needs of the newly formed class.
- The use of assessment.

- 101 Pupils in Year 2 attain the expected standard when they examine the different features of dinosaurs in order to sort them into meat eaters or plant eaters. Year 1 pupils describe the features of the dinosaurs in the pictures they look at. Higher attaining Year 2 pupils in the Year 3 and 4 class reach standards above those expected when they describe materials according to their properties and recognise which are most suitable for insulating hot water. Pupils know about life cycles and have grown plants from seeds. They know what they themselves and the plants need to survive. They know that a force can be a push or a pull.

- 102 By the end of Year 6 all pupils attain the expected level and a significant proportion beyond. This is above average. Pupils display a good understanding of the parts of a plant and are able to talk at a higher level than that expected when they talk about plants needing sun in order to photosynthesise and that plants make chlorophyll. They also have an understanding, above that expected of the major organs of the body. They can

say where their heart, lungs and kidneys are and what their functions are. They know that blood vessels carry oxygen around their bodies, although they are not sure why. They use the terminology 'evaporation and condensation' meaningfully when they explain why windows in bathrooms get steamed up. They have a very clear understanding of the Earth's position in space and explain night and day confidently.

- 103 Teaching and learning are good overall. The coordinator has introduced a new and systematic approach to teaching pupils how to investigate scientific ideas and questions. The focus on pupils raising their own questions and planning their own investigations is contributing to good learning and raising standards. For example, in a lesson observed in the oldest class, pupils had learnt about germination and were able to give the right answers to questions. The activity of planning their own investigation in order to answer these questions consolidated and reinforced this understanding. Pupils raised interesting questions, such as 'Does it matter whether the water used on the seed is hot or cold', and 'Do different seeds respond differently to the same conditions?' Teachers are aware of the needs of pupils of all ages and abilities and an open approach to investigating meets these needs well. Teaching assistants give good support to those pupils with special educational needs. Pupils' attitudes to science are positive. They work hard and discuss their work sensibly with their partners.
- 104 The school uses the nationally recommended scheme of work to guide the curriculum but adapts it to meet school needs. Now that another class has been formed in the school, the coordinator recognises that in order to ensure appropriate development of skills and to avoid repetition of content, the school needs to revise its scheme to accommodate the new situation. Resources are satisfactory.
- 105 The coordinator is new to the role but she has a clear vision for the subject that involves continuing to develop pupils' investigational skills. Her good leadership and management are resulting in an improved approach to the teaching and learning of science skills, which encourage pupils to think about the science. At present assessment is informal and underdeveloped. The coordinator recognises the need to improve this. Information and communication technology is not yet used well to support learning in science.

## **ART AND DESIGN**

- 106 Standards judged to be in line with national expectations at the end of both Years 2 and 6 at the time of the last inspection have been maintained. Pupils achieve satisfactorily. All pupils are fully included in lessons and those with special educational needs also achieve satisfactorily.
- 107 Strengths
- The scheme of work.
  - Links to other curriculum areas.
  - Teachers' knowledge and understanding of art and their confidence in teaching it.
- Areas for development
- The use of assessment
- 108 Since the last inspection the coordinator has written a good and detailed scheme or work which enables teachers to have a clear understanding of the range of experiences pupils should be having and the standards to be expected at each stage of learning.

Throughout the school, pupils enjoy a wide curriculum that includes amongst other things, painting, three-dimensional work, textiles and looking at the work of other artists.

