

INSPECTION REPORT

WALKERINGHAM PRIMARY SCHOOL

Walkeringham, Doncaster

LEA area: Nottinghamshire

Unique reference number: 122680

Headteacher: Mrs A Allcock

Reporting inspector: Fred Corbett
2508

Dates of inspection: 21st May 2003 – 22nd May 2003

Inspection number: 248375

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 category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Millbault Road Walkeringham Doncaster South Yorkshire
Postcode:	DN10 4LL
Telephone number:	01427 890355
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr John Price
Date of previous inspection:	05 - 07 th June 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2508	Fred Corbett	Registered inspector	English, Science, Religious Education, English as an additional language	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
9056	Edmund Worby	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30782	Sue Crawford-Condle	Team inspector	Mathematics, Information and Communication Technology, Geography, History, Under Fives,	Pupils' attitudes, values and personal development How well are pupils taught?
	Elizabeth Shenstone	Team Inspector	Art and Design, Design and Technology, Music, Physical Education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Walkeringham Primary School provides education for boys and girls from the ages of four to eleven. It occupies the original school building, dating from just before the First World War; it has two large classrooms and a “marching hall” dining room. There is a small wooden building, which acts as a lending library and group working space. The school is set within well-managed school grounds. The school is situated at the edge of a village in Nottinghamshire, near Doncaster. It serves a rural, commuting community and draws pupils mainly from the village of Walkeringham. Pupils come from a variety of backgrounds and socio-economic circumstances. The school population has declined considerably over the last two years. There are currently 22 pupils on roll. Pupils’ attainment on entry is slightly above average. A quarter of pupils have special educational needs, which is above average; no pupils have statements. There are no pupils from ethnic minority groups and there are none, currently, who require support for English as an additional language.

HOW GOOD THE SCHOOL IS

Walkeringham Primary School is a good school with many important strengths and few weaknesses. The school has been turned around from a position of weakness to one of strength in a remarkably short time. The climate for learning is particularly good. All pupils make good progress in their learning. They attain standards that are similar to those expected for their age in the core subjects of English and science. Good standards are achieved in mathematics, religious education, history, art and design and in information and communication technology (ICT). The teaching at Foundation Stage, Key Stage 1 and at Key Stage 2 is consistently of a very high quality. Much of the teaching of the younger children is excellent. The children like coming to school, they are proud of their school and are very eager to learn. Behaviour is excellent. The school knows and cares very well for all pupils, including those with special educational needs. The school is successfully building a close partnership with parents. The headteacher provides very good leadership and, together with the governing body, manages the school very well. The school provides satisfactory value for money.

What the school does well

- The teaching is of high quality throughout the school, especially in literacy, numeracy, history and religious education. Teachers work very effectively with the mixed age classes.
- High standards are achieved in mathematics by the younger children, and in ICT, art and design, history and religious education throughout the school.
- The school provides a very good, well taught curriculum for the youngest children, in the Foundation Stage.
- It provides well for pupils with special educational needs and ensures that they make good progress.
- The children work in a calm atmosphere and their behaviour and attitudes to school are excellent.
- The relationships between the adults and the children and the quality of care provided are of a very high standard.
- Valuable work has been put into building effective partnerships with parents.
- The leadership and management of the headteacher provide clear vision and a sense of

direction.

- The school benefits greatly from the dedication of the governing body and the improvements they have managed since the last inspection.

What could be improved

- The standards of children's writing.
- The standards of children's scientific enquiry and skills and the quality of their scientific experiences.
- The way the governors monitor the strengths and weaknesses of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 2001. While it was judged to provide a satisfactory standard of education, several areas were identified as having serious weaknesses. No serious weaknesses remain. The improvement in the school is a real success story. Each issue has been addressed systematically and very good progress has been made overall. Governors, the LEA and the new headteacher have worked hard together to transform the school. Strategies to ensure that teaching and learning are evaluated have been established and they are working effectively. All of the teaching staff has changed and there is now very good leadership and management. The provision for the Foundation Stage is now very good; art and design and the behaviour of pupils have become strengths in the school; the care and welfare of pupils is now very good. The headteacher and governors have engaged with school improvement tenaciously over the last year; communications with parents have also improved. The school is fully committed to working in effective partnership with the parents to bring about even greater improvement.

STANDARDS

Because fewer than ten pupils were assessed in the national tests and assessments at the end of both Key Stage 1 and Key Stage 2 in 2002 no detailed comparisons with national results are published. Due to the small number of pupils in each cohort considerable caution needs to be taken in interpreting the school's results but the overall trend indicates that there has been a decline in the results achieved in recent years. However, evidence gained during the inspection shows that in Year 2 standards in speaking and listening, reading and mathematics are above average while in writing and science they are average. In Key Stage 2 standards in speaking and listening are above those expected for the age group while in reading, and science and mathematics they are average overall. Standards in writing are slightly below average. Standards are above average in history, art and design, ICT and religious education. All pupils have targets for improvement. More able pupils and those with special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school; they are very keen to learn, concentrate well and show high levels of interest in what the school provides for them.
Behaviour, in and out of	Behaviour is excellent in lessons and around the school. Pupils are

classrooms	polite and considerate. They work and play well together.
Personal development and relationships	Relationships between pupils and between pupils and adults throughout the school are excellent. Pupils help and support one another and respect one another's feelings.
Attendance	The attendance rate is above the national average and unauthorised absence is low. Recording and monitoring attendance is thorough.

The school is very successful in creating a climate where respect for others is strongly promoted. Older pupils respond positively to all opportunities to take responsibility.

TEACHING AND LEARNING

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

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

The quality of teaching overall is very good. All teaching was satisfactory or better. This is a considerable improvement since the previous inspection. In three-quarters of the lessons teaching was very good or excellent. The stability in the teaching has been achieved only recently and that is why standards **do not yet fully reflect** the overall very good teaching. The school is successful in using a variety of approaches to learning and children are responding well to the opportunities being provided; their persistence, concentration and enthusiasm for learning are very well developed.

Lessons are always organised and very carefully planned. Children are clear about what they are expected to achieve. Good use is made of resources and equipment to stimulate pupils' interest and to involve them. The teaching of English and mathematics is good. Close attention is given to the full range of abilities within the class and children are given work that is right for them. Children with special educational needs are particularly well supported in lessons. The teaching assistant is effectively deployed and makes a strong contribution to pupils' learning, particularly **at** the Foundation Stage. **Information and communication** technology is used well to enhance lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad curriculum that meets statutory requirements. It is well organised in order to ensure that children of different ages and abilities are both challenged and supported. It incorporates a variety of interesting and stimulating learning opportunities including additional activities outside the school day.
Provision for pupils with special educational needs	Very good. Pupils are very well supported through the very good teaching. Detailed individual plans are maintained and pupils make good progress. Parents are fully involved in the planning.
Provision for pupils' personal, including spiritual, moral, social	The provision for pupils' personal development is good. Children are taught to be increasingly responsible and caring. They take part in cultural activities and learn about the rich and diverse cultures in the

and cultural development	world. The school is very successful in promoting children's understanding of right and wrong and in providing rich opportunities for their spiritual development.
How well the school cares for its pupils	This is a strength. All members of staff know and care for children very well. The school is a safe environment for everyone. Child protection procedures are securely in place.

There are effective systems for monitoring each pupil's performance and the development of their social and academic skills. Older children know their personal targets for learning and these are referred to in lessons to help children see how to improve as well as to celebrate their achievements.

The school is building an effective working partnership with parents. The quality of information it provides for them about the school is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong leadership and manages the programme of planned improvements very successfully. Subject coordination is still in its early stages of development as new staff settle in. The leadership of the school is having a beneficial effect on the teaching in the school and on the quality of the children's learning and work.
How well the governors fulfil their responsibilities	Governors are strongly committed to the school and meet their responsibilities well. They are very supportive of the headteacher and strategic development of the school. They do not yet have a well defined role in monitoring the school's performance.
The school's evaluation of its performance	Good. The evaluation of the last post-inspection action plan was exemplary. The headteacher has procedures for checking how well the school is doing. Test results and other information about pupil performance are carefully analysed. Good use is made of LEA support in evaluating the school's progress.
The strategic use of resources	Financial planning is good. Prudent management and a sound financial administration ensures that educational priorities are properly funded . Good use is made of the available resources and the school is well equipped, with computers, among other things , for educational and administrative purposes.

