

# INSPECTION REPORT

## **Long Sutton Church of England Primary**

Long Sutton, Langport

LEA area: Somerset

Unique reference number: 123835

Headteacher: Mrs.C.Ledger

Reporting inspector: Mr.J.Parsons  
22546

Dates of inspection: 08 – 10 October 2002

Inspection number: 248513

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Martock Road  
Long Sutton  
Langport  
Somerset

Postcode: TA10 9HT

Telephone number: 01458 241434

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J. Thomas

Date of previous inspection: 26<sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                        |                      | Subject responsibilities   | Aspect responsibilities   |
|--------------|------------------------|----------------------|--|---|
| 22546        | Mr. John G. F. Parsons | Registered inspector | Science<br>Art<br>Physical education   | Leadership and Management<br>Characteristics of the School<br>Teaching<br>Results and Achievements                                |
| 9189         | Mr. John Horwood       | Lay inspector        |  | Attitudes, values and personal development of pupils<br>How well does the school care for its pupils?<br>Partnership with parents |
| 8845         | Mrs. Hazel M. Summer   | Team inspector       | Mathematics<br>Geography<br>History<br>Music   | How well are pupils taught?   |
| 22831        | Mr. Clive G. Lewis     | Team inspector       | Special educational needs<br>English<br>Information and communication technology<br>Design and technology<br>Religious education | Curricular and other opportunities for the pupils   |

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## REPORT CONTENTS

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>  | <b>7</b>  |
| Information about the school  |           |
| How good the school is  |           |
| What the school does well   |           |
| What could be improved  |           |
| How the school has improved since its last inspection   |           |
| Standards   |           |
| Pupils' attitudes and values  |           |
| Teaching and learning   |           |
| Other aspects of the school   |           |
| How well the school is led and managed  |           |
| Parents' and carers' views of the school  |           |
| <br>  |           |
| <b>PART B: COMMENTARY</b>   |           |
| <b>HOW HIGH ARE STANDARDS?</b>  | <b>11</b> |
| The school's results and pupils' achievements   |           |
| Pupils' attitudes, values and personal development  |           |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>  | <b>13</b> |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>15</b> |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>  | <b>16</b> |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>                                     | <b>18</b> |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>  | <b>18</b> |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>21</b> |
| <br>  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>   | <b>22</b> |
| <br>  |           |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>26</b> |

## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Long Sutton is a small rural primary school situated in the village of the same name near Langport in Somerset. The school serves the village and surrounding area. Employment is high and parents have a wide range of occupations including professional and management roles. The school is smaller than it was during the previous inspection. There are 100 pupils on roll between four and eleven years of age. The attainment on entry varies but is mainly above average. Most children have some formal pre-school experience before joining the Reception class. At approximately two per cent, the proportion of pupils eligible for free school meals is very low. There are 10.5 per cent of pupils on the register of special educational needs and all of these have minor learning difficulties; there are none with statements of special educational needs. There are no pupils from minority ethnic groups or any that have English as an additional language.

### HOW GOOD THE SCHOOL IS

This is a very good school and offers very good value for money. Major factors in its development are the:

- good achievement and rising standards by Year 6;
- very high quality teaching;
- very high quality leadership and management;
- good procedures for assessing attainment and progress.

|                                    |
|------------------------------------|
| <b>• What the school does well</b> |
|------------------------------------|

- |  |
|--|
| <ul style="list-style-type: none"><li>• Standards in English, mathematics, science, design and technology, and art and design are very good by the time pupils leave school.</li><li>• The quality of education provided for Reception is very good and enriched by high artistic expectations.</li><li>• The quality of teaching is good in Years 1-2 and very good in the Foundation Stage and Years 3-6.</li><li>• The school provides a very stimulating learning environment through very strong inclusive relationships supported by very good behaviour.</li><li>• The Christian ethos of the school makes a very strong contribution to spiritual, moral, social and cultural development.</li><li>• Teachers know their pupils very well and good assessment procedures are used very effectively to monitor progress and to inform teachers' planning in English, mathematics and science.</li></ul> |
|--|

|                               |
|-------------------------------|
| <b>What could be improved</b> |
|-------------------------------|

- |  |
|--|
| <ul style="list-style-type: none"><li>• There is no systematic assessment of subjects other than English, mathematics and science.</li><li>• Information and communication technology is insufficiently used by Years 1-2 in other subjects.</li><li>• Pupils have a limited awareness of the multicultural nature of British society.</li></ul> |
|--|

|   |
|---|
| <i>The areas for improvement will form the basis of the governors' action plan.</i> |
|---|

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

There has been very good improvement since the previous inspection in January 1998. By Year 6, standards have improved in English, mathematics and science. The National Literacy and Numeracy Strategies have been successfully implemented and adapted to meet the needs of the pupils. National guidance for all subjects has been adopted and modified to suit the school's requirements.

#### Improvements in areas identified as weaknesses in the previous report are:

- the school has implemented effective child protection procedures;
- all government recommendations for the curriculum have been adopted;
- the school has a fully delegated management structure;

- there are effective procedures in place for monitoring the quality of teaching and learning;
- assessment and recording procedures have been successfully introduced in English, mathematics and science but not yet in other subjects;
- information and communication technology covers all the programmes of study in the National Curriculum;
- art and design is strong but other areas of the arts need further development: for example, music and drama.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 | Key   |
|-----------------|---------------|------|------|-----------------|---|
|                 | all schools   |      |      | similar schools |   |
|                 | 1999          | 2000 | 2001 | 2001            |   |
| English         | C             | A    | A    | C               | well above average A<br>above average B<br>average C<br>below average D<br>well below average E |
| mathematics     | B             | A    | A    | B               |   |
| science         | A             | A    | B    | C               |   |

It is important to take into account that the number of pupils who take the national tests is small and this makes the comparison of statistics unreliable.

### Standards are as follows:

- the standards of the small number of children in Reception are above those expected for their age;
- they have achieved and frequently exceeded the early learning goals (the expected outcomes for this age group) by the time they reach Year 1.

### Standards by Year 2:

- in the 2001 national tests pupils achieved standards that matched the national average in reading; were well above in writing, below in mathematics, and above in science;
- compared to similar schools they were well below average in reading and mathematics and matched the national average in standards of writing; results in 2002 national tests were similar;
- these disappointing results were due partly to the groups of pupils taking the tests being weaker than usual and partly because of past staffing turbulence disrupting the continuity of their education, however the past work done to develop writing had been successful;
- the inspection found standards significantly improved and above average in English, mathematics and in science.

### Standards by Year 6:

- in the 2001 national tests, standards were well above the national average in English, mathematics and above average in science;
- compared to similar schools, standards were above the national average in English and were well above average in mathematics and in science;
- results in 2002 national tests improved and were well above average in all subjects;
- the inspection found standards are well above average in English, mathematics and in science.

### Standards in other subjects:

- in information and communication technology, history, and geography standards are average by Year 2 and are above average by Year 6;

- in art and design and design and technology standards are above average across the school;
- in music standards match those expected for pupils' ages by Year 2 and Year 6;
- in physical education standards match those expected for pupils' age by Year 2; no judgement could be made by Year 6 except for the standards in swimming which were above average;
- Religious education was inspected separately under the Section 23 provision for voluntary aided schools.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Very good. Pupils are keen to come to school where they willingly accept responsibility and are fully involved in school activities.   |
| Behaviour, in and out of classrooms    | Very good. Behaviour is very good throughout the school with only very small numbers showing unsuitable behaviour that is very well managed.   |
| Personal development and relationships | Very good. Pupils are friendly, confident, and polite. Very good relationships exist throughout the school between adults and pupils and pupils themselves; all pupils are included in activities. |
| Attendance                             | Satisfactory. Attendance is similar to the national average.   |

## TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Lessons seen overall   | Very good             | Good        | Very 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 is a strength of the school and has improved since the previous inspection. Teachers manage their pupils well and lessons are carefully pitched to ensure high challenge. Gifted and talented pupils are identified and higher attainers are given work to challenge their ability. Particularly noticeable was the brisk pace of lessons that keeps pupils interested and on task for significant periods of time enabling them to be productive. The relaxed, but purposeful, atmosphere, together with the strong relationships between teachers and pupils makes a strong contribution to learning. Lessons are well planned and designed to cater for the wide ability range in the mixed age classes. Well trained teaching assistants make an important contribution to pupils' learning. The effective adoption of — and modification to — the National Literacy and Numeracy Strategies have made

a significant contribution to raising standards in English and mathematics. The very good use of assessment procedures to track individual progress has been effective in raising attainment in English, mathematics and science. It is less well developed in other subjects.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Very good overall. The concentration on literacy and numeracy, together with the full range of National Curriculum subjects and a very good range of extra-curricular subjects give a well balanced and relevant curriculum.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. The school has a strong Christian ethos that underpins the very good spiritual, moral and social provision. Cultural development is good; the school is an active centre of the local community, but there is limited awareness of the multicultural nature of British society. |
| How well the school cares for its pupils  | Good. The school provides good care of its pupils with the pastoral systems ensuring they are well known to staff. There is good welfare provision and good supervision for all activities. Procedures for supporting pupil care are all in place.  |
| How well does the school work in partnership with parents?                                  | Good. The school provides a good range of information for parents. The very good informal contacts and very strong contribution of parents to children's learning leads them to hold the school in high regard.   |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good overall. The new headteacher's high quality leadership and management — and that of the key staff — have enabled the school to raise standards. All adults in this small school work closely together. |
| How well the governors fulfil their responsibilities             | Very good. The active governing body closely monitors the performance of the school and holds it to account.   |
| The school's evaluation of its performance                       | Very good. The school monitors teaching and learning very effectively and this enables the good development of teaching and learning.  |
| The strategic use of resources                                   | Very good. The school operates using the principles of best value and this rigorous analysis of expenditure enables careful husbanding of resources.   |
| The adequacy of staffing, accommodation and learning resources   | Good overall. The majority of teaching staff are experienced practitioners. Induction procedures for new staff are good. Accommodation is both attractive and effective and there is a good range of resources.  |

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

There were 100 questionnaires sent out and 52 returned (49.5 per cent). There were 11 parents at the meeting held by the Registered Inspector for parents and carers.

| <b>What pleases parents most</b>  | <b>What parents would like to see improved</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• The teachers' high expectations of the children</li> <li>• The children like school</li> <li>• The school helps their child become mature and responsible.</li> <li>• The school is approachable about any problems</li> </ul> | <ul style="list-style-type: none"> <li>• The amount of homework</li> <li>• The range of activities outside lessons</li> <li>• The information supplied about progress</li> <li>• How closely the school works with parents</li> <li>• Behaviour</li> <li>• Progress made by the children</li> </ul> |

The majority of parents was supportive of the school but there was a small number who had some concerns. The inspection team agrees with their positive views and considers that the majority of concerns results from the staffing difficulties of recent years and that, under the new management, all issues are being addressed and are improving.