- 109 In the Year 1 and 2 class, pupils are encouraged to observe carefully when they paint spring flowers or look at the range of colours they can use. They experience printing when they use wheels to create a pattern. Lessons are well linked to their studies in other subjects and they work in three-dimensions when they make letters of the alphabet from papier mâché. In one lesson observed, they were linking their art to their topic on dinosaurs. The youngest pupils used clay to create their own fossils. Other pupils used different textures to make a collage to recreate the skin of a dinosaur and some pupils made images of the fossilised remains of dinosaurs by using paper straws covered with sand, which they stuck onto card. Teaching was very good in this lesson because it enabled pupils to develop both their design skills and their ability to manipulate a variety of different materials. All pupils applied themselves well to the task and helped and supported one other. Behaviour was very good and this lesson made a good contribution to pupils' social development.
- 110 In the older classes, pupils continue to experience a good range of different activities and, as with the younger class, they also link their work well to what they are studying in other subjects. For example, in the Year 3 and 4 class, pupils painted Tudor shop signs onto textiles and then used them to cover quilting. The finished products were of good quality. Pupils in this class also paint flowers but in this case focus only on a small part of the flower. The technique of looking through a viewfinder is effective in focussing pupils' attention to detail. Pupils in the Year 5 and 6 class have produced some very good quality three-dimensional representations of butterflies using wire and cellophane. In another lesson observed, pupils experimented with their use of colour and pattern to produce patterns of flowers. The activity extended their awareness of how brushes could be used for different effects and was successful in inspiring pupils and encouraging them to try new approaches. Throughout the school, pupils look at the work of other artists, such as Van Gogh, Monet and Turner. Pupils in Class 1 produced good quality pictures inspired by Fernand Leger's 'Mother and child.'
- 111 Teaching is overall good. Teachers are confident teaching art and use the scheme well to help them plan lessons that build on previous learning. Pupils with special educational needs are fully included and, as with other pupils, enjoy their art lessons and work well alongside one another.
- 112 Resources for the subject are satisfactory and the subject is well managed. Assessment is not yet fully developed.

## **DESIGN AND TECHNOLOGY**

- 113 During the inspection it was not possible to observe any design and technology lessons. The school has kept few samples of work and so there is insufficient evidence to make a judgement on teaching and learning or pupils' attitudes to the subject. An analysis of the scheme of work and of teachers' planning indicates that there is satisfactory provision throughout the school and that pupils' attainment is in line with that expected for their age. This maintains the standards of the last inspection. It is not possible to make separate judgement on the achievement of pupils with special educational needs.
- 114 Strengths
- The quality of the products produced.

Areas for development

- The use of information and communication technology.
- 115 In the Year 1 and 2 class pupils use a wide range of materials in design and technology and use a range of different techniques. For example, they make musical instruments using reclaimed materials, they use construction kits to make cars and then use card and wooden dowel to make their own vehicles. In food technology they design and make their own vegetable salad. They gain experience of working with wood as they design and make models using off cuts.
- 116 Learning is built on in the older classes as when in the Year 3 and 4 class pupils design and make their own vehicles using wood. In the Year 5 and 6 class pupils refine these further by making the vehicles move by adding a motor. Pupils explore different ways of creating a mechanism when they use a simple syringe and plastic tubing to create a pneumatic effect to lift part of the vehicle. They relate their learning to what they have learnt in science when they see the difference between a pneumatic system and a hydraulic system.
- 117 Although no teaching was observed, it is clear from looking at the finished products that teachers value quality work and in order to do this provide pupils with the correct materials for the task. Appropriate attention is paid to thinking about the best materials and techniques to use when making something. Evaluations are relevant and not superficial. For example, one pupil wrote that he should have put a 'better grip on the wheels to make it go further'.
- 118 There was no evidence of pupils using information and communication technology to help with their designs. The subject is jointly coordinated by all teachers and this is satisfactory. Resources for the subject are satisfactory overall, although food technology is limited by the lack of suitable cooking facilities.

## **GEOGRAPHY**

- 119 During the inspection one lesson was observed in this subject. Evidence was collected from the scrutiny of pupils' work, displays and discussion with the co-ordinator. This indicates that pupils achieve the standards expected at the end of Years 2 and 6, which is the same as at the time of the last inspection.
- 120 Strengths
- Good use of visits.
- Areas for development
- The curriculum has not yet been adapted to meet the needs of the new class more closely.
  - The use of assessment.
- 121 A scheme of work is developing, based upon national guidelines. However, since the introduction of a Year 3 and 4 class, the school has not adapted the scheme to meet these pupils' needs so that it builds on previous learning and does not repeat topics. At present teachers provide a good match, by adapting each individual topic to meet the needs of all the pupils, including those with special educational needs. Through these lessons pupils develop an understanding of their environment and of differences between their lives and those of people in other parts of the world.

