

# INSPECTION REPORT

## **KINDERLEY PRIMARY SCHOOL**

Tydd St Giles, Wisbech

LEA area: Cambridgeshire

Unique reference number: 110762

Headteacher: Mrs R Reeve

Lead inspector: Mr M Carter

Dates of inspection: 4-6 October 2004

Inspection number: 267139

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 66

School address: Kinderley Primary School  
Church Lane  
Tydd St Giles  
Wisbech  
Cambridgeshire  
Postcode: PE13 5LG

Telephone number: 01945 870374  
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Appropriate authority: Governing Body  
Name of chair of Mrs A Magnus  
governors:

Date of previous 17 May 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

The school has 66 pupils and this is smaller than most. It is located in an area of Fenland that is just inside Cambridgeshire. It serves the villages of Tydd St Giles and neighbouring areas. There are also pupils coming from further afield, including some from other local authority areas. Since the last inspection, there has been much staffing turmoil and the school lost popularity. There is currently a larger sized Reception group of children than has recently been the case. The village pre-school group is located on the site and this provides before and after-school care facilities. The school is a base for some adult education and it is a member of the *Wisbech Schools' Project*, which provides enrichment for the curriculum and support for leadership. The school also provides "*SHARE*" family learning facilities. An award was won for achievement in 2002.

Children are accepted into the Reception year in the September of the year in which they become five. There are three classes, all of them containing pupils from two or more year groups. Socio-economic indicators for the area are below average. An average proportion of pupils are entitled to a free school meal. There are no significant minority ethnic groups. The proportion of pupils having special educational needs is above average and the range of these pupils' difficulties covers learning, behavioural and physical difficulties. There has been an above average level of pupils leaving or joining the school at times other than the

beginning or end of provision. The attainment of children on entry to the Reception is below average overall and this is lower than the previous inspection. The headteacher is recently appointed.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20714	Mr M Carter	Lead inspector	Foundation Stage Mathematics Science Geography History Music Physical education
11414	Mrs A Bennett	Lay inspector	
23453	Mrs C Cressey	Team inspector	English Information and communication technology Art and design Design and technology Religious education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school has had a turbulent period with several staffing issues since the last inspection. The new headteacher is leading the school well, with many improvements designed to raise standards. Leadership and management are good and there is a very strong commitment and good potential to make substantial improvements. The pupils are learning well and their achievement is now good overall. This is supported by effective teaching and governors who have a clear understanding of the school and its needs. They strive to ensure that money is used efficiently. The standards shown in the recent national test results were low but in many subjects they are improving. Overall, **the school's effectiveness is satisfactory** and there is **satisfactory value for money**.

The school's main strengths and weaknesses are:

- the quality of teaching, especially in literacy lessons, is good overall;
- leadership and management are contributing well to a fast rate of improvement;
- provision for pupils in the Foundation Stage does not meet their needs sufficiently;
- governors understand and support the school and its needs well;
- the pupils' good behaviour is supporting their levels of interest and their rate of learning;
- despite the good information for parents, a few pupils have weak attendance;
- the rigour and use of everyday assessment is inconsistent in its use with more capable pupils, who sometimes underachieve.

Under the headteacher's good guidance, the school has worked hard to improve since the last inspection. These improvements have not yet raised results of the national tests in Year 6. This is because it has had a very difficult period in between inspections. However, the good quality of teaching and the pupils' good rate of learning show that standards are now rising. There have been improvements on each of the key issues from the last report. The pupils' behaviour has improved, as has the quality of teaching, which is now checked regularly. The curriculum for the Foundation Stage has been improved but is still insufficiently well matched to these pupils' needs. Although there is now access to a shared outdoor area, this provision is not yet sufficient. Attendance has improved recently but is still below average. However, many other improvements, for example, to the buildings, in providing links with parents and the community are making a difference to pupils' experiences at school and improving the school's service. Overall, the improvement in the school's effectiveness has been satisfactory and there is now a very strong potential for further gains.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	E*	E*
Mathematics	D	E	E	E*
Science	E	E	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is good.** The large majority of pupils are doing at least as well as pupils of similar ability in other schools. They are keen to succeed. In most cases, the pupils' recent work shows good or very good progress. It is good in quantity and much of it is well presented. Attainment on entry to the Reception class is below average. The children in this age group achieve satisfactorily overall but fewer than is typically found are likely to attain the national goals for early learning by the end of the Reception year. By Year 2, the pupils are achieving well. Current standards are average in mathematics, below average in

reading and writing, and average in science. This is reflected in the 2004 national test results. In the current Year 6, standards are average in English and science but below average in mathematics. The pupils are achieving well, though few pupils in mathematics have high attainment. The results of the Year 6 national tests in 2004 were low because a high proportion had special educational needs. This was particularly so in English and mathematics, where results were in the lowest five per cent of similar schools. The high proportion of boys in the school performed less well than girls in English but not in other subjects. Currently, the above average proportion of pupils with special educational needs also achieve well but there is a small amount of underachievement by the most capable pupils in mathematics and science. Behaviour is good and has improved since the last inspection. The pupils' have good attitudes to learning and to their work. Their **spiritual, moral, social and cultural development is good overall**. Attendance levels have improved but are still below average.