## **PART B: COMMENTARY**

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

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

1. A small number of children enter the school each year. Children's standards on entry are judged as above average but this varies from year to year depending on individual standards. They make good progress and, in Reception by the end of the Foundation Stage, they achieve — and frequently exceed — the early learning goals expected of them. Even at the early stage of the school year that the inspection occurred, some Reception children were operating at Year 1 level.
2. It is important to point out that only a small group of pupils takes the national tests each year. This means that comparison of performance against the national average must be treated with caution: each pupil, both at Year 2 and at Year 6, represents many percentage points.
3. There are no children from minority ethnic groups or who have English as an additional language in the school. In the 2001 national tests for Year 2, pupils' standards matched the national average in reading; were well above average in writing and below in mathematics; and above average in science. Compared to similar schools standards were well below average in reading and in mathematics, matched the national average in writing, and were above average in science. Evidence from more recent 2002 national tests indicates a dip in standards. The school confirms that these disappointing results over this period are because of a weaker group of pupils taking the tests and the staffing difficulties during the period prior to the tests affecting the continuity of education. Even so the work done on improving writing has had a positive impact.
4. The inspection found that evidence from the analysis of work and standards in lessons confirms that pupils achieve standards that are above average by Year 2 and well above average by Year 6. This is as a result of:
  - the modification of the National Literacy and Numeracy Strategies to suit this school's mixed age classes;
  - the use of assessment procedures in English, mathematics and science to identify levels of attainment especially those pupils who are high attaining;
  - setting suitable targets that challenge all pupils;
  - and continuity of staffing.
5. In other subjects these procedures are less well developed. This means that the standards are not as consistently monitored as in English, mathematics and science.
6. Across the school, standards have been rising because of the successful implementation of the National Literacy and Numeracy Strategies. In the Reception-Year 1 class, for example, after an initial introduction, pupils are supported by an experienced and effective assistant. She is briefed effectively and pitches work appropriately to the Foundation Stage curriculum. There are frequent cases of high attaining Reception children working at the early stages of Year 1. By ensuring that both the age and ability range is not too broad, this flexible organisation of a mixed age class overcomes some of the potential disadvantages of a small school.
7. By Year 2, in the mixed age class, pupils speak well and listen carefully to the teacher and her assistant. They respond to questions in sentences. By Year 2 they write

using pencils, most of them legibly. Reading and writing are above the level expected for their age and this applies across the curriculum. There are clear expectations that pupils should spell correctly. They enjoy their work and are productive, for example, by completing a significant amount of writing by the end of the lesson. They read at a good level. All are taught carefully various ways of reading new words and this contributes significantly to the good reading by Year 2. However, by Year 6, there was little evidence of their expressing themselves in front of a large group, in drama, say, where they might experience modulating their voices and pace of speech for different situations. The school indicates that these opportunities do occur.

8. In English there is a good range of writing across the curriculum. Pupils study the patterns and rhythms in poetry and this helps them compose their own poems. Attention is paid to punctuation and the use of adjectives in their work. The majority read to a good standard and some read very well. Enthusiastic parents frequently reinforce an interest in books and reading at home. Pupils are animated, articulate and express themselves well.
9. In mathematics, by Year 2, pupils make a good attempt to explain their calculations and strategies when calculating length. They try hard and are successful in their attempts at measuring, when using rulers or numbers of cubes. By Year 6, when they solve simple proportion problems, pupils analysing the constituents of a jam jar use the correct language and apply the principles learned. They describe in detail their different strategies for calculation. During a Year 6 lesson, a group was taken out for extension work to further develop their mathematical skills.
10. In science, by Year 2, pupils achieve standards that are above average for their age and, by Year 6, well above average; they also develop an understanding of fair testing. The work is practically based and this helps their learning: for example, in a Years 5-6 lesson, when learning about measuring the force of gravity using a *Newton meter* and attempting to measure the up-thrust of water when articles are immersed. Higher attainers were able to articulate their thoughts and findings very well.
11. The work in information and communication technology matches expectations for pupils' age by Year 2 and has been particularly well-developed by Year 6: this is a recent and significant improvement in standards. Pupils use the computer suite from an early age. However, the use of computers across other subjects is limited in Years 1-2; this improves by Year 6 and there is a good range of word-processed and creative work on the computer in various subjects, including mathematics and science.
12. In Years 1 and 2, pupils with special educational needs make good progress in relation to their abilities and their individual education plans. In Years 3-6, very good progress is made overall because of the teachers' high expectations and the good — and frequently very good — behaviour and attitudes engendered.
13. Religious education was inspected separately under the Section 23 provision for Church voluntary aided schools. Standards in art and design and design technology are above average across the school and the creative aspect of the visual arts is strong. Music, however, is less well developed and, although in relation to other subjects standards broadly match expectations for pupils' age, they are weaker. Standards in history and geography match expectations by Year 2 and are above average by Year 6. Standards in physical education match expectations by Year 2. No overall judgement could be made by Year 6, although standards in swimming are above average. However, the partitioning of the hall for storage and the various items

situated around the walls restrict the available space — for gymnastics in particular — and adversely impact on standards. However, the school has short-term plans to remove the partition.

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

14. The majority of pupils has very positive attitudes to the school and to learning. They are enthusiastic when they arrive — most are accompanied by parents to and from school — and are keen to start work. Pupils are polite and well mannered, showing courtesy to staff, to visitors and to each other when moving around the school. This results in a very disciplined community. Their attitudes throughout the school are very good, an example being a Year 6 mathematics lesson where there were very high levels of concentration; pupils were anxious to contribute and they all made significant effort. On occasions there were excellent attitudes as a result of some inspiring teaching. A strength of the school is that the very good attitudes exist all the way through as a result of the very welcoming and inclusive environment the school provides. Interest and involvement in activities is also very good with pupils joining in all the activities available to them both in lessons and throughout the day.
15. Behaviour is very good around the school: during lessons and at break and lunch times; there is no evidence of bullying or other oppressive conduct. There is adequate supervision at all times. There have been no exclusions this year.
16. Relationships throughout the school are very good and this is fundamental to its ethos. There is a friendly, family type of atmosphere born of mutual respect and trust. Staff and pupils communicate very well and relationships between them are very good allowing pupils to talk to teachers about individual problems. Pupils show very good personal development and are mature, and sensible; they are also confident, polite and trustworthy. All age groups play well together; there are no gender issues and all children are included in activities within the classroom and during play times. Pupils are encouraged to know right from wrong and, through visits out of school and listening to visiting speakers, to be aware of the beliefs of others. They are keen to take on responsibilities such as membership of the School Council or performing roles such as classroom, cloakroom and assembly monitor. There is a demonstrable inclusive attitude: every child is encouraged to fully participate. An excellent feature is the way cloakroom monitors issue reward stickers for pupils who show the best attitudes.
17. Attendance levels are very close to the national average and this has been so for several years. Both parents and the school consider that absence can often be blamed on the school's situation: it is within a farming community where families are not often able to take their breaks during the official school holidays. Registration takes place at the start of the morning and afternoon sessions and the procedures are followed well. The school monitors attendance well. When children are unexpectedly absent and no reason is given, it makes contact with their parents on the first day of absence. Punctuality is very good and time keeping is a strong feature.
18. The very good attitudes, relationships and behaviour have been maintained since the last inspection. Concerns over behaviour at break time have been addressed and this is now good. Attendance levels are similar to those at the last inspection.

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

19. The overall quality of teaching is very good. At the Foundation Stage it is very good, sometimes excellent; in Years 1 and 2 it is generally good and, in Years 3-6, it is very good and occasionally excellent. Of the lessons seen during the inspection, 100 per cent were satisfactory or better; 73 per cent were good or outstanding; 50 per cent were very good or better. The quality of teaching has improved significantly since the last inspection when it was good overall. Since then there have been a few years of disruption in staffing that has adversely impacted on pupils' progress. The high quality teaching has led to standards that are above expectations. This result is a reflection of the renewed stability within the school. The large majority of parents agree that teaching has improved.
20. Teaching in the Foundation Stage is at least very good and often inspirational. Its underlying message is that learning is an enjoyable process that reveals the wonders of the world. Thus the children develop an inevitable enthusiasm that finds further expression in their positive attitude as they move into Year 1. The learning opportunities provided are purposeful and stimulating. They lead to good habits of concentration and effort as well as good standards of achievement.
21. The Literacy and Numeracy Strategies are well established and teachers use them effectively. Staff have a well-developed knowledge and understanding of English and mathematics, especially in Years 3-6 where they communicate their own enthusiasm for the subjects. They are very alert to the requirements of differing levels of prior attainment and provide for them effectively. For instance, learning tasks and levels of support are specially designed to meet such needs and to promote progress. Teachers' questioning of individuals during whole class sessions is sensitively managed and ensures that all are involved. They have high expectations of their pupils and set appropriately challenging learning tasks for them. They provide supportive intervention for individuals and skilfully adjust their language when teaching smaller groups of higher or lower attainers; the resulting levels of achievement are above national expectations.
22. Staff have a good knowledge and understanding of learning requirements across the curriculum and apply the same basic skills to the teaching of all subjects. Teachers set assignments that motivate pupils; such as in science when pupils study the effects of gravity and forces. Objectives for expected outcomes of lessons are clear and these are shared with the pupils at the start of each lesson. Very good progress in knowledge and understanding — which the majority of pupils achieves — is supported by probing questions. Teachers emphasise the key elements which are unique to each subject; there is, for example, direct teaching of the vocabulary of music, art, science, history, geography. This is linked to practical and investigative activities that enable pupils to work as young historians, scientists, designers, musicians etc. It supports the development of enquiry skills as well as knowledge and understanding, leading to levels of achievement higher than expected for the pupils' age. Subject leaders are very aware of the importance of this approach and some have highlighted it in their action plans for the further development of their subjects.
23. Currently, the direct teaching of information and communication technology skills is satisfactory, but teachers make insufficient use of it in other subjects particularly in Years 1 and 2. The development of literacy and numeracy is regularly used in support of other subjects. Pupils' personal and social development also benefits from regular, good quality teaching. Teachers enrich their learning by using community resources and visiting local sites, as evidenced during a geography project on the environment. The experience of local people is capitalized upon: as when younger pupils learned from a voluntary helper about children's toys in the 1930s. The Reception teacher

draws on the extensive experience of this helper, who regularly supports the good development of reading skills.