- 122 By the end of Year 2, pupils are familiar with their local area. They are able to identify where they live, and to plot their route to school. They are able to locate buildings of interest in the village on a map. They learn where places are when they follow Barnaby Bear on his travels to various places.
- 123 By the time the pupils reach the end of Year 6, they have learnt about climatic conditions. Following a field trip they reinforced their learning well when they studied and drew graphs depicting the rate of water flow in a local stream. Their written work in this is well presented with clear well labelled diagrams. They are aware of pollution, and the need to preserve the environment. In the one very good lesson observed in Year 6, pupils used other sources including the Internet, to investigate how mountain environments affect daily living. This resulted in very good reasoned understanding and learning taking place, and very good development of pupils' speaking and listening skills.
- 124 The curriculum is developing well under the leadership of the co-ordinator who has a very clear view for the future progress of the subject. Resources are good. Very appropriate use is made of visits to geographical sites, such as the Year 5 and 6 annual residential visits taken jointly with other small schools in the area. Different contrasting areas are chosen each year. The co-ordinator monitors teachers' planning. At present there are no formal procedures for assessment.

## HISTORY

- 125 During the inspection no lessons were observed in this subject. Evidence was collected from the scrutiny of pupils' work, displays and discussion with the co-ordinator. These indicate that pupils achieve standards expected at the end of Years 2 and 6. Since the time of the last inspection standards have remained the same. A scheme of work is developing based upon the government's guidelines. However, since the introduction of a second class in Key Stage 2, the school has not yet adapted this scheme in order to ensure that all pupils are taught appropriate content. This will more fully ensure that as pupils move up through the school, they are given a series of worthwhile and more age-related experiences. At present teachers provide a good match, by adapting each individual topic to meet the needs of all the pupils including those with special educational needs. Pupils learn about the history of their own locality, and the rich culture they have inherited. They also learn about past civilisations and events, which gives them a good sense of time.
- 126 Strengths
- Pupils have a good understanding and sense of time.
- Areas for development
- The curriculum has not yet been adapted to meet the needs of the new class more closely.
  - The use of information and communication technology.
- 127 By the end of Year 2, pupils are developing a good knowledge and understanding of people in the past and how they lived. They have a clear understanding that these people lived in a very different way. Their sense of time past is further developed through the use of time lines; they investigate differences in dress, the streets and the seaside.

- 128 By the end of Year 6 the pupils have knowledge of the different periods of British history and ancient civilisations. They develop an understanding of life during Tudor times. When pupils learn about Tudor times, they gain an understanding of the journeys of exploration and the explorers who undertook them. They write their own reference books, illustrate them with drawings and maps, then bind them, making very good cross-curricular links. They learn about the ancient civilisation of the Greeks, and compare life for children in Sparta with that in Athens. The emphasis in lessons is clearly one of finding out information from a wide range of sources. After careful examination of these sources, the pupils develop a good understanding of how people from the past lived, and they come to appreciate the legacy that different civilisations have left to our lives today. Very good illustrations and accurate guidance encourage the pupils to make careful observations and well considered deductions so that pupils gain a good understanding and sense of time.
- 129 The subject co-ordinator is enthusiastic, and has good ideas for the future development of the subject. Resources are good and the school makes effective use of a wide range of resources in the locality to promote effective learning for all pupils, including those with special educational needs. At present planning is regularly monitored by the co-ordinator. However, at present there are no formal procedures for assessment.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 130 Pupils' standards by the end of Year 6 are below those expected nationally, and their achievement is unsatisfactory. This marks a drop in standards since the previous inspection when standards by the end of both Years 2 and 6 were judged to be satisfactory. By the end of Year 2 pupils achieve satisfactorily and their attainment is in line with expectations.
- 131 Strengths
- Standards are improving..
- Areas for development
- The curriculum has not yet been adapted to ensure that the skills taught in ICT are taught at a time when pupils meet the same skills in other subjects.
  - The use of computers in other subject lessons.
  - The software for use in other subjects.
  - The use of assessment in Years 3 to 6
- 132 The reason for the decline in standards has been the schools inability to keep pace with the requirements to maintain up to date computers and software. This has now been remedied and the school is in a good position to improve standards.
- 133 In the youngest class, pupils experience a wide range of activities. They use word-processing programs to complete pieces of independent writing. They change the size of the font and delete when necessary. They are confident with the keyboard, including the use of capital letters and send work to the printer when it is complete. They use the computer to design greetings cards and generate pictures. In mathematics, pupils use the computer to practise number skills and in English pupils play a game to reinforce their understanding of phonics.
- 134 In the older classes, pupils cover much the same sort of work but display a good degree of confidence when doing it. They have had to catch up on some missed learning because they have only had sufficient computers in each classroom this year. In a Year 3 and 4 lesson about programming a moving toy, pupils were able to program