The school secretary makes a very positive contribution to day-to-day financial management. Staff and resources are well deployed. Accommodation for **the** staff is poor and facilities for physical education limit what the school can make available **in the curriculum**.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Behaviour in the school is very good. • The teaching is very good. • Children make good progress. • The school is very approachable. • They are kept well informed about how their children are getting on. • They would feel comfortable about approaching the school with questions or a problem. • The school expects children to work hard and achieve their best. • The school works closely with parents. • The school is well led and managed. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents feel that the school does not give pupils the right amount of homework. • Some parents believe the school fails to provide an interesting range of activities outside lessons. • Some parents feel that the school should give more written information about children's progress.

The positive comments made by parents are supported by inspection evidence. The views that the school is not making effective use of homework, nor providing an interesting range of activities outside lessons are not borne out by the inspection. The work that children are asked to do at home is appropriate and consistently marked and the range of extra-curricular activities provided is what would normally be expected of a primary school. The headteacher and staff have produced a written report format that is very thorough and informative. This will come into use at the end of this academic year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Because the results of national tests in this small school are of limited statistical usefulness, they have been taken into account mainly to judge trends over time and to gauge the progress of individuals. Judgements about pupils' achievements are based upon evidence gathered through observation and sampling during the inspection period and the school's own data analysis, including the 2002 test results. With only 22 pupils in the school it was possible to assess several samples of the work of each child and cross reference this with the information the school had on pupil performance.
2. Currently, standards attained by Year 2 pupils in speaking and listening, reading and mathematics are above average. Standards attained by pupils in Key Stage 2 in speaking and listening are above the levels expected for pupils of their age group and in line with national levels in mathematics. There are no significant differences in the current performance of boys and girls. Challenging targets have been set for all the pupils and they are making good progress towards achieving them.
3. In English, Year 2 pupils use a good range of vocabulary when talking about what they are learning. They read confidently and use their knowledge of phonics successfully to break down unfamiliar words. Standards in writing are average. By Year 6 pupils are articulate and talk interestingly and easily about the books they are reading and what they are learning in lessons. Pupils read accurately and with good expression. They are mostly enthusiastic readers but the range of authors and texts chosen by some children is too narrow. Their library skills are satisfactory and all children know how to access books from the school library and how to use reference books. Pupils' progress in writing has been rather slow and they achieve standards slightly below average in Key Stage 2.
4. In mathematics, attainment is above average in Year 2. By the age of seven, children make good progress developing their mathematical knowledge and understanding. Most children have a secure understanding of number. They can count, add and subtract single and two digit numbers using a number line, find some doubles and halves competently and show a sound understanding of the value of numbers up to 100 and beyond. Within Key Stage 2, standards in mathematics range from below to well above national expectations; overall standards of children in Years 3 to 6 are in line with those expected for their age.
5. In science standards are at the expected level in Year 2. The pupils know how to undertake a simple investigation and they are developing a secure base of scientific knowledge relating to materials, electric circuits, sound and simple forces. They have also studied how materials change and how living creatures grow. By the age of 11, pupils attain standards similar to those expected for their age. Pupils in Key Stage 2 have a sound understanding of how to conduct a scientific investigation. They know the importance of recording their observations accurately and of presenting their results systematically using a variety of tools, such as diagrams tables and charts. While the children are regularly encouraged to predict results, and operate at average levels in both investigations and in scientific knowledge, they do not yet have appropriate skills in considering their evidence and evaluating their results.
6. In ICT pupils reach above the expected standards in Years 2 and 6.

7. The expectations of the Nottinghamshire agreed syllabus for religious education are met fully. Younger pupils learn about the festivals of Christianity and other religions. Older pupils have a good knowledge of religious beliefs and teachings. Their skills in questioning and the interpretation of artefacts are at levels slightly above **those** normally observed in children of this age.
8. Pupils achieve above average standards in art and design and in history at both Key Stages. Standards in design and technology are average overall: pupils perform well when making models and plans, but they do not understand enough about mechanisms and control **techniques nor about** evaluating the quality of their work.
9. In music, geography and physical education there was insufficient evidence to make a secure judgement about attainment.
10. Overall, pupils make sound progress in learning in all the core subjects and most of the foundation subjects. More able pupils achieve well; they are appropriately challenged to attain higher standards. Throughout the school, lower attaining pupils make good progress in lessons. Pupils with special educational needs make good progress throughout the school. The targets for learning identified in individual education plans are specific and sufficiently detailed to measure children's progress over time.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

11. Children's attitudes, behaviour and personal development are strengths of the school. This is an improvement since the last inspection. The behaviour of the children is exemplary both in and out of lessons; playtimes and lunchtimes are happy and sociable occasions. The absence of oppressive behaviour is a reflection of the very good relationships between children of all ages and between children and staff. Parents and children are confident that, should an incident occur, staff will deal with it effectively. Children flourish in a purposeful atmosphere where traditional values of courtesy, respect, care and fair play are of high priority.
12. All parents who responded to the questionnaire agreed that their children like coming to school. Children often choose to arrive early to use the computers, or change their books. They carry out instructions willingly and use their initiative, for example, in supporting others who find some work difficult. They concentrate hard in lessons and respond well to the stimulating and challenging activities that they are offered. Teachers take frequent opportunities to remind children of the school's motto, 'Together Everyone Achieves More' (TEAM). All members of the school community feel part of the team and this is making a positive impact on children's attitudes and personal development.
13. Resources are well cared for. In the junior class each child has a responsibility, such as making sure the individual whiteboards are clean and that the pens are working. Children select suitable times to do their jobs **s** without fuss or reference to an adult. Children are quick to tidy up at the end of sessions. The high level of attention given to these small details means that there is a very purposeful and prompt start to lessons and no teaching time is lost. Children show respect for other people's belongings and look after the school environment, for example, by designing plans for the wild area in the school garden. The 'Thoughtful Owl' award system and the 'Friendship Tree' are just two of the ways that the school promotes its ethos of care for one another.

14. Punctuality is very good. Registration takes place promptly and little time is wasted during the school day. The level of attendance is above the national average and unexplained absences are rare. The governing body has resorted to permanent exclusion only in extreme circumstances and has observed proper procedures.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching in the school overall is very good. All the teaching seen was satisfactory or better and often excellent. This is an improvement since the last inspection. In the infant class, teaching was of high quality in all lessons seen and excellent in English, science and religious education. In the junior class, English and mathematics were well taught. Art and design and history are taught well throughout the school.
16. The common features of good and very good and excellent teaching seen in the school include:
- ? detailed lesson plans where teachers identify very clearly what it is they want children of different abilities to learn. The teachers are skilled in planning good quality lessons to suit the broad age span in each of the two classes;
 - ? at the start of each lesson, children are told clearly in straightforward language what they are going to learn and are reminded of this throughout the lesson;
 - ? there are links to earlier learning and to next steps. Consequently, children are clear about how their current work builds upon what they already know and understand. In an art and design lesson, for example, as an introduction to them starting their own task of creating a **picture illustrating** sunrise **and** sunset, infant children were reminded of the work they **had done** the previous week on colour, and looked at paintings on the same theme by several artists;
 - ? effective use of the review at the end of the lessons to draw together the main learning points. This encourages the children to reflect upon their progress. Teachers often use this opportunity to highlight and explain a shared misunderstanding and to celebrate individual achievement, as well as giving a taster of what is coming in the next lesson.
17. Teachers make good use of their expertise to make learning relevant and interesting and enjoyable. They communicate, for example, their own love of literature or art, or their own enthusiasm for the power of ICT. They keep lessons moving and, through their effective use of different teaching styles, ensure that all children are actively involved. They listen carefully to children's contributions to lessons, acting on the information they gather to modify subsequent lessons. They praise, encourage and reassure; children respond by concentrating hard and sustaining a productive pace of work. Children with special educational needs are included in all activities and are given strong but unobtrusive support. The high quality teaching has a significant impact on children's achievements and progress; pupils increase their understanding, gain new knowledge and become effective learners.
18. Teachers share the support of a teaching assistant who works with groups and individuals throughout the school, helping them understand the work and, where necessary, keeping **pupils** on task. Homework is used effectively; it is often tailor-made to support individual children's learning targets. Through spoken comments and targets which teachers set, children gain an understanding of how to improve their

work. However, the benefits of this are sometimes missed by too few opportunities for the children to share their thoughts about their own work. Making more opportunities to show children how to evaluate their own progress would improve teaching and learning still further.