24. Teachers meet pupils' special educational needs by providing good quality support and, in most lessons, by appropriately matching tasks to pupils' requirements. The special educational needs co-ordinator is very new to the role but has a satisfactory understanding of the school's situation and has relevant plans to develop her role and the support systems. Learning support assistants work well with class teachers. In the best practice they are informed of content in advance of lessons, contribute to the assessment and monitoring of progress and provide pupils with an appropriate blend of help and challenge.
25. There is good teamwork amongst the staff and they have responded well to the initiatives taken to raise teaching standards. Previously, the on-going assessment of progress was a key weakness. Teachers are now planning daily assessment of progress against clearly stated lesson objectives. They use questioning very effectively to check understanding, listening intently to pupils' answers. In mathematics lessons, for instance, they analyse responses: assumptions or, in some cases, unexpected insights are built upon for the benefit of the whole class. This process was also clearly evident in an excellent history lesson during which pupils were gathering data from century-old census returns. The quality of teaching is being progressively improved through lesson monitoring and further training initiatives. Teachers new to the profession benefit from very good induction procedures. They are supported by an experienced teacher who acts as a mentor, they participate in the local provision for new teachers and have opportunities to observe high quality teaching in other schools.
26. Teachers resource their lessons well and use time very effectively. They work closely with their assistants whose support for learning is invaluable.

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

27. The school provides a balanced and relevant curriculum with a very good range of worthwhile learning opportunities. These successfully meet the interests, aptitudes and needs of all pupils. Statutory requirements to teach all subjects in the National Curriculum are met; in Reception, the curriculum follows national guidance and, throughout the Foundation Stage, it has been introduced effectively. Thus, these children follow the early learning goals and are well prepared for Year 1. Since the previous inspection the school has dealt very well with the issues relating to the curriculum that were put forward, particularly regarding the adoption of appropriate schemes of work for all subjects. These are now based on national guidelines and provide a secure basis for learning and appropriate guidance to teachers. The school has addressed the needs of the mixed-age classes, there is a planned, well-considered, two-year rolling programme of activities for subjects other than English, mathematics and science. In a number of cases, these subjects are taught in blocks of time, whereas English, mathematics and science are taught throughout the year.
28. The school has implemented the National Literacy and Numeracy Strategies very well. Planning and teaching take good account of the recommendations, both for lesson format and content. A very good range of well-supported extra-curricular activities takes place during lunchtimes and after school, including a very good range

of sporting activities. A good programme of additional educational visits enhances learning; this includes trips to local galleries and places of historic interest.

29. The curriculum provides very good equality of access and opportunity for pupils to learn and make progress. The very positive school ethos, together with the teachers' planning and assessment procedures, enable equality of access and opportunity for both lower and higher attaining pupils and fully includes them in all activities. The school reflects equal opportunity in its aims and objectives, in its curriculum and organisation; it offers relevant role models to all pupils.
30. Arrangements for identifying and supporting pupils with special educational needs are good. An appropriate record of special educational needs is kept by the co-ordinator and appropriate individual educational plans are provided for those on the register. These are written by the class teachers following consultations with pupils, the special educational needs co-ordinator and parents. There is very limited withdrawal of pupils for support, but where this does occur it is appropriate. The very good relationships and the very positive atmosphere promote effective inclusion in every aspect of the school's life.
31. The school makes very good provision for pupils' personal, social and health education through relevant curriculum, class and whole school assemblies, and through the science and religious education curriculum. Appropriate sex education and drugs-misuse education is provided by the end of Year 6.
32. Good links with the local community and businesses have been developed and a good range of visitors work with the pupils and bring their expertise. There are good relationships with the local secondary school (to which most pupils move at the end of Year 6).
33. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. It provides them with insight into values and beliefs and enables them to reflect on their own and others' experiences through the religious education programme; through the well-planned rolling programme of weekly themes for assembly and through the personal social and health education scheme of work, which embodies clear, consistent values. During the inspection, several lessons, where a clear spiritual atmosphere was generated, were observed. For example, in a very good Years 5-6 science lesson, pupils were enthralled by their experiments on 'forces' and in a very good Reception-Year 1 science lesson they were inspired when investigating living things. They are helped to develop a respect for themselves and others and, by Year 6, have an increasing understanding of feelings and emotions and their likely impact. The school complies with statutory requirements for a daily act of collective worship.
34. Provision for pupils' moral development is very good. There is a strong, clear, whole-school ethos and a moral code for good behaviour. This is consistently promoted throughout the school by all staff, who provide very good role models. The programme of themes for assemblies and sensitive discussion of issues through the personal, social and health education programme, allow pupils time to reflect and consider their behaviour.
35. Provision for social development is very good. From the time they enter the school, children are encouraged to work co-operatively; they take responsibility for their work and for other pupils and are as independent as possible. Responsibilities increase significantly as they get older. There is a School Council with two representatives from each year group and a chair, secretary and treasurer who call meetings, email

other members and recently organised a whole-school decision on the new football kit. Pupils support a wide range of charities through fundraising activities.

36. The provision for cultural development is satisfactory. Pupils are taught to appreciate their own cultural traditions by taking part in a range of local events and visiting local historical and other educational sites. They are given regular opportunities to develop an understanding of the diversity of other cultures through stories in literacy lessons, the study of other religions in religious education lessons and studies of art. During the school year a good range of visitors talk to, perform for and work with them. The school has plans to strengthen the multi-cultural aspect of the personal, social and health education curriculum including an anti-racist statement. However, pupils' knowledge of cultures other than their own remains limited.

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

37. The school provides good care for its pupils and has good procedures in place for child protection; this is an improvement since the previous inspection when provision was satisfactory. The headteacher is the child protection officer; she is well trained and she is named as the person responsible for child protection. All staff receive good training in child protection issues and are well aware of what to do if issues arise. There is a sound approach to health and safety and this is well supported by the local education authority. A formal whole school risk assessment has been carried out with the involvement of the governors; there are termly inspections by the headteacher and at least one governor. The site and daily activities are adequately supervised. Fire drills and alarm tests are carried out on a regular basis. As a result of the recent staff changes some records of fire drills are not available and governors need to ensure systems are in place to rectify this in future. The school has satisfactory medical facilities including qualified emergency aid staff. In order to improve its pupil care, it has appointed a member of staff who is a qualified 'first-aider'. Accident reports are completed and external agencies are involved as required. The school health and safety policy was due for review by the end of last term but has not yet been completed.
38. Children's welfare is underpinned by the close relationships that ensure they are well known to staff and they know who to contact about any problems. There is very good personal development as they progress through the school and one of the pupils' targets is usually associated with their personal development. All activities during the day are adequately supervised.
39. The school cares very well for those who need particular attention. There are plans for the newly-appointed special educational needs co-ordinator to regularly review individual pupil targets; parents are kept well-informed of changes made. There is good use of assessment procedures to identify those with special educational needs. Data obtained is used well to provide well-targeted support for pupils with learning needs, particularly — and almost exclusively — in the area of literacy. The co-ordinator is fully aware of the newly revised Code of Practice (the national arrangements) for special educational needs and, in the light of the new code, has plans to adapt the school's current systems.
40. The school monitors attendance closely and analyses data to enable issues to be addressed. The attendance figures are close to the national average, demonstrating that the procedures are satisfactory. The handling of attendance and lateness is secure and includes first day contact with parents over unexpected absence.

41. The behaviour policy, which is based on the concept that good behaviour is normal, has been specifically designed to meet the needs of pupils and to encourage them to be responsible for managing themselves. There are good systems in place for rewards and to encourage improvement. The very good standards of behaviour and the absence of oppressive behaviour demonstrate that procedures are effective.
42. The school has good systems in place for assessing attainment and progress. The data obtained is used very well to guide planning. This constitutes significant progress since the previous inspection when assessment was an area for development. The school provides very good, effective support and advice for its pupils, informed by the careful monitoring of their academic progress and personal development.
43. Much useful ongoing assessment is done on a short-term, day-to-day basis by teachers and, in the best cases, by learning support assistants who make notes on pupils' responses during lessons. By the end of Years 2 and 6, national tests are undertaken. Assessment is also carried out on entry to the school (this is known as 'baseline assessment') and, at the end of the current school year, there are plans to undertake the new national baseline tests. In addition to national testing at Years 2 and 6, there are optional tests for all other year groups and, throughout the year, regular assessments in English, mathematics and science. In addition, standardised reading and spelling tests are regularly undertaken. A strong feature is the assessment of English, mathematics and science carried out as pupils progress through the school. However, currently assessment procedures for other subjects are only limited and are largely informal.
44. The significant amount of information gained from testing is now used very well to identify and support pupils with special educational needs and to provide challenging work for those who are classed as 'more able'. The school identifies pupils who need additional support with their early learning in the reception year. This enables the school to provide the appropriate action plan for each child. Pupils are provided with individual, regularly reviewed targets for mathematics and English based on assessment data and are given a personal target, which is based on teachers' informal observations. The school analyses the results of the national tests in great depth: in English, mathematics and science, the headteacher and subject coordinators analyse pupils' responses to test questions very carefully to identify common errors, weaknesses and trends. The practical results of this have included a renewed focus on improving standards of writing and spelling throughout the school and the provision of separate classes to boost standards for relevant groups.
45. Procedures for monitoring and supporting academic progress are very good. In the great majority of cases, pupils are made aware of the learning objectives for the lesson and all pupils are given, and made aware of, individual targets for their learning.