### **QUALITY OF EDUCATION**

The school provides **a good quality of education overall**. **Teaching is good** and the pupils are learning well. Teaching has improved well since the last inspection and teachers usually have a strong focus on the pupils' learning. Their questioning skills and subject knowledge are often very good. Resources are used well and successfully enhance the pupils' interest. Teachers are identifying gaps in the pupils' knowledge but, sometimes, everyday checks on learning do not lead to well graded work for pupils of different capability. Teaching for the Reception children is satisfactory, although the ways in which these children are expected to learn are sometimes inappropriate for their age. Rapid progress is shown in the books of pupils in Years 1 to 6 and, in lessons, teaching promotes good behaviour and engagement. The curriculum is good for pupils in Years 1 to 6 and it is enriched well with events and extra-curricular activities. The curriculum for Reception children does not meet their needs sufficiently. Care and welfare are good and the pupils get satisfactory guidance and are helped to improve, especially those with special educational needs. The partnership with parents is promoted well by the school, although some parents are insufficiently supportive. There are good links with the community and satisfactory links with other schools.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good**. The headteacher has led the school through a difficult period and, together with governors, has put in place a staffing structure and systems that show good potential to tackle problems and make significant improvements in standards. The effectiveness of these changes is just beginning to show up. Governors support and oversee the school's work well. Statutory requirements are met. Governors are prudent with finance and spend cautiously ensuring improvements are funded.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The large majority of parents are now pleased with the school, think it is well led and they can easily ask questions. They think that behaviour and learning have improved. Most of the children like the school and they think that lessons are interesting and teachers are fair. A few felt that other children misbehave but inspectors found good behaviour overall.

### **IMPROVEMENTS NEEDED**

In addition to current strategies to improve the pupils' achievement in the core subjects, the most important things the school should do are:

- improve provision for the Foundation Stage;

- improve everyday assessment, especially in subjects other than those tested nationally, in order to help teachers provide better-matched work for groups of pupils, particularly the more able;
- improve the effectiveness of strategies to engage all parents in their children's education and improve attendance.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

The pupils are achieving well in Years 2 to 6 and satisfactorily in the Reception year and Year 1.

#### Main strengths and weaknesses

- Many test results in the last three years have been below or well below average.
- The good and very good teaching is beginning to have a significant impact on standards.
- The pupils are achieving well in Years 2 to 6, including pupils with special educational needs.
- On occasions, the most capable pupils do not achieve as much as they could.

#### Commentary

1. The Year 6 national test results have been below or well below average in the core subjects and have indicated weak achievement. The Year 6 results for 2004 are also weak. The Year 2 results for 2004 are a significant improvement and close to average. The national test results over the last few years are not good indicators of the pupils' current performance because:
  - year group sizes vary and are often small, limiting their statistical significance;
  - proportions of pupils with special educational needs are often high; for example, half the 2004 Year 6 group;
  - substantial upheavals in teaching staff and systems have only recently settled.

#### *Standards in national tests at the end of Year 6 – average point scores in 2004*

Standards in:	School results	National results
English	22.8 (26.5)	27.0 (26.8)
mathematics	22.8 (23.5)	27.2 (26.8)
science	26.5 (27.0)	28.9 (28.6)

*There were 13 pupils in the year group. Figures in brackets are for the previous year. A similar table for the Year 2 showing the 2004 results is not included because the year group had below 10 pupils.*

2. Currently, the Year 6 standards are average in English and science but are below average in mathematics because too few pupils have high attainment. The Year 6 pupils can read competently and have good skills in using non-fiction books. They are learning to write stories in different styles and their spelling, handwriting and grammar are average. Many have made very significant progress over the last few months. In science, the Year 6 pupils have quickly learnt new vocabulary and use it accurately in discussion at a good level. They have clear ideas about the need to control variables in scientific tests. In mathematics, the current pupils in Year 6 are making fast progress. However, very few currently have attainment in mathematics that is above the nationally typical levels for their age.