19. Teachers mark work regularly and carefully. Comments are encouraging and constructive in tone. Marking identifies what the children have done well. Children's workbooks show that teachers have high expectations of effort and performance.

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

20. Since the last inspection the quality and range of the curriculum in the Foundation Stage has been reviewed and the learning opportunities now provided by the school are very good. The school provides a curriculum that is carefully planned and fosters both the academic achievement and the personal development of all pupils.
21. The school is very good at providing a broad and balanced range of activities for all the pupils. The curriculum is balanced, with all statutory subjects being given the appropriate emphasis. There is a three-year rolling programme for the Foundation Stage and Key Stage 1 and a four-year cycle for Key Stage 2. This is carefully constructed to ensure that all children cover the required knowledge, skills and understanding in each subject and that these are developed through sufficiently broad units of study. Art and design, a key issue in the last inspection, has improved substantially. The scheme of work meets the statutory requirements and art and design is now a strength of the school. Resources in most subjects are good other than for work at higher levels in science. Given the lack of suitable accommodation for indoor physical education, space is not adequate for the teaching of gymnastics, especially to older pupils
22. Lessons are very carefully planned, highlighting clear provision for each year group within the two classes. Good use is made of sections of the Qualifications and Curriculum Authority's schemes of work in planning for all subjects. The National Numeracy and Literacy Strategies have been successfully implemented and carefully adapted to the mixed- age classes in the school. The teaching of the basic skills of literacy and numeracy is good.
23. Work is well matched to the pupils' abilities. There is very good provision for those with special educational needs. These pupils are well supported by the teachers in whole class lessons and by an extremely capable teaching assistant.
24. Provision is good for personal, social and health education. Through circle time children are being given a voice in the development of the school. Opportunity for children to make choices is built into the curriculum. Sex education is taught as part of the science curriculum for the older children. The school makes good use of the Nottinghamshire County programme for drugs education.
25. There is a good range of activities beyond the school day allowing pupils access to expert coaching and the experience of joining with other schools in football, cricket, swimming and netball. The curriculum is enriched by the use of volunteers and visitors and plans are in place to improve this further. The six to eleven year-olds have the opportunity to learn French at the weekly French club. Seventy-eight per cent of the children learn to play an instrument. The violin, flute and clarinet are taught

through the county music service and children are given the opportunity to learn to play the recorder. Last year, Years 5 and 6 pupils had the opportunity to take part in a residential visit to Derbyshire, for environmental and adventure activities. This was organised in collaboration with a nearby primary school.

26. There is very good liaison with local primary schools, including participation in the family of schools' liaison group for special educational needs coordinators (SENCOs), sport and residential visits. There are productive links with the pre-school setting in the neighbouring village and with the local secondary schools.
27. The school's provision for pupils' personal development is good overall and in some respects very good. It is highly successful in building children's self-confidence and increasing their self-esteem. Personal development is promoted by giving children individual responsibilities, especially at Key Stage 2.
28. There is good provision for social development. The staff actively promotes and encourages pupils to recognise one another's strengths and to celebrate success and unique characteristics. The school is committed to an inclusive approach. The staff knows each individual child very well, recognising their worth and the need to provide equal opportunities for all.
29. A good sense of citizenship is being developed by the introduction of circle time in Key Stage 1. The first decision taken was to set up a recycling campaign for the school and parents. This is now up and running. Plans are afoot to extend circle time to Key Stage 2 and subsequently develop a school's council. The liaison between the school and the secondary school aims to ensure a smooth transfer, with special attention given to those with special educational needs. Pupils participate in performances and productions, such as "Starry, Starry Night" last Christmas, in the school and for groups in the community.
30. The provision for moral development is very good. It is promoted explicitly in the curriculum, the school rules and in expectations in classes and around the school. Pupils develop their understanding of right and wrong from the time they join the school. The children take part in establishing the school rules and their behaviour and attitudes are excellent. The emphasis on celebrating their accomplishment in this area is demonstrated by the 'Thoughtful Owl' award which is given to children in recognition of consideration for the needs of others. This very good moral development extends to the curriculum. For example, in a literacy lesson considering issues and dilemmas, pupils in the junior class had to distinguish between right and wrong. In a religious education lesson pupils considered the moral issues within parables.
31. The way the school provides for the pupils' spiritual development is very good. It is promoted particularly well during collective worship and religious education lessons. There was an awed silence when the headteacher talked about artefacts that were precious to her during an assembly; the pupils showed a sense of wonder. In Key Stage 1 the children were spellbound during a religious education lesson on Judaism led by a visitor. The regular visits to the school by a local vicar contribute to spiritual development. Children are given the opportunity to reflect, for example, when music is played at the beginning and end of assembly and at other times during the school day. They are invited to express their thoughts and concerns on aspects of their learning at the end of some lessons. There is a high expectation, strongly promoted throughout the school, that pupils should be tolerant and respectful of others.