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

46. since the previous inspection. A home/school agreement is in place and the school welcomes parents. Their views, expressed through the questionnaires and the pre-inspection meeting, are supportive and, although there are a few concerns, most of these appear to be associated with problems that have since been remedied. The most pleasing aspects for parents are:

- the teachers' high expectations;
- their children's enthusiasm for the school;
- the help given to encourage a mature and responsible attitude;
- and that they find it easy to approach the school about any concerns.

They would like to see improvements in:

- the amount of homework;
- the range of activities outside lessons;
- their children's behaviour;
- progress and the information they receive about it;
- and how closely the school works with them.

The positive aspects were confirmed during the inspection and the areas of concern were all found to be at least satisfactory – they are all fully discussed within the appropriate section of the report.

47. The school periodically sends out its own questionnaires or survey sheets to ensure that it knows parents' views and can take account of them. Direct communication is available through the 'open door' policy and via the headteacher who is available every day before and after school. Parents can accompany their children into school each morning and so have the opportunity for brief contact with the teacher. The very good relationships within the school include the parents.

48. Information provided for parents is good. Regular newssheets are produced that are supported by letters where necessary. The prospectus is well presented and informative. The governors' annual report to parents meets requirements; the fact that it includes a report on the playgroup and the parent/teacher association demonstrates the inclusive nature of the school. Parent meetings are held during the Autumn and Spring term, and an open day during the summer term, to coincide with the school's birthday and sports day. Written reports are provided at the end of the year. These are personalised and clearly outline the work covered. However, they are not sufficiently evaluative of children's abilities and what they need to do to improve.

49. There is a very effective parent/teacher association, which not only raises funds and organises social events but also manages and maintains the swimming pool. Parents support their children's education by encouraging homework and by attending parents' meetings as well as monitoring work through reading and homework diaries. A significant number provide direct support by being governors or by supporting pupils in lessons. Many help on a regular basis in each class and many others provide occasional support. Parents are fully involved in setting targets for their children.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is very well led and managed. The new headteacher continues the strong leadership and management tradition identified in the previous inspection in January 1998. A team approach has been quickly implemented; close working relationships with all staff established and responsibilities have been suitably delegated. This is after a period of uncertainty following changes and disruption in staffing. The school managed to maintain standards during this period but some management initiatives were delayed. A number of parents were concerned that their children had had a significant number of temporary teachers and this had affected the continuity of their education. The inspection found that the governing body handled the situation well and minimised the disruption. Indeed, the contribution that they make is very good in that they are keen and active. They took great care with recent appointments — including that of the present headteacher — and they hold the school to account.
51. The Literacy and Numeracy Strategies have been successfully introduced and effectively modified to suit the mixed age classes, raising standards in the process. The curriculum has been refined and developed; national guidance on all subjects has been adopted, so addressing the findings of the previous inspection. The provision for information and communication technology has been considerably improved with the introduction of a computer suite and has raised standards. Procedures for monitoring teaching and learning have been usefully implemented. There is a good delegation of responsibilities and, together with the very effective allocation of subject leadership responsibilities, addresses another issue raised by the previous inspection. In this small school, all staff work closely as a team and the headteacher has been most effective in encouraging high expectations. Given the good standards of pupils on entry and the very good quality support staff, there is a strong capacity to succeed.
52. The school operates within a strong Christian ethos and promotes learning through a relaxed but purposeful working environment. This approach is fostered by all staff. The inspection found that the refinement and development of assessment procedures has been particularly effective. The analytical approach to tracking individual pupils in English, mathematics and science has been most effective. This assessment is used to inform teachers' planning and to ensure that the work set is suitable for the age group and their prior attainment. The school sets challenging and suitable targets for individual pupils and for the school as a whole.
53. Governors, through the finance working party, are properly involved in monitoring the budget. There is a 'best value' policy that is updated every year to ensure good value for money. In the office, information and communication technology is used effectively and the school secretary manages the day to day administration efficiently using a commercial package that includes a programme for the monitoring of absence; an assessment database and a suitable accountancy package. The recent audit had few recommendations and they have all been addressed. The local education authority has approved a planned 'carry-forward' of finances. This will ensure the current staffing levels are kept, even if there is a fluctuation in the numbers on roll from year to year.
54. The ratio of trained adults to the number of pupils is very good. The teaching assistants and visiting helpers make very effective contributions to learning. The range of teachers' qualifications is good for a primary school and staff share expertise well. There are very good policies in place for performance management, the staff appraisal includes teaching assistants.

55. The management of special educational needs is good, although, following the tragic death of her predecessor, the present teacher has only been in post since the beginning of this term. Most of the pupils who have special educational needs are at the early stages of the Code of Conduct (the national arrangements for these pupils) and are fully integrated into lessons. The 'light touch' approach employed is, in this instance, appropriate and effective.
56. The school is well resourced, especially in literacy and numeracy. Information and communication technology resources have been significantly improved and yet further improvement is planned. The building is attractive; it is fairly modern and set in extensive, well laid grounds with a small trainer pool. Over recent years it has been extended and remodelled. There are plans for further development, the most important being the removal of a partition in the hall which, together with some clutter around the walls, restricts physical activities, especially gymnastics. The combined use of a local pool during the winter and the school's own in summer has led to good standards in swimming. The school offers very good value for money because of:
- the average cost per pupil;
  - the very good standards by Year 6 in the basic skills of literacy and numeracy and some other subjects;
  - the good progress made by pupils with special educational needs;
  - the improvement in standards in information and communication technology;
  - the very good behaviour and relationships;
  - the very good spiritual, moral, social and cultural development.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The governors, headteacher and staff should continue to improve standards by developing manageable procedures for assessing progress in subjects (English mathematics and science, have already been successfully implemented). This will:
- identify strengths and weaknesses in pupils' achievement;
  - set realistic but achievable targets for individual pupils.
- (paras: 4, 25, 26, 30, 40, 43, 44, 45, 53, 54, 74, 91 and 98)

They should also plan opportunities for pupils to use information and communication technology in other subjects in Years 1 and 2 in order to :

- develop research skills;
- exchange and share information.

(paras: 11, 57, 98, 99 and 105)

Minor issue:

The headteacher and staff should seek further strategies:

- to increase pupils' knowledge of cultures other than their own and develop an awareness of the ethnic diversity of British culture.

(para:37)

## PART C: SCHOOL DATA AND INDICATORS

| <b>Summary of the sources of evidence for the inspection</b>         |    |
|--|----|
| Number of lessons observed   | 26 |
| Number of discussions with staff, governors, other adults and pupils | 6  |

| <b>Summary of teaching observed during the inspection</b>   |           |           |      |              |                |      |           |
|---|-----------|-----------|------|--------------|----------------|------|-----------|
|   | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
| Number  | 3         | 10        | 6    | 7            | 0              | 0    | 0         |
| Percentage  | 11.5      | 38.5      | 23.0 | 27.0         | 0              | 0    | 0         |
| <i>The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.]</i> |           |           |      |              |                |      |           |

| <b>Information about the school's pupils</b>                                 |         |              |
|--|---------|--------------|
| <b>Pupils on the school's roll</b>   | Nursery | Y R – Y 6    |
| Number of pupils on the school's roll (FTE for part-time pupils)             | 0       | 100          |
| Number of full-time pupils known to be eligible for free school meals        | 0       | 2            |
| <i>FTE means full-time equivalent.</i>                                       |         |              |
| <b>Special educational needs</b>   | Nursery | Y R – Y 6    |
| Number of pupils with statements of special educational needs                | 0       | 0            |
| Number of pupils on the school's special educational needs register          | 0       | 11           |
| <b>English as an additional language</b>                                     |         | No of pupils |
| Number of pupils with English as an additional language                      |         | 0            |
| <b>Pupil mobility in the last school year</b>                                |         | No of pupils |
| Pupils who joined the school other than at the usual time of first admission |         | 3            |
| Pupils who left the school other than at the usual time of leaving           |         | 7            |

| <b>Attendance</b>         |     |                             |     |
|---------------------------|-----|-----------------------------|-----|
| <b>Authorised absence</b> |     | <b>Unauthorised absence</b> |     |
|                           | %   |                             | %   |
| School data               | 5.4 | School data                 | 0.1 |

|   |     |  |                           |     |
|---|-----|--|---------------------------|-----|
| National comparative data   | 5.6 |  | National comparative data | 0.5 |
| <i>Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.</i> |     |  |                           |     |

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

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 7    | 7     | 14    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 7       | 7       | 7           |
|   | Girls    | 4       | 6       | 6           |
|   | Total    | 11      | 13      | 13          |
| Percentage of pupils at NC level 2 or above | School   | 79 (81) | 93 (88) | 93 (94)     |
|   | National | 84 (83) | 86 (84) | 91 (90)]    |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 7       | 7           | 7       |
|   | Girls    | 6       | 6           | 6       |
|   | Total    | 13      | 13          | 13      |
| Percentage of pupils at NC level 2 or above | School   | 93 (81) | 93 (94)     | 93 (94) |
|   | National | 85 (84) | 89 (88)     | 89 (88) |