it to move in different directions and to turn according to their instructions. Other pupils in the same class are able to access CD ROMs to research their geography topic on mountains. By the end of Year 6, pupils understand how to log on to the Internet and use various web-sites to investigate their questions. They also know how to log off. There are, however, still gaps in their experience. Because until recently the school has had insufficient access to computers, pupils in the older classes have not yet had sufficient experience to reach the expected standards in logging in and analysing data or to creating spreadsheets.

- 135 Only one lesson was observed during the inspection and this was satisfactory. The teacher had a good understanding of the subject and taught the required skills clearly. Difficulties arose because the task pupils were asked to do outstripped their mathematical ability. This exemplifies the need to refine the overall curriculum so that skills in different subjects support one another. Pupils are sensible when using computers and work together well.
- 136 Since the introduction of the new computers, the school is now using them more. However, during the inspection, many lessons were seen where the computers were unused, and, often, not switched on. Often, the use of the computer in these lessons would have greatly enhanced the learning. The school still does not have sufficient software to support learning in all curriculum subjects, although there are plans to deal with this in the new school year. The lack of sufficient software means that ICT is not used well to support the learning of pupils with special educational needs and these pupils also achieve unsatisfactorily in the older classes.
- 137 The school is using a national scheme of work but because there is still some catching up to be done, they are not yet able to adopt it fully at the appropriate level. As a result, there is still not yet a clear scheme of work that builds step-by-step on previous learning and also takes into account the needs of the newly created Year 3 and 4 class. In the youngest class good records are kept of pupils' progress. Such records have still to be developed in the older class.
- 138 The school has worked hard to update the school's hardware and software. These developments are having a positive effect, but have not yet had time to improve standards. The subject is effectively managed overall.

## **MUSIC**

- 139 Standards at the end of Year 2 are similar to those when the subject was last inspected. However, there was insufficient evidence to make a judgement on standards at the end of Year 6. There is a scheme of work based on the national guidelines in the subject. Music is taught to a regular curriculum plan. Although only one lesson was observed during the inspection, the overall effect was of a school that enjoys its music. Singing by all pupils in assembly was strong, with clear voices pitched well with good use of timing. The school develops performance skills in various ways. Christmas productions are staged each year. Other opportunities for pupils to develop their skills come from specialist tuition in flutes, clarinets, and a recorder group.
- 140 Strengths
- Good opportunities for pupils to learn to play musical instruments.
  - Pupils' good attitudes to music.

#### Areas for development

- The use of information and communication technology.
  - The use of assessment.
- 141 It was not possible to observe more than one lesson in music and so judgements have not been made about teaching and learning. There is evidence of regular lessons, shown by the good attitudes to music. In the one very good lesson seen in Foundation Stage and Years 1 and 2, the teacher used very good subject knowledge to develop pupils' appreciation of pitch and rhythm as they played their background music to illustrate the story of 'Treasure Island'. She encouraged them to make low gruff sounds with their own voices as they sang the pirate song. All joined in very well as they used the sounds and rhythms they had created to illustrate the jungle, a storm and a stream. This produced a very good performance where children and pupils concentrated on the conductor when playing their piece, and when to make it loud or soft, this produced a very musical performance.
- 142 The school has a good working relationship with the peripatetic music service. It values the contributions made by the peripatetic teachers who give all pupils opportunities to learn to play woodwind instruments and recorders.
- 143 Since the last subject co-ordinator, who was a music specialist, recently left the school, a new scheme has been introduced. This is in the early stages of development. The present leadership is satisfactory. There is enthusiasm for the subject and good interaction with other teachers to promote it. The policy has clear aims and good resources are available to deliver the curriculum. However, links with information and communication technology are not developed well. A formal assessment and a recording system that will evaluate the pupils' gains in knowledge, understanding and skills are yet to be developed. The school has had a very strong musical tradition in the past, and the present staff are very eager and committed to preserving it.