32. Cultural development within the school is good overall. The choice of literature and materials within the curriculum reflect different cultures well. Pupils' own culture is celebrated and learned about through educational visits and special events, for example, a Victorian Study Day and pancake making and tasting on Shrove Tuesday. The school uses the skills of local artists, sculptors and members of the local community. The opportunity to explore other cultures through studies in geography is underdeveloped. The school provides opportunities to explore the major faiths in religious education and is beginning to enrich the curriculum by inviting visitors of different faiths to share their values and beliefs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The last inspection found that the school provided unsatisfactory procedures for ensuring the care and health and safety of pupils. These have improved significantly and are now very good. There is a thorough system of regular risk assessments and health audits. The headteacher has undertaken training on child protection and has, with the aid of a new policy document, ensured that all members of staff are aware of their roles and responsibilities. The school responds very well to pupils' medical needs by maintaining effective links with families and with health advisors. All members of staff have received training in first aid. There are regular emergency fire drills and the school maintains detailed records of all accidents involving its pupils. No health and safety concerns were raised during the inspection.
34. Procedures for monitoring and improving attendance are very good. There are few incidents of unauthorised absence. Communication between school and parents is very good.
35. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are excellent. The introduction of numerous rewards systems, including a 'Friendship Tree', 'Special Mention Certificate', 'Thoughtfulness Owl Award' and the 'Endeavour Shield' have all been very successful and are eagerly competed for by the children. The special praise for caring, listening, attainment and overall help is a very effective method that teachers use to encourage pupils. The pupils are supervised exceedingly well at breaks by conscientious staff who are alert and vigilant. The anti-bullying strategies adopted by the school work very well, with the staff responding swiftly to any incidents that occur. No incidents of inappropriate behaviour were identified during the inspection.
36. Excellent teamwork amongst the staff ensures that the time the pupils spend in school is safe, happy and enjoyable. Particularly good care is taken of pupils with special educational needs. Parents, teachers and the teaching assistant regularly review the progress pupils are making in meeting their targets. This enables children with special educational needs to participate fully in every aspect of school life.
37. The school has developed good procedures to keep a check on pupils' progress. The headteacher is establishing formal systems to ensure that records are maintained and updated. The procedures for monitoring pupils' academic progress are appropriate. The use of assessment information to guide curricular planning is utilised to good effect.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Since the last inspection there has been a very difficult period in the relationship between the school and the parents. This reached a very low point last year when several parents took their children away from the school. Since the appointment of the new headteacher there has been a marked improvement in the partnership with parents. The school rightly sees an effective relationship with parents as fundamental to its work and is very keen to take their views into account. On two occasions during the past twelve months parents have been actively canvassed through questionnaires in order for the school to seek their contributions to the school development plan. As a result of this action there has been:
- ? a significant increase in the number of informal parent meetings;
 - ? the production of a new school prospectus;
 - ? regular information about events through newsletters;
 - ? the opening of communication channels as a means of recognising and addressing individual concerns.
39. Parents now have very good views of the school and speak positively of their relationships with it. They fully support the aims and values of the school. Parents consider it provides a very caring environment and has the interests of their children very much at heart.
40. Communication between the school and parents is good. In addition to the regular newsletters there are notice boards displaying school and community information at the entrance to the school. The home/school policy and agreement were effectively introduced to parents and this has further enhanced the relationship between [them](#) and [the](#) school.
41. The headteacher and staff make themselves available to discuss matters with parents on a daily basis and parents feel welcome. They find it easy to approach the staff with complaints or concerns and are confident that these are dealt with speedily and well. The school provides two formal consultation evenings for parents and, with effect from next year, intends to hold them termly.
42. A significant number of parents regularly help in school, undertaking a variety of valued tasks to good effect. The staff [values](#) their assistance and willingness.
43. A very active and enthusiastic 'Friends Group' raises substantial funds that enhance the schools resources well and offers parents opportunities to mix and socialise at organised events.
44. The quality of information provided for parents about their child's progress is good. [Hitherto, the annual reports on each pupil's achievements and progress have lacked sufficient detail but the school has addressed this in its plans for the next reporting round.](#)
45. There are a number of productive links with the community, including the local shop, the church and nearby schools. Educational visits to local museums and places of interest are made regularly. These opportunities contribute effectively to [pupils' understanding of the community.](#)
46. The very detailed and comprehensive School Improvement Plan [to which the parents are party,](#) stresses that the school is anxious to improve even more.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school are very good. There have been important improvements since the last inspection; the new headteacher has ensured that the strengths of the school have been maintained while introducing a systematic approach to evaluating all aspects of the school and teaching and learning, in particular. The school has a clear set of values which are outlined in the prospectus and evident in all aspects of the school's work. The cohesive family atmosphere encourages pupils' self-confidence and sense of worth. After a period of trauma for the school, with staff leaving and the parent community losing faith in the school, the new headteacher has quickly established a team of people committed to the school, with high levels of skill and enthusiasm. Consequently children are highly motivated and determined to do their best. The school is now a happy, calm and successful place.
48. The headteacher provides very strong leadership. She has a passionate commitment to providing high quality education for all the children within a small school setting. The school's aims reflect her deeply held values. She has successfully established a powerful ethos of inclusion, creativity and high expectation. Teachers, staff and children respond well to this. There is a shared commitment by all the adults working in the school to provide a caring, secure and stimulating place for children to learn and flourish. The headteacher has a precise grasp of the current strengths and areas for further development, together with the longer term strategic picture. She has successfully turned the school round from a position where many in the local community had lost confidence in it to one where there is rightly a growing respect for what is being achieved at Walkeringham school.
49. The headteacher manages the school very well. Procedures are clear and are used to check how the school is meeting its targets. National test attainment data is carefully analysed, alongside the school's own teacher assessments, to evaluate pupils' achievements and the effect of the actions being taken to raise standards. School improvement planning is systematic and thorough. The current plan has been devised by the headteacher and provides a coherent structure and programme for moving the school forward. The priorities are well defined and deal effectively with the remaining issues from the last inspection, recent LEA monitoring and the new headteacher's analysis of the needs of the school. There are clear targets and success criteria. Time limits are set for the successful implementation of initiatives and the personnel responsible for action are listed. The improvement plan is appropriately linked to the budget planning process and costs are identified where necessary.
50. Day-to-day management is very good. Effective routines and systems result in the smooth working of the school so that there is a clear focus on the pupils' learning. Financial management is good. The LEA has supported the school through the recent rapid decline in numbers and has sensibly cushioned the impact. The school has accrued a significant budget surplus which is being carefully directed towards the further development of the school. The planned development of an Early Years facility is pivotal to the headteacher's and governors' vision of the school becoming a key part of the local community and a centre of excellence. The budget surplus is being properly managed and all the available funds are well used to support the maintenance and development of the school's key aims. The headteacher works in close liaison with the school's administrator who makes full use of appropriate computerised systems to monitor and analyse income and expenditure, to generate up-to-the-minute information about the school's working balance. The headteacher is

able to make very well informed judgements about how to make the most efficient use of the school's funding.

51. The governing body is hard working and very committed to the further development of the school. Governors, both individually and corporately, are very supportive of the new headteacher. Since the last inspection governors have taken the necessary steps to ensure that the issues for action have been addressed. The governors have successfully dealt with a traumatic period in the history of the school. They have worked effectively to keep the school going and to attract and appoint staff capable of improving the school; they have kept parents informed of the issues and how they planned to resolve them. The governors have a sound overview of the school's performance, the finances and current priorities for improvement. However, they do not have sufficiently systematic procedures to give the headteacher the challenge she requires to take the school forward. There is a good understanding among the governors about how to establish an approach to evaluating the progress the school is making against agreed improvement plans and targets.
52. The chair of governors, in particular, meets very regularly with the headteacher and spends time in school. The governors are kept fully informed by the headteacher of progress being made and current issues, both through informal discussions and the detailed and informative headteacher's report. Many of the governors are parents of pupils in the school and get to know what is going on through the work their own children are doing. There are good procedures for financial planning and management and governors discuss and confirm all significant expenditure. The school makes good use of earmarked funds to support educational priorities. Governors apply Best Value principles when arranging contracts and the school is active in consulting parents when formulating its priorities.
53. Governors have established satisfactory procedures for the performance management of staff. Review meetings with the headteacher are scheduled.
54. Since the last inspection the role of subject coordinators has been in a state of flux with all staff being new to their posts. All teachers have now been allocated responsibility for leading and managing subjects of the curriculum across the key stages. This is working well in English, mathematics, art and design and ICT where the coordinators have a good grasp of the strengths and areas for development.
55. The SENCO role is carried out very effectively. Through discussion with colleagues, the needs of pupils are precisely defined as targets on individual education plans. The governor responsible for special educational needs is new to the role and is keen to become very involved in working with staff to ensure that provision is suitable.
56. There is a good match of teachers to meet the full range of needs of the children and to teach all the subjects of the national curriculum and religious education. The teaching assistant is effectively deployed and provides a very good level of support for teachers and the curriculum.
57. The school building is attractively presented and well maintained. However, there is restricted space in the hall and this limits the scope for teaching and learning in physical education, though it is used for drama, dance, and communal activities. The school is well equipped for ICT. The school grounds are attractive and well managed. The new Early Years area will require considerable rearrangement of the teaching space and the further development of the outside play area. These plans are in hand.

58. Walkeringham Primary School provides a good standard of education to its pupils based on very good teaching. However, because it has had such a large reduction in pupil numbers the per pupil costs are high. Overall the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The governors and headteacher should seek to improve the quality of education further by:

1. ensuring that pupils at Key Stage 2 are taught how to improve their writing through:
 - providing a broad range of writing opportunities across the curriculum;
 - helping pupils develop more effective approaches to planning and drafting their work.

(paragraph 81)

2. Improving the quality of science investigations in both Key Stage 1 and 2 and by teaching pupils how to develop their investigative skills through:
 - focusing on how investigations in science try to establish connections between cause and effect, **and on how they** require evidence to be used to explain what has been found;
 - being clear what each enquiry is trying to resolve;
 - making sure that they experience a broad range of enquiries using a variety of equipment;
 - mapping out clearly the development of skills and understanding required to improve their investigations.

(paragraphs 96-99)

3. Developing more systematically the way the governors monitor the school's policies and performance through:
 - **allocating** responsibilities **amongst the governors** for monitoring aspects of the school;
 - establishing a programme of policy review and evaluation;
 - **setting** review points for the school's improvement plan.

(paragraph 51)

The Headteacher and Governors should also consider the following minor issue:

- build further on the current good practice of sharing targets with pupils by ensuring that children are taught how to assess their own work and set personal targets for their learning (paragraph 18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	7	3	1	0	0	0
Percentage	31%	44%	19%	6%	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)		22
Number of full-time pupils known to be eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		4

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	3	3	6

These results are not reported since the numbers of pupils in the year groups were below ten.