Percentages in brackets refer to the year before the latest 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 | 2001 | 9    | 8     | 17    |

| National Curriculum Test/Task Results       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 9        | 9           | 9        |
|   | Girls    | 8        | 6           | 8        |
|   | Total    | 17       | 15          | 17       |
| Percentage of pupils at NC level 4 or above | School   | 100 (89) | 88 (83)     | 100 (94) |
|   | National | 75 (75)  | 71 (72)     | 87 (85)  |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 8       | 9           | 9        |
|   | Girls    | 5       | 7           | 8        |
|   | Total    | 13      | 16          | 17       |
| Percentage of pupils at NC level 4 or above | School   | 76 (89) | 94 (83)     | 100 (89) |
|   | National | 72 (70) | 74 (72)     | 82 (79)  |

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

| <b>Ethnic background of pupils</b>   |  | <b>Exclusions in the last school year</b> |  |  |                                       |
|--|--|---|--|--|---------------------------------------|
| <b>Categories used in the Annual School Census</b>   |  | <b>No of pupils on roll</b>               |  | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
| White – British  |  | 89  |  | 0  | 0                                     |
| White – Irish  |  | 0   |  | 0  | 0                                     |
| White – any other White background   |  | 1   |  | 0  | 0                                     |
| Mixed – White and Black Caribbean  |  | 0   |  | 0  | 0                                     |
| Mixed – White and Black African  |  | 0   |  | 0  | 0                                     |
| Mixed – White and Asian  |  | 0   |  | 0  | 0                                     |
| Mixed – any other mixed background   |  | 0   |  | 0  | 0                                     |
| Asian or Asian British - Indian  |  | 0   |  | 0  | 0                                     |
| Asian or Asian British - Pakistani   |  | 0   |  | 0  | 0                                     |
| Asian or Asian British – Bangladeshi   |  | 0   |  | 0  | 0                                     |
| Asian or Asian British – any other Asian background  |  | 0   |  | 0  | 0                                     |
| Black or Black British – Caribbean   |  | 0   |  | 0  | 0                                     |
| Black or Black British – African   |  | 0   |  | 0  | 0                                     |
| Black or Black British – any other Black background  |  | 0   |  | 0  | 0                                     |
| Chinese  |  | 0   |  | 0  | 0                                     |
| Any other ethnic group   |  | 0   |  | 0  | 0                                     |
| No ethnic group recorded   |  | 0   |  | 0  | 0                                     |
| <i>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.</i> |  |   |  |  |                                       |

| <b>Teachers and classes</b>                      |        | <b>Financial information</b>               |        |
|--|--------|--|--------|
| <b>Qualified teachers and classes: Y R – Y 6</b> |        |  |        |
| Total number of qualified teachers (FTE)         | 4.0    | Financial year                             | 2001/2 |
| Number of pupils per qualified teacher           | 21.9:1 |  |        |
| Average class size                               | 26.3   |  | £      |
| <b>Education support staff: YR – Y6</b>          |        | Total income                               | 289031 |
| Total number of education support staff          | 5.0    | Total expenditure                          | 269437 |
| Total aggregate hours worked per week            | 72     | Expenditure per pupil                      | 2722   |
|  |        | Balance brought forward from previous year | 45906  |
| <i>FTE means full-time equivalent.</i>           |        |  |        |

| <b>Recruitment of teachers</b>                                   |     |
|--|-----|
| Number of teachers who left the school during the last two years | 5.0 |

|  |     |
|--|-----|
| Number of teachers appointed to the school during the last two years   | 5.0 |
|  |     |
| Total number of vacant teaching posts (FTE)  | 0   |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0.3 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |
| <i>FTE means full-time equivalent.</i>   |     |

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

|                                   |     |
|-----------------------------------|-----|
| <b>Questionnaire return rate</b>  |     |
| Number of questionnaires sent out | 100 |
| Number of questionnaires returned | 52  |

| <b>Percentage of responses in each category</b>                                    |                |               |                  |                   |            |
|--|----------------|---------------|------------------|-------------------|------------|
|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
| My child likes school.   | 56             | 38            | 6                | 0                 | 0          |
| My child is making good progress in school.  | 29             | 57            | 10               | 0                 | 4          |
| Behaviour in the school is good.   | 27             | 60            | 12               | 0                 | 2          |
| My child gets the right amount of work to do at home.                              | 12             | 67            | 16               | 6                 | 0          |
| The teaching is good.  | 31             | 60            | 8                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 21             | 58            | 17               | 2                 | 2          |
| I would feel comfortable about approaching the school with questions or a problem. | 52             | 42            | 4                | 2                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 38             | 56            | 0                | 2                 | 4          |
| The school works closely with parents.   | 25             | 58            | 15               | 2                 | 0          |
| The school is well led and managed.  | 29             | 60            | 4                | 2                 | 6          |
| The school is helping my child become mature and responsible.                      | 35             | 59            | 2                | 2                 | 2          |
| The school provides an interesting range of activities outside lessons.            | 24             | 53            | 18               | 2                 | 4          |

## **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**

58. All children enter the Reception class at the start of the school year in which they become five years of age. Most have attended a local, independent pre-school with which Long Sutton Primary has close links. This and other measures ensure that the children experience a smooth transition to this next stage of their education. During the summer term prior to entry, they visit Reception once a week to share in story time, thus incidentally becoming familiar with the classroom and staff. Parents attend a summer term meeting and are provided with helpful booklets giving advice on how to prepare their children for school life; details of how to support the teaching of reading and how to help with the formation of letters of the alphabet are also included, along with organisational information. During the first half-term new pupils only attend in the mornings, gradually moving to full-time. These strategies are extremely successful in helping them to settle in. The inspection found that, helped by the example of the few Year 1 pupils who are taught alongside them, children are soon relaxed and eager to learn. Good links are established with parents and formal and informal opportunities to discuss their child's progress are readily available to them.
59. The provision for children in the Foundation Stage is very good. On entry, in several of the relevant areas of learning, the majority shows above average levels of achievement. Very few are behind expectations for their age. Staff are very alert to the possible needs of any individuals who may require additional professional support. Management, by both the teacher and the very experienced assistant, is excellent, inspiring a very good commitment to learning. Combined with the well organised, motivating learning activities, it ensures good — and occasionally excellent — progress. Almost all children are well placed to achieve and in many cases they exceed the early learning goals that inform the very well planned curriculum.
60. The quality of teaching is generally very good and sometimes excellent. The teacher communicates a sense of wonder at the amazing mysteries that learning reveals. This inspires the children to make a significant commitment to their progress and provides them with success as a motivating force. Reception staff show a very good understanding of how children learn and expectations are always high.

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

61. Children achieve well in this area. The quiet, friendly atmosphere in the classroom, together with the example of staff, provide on-going support for the effective development of social skills and emotional maturity; these are usually at least average on entry to the school. The introductory session to each day sets the tone: the teacher treats each child with respect and demonstrates consideration for others. The children are invited to co-operate and to assist the teacher by carrying out small tasks thus helping them to show

consideration for each other. As the day's activities develop, pupils are helpful and amenable to being organised into groups as they assist with clearing up.

62. Though classroom accommodation is limited, staff provide a good range of social development activities to which the children respond with a growing maturity. Sometimes they are supported by the leadership of the Year 1 pupils in the class. Learning opportunities include role-play, shared sand and water play, construction tasks and group-based creative activities. They work well together in these situations, sharing materials, waiting turns and exchanging observations on the way things are developing. The spacious field and surfaced outdoor areas allow them to play alongside the older pupils. Reception children play well together in small groups, making imaginative use of climbing equipment and play-house structures. Sometimes they mingle happily with older pupils: watching, fascinated, as older boys play with table top spinners. They are relaxed and quietly confident as they participate in the wide range of activities open to them. It is rarely necessary for staff to correct inappropriate behaviour. When they do so, they ensure it is done in a positive way.

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

63. Achievements in this area are good. Speaking and listening skills develop well. While younger children talk alongside each other when carrying out practical activities, older ones converse, taking account of each other's remarks. Many will exchange a few words with adults who are not so familiar to them. They contribute well to the shared reading and writing sessions, which are used frequently at the start of their modified literacy lessons. They are eager to answer questions as when recalling a story that has been read to them. They attempt to structure simple sentences as the teacher records their efforts. Because of the teacher's responses, inappropriate answers do not create any deterioration in confidence: nothing is said to be wrong, but is rather adjusted with the permission of the child concerned as the teacher suggests, '*Shall we say...?*' The majority of children show awareness of rhyme and rhythm in repeated phrases in stories and they take pleasure in reciting them. Staff are highly committed to the development of reading skills. There is a very good stock of books available to Reception children that have all been very carefully sequenced so that the exact needs of each individual can be met.

64. Progress in reading is particularly good. The inspection took place within a few weeks of children's entry to Reception, but the most advanced children were already reading short sentences with confidence and expression and talking with understanding about the storyline. They approach a new book already knowing many of the words by sight, while bringing an elementary knowledge of letter sounds to the reading of simple words. This is the result of a word recognition strategy that anticipates their needs so they may experience the thrill of being able to read their new book with relative ease. Average readers have fewer words at their disposal, but those they do have are relevant. They take pleasure in reading them on sight and in using illustrations to support their, sometimes expressive, retelling of the story. The few less advanced readers also enjoy picture books. One child showed delight in her ability to 'read' a book without words. The children benefit from the frequent and skilled support of a local volunteer, as well as from the well-organised home/school reading arrangements, which are well supported by parents. Children's good progress in reading, especially their growing knowledge of letter names and sounds, supports their progress in writing. They soon learn to write their own names legibly and to refine their skills in the formation of letters. Captions underneath drawings generally show good progress towards the eventual writing of simple sentences. There are stimulating literacy support materials on display in the classroom.