3. In Year 2, the good teaching is also helping pupils to improve their attainment. Currently, standards are below average in reading and writing because a large minority of the pupils do not have all the skills needed for their age. For example, many pupils have too few strategies to help them read unfamiliar words. In mathematics, standards are average and many pupils know the numbers that make ten well and can calculate numbers mentally in several ways. Although in science the pupils are unclear about making tests fair, most are quickly learning good observation techniques and have knowledge and understanding that is typical for their age. Standards in Year 2 in science are average overall.
4. The children generally enter in the Reception year with attainment that is lower than is typical for their age. The overall standard on entry is lower than at the last inspection. Several children have very limited notions about books and text; for example, not knowing the difference between a word and a letter. While most can count to ten, few can accurately count out objects. Nevertheless, the children make satisfactory progress overall, often gaining from the examples of Year 1 pupils in the class. The current Reception children are on course to meet the nationally goals for early learning by the beginning of Year 1 in their physical development and in their personal, social and emotional development. However, in communication, language and literacy, mathematical development and their knowledge and understanding of the world, several are unlikely to reach the goals. There was insufficient evidence to judge standards in creative development. Overall standards are below average but the children are achieving satisfactorily.
5. In the rest of the school, achievement is good and sometimes very good. The older pupils are progressing very quickly. In most subjects, there is a good amount of work since the beginning of the term and over months, good progress can be seen. The pupils' work shows good pride in its presentation. The pupils are keen to learn and make good efforts often encouraging each other to take on additional challenges. Homework provides pupils with challenges and consolidation helping them to achieve more. The pupils are keen to succeed at school and they make good efforts because the teaching is encouraging and challenging. Pupils with special educational needs achieve well because they are well supported and their progress is carefully tracked. Occasionally, the most capable pupils are not challenged enough when detail of their last learning has not been recorded. An important reason for the previously low test results has been a lack of high attainment. Nevertheless, the achievement of these pupils is now satisfactory.
6. Standards in speaking and listening are good in Years 2 to 6 but in information and communication technology they could not be judged because too few lessons were seen. However, the skills of the pupils seen being used in other subjects, and the work that was sampled, were of a similar standard to that expected for their age. Attainment in history is generally strong and standards are above average in Year 2 and in Year 6, with several strengths, such as knowledgeable presentation with which the pupils complete work. Standards in religious education are satisfactory and there are several strong aspects such pupils' understanding of major faiths. Standards in other subjects could not be judged. The standard of the boys' work and girls' work seen by inspectors was not significantly different. In past national test results, girls had outperformed boys, especially in reading. With small numbers, no evidence of this trend was found in the inspection.

## Pupils' attitudes, values and other personal qualities

Behaviour is good and has improved since the last inspection. This supports the pupils' good attitudes to learning and to their work. The pupils' moral, social and cultural development is good and their spiritual development is satisfactory. Attendance levels have improved but are still below average.

### Main strengths and weaknesses

- The improvements in behaviour are having a positive effect on the pupils' learning.
- While there are good systems to check attendance and provide good information for parents, attendance is unsatisfactory.
- Punctuality is good but some parents do not support attendance policies consistently.

### Commentary

7. Behaviour has improved significantly. The headteacher has introduced a number of strategies to encourage good behaviour such as *Golden Time* and behaviour records. The current experienced teachers also are insistent that rules are obeyed. Consequently, previous behaviour difficulties have largely ended, although some pupils still feel that others do not behave well. Nevertheless, the school is orderly and pupils help each other to behave sociably. There were no exclusions in the last academic year. Within this context the pupils gain greater interest in what they are taught and levels of engagement are now good. Furthermore, the school's increased provision for extra-curricular and enrichment activities is adding to their sense of belonging and support for each other. While the school is very largely from a white British community, there are suitable policies for race-relations and visits and visitors support the pupils' awareness of race issues.
8. Most pupils are keen to succeed and sometimes help each other to do this. For example, in a mathematics lesson, the teacher challenged a Year 6 pupil to give a complex explanation and another pupil persuaded him by saying, "*You can do it*". The pupils' response to homework has improved although school records indicate that some families do not support this. Pupils' past work is often well presented and pupils are proud of their accomplishments. Despite the school's rural location and transport difficulties, many pupils take part in extra-curricular clubs. Relationships are good and members of staff are very caring for the pupils. Teachers are very keen that pupils are able to learn and provide good feedback on their work, discussing challenging targets yet supporting their self-esteem well. Consequently, the pupils are generally confident and this enables them to help others. Their views about the school and their learning are very positive as are most parents.
9. The pupils' views are respected in discussion although there is no school council yet. Moral development is promoted strongly, right from the start of the Reception year. Moral dilemmas are posed and these help the children develop clear principles. Often this takes place in religious education lessons but teachers often emphasis the moral issues in other subjects. There are a good number of opportunities for pupils to gain social skills. A number of responsibilities are offered to pupils, which they carry out conscientiously. Lessons often involve discussions between pupils where agreement is required. While the youngest children find this hard, the oldest show consideration and compromise. Some pupils take on roles as *buddies* or helpers to remind others of being caring and polite. The pupils gain from the school's work with the community and further afield, developing a good awareness of different cultures, for example, through visits and visitors and while they study other faiths. There are displays making the pupils aware, for example, of the celebrations of other faiths. Pupils' spiritual awareness is satisfactory but opportunities are missed to promote it more strongly.