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	22		1
White – Irish	0		
White – any other White background	0		
Mixed – White and Black Caribbean	0		
Mixed – White and Black African	0		
Mixed – White and Asian	0		
Mixed – any other mixed background	0		
Asian or Asian British – Indian	0		
Asian or Asian British – Pakistani	0		
Asian or Asian British – Bangladeshi	0		
Asian or Asian British – any other Asian background	0		
Black or Black British – Caribbean	0		
Black or Black British – African	0		
Black or Black British – any other Black background	0		
Chinese	0		
Any other ethnic group	0		
No ethnic group recorded	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)	2.5
Number of pupils per qualified teacher	8.4
Average class size	10.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	22

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2.5

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	2002/2003
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	£
Total income	200637
Total expenditure	177634
Expenditure per pupil	9210*
Balance brought forward from previous year	933
Balance carried forward to next year	22070

* expenditure per pupil figure needs to be treated with caution as the school population

has declined significantly during the year.

Results of the survey of parents and carers

Questionnaire return rate

66%

Number of questionnaires sent out

21

Number of questionnaires returned

14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	43	0	0	0
My child is making good progress in school.	57	29	0	0	14
Behaviour in the school is good.	71	21	7	0	0
My child gets the right amount of work to do at home.	57	14	21	0	0
The teaching is good.	64	29	0	0	7
I am kept well informed about how my child is getting on.	50	36	7	7	0
I would feel comfortable about approaching the school with questions or a problem.	93	0	7	0	0
The school expects my child to work hard and achieve his or her best.	79	14	0	0	0
The school works closely with parents.	50	43	0	7	0
The school is well led and managed.	86	7	0	0	7
The school is helping my child become mature and responsible.	71	14	7	0	7
The school provides an interesting range of activities outside lessons.	64	0	36	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

60. Children enter the infant class part-time at the beginning of the term approaching their fifth birthday. The school is effective in welcoming children and their parents.
61. Children in the Reception year are taught as part of a class which also contains Years 1 and 2. The small number of Reception children, together with the wide age span, presents a considerable organisational challenge for teachers. This is extremely well met. There is separate planning for the children in their Reception year, which is carefully linked to the six areas of learning for children within the Foundation Stage. By the end of the Reception year, most children's attainment is likely to go beyond the early learning goals in all areas of the Foundation Stage curriculum.
62. Since the last inspection, the provision for children in the Foundation Stage has improved greatly. At that time, the quality of the curriculum, teaching and learning for the children in the Foundation Stage had serious weaknesses. The teaching is now very good; the learning and quality of the curriculum are good. The school's curriculum takes full account of the requirements of the six areas of learning for **the Foundation Stage**. Work on an addition to the school building to provide an **Early Years** room will be completed within the next year. The school has been accepted as part of the Centre for British Teachers 'Quality Matters' Accreditation Scheme to begin in September.
63. Whole class **lessons** begin with the Reception children fully included in all areas of the curriculum. This works very well because of the undoubted skills of the staff. All the children are able to achieve at their individual level, as their progress is extremely well monitored and **well matched to their stages of learning**. Children are asked questions that offer them opportunities to **draw inferences from things they have seen**. An example was during a lesson where the teacher poured very hot water over cubes of jelly and asked what was happening. The children were able to talk about the jelly changing from solid into liquid, using the correct words; one child remarked, "..... but the water is not as hot as the fire in the mobile forge (seen while the group was out on a walk in the village) that turned the metal for the horseshoes into white liquid....." The teachers work closely with the teaching assistant to provide a stimulating environment and an exciting range of activities. As a result, children learn very well. They are fully engaged in their activities and have fun.

Personal, social and emotional development

64. Children enter school with skills that are similar to those found nationally in personal, social and emotional development. Provision, teaching and learning in this area are very good. The staff maintain a learning environment in which the expectations are high: children respond positively and their behaviour is excellent. They are friendly, courteous, polite and show consideration to others. **Members of staff** are very skilled in encouraging the children to join in, and the less confident children learn to work and play alongside others. Children respond well to adults and to other children, learning to co-operate and work as part of a group. Children work alongside their friends, sharing activities and ideas, or **work** alone with a minimum of adult help. This was particularly noticeable when they were cutting and sticking pictures to make a book about famous people. They did so happily and responsibly, showing a good level of

concentration and independence. Children are encouraged to take responsibility. They run simple errands and help to tidy away after activities, carrying out these tasks briskly and confidently. By the end of the Foundation Stage, children are confident about being members of both a class and of the school community.

Communication, language and literacy

65. Teaching and learning are very good across this area. Attainment in reading and writing is at least at expected levels for their age by the time the children are five. Many reach above average levels in speaking and listening. From their earliest days in school the teachers involve the children very well in class discussions. The children speak with growing confidence and, as they do so, the teachers ensure that they pronounce words correctly. All children concentrate well when listening to others and to stories. The majority of children express their thoughts and feelings clearly, using words that are more sophisticated than those usually heard in Reception. Evidence of this was seen during a class discussion when the children asked thoughtful questions of their Jewish visitors. The children listen well to the staff because they make learning so enjoyable and interesting.
66. Opportunities to develop the early skills related to reading are good. Stories are a regular feature of the day and large print books are used very well to focus children's attention on text. There is a strong emphasis in these lessons on the enjoyment of reading, with humour and active involvement very positive features. Reminders about letter sounds and the reading of frequently used words are natural and regular parts of every activity, providing a secure basis for early reading. The children are making good progress in word building and phonics. All children read regularly to an adult and books are sent home so that parents can support this important element of children's learning.
67. Many children come into Reception able to make recognisable marks relating to their own name. From the outset, children are taught the single letter sounds and how to write them, and are encouraged to write whenever the opportunity arises. In their writing, Reception children begin to show an early understanding of how words are made into sentences.

Mathematical development

68. Teaching and learning are very good; consequently the Reception children make very good progress. They experience a full range of exciting mathematical activities, including counting, matching, comparing and shape work. As well as activities focused specifically on mathematics, the teachers make the most of opportunities in the every day routines of the class to extend children's knowledge by, for instance, counting how many children are at school; how many are absent while calling the register. Children can recognise and count numbers up to ten and some can go on to twenty. They use correct mathematical words confidently, for example, when talking about a range of shapes. Some go further and suggest ways of sorting shapes differently, for example, by size or colour. They use their knowledge well to identify objects in the playground that are of a similar shape.

Knowledge and understanding of the world

69. Across this wide curriculum area both teaching and learning are very good. The children show great interest in new experiences, asking how things work and showing one another how to do things. In ICT they are confident in using simple programs to

write and to make pictures. Teachers plan inventively to create lessons that stimulate children's imagination and interest. For example, the teacher used a glove puppet to represent a scientist who had travelled to the North Pole to bring back some ice containing plastic dinosaurs. The class then used the ice to experiment with in their science work. The children were spellbound and totally engrossed in high quality learning. Children investigate a range of materials using their five senses. They experiment and explore colour and texture, for example, by making red spaghetti and hand-mixing oil and water. Constructional toys, sand and water are all used to broaden children's experience of the world around them. Children try out new ideas enthusiastically and talk about their preferences and ideas for improving the school. For example, the children choose fruit to eat each afternoon as part of a healthy eating campaign; they decided that the cores should be composted rather than put in the bin and could talk about the reasons why this would be good for the school garden and the planet. They record appropriately what they have done through writing, pictures and models. There is direct access to the playground and garden area, which enables the children to continue their learning outdoors. Throughout the year, opportunities for studying other cultures and beliefs are given and the children's understanding of the community is being extended to include an appreciation of our multicultural and multi-faith society.

Physical development

70. No physical education lessons were seen during the inspection. However, the Reception children have full access to the outside where there is room to use wheeled vehicles. Children move around the classroom with due regard to others. They line up well, without bumping into others and walk very sensibly around the building. Children have ready access to a range of materials and equipment to develop hand control. They can use tools, such as scissors and brushes safely and they are able to trace and copy with good levels of accuracy.