## **Mathematical development**

65. The good mathematical awareness of most children is supported by their play activities. These involve the matching of shapes, comparison of sizes, the measuring of quantities and creative work that establishes awareness of patterns. Their daily experience of modified numeracy lessons clarifies, reinforces and effectively extends their knowledge, skills and their mathematical understanding. For instance, a lesson on the recognition of patterns began by reinforcing the pupils' knowledge of basic geometrical shapes, some were able to recognise a triangle by its three corners. Excitement soared as the teacher tipped a large box of two-dimensional wooden shapes onto the carpet. Children were asked to select examples by shape, colour or size. A few succeeded at first try, while most managed after guided questioning. Follow-up work provided practice in pattern making as children threaded beads or built up linked sequences of small cubes. Nearly all managed a simple pattern, though most were seriously challenged when they tried, unaided, to use two criteria at once.
66. Children had contributed towards the making of a data chart that showed how many of them travel to school by various means. When exploring mirrors, they learn about reflective patterns and symmetry. Many write legible numbers to 10, helped by the various mathematical displays in the classroom. At this early stage in the school year, a very small number are unable to write any numbers. Generally, however, achievement is at least in line with expectations. All mathematical challenges are matched to prior achievement and there is adult support where necessary. By the end of the school year, most children are well set to achieve the early learning goals in mathematics with a significant number already approaching them in some aspects of the subject.

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

67. Children are well prepared for their future learning. In science, for instance, they already have a good knowledge of the basic structure of plants and their need for water, food and sunshine. In a stimulating lesson involving the planting of bulbs, pupils show very good observational and descriptive skills as they compare different types of bulbs. Sometimes, they are able to tell the teacher that it does not really matter if they are planted upside down. A very effective lesson in which children make their own kaleidoscopes introduces them to the ways in which mirrors reflect light. Early explorations of the extensive school grounds provide environmental learning opportunities; these are subsequently extended to walks in the locality and visits to other villages. 'The Travels of Barnaby Bear' introduces the children to different localities, some in other countries, this links to their daily study of changing weather conditions and different climates. Using small equipment and other materials, they learn how to make objects that do not fall over. They also have opportunities to use computers. In all these activities, the teacher is effective in seeking to inspire a sense of awe and excitement about the wonders of the world and an interest in how people respond to it. At the time of the inspection, no learning with an historical dimension was available for observation. The Reception curriculum includes religious education as required by statute. It builds on children's experiences of Christian festivals and introduces them to aspects of Judaism.

## **Physical development**

68. The limited evidence available indicates that the children are set to achieve and, in many cases, exceed the early learning goals for physical development. Even at the early part of the Foundation Stage children show skill in the manipulation of small equipment, as when cutting with scissors, holding pencils for writing, using paint brushes and handling small gardening tools. Though they are of various different builds, they are physically well

developed and show good spatial awareness as they go around the school. Most move with confidence, control and co-ordination, enjoying opportunities for physical activity. For instance, they readily take advantage of the climbing equipment scattered around the school grounds and use it imaginatively, but also with an awareness of safety requirements. In physical education lessons, they follow instructions with care. They move effectively in time to music — drum beats, for example — and use their imaginations as they respond to other sounds. Teaching in physical education lessons echoes the very good teaching seen in the classrooms. Lessons are well planned and include warm-up and cool-down periods. The well-chosen activities inspire good responses.

### **Creative development**

69. In this area of learning, children usually achieve ahead of expectations for their age, especially in artwork. Their extensions of printed, coloured pictures indicated unusually good awareness of line and colour for this stage in their artistic development. Good observational skills were also evident as they sketched patterns made clearer through use of viewfinders. These judgements were reinforced by their achievements in an excellent lesson that drew inspiration from close-up photographs taken by Year 1 children. Well focussed questioning enabled the class to discern different textures, patterns and colours, which they were asked to replicate in group-designed collages. They make excellent progress in their use of a wide range of resources. They apply their developing visual awareness, producing textured and colourful results that echo the original patterns. They are competent in a wide range of techniques, ranging from textured rubbings to colour mixing and from painting to printing. They apply and develop their creative skills in building models of various kinds and show imagination as they explain their function. Though not observed doing so, they participate in imaginative role-play and musical experiences.

70. The philosophy underlying the overall provision is to *'build on where children are'*. Learning experiences are well matched to the interests of young children and challenge their prior achievements. Planning is fully in line with requirements for this stage and continuity with the curriculum is well established for slightly older pupils. Ongoing progress is carefully assessed and recorded. The school is already considering how it will respond to new assessment arrangements for the age group. At present, it has no overall policy for Foundation Stage provision, so the school governors have had no opportunity to endorse anything formally. This situation is being addressed. Provision for children at this stage of their education is a strength of the school.

### **ENGLISH**

71. The inspection found that by Year 2 attainment in English is above national expectations and by Year 6 overall attainment is well above the national average. Speaking and listening skills are above expectations throughout the school and this has a significant positive effect on progress. By Year 6, attainment in reading is well above national expectations. From the time of their entry to the school (when their attainment in English is above expectations), the majority of pupils makes good progress. This is, to a great extent, because of the very good quality of teaching, the high quality of support and, throughout the school, the strong emphasis placed on developing reading, speaking and listening skills. Lower attaining pupils and those with special educational needs make very good progress in English. This is because of well-targeted group activities in literacy lessons, well-focussed support and withdrawal groups that provide a range of government initiatives such as Additional Literacy Support. The school has implemented the National Literacy Strategy very well. All teachers have undergone the appropriate

training and have a secure knowledge of the National Literacy Strategy and their lesson plans and lesson format conforms to recommendations.

72. Pupils' speaking and listening skills are good at the end of Year 2 and very good by the end of Year 6. Good opportunities for speaking and listening are planned into the curriculum and pupils are systematically encouraged to talk and put forward their ideas during lessons. In Years 1 and 2, the majority can recall and describe their experiences and explain what they are doing. Most understand the importance of taking turns to make spoken contributions. For example, in a Years 1-2 lesson, pupils confidently volunteer to read their work to the class; they also recite stories and rhymes, using these as models for their own writing. In Years 3-6 most pupils listen very well to others. They talk and listen carefully and explore and communicate their ideas showing understanding of the main points under discussion. In a Years 5-6 guided reading lesson, they respond very well — and confidently — to their teacher and parent volunteers, putting forward their own ideas about the poems they had chosen to read.
73. Pupils make a very good start to their reading in the Reception class and, by the end of Year 2, reading skills are good — in a number of cases they are very good, with a significant minority reading at levels above those expected for their age. A good number of Year 2 pupils are able to use expression well and make confident efforts to interpret new or difficult words. By Year 6, a significant minority read very well and are beginning to show understanding of various texts by selecting key points. They are using inference and deduction appropriately and are able to retrieve and organise information from a variety of sources. 'Big Books' and group readers (used for shared and class reading in literacy lessons) include a good range of fiction; there are stories from a range of cultures, traditional tales, poetry and factual books. As they progress through the school, pupils grow to love books and acquire a range of strategies and skills to enable them to tackle new words and to understand text. They revise and extend their word skills through guided and shared reading and their reading is heard regularly during literacy lessons: by the teacher; by classroom support assistants or by parent volunteers. Younger children regularly take their reading scheme books home. Throughout the school, teachers maintain detailed reading records.
74. In the Reception classes, most pupils make a very good start in writing, learning the letter shapes and sounds and how to form their letters. They are guided initially by their teacher's handwriting and gradually begin to make independent efforts. By Year 2, the writing of the majority of children shows a developing understanding of sentence structure, the use of an appropriate range of vocabulary and the ability to spell simple words correctly. By the end of Year 6, many are producing extended writing to a good standard. Various examples of writing were on display in classrooms and around the school, including several of extended writing. These were done for other subject areas, particularly religious education, geography and history. Most pupils are confident in their use of dictionaries, atlases and indexes and there is particularly good and regular use made of information and communication technology to support literacy and research skills.
75. By Year 6, standards of handwriting are good overall. Pupils throughout the school regularly practise forming their letters and presentation of their best work is frequently better than expected for their age. Most are able to form their letters correctly; by Year 6, the majority have begun to develop a neat, joined style and the high attainers, are beginning to develop a personal style. Standards of spelling vary considerably but, by Year 6, are generally good. Younger pupils learn spellings taken from the 'most frequently used word' list, vocabulary taken from class or group books is studied closely in literacy lessons and regular, weekly, spelling lists are given as homework.

76. Attitudes and behaviour in English lessons are at least satisfactory. In Years 3-6, they are frequently very good. Most pupils are enthusiastic and eager to learn; they work well at their allotted tasks without needing the constant intervention of the teacher. They respond enthusiastically to their teachers, they contribute constructively to lessons and, in most cases, answer questions enthusiastically and appropriately.
77. The quality of teaching throughout the school ranges from satisfactory to very good and is mostly very good. Where it was judged to be very good or better, as in all lessons seen in Years 3-6, the teachers have a very good rapport with the pupils: they skilfully use questioning to guide and assess learning; they move the lesson along at a very good pace and support pupils very well during tasks. Across the school, teachers' good subject knowledge and their planning and understanding of the National Literacy Strategy enables them to be effective. Staff have adopted the National Literacy Strategy well and literacy lessons are well planned, organised in detail and have resources readily available for pupils to use. Teachers use skilful questioning techniques to effectively consolidate and direct learning and to develop speaking and listening skills. In Years 1 and 2, an appropriate focus is placed on teaching letter-sounds; this enables effective interpretation and builds systematically on early skills. Marking is up to date and, in the best instances, offers positive encouragement to improve. In lessons observed, the quality of learning — which ranged from satisfactory to very good — was generally very good. Because of the very good quality of teaching in the majority of lessons and pupils' positive attitudes to their work, good progress is made generally. The very good level of inclusion is of particular note – teachers ensure that pupils of all abilities are well provided for and given a good level of support and challenge.
78. Overall, resources for English are good. The school has purchased a good range of 'Big Books' and a good selection of modern literature to support literacy lessons. However, although enthusiasm for books is successfully encouraged through regular class and group reading, the school itself points out that the adequately stocked library is not well situated for quiet research and undisturbed work. The subject co-ordinator has been effective in developing English in a relatively short time and has a very good overview of the subject. Analysis of the test results has been used very well to identify weaknesses in provision and has been effective in raising standards.