Assemblies meet requirements and involve prayer or reflection, but within a range of subjects, there are few lessons, which have a strong spiritual impact.

***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.4
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

- Attendance has improved significantly over the last four years from a very low level and the rate of unauthorised absence has shown a similar improvement. The school has sought and acted upon well-informed advice. It now has good systems and sends consistent messages to parents about attendance. A good number of pupils are now being rewarded for full attendance. This is also supported by the views that most pupils have about their school. They now feel they are learning and well supported. The school now needs the support of all parents in order to raise the attendance to that of similar schools nationally. Punctuality is good; many pupils being brought to school by bus.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The curriculum is good and enriched well with events and extra-curricular activities. Teaching is good and the school's resources and accommodation are satisfactory. The care offered to pupils is good overall and the school has established satisfactory links with the parents by promoting the partnership well. There are good links with the community, which are improving rapidly.

### Teaching and learning

Teaching is good overall and is making a significant contribution to the quality of the pupils' learning. Assessment systems are satisfactory.

### Main strengths and weaknesses

- Teaching is good in Years 2 to 6.
- The focus that the teachers have on the pupils' learning is strong and effective.
- Pupils are making good progress and learning quickly.
- Checks on learning do not always lead to work being planned accurately for pupils of higher capability.
- Teachers use questioning well to encourage pupils to make thoughtful answers and extend their thinking.

### Commentary

11. Teaching has improved since the previous inspection and is good overall with many very good aspects. There is now no unsatisfactory teaching and a good number of lessons are very well taught. Teaching and learning are best in Years 2 to 6. In the Foundation Stage, the teaching seen was satisfactory but, on several occasions, it was not sufficiently orientated to the needs of the youngest pupils. Planning follows nationally recognised guidance for Reception and Year 1 classes in English and mathematics, but details of the sequential teaching of basic skills are not planned for sufficiently well. In the other areas of learning, the teaching is sometimes too prescriptive, and sometimes it does not maximise the opportunities for learning from self-chosen activities. However, the children learn from the examples of older pupils in the class and whole-class discussions extend their speaking and listening skills, because they are often well led and promote good interest through well-chosen resources.

### *Summary of teaching observed during the inspection in 22 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	6	10	0	0	0

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

12. A notable strength of teaching in the school is the emphasis that teachers place on the pupils' learning. Planning, good subject knowledge and an understanding of common errors, helps teachers to create a good level of engagement and interest amongst the pupils. In most cases, teachers' questions are used well to extend thinking. Throughout the school, teachers frequently use resources and artefacts to good effect. These provide further interest and evidence for pupils to learn about. While there is evidence of information and communication technology being used in a variety of subjects, there are some missed opportunities to use classroom-based computers. An interactive white-board was used very effectively by the teacher and pupils in one classroom. The pupils' learning is enhanced through visits and

visitors that are appropriate to the topic. In most lessons, the level of challenge is high because teachers have high expectations. Much of the pupils' work is presented well with a good degree of pride that is engendered by the helpful and supportive feedback that teachers give. The pupils generally feel that they learn well in lessons which are mostly interesting. They feel they have to work hard but they get help when they are stuck. The large majority of parents feel that teaching is good. Generally, the inspection evidence agrees with these views.

13. Teachers are rightly concerned to identify any gaps in the pupils' knowledge and are attempting to fill them. However, detailed assessments do not always lead to planned work that is sufficiently different for pupils of differing ability or age. This sometimes results in the more capable pupils making fast progress and then marking time with tasks that do not extend their learning. Nevertheless, the school now has robust systems to track pupils' progress in English and mathematics. Targets are set for each child's performance and these are updated termly. There are also agreed assessments at the ends of topics in other subjects but these are not yet systematic.
14. Pupils with special educational needs are provided for well and included fully. Their work is usually amended appropriately and teachers and classroom assistants work to support them in meeting the targets in individual education plans. These pupils are making good progress and learning well. However, these few pupils sometimes have gaps in their learning from previous years, which the teachers are identifying and supporting bit-by-bit. Teachers are aware of occasional differences in the performance of boys and girls and use some strategies to promote boys' learning. Although these strategies have had little time to make an impact, there was no evidence of differences by gender found during the inspection.

## **The curriculum**

The curriculum is good overall, although for the Foundation Stage it is unsatisfactory. Opportunities for enrichment and extra-curricular activities are good. Accommodation and resources are satisfactory.

### **Strengths and weaknesses**

- An interesting, motivating and worthwhile range of learning experiences is provided for pupils in Years 1 to 6.
- The well-planned out-of-school activities enrich pupils' learning.
- The curriculum for the Foundation Stage is not meeting the children's needs sufficiently.
- Provision for pupils with special educational needs is good.