Creative development

71. The staff's enthusiasm and expertise make this area of learning come to life for the children. Both teaching and learning are excellent. There is a rich and wide range of activities and children are encouraged to make independent choices and to express themselves. There are many opportunities for the children to explore different media to draw, paint and make models. In lessons, they talk about colour and identify the primary colours accurately. Stimulating and very attractive classroom displays show a very good range of examples produced by children. The thought and care with which work is displayed demonstrates to the children that their work is highly valued. No music lessons were seen during the inspection. However, during a language session Reception children set the nursery rhyme "Little Boy Blue" to music. Each one set out their own choice of un-pitched instruments representing the characters in the order of the rhyme and played at the right time. In assemblies, Reception children sing very well, joining in the actions with great enjoyment. Teachers use music skilfully as both background sound in the classroom and to contribute to lessons, adding another dimension to this already rich infant environment. Some of the Reception children sang for joy, quite unselfconsciously, as they worked, showing how relaxed and assured they feel at school. Children are developing confidence in expressing and communicating their ideas through imaginative role-play. For example, the 'Doctor's Surgery' was constantly busy with children and toys taking full part in the play.

Other aspects

72. The staff welcome parents' involvement in their children's learning. They have developed a good induction programme, which includes visits to the school before the children start and information sessions about early literacy and numeracy. Parents are kept well informed about their child's learning. Many parents visit the classroom daily. Teachers offer opportunities to parents to talk about their child's progress through the two 'Foundation Stage profiles' that the school has developed. Children take home relevant assignments and parents can communicate through the homework diary. The contribution parents make to the assessments and learning by sharing what the children do at home is beginning to develop and is much valued by the staff.

ENGLISH

73. The school has very successfully implemented the literacy strategy in all classes. The expertise of the headteacher has led the school to make some useful adaptations to the teaching of English. The teaching has been made more visually stimulating and, particularly for the children in Key Stage 1, involves more activity. Very effective group reading takes place in lessons and the quality of feedback to children about their writing is very good. The quality of teaching is very good overall because the teachers know their subject well, plan for it in detail and know the targets for improvement for each child.
74. Teachers keep a close watch on children's developing skills in spelling and writing. They quickly identify any difficulties and immediately offer individual support and guidance. Additional support in class for the pupils with special educational needs is well planned and effective. The classroom assistant provides the right balance between challenging children to do better and praising them when they are successful and when they try hard. As a result pupils are well motivated and concentrate well. This has helped them to make good progress. The effective use of individual white boards and immediate feedback so that errors are dealt with quickly is helping children make better progress in both writing and spelling and standards are now in line with the children's abilities.
75. Since the last inspection the school has developed a useful programme to nurture children's interest in the world around them and in the arts. This approach ensures that they have a suitable range of things to write about alongside the expectations of the literacy strategy. The school also makes good use of visitors and visits to stimulate and inspire children in their writing.
76. Because of the small numbers of pupils in each year group, care is necessary in drawing conclusions from the statistics of test results. Judgements of standards have been gathered from looking at samples of pupils' past written work and their responses in lessons.
77. Standards of speaking and listening are above average throughout the school. Pupils listen carefully to their teachers and each other. Older children eagerly contribute to lively discussions on a range of issues in many lessons; they are not afraid to give an opinion and to explain it. All children take a very active part in lessons. Teachers maintain the flow of conversation by asking a good range of questions and helping pupils to clarify their thinking. Pupils in the youngest class are provided with a very wide range of opportunities to talk about their work and their ideas. The final parts of the lessons are used to very great effect, allowing children to speak about their work.

The children are articulate and speak confidently in front of children older or younger than themselves.

78. Standards of reading are average for seven year-olds. Children read with good levels of confidence. They use their knowledge of letters and letter sounds to help them read more difficult and unknown words. They talk about the characters in stories and understand the setting and plot. Children regularly take home books to read with parents. The home/school reading diaries which accompany the reading book help parents and teachers to record children's progress. These are not always used as well as they could be to communicate the targets for improving the child's reading.
79. Standards in other year groups are good, particularly in Year 4, the largest year group. They can effectively use their knowledge of alphabetical order to use an index and a glossary. They choose books themselves and are developing a greater understanding of styles used by different authors. Children use their books to enjoy the story but also to help them understand feelings. Children are aware of the way punctuation helps them read more fluently. The teacher matches the reading well to the differing abilities of pupils in the class so that they all make confident progress. Too little challenge and guidance is currently available to ensure that children experience a range of genres of reading.
80. By the final year in school, eleven year olds reach standards below the national average. The issues concerning low standards in the school have been addressed and the children in the current Year 6 make good progress. These pupils clearly know the ways which will help them to read unfamiliar words. They use dictionaries confidently and rely on regular phonic skills to read unfamiliar words. They have only a limited range of skills in deducing the meaning of these words from clues in the passage they are reading. Pupils regularly take home reading books and keep a diary of their reading with the teacher and with parents.
81. Writing standards for seven year-olds are average. Children in Years 1 and 2 have a good grasp of spelling simple and frequently used words. Their handwriting is well formed and they use full stops and capital letters with some success. They are just beginning to structure their story writing by identifying the setting and describing the characters. While there is great variation in the standards of writing in Key Stage 2 the overall standard by the time the children reach eleven is below average. Throughout the school, pupils have frequent opportunities to write in a variety of subjects. The older children have not yet developed a secure understanding of how to improve their writing. The current teaching is providing both good opportunities for writing and greater support for the children to help them understand how to improve.
82. The current very good teaching, the emphasis on speaking and listening and the sharing of learning objectives are helping the children to make good progress. They mentally rehearse their writing, reread it, discuss it with a partner and have the confidence to discuss how to improve it. In the infant class the teacher is very resourceful in finding practical ways of illustrating how sentences are formed. This active approach is helping children to begin to understand the structure of writing in a most enjoyable way. Such experiences, together with others, such as using puppets and dynamic story telling, are building a secure foundation of literacy skills for each child. The use of experiences in other areas such as religious education, history and personal and social education are helping increase the children's repertoire of writing opportunities. Adjectives and adverbs are used well to create variety and interest to hold the reader's attention, especially in poetry writing. Some pupils, particularly in Years 4 and 5, write complex sentences well, using a variety of connecting words.

83. Children are becoming very competent in the use of ICT in their writing. They are able to select appropriate fonts, write stories directly on the screen, amend text, save and print it and store their work in personal folders. These skills help the children experiment with layout and line length as an aid to reading. The standard of punctuation in word-processed writing was higher than that produced in handwriting.
84. Overall the presentation of work is satisfactory. The older children have not developed an efficient form to their handwriting but the school is addressing this by the introduction of a more systematic and regular programme to teach it. All pupils try hard and take a pride in their work. However, older children have not developed fluency and speed in their handwriting. The school is addressing this by teaching handwriting systematically and regularly in both classes.

MATHEMATICS

85. Due to the small number of pupils in each year group considerable caution needs to be taken in interpreting the schools results. Lesson observations, work samples and discussions with pupils show that current standards in mathematics in Year 2 are above national expectations and in Year 6 standards are below those expected nationally. There are no significant differences between the performance of boys and girls. Pupils with special educational needs are very well supported within lessons and make good progress.
86. By the age of seven, children make good progress in developing their mathematical knowledge and understanding. Most children have a secure understanding of number. They can count, add and subtract single and two digit numbers using a number line, find some doubles and halves competently and show a sound understanding of the value of numbers up to 100 and beyond. They know the value of each digit in a two-digit number and many confidently partition two and three digit numbers into hundreds, tens and ones. In the infant class, children show that they understand our number system and that they can use what they know to find out something new. For example, Year 2 children were given the problems $35 - ? = 15$ and $14 + ? = 8$. They were able to identify the missing number and sign and explain clearly and confidently how they did so. Pupils make good progress in learning mathematical vocabulary and they use the correct terms when talking about what they have been learning.
87. At Key Stage 2 standards in mathematics range from below to well above national expectations; overall standards of children in Years 3 to 6 are in line with those expected for their ages.
88. Children in Years 3 to 6 have a range of strategies to enable them to calculate mentally and the majority is secure in the written methods that are taught. Children can explain and predict number patterns created by doubling and halving numbers. They recognise that division is the inverse of multiplication and can use this knowledge to help them check the accuracy of their calculations. Children use brackets properly. For example, they can set out 47×4 as $(40 \times 4) + (7 \times 4)$. Children can use their knowledge of place value to multiply or divide whole numbers and decimals by 10 or 100. They are confident to question, estimate and to explain when necessary where they went wrong. Children in the junior class have an ongoing weekly maths puzzle to solve. This generates much discussion, sharing of ideas and enjoyment.