## **MATHEMATICS**

79. Pupils achieve well in mathematics with the majority of those in Year 2 attaining above the national average. By Year 6, the attainment of the majority is well above the national average. This is an improvement since the previous inspection. Analysis of results shows that pupils progress well in this subject between Years 2 and 6. They are benefiting from the stable learning environment and the well-established implementation of the Numeracy Strategy.
80. The results of the 2002 national tests show that, at the end of Year 6, girls' attainment was consistently better than boys'. However, a small number of boys attained grades well above national expectations, while a few others did not manage to achieve the required standard. The inspection found no significant difference in performance between boys and girls but, as only a small number of children take the national tests each year, their achievements are variable. The school is monitoring the situation to see if the imbalance continues. Provision for pupils with special educational needs is good and supports their good progress.

81. By early in Year 2 most pupils recognise and chant sequences of numbers starting at various points below a hundred. They are developing a working understanding of the place value of individual digits when doing addition and subtraction and apply this understanding to simple shopping problems. For instance, they learn to use measuring tools and to express their answers in terms of units of length. They make regular and appropriate use of comparative words such as '*larger than*' and '*longer than*' as they solve simple problems. They are asked to explain their calculations — and increasingly as they progress. There is also a continuing and effective emphasis on the need to record calculations in a clear and systematic way — the making of bar charts to record favourite playground apparatus is a particular example. Most Year 2 pupils respond well to these challenges, especially when they relate to practical activities. As they reach the end of the year, many are ready for more demanding challenges.
82. Younger pupils in Years 1-2 learn to subtract single numbers from multiples of a hundred, verbalising their various methods. They check answers using reverse operations and are effective when solving problems. A significant proportion of Year 4 pupils work at levels well above those expected for their age. By Year 6, they solve simple problems using proportions, comparing fractions, decimals and percentages. The teachers are successful in encouraging concentration and good intellectual effort. The class understands and uses terms accurately and interchangeably; they apply their understanding to everyday situations. Higher attainers frequently continue as a separate group with the headteacher, reinforcing and extending their understanding with more challenging examples. Pupils generally are required to make considerable, but effective, efforts; excellent teaching and high expectations result in their experience of success.
83. The very good quality of teaching is having a significant influence on the improvement of standards. It is usually good in Years 1 and 2, providing a good basis for on-going progress as children move up the school. Teaching of older pupils is very good and sometimes excellent. Teachers' knowledge of mathematics is very secure and pupils respond with good — often very good — levels of interest and intellectual effort. Learning activities are well matched to the different stages of prior achievement. Additional provision supports groups of higher achievers or pupils who find the subject difficult. Learning support for those with special educational needs is good. The school provides booster classes for all Year 6 pupils. Especially challenging opportunities are available for the few pupils who are gifted and talented mathematicians. These extra opportunities are part of the arrangements made available for the gifted and talented through a consortium of local schools. Comprehensive arrangements for assessing the progress of individuals are used to inform their targets and progress is regularly assessed.
84. Developments are managed by a dynamic subject leader who is determined to maintain the upward trend in attainment and to improve current levels of achievement. The action plan emphasises the importance of further improving provision for the use and application of mathematics. Opportunities for solving everyday calculation problems and for exploring the intricacies of mathematical relationships are to be given a higher profile; this is seen as an effective means of promoting mathematical understanding, rehearsing mathematical skills and securing pupils' growing knowledge of the subject. The school intends to build on its current levels of success and has set itself challenging attainment targets for the national tests in 2003. Nearly all pupils are expected to succeed and many are thought likely to achieve above expectations for their age.

## SCIENCE

85. By Year 2, standards are above average and by Year 6 they are well above average. This is a significant improvement on the previous inspection. It is reflected in the improving results in the national tests.
86. In recent years there has been a concentration on developing the practical aspects of science, which has had a major impact on raising standards. For example, by Year 2, pupils use rice to show how grains jump when a nearby drum is beaten and they measure the distance that a quiet sound can be heard in the playground; these experiments help them understand that sound travels through air. They use worksheets and simple tables to record their findings. By Year 6, they understand that force can be measured using a force-meter with the Newton scale; they understand the difference between weighing mass and measuring forces and that gravity makes objects fall. During experiments they develop their understanding further by doing a fair test. They accurately measure the force of gravity with a Newton meter, and the upward force of water when objects are immersed; observing and measuring the difference. They write down their findings in detail, sometimes on the computer; they also use graphs and tables effectively to record their experiments. They communicate their findings in an articulate way and higher attainers occasionally see beyond the obvious as they speculate on what might happen during an experiment. One suggests that friction from the air may have an effect on their results. During lessons they use key scientific words such as 'fair test' and 'up-thrust' and they draw conclusions from their experiments: *'the force-meter always registers less when the object is immersed in water'*. Pupils with special educational needs standards are frequently close to those expected for their age and they progress well in this subject.
87. In the lessons seen, the quality of teaching seen was satisfactory in Years 1-2 and very good in Years 5-6. However, analysis of work indicates that the teaching is at least good and often very good. Progress is monitored by analysing tasks set at the end of projects, assessments carried out beforehand and end-of-year tests. Samples of annotated work are kept in individuals' folders and the information is used to modify planning. The strengths in the teaching include:
- teachers' use of subject specific language;
  - their confidence in managing this practical subject;
  - their good, planned use of report writing, which helps develop literacy skills;
  - pupils' good productivity during lessons.
- This subject makes good links with numeracy, when finding out differences between one reading and another on the force meter.
88. In the Years 1-2 class, the teacher plans well. Mostly, the pupils are interested and motivated in their work on sound. Only occasionally do they lose concentration and fail to follow the presentation. In a Years 1-2 lesson, the teacher discusses a proposed experiment with sound by talking about what might be expected from using a drum and rice. One Year 2 pupil says, *'It is a bigger space outside so it might be more difficult to hear the sound'*. An analysis of previous work shows that, by Year 2, forces, magnets, circuits and light are all covered and that the standard of recording is consistently good.
89. By Year 6, sound, solubility, heating and cooling are covered. The quality of recording is very good with good use of tables and graphs and a very good quality of written conclusions. In particular, high attainers achieve well. Because of the mixed-age classes pupils work on a two-year rolling programme; they revisit each topic, but at more advanced levels, as they progress through the school. This works well. The Years 5-6 teacher is particularly confident in scientific experimentation and makes good use of a supportive teaching assistant. In the lesson observed, this means there is immediate feedback on an experiment involving forces, so contributing to the good pace and to the

sharing of results. The teacher holds a good summing-up session and pupils are genuinely interested in what they have discovered. The subject is well led and managed and the national guidelines are followed. There is a good range of resources to enable pupils to experiment as individuals or in groups.

## **ART AND DESIGN AND DESIGN AND TECHNOLOGY**

90. In Years 1 and 2 no art and design lessons or design and technology lessons were observed during the inspection. Only one design and technology lesson was seen in Years 3 to 6. However, evidence was obtained from a survey of samples of work on display throughout the school and a range of art and design work collected over some time. Discussions with teachers and pupils also took place. These indicate a good range of activities in which pupils design, make and evaluate products in design and technology. In art and design, they use a wide variety of materials and there is good evidence from displays and the portfolio of work that they develop well. Attainment by Years 2 and 6 is good and pupils make good progress in both subjects as they move through the school. This represents a considerable improvement since the previous inspection. Pupils with special educational needs make similar progress to their peers and achieve very well.
91. During the previous school year, Years 1 and 2 pupils made 'Joseph's Coat', sewing, gluing, stapling and tying materials together. At the time of the inspection, pupils were in the middle of designing playground structures and had already surveyed favourite apparatus, examining the materials used. They made an effective bar-chart of their favourite structures and were presenting their ideas by drawing and model-making. In art and design, good development was evident through the improved drawing and painting in the samples of work. By Year 2, pupils draw from life and their portraits are recognisable human beings with considerable detail. By Year 6, they paint in the style of famous artists using advanced techniques such as pointillism and painting using brush strokes in the style of Van Gogh and Monet. The wide range of media used was particularly noticeable and the standard of all the work was good. In the past, pupils have benefited from the expertise of an artist in residence who helped them make very good quality ceramic tiles in raised relief, which decorate the outside of the school. They print using string templates, tie-dye and batik (wax resist technique), both on paper and material. Standards of ongoing work are above expectations. During the previous school year, in design and technology, Years 3 and 4 pupils undertook the design and making of a slipper. The results, and their evaluation of the project, show measuring, marking and joining skills that are above-average. Years 5 and 6 pupils have designed and made alarm circuits and baked bread. In the one very good Years 5-6 lesson seen, pupils were designing and making a biscuit as a gift for a celebration. They were selecting appropriate ingredients and equipment; planning the main stages; developing and clearly explaining their ideas; effectively listing their requirements and clearly suggesting a sequence of activities. They accurately measured and weighed ingredients to make their products and, after baking, evaluated their work rigorously, identifying possible improvements.
92. The co-ordinator for both subjects is well qualified and has introduced the nationally recommended schemes of work, which ensure good continuous progression in key skills as pupils move through the school. Assessment is informal but effective in these subjects. There is an adequate range of resources for design and technology and a good range for art and design.

## **GEOGRAPHY AND HISTORY**

93. Standards of attainment in both of these subjects have improved since the time of the last inspection. By Year 2, they are in line with expectations for the pupils' age, though some

achieve beyond this. By Year 6, the majority achieves above expectations in both history and geography. Pupils with special educational needs frequently achieve standards approaching those expected for their age and make good progress.