### **Commentary**

15. The school provides a broad range of curriculum opportunities. All subjects of the National Curriculum and religious education are taught and curricular requirements are met fully. Planning has improved since the last inspection and there is now a systematic whole school approach to the planning of teaching and learning. In general, the teachers use nationally recommended schemes of work that have been adapted to help meet the particular needs of the mixed-age classes. Many lessons have provision at different levels of difficulty for low, average and high attaining pupils, enabling pupils to achieve as well as they can.

16. The teachers bring the teaching and learning alive for pupils by providing a wide range of first hand experiences and interesting resources. Different teaching methods, groupings and activities secure the pupils' interest and promote enjoyment in learning. For example, pupils' knowledge of life during the Second World War is enhanced as they handle real gas masks, ration books, letters and photographs. Cross-curricular links are effective in deepening pupils' knowledge and understanding. The subjects of history, mathematics and design and technology were linked well as pupils explored the mathematical nets of boxes to help them design and make their own gas masks.
17. The individual education plans for pupils with special educational needs now have precise targets with clear success criteria. They are well known by the teachers and are used in the planning of pupils' work. There are effective strategies to support those pupils with behavioural difficulties and those with complex learning needs. Arrangements for assessment, reviews of pupils' progress and links with parents are very thorough. Generally parents feel well informed about their child's progress and the pupils feel they are shown how to improve.
18. The curriculum in the Foundation Stage is unsatisfactory because provision does not meet the Reception children's needs sufficiently well. While the resources and apparatus available are satisfactory, the children are sometimes offered too few choices and, at other times, self-chosen activities do not interest the pupils sufficiently for them to learn from them. While the nursery nurse and the teacher support children in these activities, there is little clarity about how the children can benefit from them. At other times, the lessons do not distinguish sufficiently between the learning needs of the Reception age pupils and those in the class who are in Year 1. For example, in a whole class lesson in the hall, the children attempted to improve their throwing skills with few examples given beyond that for the Year 1 pupils. In literacy and numeracy lessons, planning follows nationally recommended guidance but the details of the pupils' learning of basic skills, such as letters and numbers is not planned sequentially enough. Neither is their learning recorded in enough detail to plan what each child needs to learn next. In the last inspection there was no outdoor facility for these children. The children currently use the play area belonging to the adjoining pre-school group at planned times. However, this facility is not available sufficiently often and requires whole-class supervision. It is not used to promote learning across the curriculum but only for the children's physical development. The teacher is keen to make improvements to the curriculum with further developments having regard to the principles of the National Curriculum guidance for the Foundation Stage.
19. A good range of out-of-school clubs and visits extends pupils' knowledge and understanding of what they are being taught in school, and promotes their personal and social development well. Clubs are available after school. This enables those pupils who travel to and from school on provided transport to benefit from the clubs offered. Clubs are well attended and all members of staff give very generously of their time to extend the pupils' interests and skills. The accommodation is satisfactory overall. It has been improved since the last inspection and further developments are planned, which should include a designated outdoor area for the Reception children. Although resources are satisfactory overall, there is room for further improvements in the school's provision of books both in classrooms and in the library.

## **Care, guidance and support**

Overall provision for pupils' care, welfare, health and safety is good. In this small school, each pupil is known as an individual and they receive satisfactory support and guidance. Procedures for starting school are good because of the close links with the independent pre-school on site. The

school is planning to introduce a school council so that the pupils' views can be gained more formally.

### **Main strengths and weaknesses**

- The school makes good provision for pupils' care, welfare, health and safety.
- Good arrangements are made for pupils starting school.
- The pupil's targets are sometimes not tailored enough to individual's needs.

### **Commentary**

20. This area of the school's work has improved since the last inspection. Pupils are cared for well. Parents expressed confidence in the way the school cares for their children. Those going home by bus are supervised to their seats. Accidents and injuries are properly recorded, and health and safety matters identified. There are appropriate child protection procedures. The school makes good use of outside agencies. Aspects of healthy living are being introduced. Induction<sup>1</sup> is good, because the school works closely with the pre-school provision on the site.
21. The headteacher has made changes to the school ethos so that pupils' work and successes are prioritised and they feel valued. Pupils are very confident that they could find an adult to turn to in case of need. Most pupils and their parents now value homework more, and the pupils commented that they wanted harder work. Pupils willingly get involved in tasks around the school. To give them more experience of expressing opinions, there are plans to introduce a school council.
22. Teachers know the pupils well, but hold most information about them informally, because assessment systems for many subjects are not yet consistent. Although pupils have targets, these are related to future learning objectives and seldom include aspects of the pupil's learning style or personal development.

### **Partnership with parents, other schools and the community**

Links with parents are satisfactory and this partnership is promoted well by the school. Parents are pleased with the school's work and the way it has improved recently. They are kept well informed about activities and their child's progress. Increasingly effective links with the community contribute to pupils' learning, and make provision for parents and computer classes for others in the community.