## PHYSICAL EDUCATION

- 144 Standards are the same as they were at the time the school was last inspected. Pupils attain standards in line with national expectations at the end of Year 2. There was insufficient evidence seen to make a judgement on standards at the end of Year 6. However, a very large number of after school activities, give pupils opportunities to extend their skills in games, gymnastics and swimming, by the end of Year 6.
- 145 Strengths
- The provision for after school activities in sport.
- #### Areas for development
- There are no major areas of significance.
- 146 Only one lesson was observed, which included Years 1 and 2 and this was a very good lesson. All pupils responded very well to the lesson. The teacher took great care to help them to understand the importance of warming-up and they were keen and happy to perform and demonstrate, as they developed their throwing and catching abilities. In a good lesson observed in Years 3 and 4, pupils were learning the skills of tactics as they devised games using three players. When asked to demonstrate pupils had devised games that were very different in structure. The teachers have high expectations of their pupils, plan appropriate activities and move the lesson on at a

good pace so that pupils are busy and active throughout. Pupils respond well in physical education lessons. They are happy to demonstrate and take pride in their accomplishments. They enjoy their lessons. They are happy to demonstrate and take pride in their accomplishments. They participate fully and high levels of enjoyment are evident in all the activities seen. Pupils' work hard to develop their skills and work co-operatively during group and team activities.

- 147 The curriculum is currently based on national guidelines, which the subject co-ordinator keeps under constant review. There is equal opportunity for pupils of all abilities to learn well. The school is well placed to bring about further improvement. It has good facilities for physical education with a large hall, hard play areas and a playing field, all of which are well equipped. The school, along with other small schools in the area, have access to a swimming pool during the autumn term, when all pupils in Years 2 to 6 have swimming lessons and learn to swim before they leave the school.

## RELIGIOUS EDUCATION

- 148 The standards pupils attain by the end of Year 6 do not meet the expectations of the locally agreed syllabus. This is because the school does not have a copy of this document. By the end of Year 2, pupils have had experiences that are similar to those required in the syllabus and attain the expected standard. Standards are not as good as at the time of the last inspection when they were judged to be in line with expectations at the end of both Years 2 and 6.

### 149 Strengths

- The development of pupils' knowledge and understanding of other religions and cultures.

#### Areas for development

- The school does not have a copy of the locally agreed syllabus for religious education.
- The school does not follow an agreed scheme of work that ensures a broad and balanced curriculum.
- The use of assessment.
- The use of information and communication technology.

- 150 Although no lessons were observed in religious education, pupils' work was scrutinised and teachers' planning examined. In Class 1, which includes the reception children and Years 1 and 2, pupils learn about Judaism. They know about the Jewish Shabbat, Passover and Hanukah and how Jews celebrate these festivals. They know stories from the Bible including the story of Moses. They know about signs and symbols and about the Christian ceremony of Baptism. Work seen in pupils' books indicates that teaching is satisfactory.

- 151 In the junior classes teachers feel it is important for pupils to learn about the faiths of others and pupils have learnt about the Sikhs, Moslems and Hindus. Planning indicates that pupils do not have lessons in religious education every week and that topics are covered superficially. This was exemplified well when pupils in the oldest class could not remember having learnt about Sikhs even though planning indicated a significant amount of work had been covered in this topic. They did, however, recall well their visit to a Hindu Mandir and this visit made a significant contribution to the cultural development of these pupils. It is not possible to make a judgement about teaching and learning in these classes because no lessons were observed and little work was

recorded. When asked about religious education pupils had satisfactory attitudes towards the subject but only a superficial knowledge.

- 152 The school does not have a copy of the locally agreed syllabus because it is currently out of print and is being revised. The school claims to follow the nationally agreed scheme of work for religious education but evidence indicates that this is used only as a guide. As a result the school does not have an overall scheme to direct teachers about what they should be teaching and what pupils should be learning. The curriculum is not well balanced and in the older classes pupils have few stories about Christianity although these are well covered in assemblies. There are no systems to assess pupils' progress and little use is made of information and communication technology to support learning in this subject.