94. Good quality teaching has helped to raise standards, especially amongst the older age groups where it is sometimes excellent. The very good development of the curriculum in both subjects has been a further influence. National guidelines are now used but are adapted to a two-year rolling programme of learning opportunities that meet the needs of the three mixed age classes. The satisfactory planning for progression in key skills is a particularly successful outcome of this. For instance, Year 2 pupils are using a comparative approach to the historical study of toys. This has been in preparation for a visit by a local grandmother to talk about the toys of the 1930s. In response to stimulating questions from the teacher, pupils have focused on changes in construction and material. They are very aware that toys in the past are significantly different from the technically advanced ones they have now and are exploring the reasons for this. They draw up questions for the visitor and suggest other sources of evidence, including the Internet. This lesson successfully enhanced understanding of social and technological changes and extended research skills.
95. The same pupils develop their elementary geographical skills by applying them to the study of Tocuaro in Mexico. This requires them to use their developing mapping skills to find Mexico. They note that it is near the equator and successfully compare its climate to Britain's. This is a prelude to identifying similarities and differences between their experience and the Mexican way of life. The teacher made very good use of excellent photographs to stimulate a wide-ranging discussion that covered housing, food, agriculture, clothing and schooling. A particularly good feature of the lesson was a final discussion on likely sources of further evidence.
96. In an excellent history lesson, pupils in Years 3 and 4 use census data to find out about the residents in their locality in 1899. They have already used old documents to find out about their school in its earlier days. Working well together in pairs, they discover places of birth, types of employment, family size and the ages of individuals of the period. Encouraged by stimulating questions from the teacher, they make relevant deductions from the evidence and engage in a wide-ranging discussion about life in the locality a century ago. They show further insight as they assess the reliability of some of the evidence. A visit to the local churchyard, to find out what happened to some of the villagers, will follow. Older pupils study ways of life in Ancient Egypt and Ancient Greece using photographic evidence of original artefacts. They learn the importance of archaeology and develop their knowledge of chronology.
97. The school occasionally develops its own geographic projects where local resources promise rich learning experiences. For instance, pupils in Years 5 and 6 are studying the effects of human beings on the natural environment, currently focusing on the problem of litter and waste management. This has included map work and a visit to a new land-fill site.
98. These evidence-based approaches are highly motivating and pupils enjoy finding out about life in other times and places. They are learning to make interesting deductions from evidence and to question its accuracy and interpretation. They are successfully developing their skills, their understanding and their historical and geographical knowledge. However, there is insufficient use of information and communication technology at present. Appreciative marking and hints on how work may be improved enhance its quality. Both subjects are led by the headteacher who is intent on raising

standards and generally refining the existing arrangements for assessment. The aim is to facilitate individual target setting and to evaluate the effectiveness of the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

99. A survey of work undertaken during the current and previous school years, observations of computer work during lessons and discussions with pupils indicate that, by Year 2, standards match those expected for pupils' age. By Year 6, attainment is above expectations. Good progress is made as children move through the school. Pupils with special educational needs approach the standards expected for their age and make good progress. Although, by Year 6, use of information and communication technology in other areas (such as literacy, numeracy and geography) is satisfactory, at the end of Year 2 this is limited at present. Nevertheless, there is very good overall progress since the previous inspection when standards across the school were below expectations
100. In Years 1 and 2, only one information and communication technology lesson was observed and one demonstration in Years 3-6. Because of this, no judgements can be made on the overall quality of teaching and learning. Years 1 and 2 pupils understand basic computer terminology. Evidence from the previous year shows that, during the year, they develop their word-processing skills, plan routes for a floor turtle and use a music programme to compose simple melodies. In an observed lesson, Year 1 pupils are able to log on using their class password. They understand how to delete by pressing *backspace* and are, with support, editing the word 'and' out of a prepared text. A minority are doing this independently, replacing it with a full stop and changing the first letter of the newly created sentence to upper case. This shows attainment above expectations. Years 3 and 4 pupils use a commercial program to design flowcharts and a data-handling program to support mathematics. They learn how to import photographs into a piece of text and use the Internet to research a history topic: looking at census data. In the previous school year, Years 5 and 6 pupils used the Internet regularly: researching science, geography, history and religious education topics. They also designed and used a spreadsheet. They designed and printed text with imported photographs taken with a digital camera, as well as 'Year Book' pages with 'Clip Art' files and information pages with photographs from the school's digital microscope. Present Year 6 pupils use the Internet confidently and are able to log on independently. They understand *.com* and *.uk* addresses and what they signify. They know how to send emails and attachments.
101. Although it is not possible to give an overall judgement on the quality of learning, where computers were used during the inspection, pupils were keen to work with them. They collaborated well, took turns and worked independently where required. No overall judgement on the quality of teaching is possible, although, given the good progress made, the quality of teaching is likely to be at least good overall.
102. Since the last inspection, a small computer suite, equipped with eight computers, has been installed. Although it is not large enough for a class lesson, it is nevertheless a very useful and well-used resource. All teachers and support staff have almost completed in-service training, as a result of which their confidence and knowledge has improved significantly. The subject is well led by the headteacher who is enthusiastic about the subject. Assessment is largely informal but adequate. A whole-school scheme of work is followed, based on national guidance.

## **MUSIC**

103. At the end of Years 2 and 6, attainment matches national expectations. This is similar to the standards of the younger age group at the time of the last inspection, but the older group are not achieving as well as they did. However, evidence is limited and this reflects the current low profile of the subject. The need to enhance the provision for arts was highlighted at the time of the last inspection but, while the visual arts have been significantly improved, music has not been developed as much. Staffing changes have led to frequent changes in who is responsible for the subject. At present, there are no indications that music is pervasive in the school culture, but the need for further development has already been highlighted. The inclusion of music in other areas of the curriculum is a growing strength. Examples include 'rain forest' music in geography, period music in history and music to support dance in physical education lessons. Pupils with special educational needs achieve similar standards to their peers and progress satisfactorily.
104. Only one music lesson was available for observation during the inspection, though all classes have them every week. Younger pupils were seen effectively learning that symbols can be used to describe changing sounds. At this stage, they are using word signals such as 'fast/slow', 'loud/soft', 'long/short' and 'high/low'. A good range of percussion instruments is available. At first, pupils find it difficult to follow the pitch, volume and speed signals, but they persevere and achieve satisfactory results. Teaching is satisfactory with some good features — such as the use of a glockenspiel to demonstrate changes in pitch.
105. No judgement on the teaching of older pupils is possible. Available evidence indicates that they enjoy opportunities to listen to differing styles of music and that they sing well in groups; some show superior solo skills. They are familiar with standard notation, sensitive to rhythm and produce compositions, which they record. The progression in learning is uncertain as classes work from two different schemes of work: one providing a strong focus on singing but not enough experience of instrumental work. Information and communication technology resources are sometimes used to support younger pupils' composing but, in general, this aspect is not developed.
106. The provision for instrumental tuition outside normal lessons is good. It covers a wide range of opportunities for interested, individual pupils and includes the playing of percussion, brass, woodwind and string instruments. Additionally, teachers provide tuition for two groups learning to play recorders. Each year, music tutors visit the school to demonstrate the possibilities for individual tuition. This arrangement has the bonus of familiarising pupils generally with a good range of musical instruments and their sounds.
107. The new co-ordinator has already sketched an action plan that includes the setting up of a school orchestra; the replacement of outworn resources and a review of the outdated policy. The development of a cohesive plan to ensure the coverage of National Curriculum attainment targets is at least as urgent, as is a manageable system for assessing progress and supporting on-going improvement of the curriculum. These weaknesses are currently holding back achievement.

## **PHYSICAL EDUCATION**

108. Very little physical education was seen: lessons for Year 1; another for Years 1 and 2 and a swimming lesson for Years 3 to 6 at a nearby pool were all that was observed. Based on this, standards can be said to match those expected by Year 2. This includes those pupils with special educational needs. Though by Year 6, standards in swimming are of high quality, with more than half of the pupils using a reasonable style and the

majority being confident in the water, as no other lessons were seen, no overall judgement can be made.

109. In the Year 1 lesson which included Reception children, all pupils are changed into suitable kit and move around the hall confidently showing good spatial awareness. They stretch as they warm up and jog on the spot and move in and out of a circle in a co-ordinated way. The teacher's instructions are carefully followed and pupils use their imagination as they dance as if they are in the sunshine. They move at various speeds, but always safely and in a controlled manner, and they respond well when the teacher uses a zither to stimulate their imaginations. In the Year 2 lesson, which included Year 1 pupils, they warm up effectively playing a game of traffic lights: altering their speed or stopping according to instructions. They become aware of their own bodies as their heart rate increases and their breathing becomes heavier. They show some good examples of balancing on different parts of the body and different types of rolling on mats. They are enthusiastic and energetic, but occasionally too noisy. However, they listen carefully once the teacher has settled them. During swimming lessons, depending upon their level of skills, they learn confidence in the water. The more advanced practise the 'crawl' leg movement effectively while holding a floating board; this large group swim widths of the large pool and practise efficient turns with the specialist instructor giving them coaching points on their style
110. The teaching varies from satisfactory to very good and is good overall. Where it is at its best the teachers manage pupils very well, ensuring that instructions are closely followed and that pupils are kept active during the whole lesson. The objectives are clear and followed enthusiastically. Where lessons are less effective, pupil management is less secure and the organisation means they are not kept fully active. This allows their attention to wander and occasional unsuitable behaviour to occur.
111. The new co-ordinator is very enthusiastic and keen to develop physical education. However, as the school has concentrated on raising the standard of basic skills, physical education has had a low priority for development and this has slowed development. In common with other low priority subjects, this one does not have any procedures for assessing progress: except, that is, in swimming where there is judgement of standards and competency certificates are awarded. Resources are satisfactory: the grounds of the school are extensive, with a large playing field, and are well-equipped with climbing facilities and a well-marked playground. The school has already identified that the partitioning of the hall restricts space for physical activities and this is to be removed. There is also a certain amount of clutter around the hall, which also inhibits movement.