### **Main strengths and weaknesses**

- There are good relationships with the local community.
- The school uses outside resources well to extend the provision for pupils.
- Not all parents support their child's education sufficiently.
- Pupils' annual reports are helpful but unclear about pupil progress.

### **Commentary**

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<sup>1</sup> Induction refers to the arrangements to support pupils new to the school, helping them to settle into school routines and to make friends.

23. Those parents who are most involved with their children's education are pleased with recent improvements in the school. They commented positively about the quality of care, the challenge, and the atmosphere within the school. They find staff accessible. Increasing numbers are attending parents' consultation meetings and the school is working hard to raise their expectations. This is an on-going task, and the school has yet to find strategies that will involve all the parents in the education of their children.
24. The school provides parents with appropriate written information about what their children will learn. Parents are kept well informed about their child's progress through two consultation meetings at which pupils' targets are discussed. The third meeting provides an opportunity to discuss the annual report. These reports give clear information given about what the pupil knows, understands and can do, with some guidance on how they can improve. Although the reports contain statements about progress in many subjects, these comments do not clearly give parents an understanding of the child's relative success. Overall, the information provided for parents is good.
25. There are good links with the community. The community police officer visits regularly, and has a valuable liaison role. One family told inspectors that they thought community spirit, once lost, had returned to Kinderley. Other parents value the on-site before and after school child care, provided by the adjoining pre-school group. The headteacher has worked effectively to use resources within the wider community to enhance learning opportunities for pupils. Good links with a learning centre are promoting parent-child communication skills and computer skills for members of the local community. There are strong links with a cluster of other schools, which provide management advice and curriculum enrichment activities for the pupils. The good links with the adjacent pre-school group help in providing the children with a good start at school. There are satisfactory links with the wide range of secondary schools across three counties to which the pupils transfer and these arrangements are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management are good. Governance is good.

### **Main strengths and weaknesses**

- The headteacher successfully promotes a positive ethos for learning and ensures the school runs smoothly and efficiently.
- The school development plan has clear priorities and is an effective management tool.
- Monitoring of the teaching and learning and analysis of data on pupil attainment and progress are good.
- Management of the Foundation Stage is underdeveloped.
- The school's commitment to inclusion<sup>2</sup>, equal opportunities and the needs of individuals is good.
- Governors are fully supportive of the headteacher and play a major role in shaping the work of the school.

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<sup>2</sup> Inclusion refers to the arrangements to meet the educational needs of all pupils, whatever their gender, ability or background.

## Commentary

26. The leadership and management of the school have improved since the last inspection. The headteacher has shown considerable determination and success in developing strategies to solve the problems created by a significant period of turbulence. She is creating an effective leadership and management system, which meets the particular needs of the school, and has won the confidence of staff, pupils, parents and governors. There is a strong commitment to ensuring pupils achieve well and reach the highest standards of which they are capable. This is apparent in the improved standards seen during the inspection and the rapid progress pupils have made in their learning in recent months. The school now has good potential for a period of rapid improvement.
27. The school development plan is a useful tool for improvement. It has a sharp focus on identifying those priorities which are most effective in raising pupils' achievement. These priorities stem from a rigorous evaluation of the school by staff, governors and the Local Education Authority. There are now effective and manageable systems in place to monitor teaching and learning. These are conducted in an atmosphere of trust and a desire to recognise good practice and improve on any weaknesses. As a result, teaching is generally of good quality and pupils are eager, enthusiastic learners who are achieving well and beginning to reach higher standards.
28. Data analysis, assessments and tracking procedures for the core subjects are used well by staff and class teachers as an effective tool to enable all pupils to achieve as well as they can. The present subject managers have only just taken up their responsibilities. However, the recent management of English, mathematics and science by the headteacher and other staff has been effective in monitoring and improving the quality of teaching and learning, rigorously analysing test results and tracking pupils' attainment and progress.
29. There are systematic strategies for checking and improving the quality of teaching, in which all the teachers take part. These involve lesson observations with helpful feedback. The new policy for teaching and learning provides agreed principles but gives little guidance about the teaching of mixed ages and abilities in the same class. However, the management of the Foundation Stage is not as effective as it should be and as a result children do not always achieve as well as they could. The school is aware that this is a weakness and there are systems and support to improve provision.
30. The headteacher shows a good concern for the needs of individual pupils and has ensured that support is effective. This is especially noticeable in the improvements in pupils' behaviour and their positive attitudes to school. It is also apparent in the effective management of the provision for pupils with special educational needs. All teachers and classroom assistants understand the difficulties faced by these pupils and are providing sensitive support using a wide range of other professionals and external agencies.
31. Governors have a very strong commitment to the school and are proud of its recent improvements, while recognising that there are areas requiring further development. The governing body meets statutory requirements and is reviewing its policy about

race equality in the light of advice from the local education authority. Governors challenge the school and hold it to account for the quality of the education provided. They take an active part in developing, monitoring and evaluating the long-term plans for the school. Through visits and their expertise, the governors have a very good understanding of the school's current strengths and weaknesses. They have helped the headteacher overcome several significant staffing difficulties and are keen to give the school a structure that will increase stability and overcome its weaknesses. Finances are closely checked and the best value is sought in all its spending. The headteacher is adept at locating external funding for projects and the school's finances are planned tightly. Where there is insufficient expertise, governors make provision. For example, they purchase some bursar functions. While the costs per pupil are high, the impact the school makes on their achievement is good. The school offers satisfactory value for money.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	209,735
Total expenditure (66 pupils)	220,116
Expenditure per pupil	3,335