89. Children of all ages, including able children and those with special educational needs, have targets for improvement and are making good progress. They are prepared to work hard; they concentrate well and persevere to overcome difficulties. They are keen to answer the teacher's questions in class discussions, putting their hands up **eagerly**. The children clearly enjoy mathematics. They undertake individual tasks with a strong sense of purpose. They respond particularly well to the opportunity to consolidate and increase their understanding by discussing their ideas in pairs or in small groups.
90. Teaching and learning in mathematics is very good in the infant class and good in the junior class. Teachers make it clear that they expect the most of pupils by constantly encouraging and challenging them. By their skilful questioning they make sure that all children are fully involved. Children are encouraged to explain their thinking in response to such questions as, "which sign could it be, and why?" or, "how did you do it...?" The teaching assistant is well briefed and is used skilfully to give opportunities for work to be explained in smaller groups. Effective use is made of a variety of resources, such as individual whiteboards, to help the teachers assess children's levels of understanding. A particularly good feature of lessons is the quality of relationships between staff and children and between the children themselves. The level of sensitivity that the teachers show encourages children to grow in confidence and self-esteem. In response, all children display positive attitudes towards mathematics and want to achieve to the best of their ability.
91. Teachers are secure with the National Numeracy Strategy and the structure of the three-part daily maths lesson. Planning is very detailed and thorough with careful attention paid to everyone's learning needs. At the start of lessons, teachers tell children what they are going to learn. Questioning is used successfully to **gauge** children's understanding. All teachers have good subject knowledge; they use a range of mathematical vocabulary and they emphasise this throughout lessons. **As** a result the children automatically use the correct words. Common features at the start of lessons in both classes are the lively oral and mental sessions. **Children's** attention is engaged straight away and they take part enthusiastically. In the main part of the lessons there is a good balance between teacher-led learning and children working independently. **At the end of lessons, making sure children understand what they have been taught** is a strong aspect in the mathematics teaching throughout the school.
92. The quality of marking is good. Teachers provide specific feedback, most often verbally, to children and this enables them to make necessary improvements. Teachers make good use of targets to monitor individual progress through the key learning objectives set out in the National Numeracy Strategy. **As yet**, the children do not have the opportunity to use the knowledge they have about their learning to set their own targets. The school has plans to develop this area of self-assessment.
93. Children in both classes make good use of ICT to develop their mathematical understanding. For example, children in the junior class use a program that generates two numbers. Children investigate what mathematical operation has been used to get from one to the other, such as, "double and add 10". Pupils make effective use of their mathematical skills in other subjects, for example, making accurate measurements in design and technology or plotting graphs in science.
94. Good progress has been made with mathematics since the last inspection, especially in terms of children's attitudes to the subject. The quality of teaching and learning has

improved and resources are well matched to the curriculum. The subject leader has recently joined the school and taken on the responsibility for this curriculum area. He has conducted a mathematics audit, looked at the children's work and past test results to find a starting point from which he can develop the subject. He has plans to observe mathematics lessons in the infant class. The school's current priorities for mathematics are:

- ? resourcing the new Foundation Stage area;
- ? the further development of children's self-assessment and target setting.

SCIENCE

95. Lesson observations, work samples and discussions with pupils show that current standards in Year 2 and in Year 6 are average. There are no significant differences between the performance of boys and girls. Pupils with special educational needs are very well supported within lessons and make good progress.

96. By the age of seven pupils know and can name the five senses. They know how to make simple electrical circuits and how they work. They know how sound is transmitted and can talk about the differences between various materials. They are making sound progress in learning to undertake investigations and how to record what they have found so they can go further in their enquiries and draw some conclusions. Pupils continue to make sound progress in Years 3 to 6 and standards in the current Key Stage 2 class overall are average. Older children in Key Stage 2 have a satisfactory scientific knowledge but their understanding of scientific processes and procedures is slightly below average for their age group. They can explain why a control is needed to make it a fair test when studying the conditions under which seeds will germinate but their approach to scientific enquiry shows little progress **during** the year. Pupils are exposed to a satisfactory range of investigations, but their standard of achievement in this key aspect of science is limited because pupils do not:

- ? have sufficient experience of challenging enquiries;
- ? use a broad range of equipment;
- ? consider their evidence and evaluate it.

97. Work over the last two terms shows that they have a secure understanding of how sound travels through different materials, which materials affect the retention of heat and what constitutes healthy food. They make predictions prior to their investigations and draw conclusions from the results. However, the lack of progression in the scientific skills **in successive** investigations leaves the children still unclear about how to set up investigations systematically. Pupils know a good variety of scientific terms and they have a well developed vocabulary which enables them to express their ideas clearly. They observe carefully and can talk about what they are doing. But they are not sufficiently challenged to try to explain their predictions or findings.

98. Analysis of pupils' work indicates that they are achieving satisfactorily and making sound progress across the full range of the science curriculum other than in their approach to enquiry. Their strengths lie in the good observations they make, their ability to gather and record evidence, considerations of fairness and their ability to use diagrams, charts and tables. Weaknesses in their work relate to the lower standards in the use of reference material **and** explanations of how or why something occurs.

99. More able pupils at Key Stage 1 and the early part of Key Stage 2 are being more fully challenged in lessons and achieve well. As they progress through the school there is increasing emphasis on pupils undertaking their own experiments and investigating for themselves. However, the children have not been taught the skills to be able to do this independently. Pupils with special educational needs are very well supported by skilled teaching to ensure that they have equal opportunities to learn science and make satisfactory progress.
100. Pupils enjoy learning science. They show great fascination, concentration and enjoyment when, for example, they are presented with unusual textures and materials to explore in Key Stage 1 and when they have the opportunity to act as scientists.
101. The quality of teaching is satisfactory with a number of strengths. Teachers make learning objectives clear at the start of lessons so that all pupils know what they are expected to learn. Teachers' subject knowledge enables them to help children in posing appropriate scientific questions. Teaching of the younger pupils is a strength and a good climate for learning science has been created through a number of valuable explorations. However, these have not yet been consistent enough to act as a sufficiently strong framework for developing scientific ideas, methods and practical investigations.
102. Information and communication technology is used to develop scientific knowledge, skills and understanding. It is used mainly as a source of reference material but is not used for handling data, recording or organising investigations. The coordinator understands this and it is an area identified for further development.
103. Teachers use informal observations, good marking and oral feedback in assessing and evaluating pupils' attainment and progress. Workbooks show that marking is used well to identify how pupils are learning and what they need to do to improve.
104. The coordinator has a good understanding of standards in science and the quality of teaching and learning throughout the school. He is new to the school and has already concluded that science is an area requiring further development. Resources are adequate for the curriculum as taught at present but are insufficient for pupils to develop a more independent and systematic approach to investigations.

ART AND DESIGN

105. The standards in art and design are above those expected nationally for primary age children. This is an improvement since the last inspection and art and design is now a strength of the school. This is as a result of new teachers, clear planning of teaching skills, increased opportunities to see the works of other artists, better time allocation and a policy developed by the whole staff.
106. By the age of seven pupils have a very secure grounding in the basic skills of colour mixing and the use of pencils, paint brushes, chalks and crayons. Younger pupils can recognise the style of different artists. For example, one child, when shown a picture, said correctly that it looked like the style of Van Gogh. Another six year-old produced a piece of work in an art lesson in the style of Monet. When talking about their likes and dislikes of a variety of artists' work on sunrise and sunsets, children showed very good use of technical vocabulary, for example, using words like 'abstract'. One child said that he liked an artist's work because he had used a mixture of curved and

straight lines. These young children were able to say how they might improve their work.

107. The older pupils are also working at a high standard in art and design. Their portfolios show work that explores and develops ideas from both direct observation and imagination. They are able to use pencils to blend and shade in observational drawings. Children approach their pictures and designs with thought, care and with increasing skill. This was demonstrated in an impressive display that was the result of working with a visiting artist. Their pieces of work show that they are able to choose different media and apply them with care. Older pupils were able to talk about the techniques they had used and the ways they would like to improve their work.
108. From the youngest to the oldest child, clear progression in the skills of choosing, mixing and using colour and selecting painting techniques was shown in a whole school study and display of a work by Kadinsky. This interactive display demonstrated how children were able to use the Internet and study skills to research information. Within each class the progression of skills in art and design was also evident from the samples of children's work.
109. Computer programs and the digital camera are used to enhance and develop pupils' art and design skills. Younger children used a computer programme to draw an abstract picture of a sunset, demonstrating good control of the mouse. Links are made to other curriculum areas such as literacy and history.
110. The art coordinator has very good subject knowledge. Her influence and leadership has raised the provision for and standards in art and design throughout the school since the last inspection. Her enthusiasm and expertise in this subject have influenced the children, who show a strong interest in all aspects of art and design; they are proud of their work and eager to talk about it and have it displayed.
111. There is a clear policy for art and design, which includes a framework for ensuring skills and techniques are correctly linked to the children's stages of development.

DESIGN AND TECHNOLOGY

112. The standard achieved in construction is very good. For example, the younger children had made elephants from modelling material in connection with work in geography on Africa. When asked, Year 2 children were enthusiastic when describing in detail how and why they had made them and how they would make them differently given a second chance. For example, '..... make the legs shorter so my elephant was lower and not so tall', '...make the head more secure....by putting more bandages onto the head and then smoothing it onto the body'. A Year 4 child recognised that the columns on the Roman villa he had designed and made were positioned in the wrong place and to make it authentic these would need to be moved. The quality of the work observed was of a good standard. Throughout the school children are given an interesting range of opportunities to design and make a variety of products. However the evaluation part of the process is not done routinely which means that there are missed opportunities for children to learn.

HISTORY

113. History is taught well throughout the school. Standards are above those normally expected for children at primary school.
114. Teachers plan thoroughly and are clear about the purpose of each activity; **the objectives are** explained fully to the children. **Teachers** provide access to rich sources of evidence in the form of photographs, **contributions by** visitors and **educational** visits, as well as books, CD Roms and the Internet. Consequently, children acquire a good knowledge of the units they are studying and develop good research skills. For example, infant children **talked** about information photographs can give to help them compare toys today with those children played with fifty years ago. Junior children **wrote** knowledgeably about life in Tudor times and King Henry VIII. They raised their own questions, **such as**, “ ..Why didn’t ordinary people have a lot of money?”, and “...Why couldn’t they become rich?” Children are able to offer lucid explanations referring to their research. All children, including the most able as well as those with special educational needs, make good progress and are well supported.
115. Currently the subject leadership for history is shared **among** the teaching staff. The school uses the national guidance as a basis for planning history, adding activities and high quality first hand experiences to enrich the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. During the inspection there was no direct teaching of ICT. Observations of children using ICT in their lessons, work in folders and displayed around the school, as well as discussions with children and the subject leader, show that children are on track to achieve above national expectations by the **ends** of Key Stages 1 and 2.
117. Since the last inspection, the new staff’s expertise and enthusiasm has **improved** the school's provision. There is now a computer for every four children in the school. Children use computers extensively and **routinely** as tools to enhance their learning **in** many subjects.
118. Infant children use computers confidently and purposefully. They know how to save and retrieve their work and control the mouse accurately to move the cursor on-screen. They can use different applications, such as a drawing program, to create a variety of images. They are adept at selecting the correct icon to enable them, for example, to change the size and colour of words on the screen. **As part of a history project**, they **corresponded** by email with adults who **could** tell them what life was like fifty years ago.
119. Junior children have a detailed knowledge of a wide range of computer applications. They use the Internet confidently as a resource for research, downloading pictures for their history project and inserting their own text. They know how to create, edit and format text, and understand how the use of ICT can enhance the presentation of their work. **For example, they wrote** poems with the first word in each line a different font and colour. They import images from a digital camera and modify them to give the effect they desire. Computers are used well **by** children with special educational needs. For example, in a literacy lesson on punctuation for children who find writing difficult, sentences were put onto the computer and the children were quickly able to add correct punctuation marks, making best use of learning time.

120. Children enjoy using ICT across the curriculum and often become deeply engrossed in what they are doing. Pupils in both classes talk knowledgeably about what they plan to do, share their skills and help one another when problems arise. The sense of excitement and pride in personal achievement is high.
121. The subject leader is enthusiastic and has a good understanding of what needs to be done to develop this area. Information and communication technology resources have improved since the last inspection but the school has experienced difficulties in getting connected to the Internet. These are on the way to being resolved successfully. There is a well-defined action plan, which sets out the steps by which further improvements will be achieved. This is linked to the school development [plan in which](#) funds have been [allocated for the purpose](#). A governor with interest and expertise in ICT has recently joined the governing body and will work with the subject leader from next term. There is a clear commitment on the part of the subject leader, headteacher and governors to ongoing developments in ICT.

GEOGRAPHY, MUSIC AND PHYSICAL EDUCATION

122. No lessons were observed in geography, music or physical education. It is not possible therefore to make a judgement about standards or teaching in these subjects. The following points were noted [in the course of discussions with older pupils and examining books, folders, displays and teachers' plans](#):
- ? whole school planning for geography at Key Stages 1 and 2 meets the requirements of the National Curriculum;
 - ? by the time they are seven and eleven, children reach the expected standards in geography;
 - ? children in Years 1 and 2 are learning about plans and pathways by studying their school. They are able to write directions, for example, from the school gate to the classroom. When studying a map, infant children can identify features such as mountains and rivers. They are beginning to have an understanding of the lifestyle of those who live in a contrasting location to their own. Children can deduce information from photographs and maps and use correct geographical vocabulary in the writing;
 - ? children in the junior class show familiarity and confidence in explaining and using a map key. They are able to talk about weather across the world and use the index and contents pages of an atlas to locate countries and continents;
 - ? the school makes good provision for teaching music [and high standards are often reached](#). The quality of the music produced by individual children is [enhanced](#) by the [good](#) use [made](#) of specialist music teachers. Eighty-seven per cent of the children take the opportunity to learn the flute, violin, clarinet or recorder;
 - ? the pupils regularly perform for the parents and members of the community. During assemblies a range of recorded music is played and children who take instrumental lessons are given the opportunity to perform. Singing is tuneful and rhythmic;

- ? children have been given opportunities to make music inspired by different cultures. For example, the younger children had made musical instruments as part of their project on Africa. Useful joint ventures are undertaken with other schools. Pupils and teachers from a local secondary school ran a six-week workshop with Key Stage 2 children to improve their keyboard skills;
- ? the physical education curriculum meets statutory requirements;
- ? physical education takes place on the school field, on the playground and, to a limited extent, in the small hall. Dance, games and athletics are taught but resources on the site are inadequate for the development of gymnastic skills. Pupils have regular swimming lessons at a neighbouring school;
- ? to widen the curriculum for children, qualified coaches are used for football and cricket. The school participates with local small schools in the 'High Five' netball coaching activity. The children have swimming lessons at another school and take part in a swimming gala. Last year older pupils undertook outdoor adventure activities during a residential visit.

RELIGIOUS EDUCATION

123. Due to the timetable it was only possible to observe one lesson in religious education in each key stage. Judgements are based on displays, examples of pupils' work and teachers' planning. Standards in the lessons were above those normally expected for children of this age, due to the very good teaching, valuable contributions made by visitors and use made of artefacts to stimulate the children's curiosity and questioning.
124. The religious education curriculum in the school is based on the guidance provided by the Qualifications and Curriculum Authority and is in keeping with the locally agreed Nottinghamshire syllabus for religious education.
125. Younger children are learning to compare the similarities and differences between some Christian and Jewish festivals. They had a Jewish visitor to the school who explained aspects of the Jewish festivals to the children. The teacher had prepared the children well and they had a series of questions ready for their visitor. The whole lesson was excellent through a combination of the warmth of the visitor's presentation, set in the context of a carefully researched and prepared lesson by the teacher, and food and music to accompany the children's questions and the visitor's thought provoking responses. This was work of the highest order.
126. Older children are exploring parables; they have a very good understanding of why Jesus chose to use these to illustrate His lessons. They have a good knowledge of the significant aspects of Christianity specified in the school's rolling programme.
127. Throughout the school useful opportunities are given for children to come into contact with different faiths through educational visits, meeting members of different faiths, and the use of artefacts and good reference materials. Assemblies reinforce the aims and values of the school and contribute to children's religious education and spiritual awareness.