Balances (£)	
Balance from previous year	23,381
Balance carried forward to the next	13,000

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

32. Children are accepted into the Reception class in the September before they are five. Many have attended the adjacent pre-school group prior to this. The class includes the pupils of Year 1 and this sometimes means that Reception children are required to learn in the ways that are more appropriate for Year 1 pupils. At these times, the curriculum does not meet the Reception children's needs sufficiently. The class is supported at various times by a classroom assistant or a Nursery nurse. Generally, staff understanding of the nationally agreed curriculum for the Foundation Stage is not strong enough to maximise the children's learning in self-chosen activities. However, the class teacher is keen to improve the provision and a number of strategies are being usefully employed.
33. The children's attainment on entry is below that which is typical nationally. Some children are on course to meet the expected early learning goals but a number are unlikely to do so in several areas of learning. However, the children learn well from whole class sessions, which are generally well taught and they use resources well. They also learn from the examples of the Year 1 pupils. Achievement is satisfactory overall.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for personal, social and emotional development is **satisfactory**.

#### **Main strengths and weaknesses**

- Moral development is promoted strongly through stories and discussion.
- Most children settle quickly into school life.
- Opportunities for role-play are not used enough.

#### **Commentary**

34. Entry to school is well planned and effective in helping most pupils to settle into school life quickly. On rare occasions children are overwhelmed by class activities and take more time than is usual to settle. These occasions are dealt with effectively by staff and are not untypical of the early part of the school year. The children's attainment on entry is a little below average but they make at least satisfactory progress and most are on course to meet the national goals for early learning in personal, social and emotional development by the end of the Reception year. The children quickly learn about school routines and behave well. They are not always aware of others' space but occasionally collaborate when using wheeled toys. Although on occasions a child will repeatedly go over an activity, the choices they have are limited and this does not help them to become independent. There is a range of opportunities for role-play but they seldom use these, finding communication with others difficult initially. They listen attentively in whole-class discussions and try hard to carry out instructions and, when they have relevant experience, they are usually willing to offer contributions. The teacher uses puppets and other resources

effectively to help the children to understand others' intentions and to teach them the importance of saying "*please*", "*thank you*", "*sorry*" and "*excuse me*". Overall, teaching is satisfactory although role-play could be encouraged more. However, regular notes are kept, often by the Nursery nurse, of the children's progress in this Area of Learning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy development is **unsatisfactory**.

### **Main strengths and weaknesses**

- The children listen well and are becoming confident to speak in whole class discussions.
- Standards in speaking, reading and writing are weak.
- Teaching uses resources well and it encourages good interest, particularly in stories, but some activities lack sufficient structure.

### **Commentary**

35. Many children enter the Reception year with standards that are below those that are typical for their age. Although they quickly feel secure and learn school routines, the speaking ability of many is limited, for example, to answering questions with single words. In activities, the children often work alongside others but seldom interact by talking. They profitably use the examples of the Year 1 children in the class and listen well to stories and whole-class discussions. These are often led well by the teacher using a variety of resources to stimulate more interest. While many children are attempting to write letters very few can write their names unaided and letters are often reversed. They have completed a good amount of work since starting school and are learning letters and their sounds but not yet putting these together. The programme for such skills is not systematic enough and members of staff are not clear which children have learned which letters because detailed checks are not recorded. All the children know that books can tell stories but few have favourites at home and only the most capable know about conventions of text, for example, the difference between a word and a letter, or the direction of the print. Nevertheless, they are making good efforts and considering their low attainment on entry and the many examples they see of the Year 1 pupils' achievement is just satisfactory.

## **MATHEMATICAL DEVELOPMENT**

36. Only one lesson was seen for this area of learning but reviews of the children's work and discussions helped to provide some information about provision and standards. However, overall judgements are not possible. The children are learning about numbers and the teacher uses some songs well to help this learning. Most already can say the numbers to 10 although few can accurately count objects out and almost none can go beyond 10. This is generally consistent with standards that are below

average. In a lesson about comparing lengths, the children learnt quickly to use words like *longer* and *shorter*. They made and compared lengths of play-dough, threaded beads and pieces of tape. At the end of the lesson, they were taught how to line up the beginnings of these in order to compare their lengths. The classroom assistant gave satisfactory support to groups of children using different materials. Sometimes the children were not sure how to make lengths, for example, they were not shown clearly how to roll out play-dough carefully. The children's choices of activities are sometimes limited when they are told which materials to use. Teaching uses planning which is taken from a nationally recognised programme of study and effectively bridges the needs of Reception and Year 1 pupils.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision for this area of learning is **unsatisfactory**.

### **Main strengths and weaknesses**

- Planning is inappropriate and follows Year 1 learning needs rather than the Foundation Stage curriculum.
- The teaching assistant is not used fully in recording the children's' learning and knowledge.
- Attainment is below the typical level for the children's age.

### **Commentary**

37. Attainment on entry is below that which is typically found and a significant number of children are unlikely to reach the early learning goals by the end of the Reception year. While many children have a reasonable knowledge of their immediate locality, their awareness of a wider world is limited. There are some children who have visited the sea-side and they began to make useful comparisons in a discussion with Year 1 pupils, which left others bewildered. Discussions are often promoted well by the teacher providing photographs and other resources. However, follow-up activities are not always well organised to enhance the children's learning. Sometimes these are too prescriptive allowing the children little choice, and at other times they are not sufficiently supported to provide examples of how to do things in order to use the facilities provided. While the direct teaching is effective in promoting learning and discussion, the overall provision offers too little scope in helping children to profitably use the facilities provided. A floor map was provided that included many features beyond the children's experience but was useful in developing early ideas of maps. Most children can use a mouse to control simple computer programs, although these do not necessarily extend the pupils' learning in the lesson objectives. Pupils' progress in gaining skills and knowledge is recorded but not in sufficient detail to enable planning of the next learning needed.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **unsatisfactory**.

### **Main strengths and weaknesses**

- Regular outdoor facilities have not improved sufficiently since the last inspection.
- Teaching insufficiently provides demonstration and guidance.

## **Commentary**

38. Achievement is satisfactory. The children's attainment on entry is typical for their age and most are on course to meet the national goals for early learning in this area. Most children have satisfactory body control and can run, climb, balance and use wheeled toy vehicles appropriately for their age. When using the outdoor facilities of the adjacent pre-school group, they have opportunities to use their physical skills and often copy the Year 1 pupils. However, these facilities are not immediately available and their use is limited by poorly defined planning for learning physical skills. In a lesson in the hall, the children had challenging tasks involving the development of skills such as aiming and throwing beanbags. The children made good efforts and worked with pupils of Year 1 well but some tasks were too hard and too few examples were provided of how to accomplish them. In the classroom, most children can use simple tools such as a computer mouse, pencils and crayons satisfactorily. Their abilities at more complex operations, such as rolling out play-dough, are more limited because they are not adequately shown how to do them.

## **CREATIVE DEVELOPMENT**

39. Few observations were made involving this area of learning and judgements cannot be made. However, the children join in with songs well and have a wide range of facilities available for creating pictures and responding to verse. Most pupils are able to attempt representational drawings but for many, their skills and abilities are immature. Only the most capable children can use crayons to colour pictures accurately.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Strengths and weaknesses

- Standards overall in Year 6 are average and pupils achieve very well.
- Standards in Year 2 are below average but pupils achieve well.
- Teaching is consistently good and often very good.
- Leadership and management are very effective.

#### Commentary

40. The school has been very successfully in improving standards in the current Year 6. Very effective teaching has enabled pupils to make rapid gains in knowledge and skills. As a result of staffing difficulties during the last two years, most pupils were working at a very low level and not achieving the standards of which they were capable. A scrutiny of the progress these pupils are now making indicates that almost all pupils have moved up at least one National Curriculum Level in one year, with higher attainers improving by two National Curriculum Levels. Most pupils are now attaining the expected level for their age with a significant number working at the higher levels. Reading skills are particularly strong and standards are nudging above those expected nationally. A significant number of pupils express a preference for non-fiction texts and are very good at reading in order to extract information using a range of skills and strategies. Above average and average pupils read with considerable expression and are skilled in using a range of strategies to read complex and unfamiliar words. Pupils are making rapid strides in their writing skills. They are learning to appreciate and try different styles of writing and use appropriate vocabulary to create their own '*Enid Blyton*' stories. Their stories are well written with standards of spelling, handwriting and grammar being consistent with the expectations for their ages.
41. Overall standards in Year 2 are below average in reading and writing. Teaching is consistently good and as a result, pupils are making rapid gains. Even so, some pupils in Year 2 do not have sufficient strategies to help them read unfamiliar words while others show a lack of knowledge and skills when using non-fiction books. Effective assessment procedures have identified gaps in knowledge and work is planned to remedy any shortcomings. This was evident during the inspection when pupils were eager to read a new poem with their teacher. Challenging teaching focused on letter sounds and as a result most pupils gained in confidence in reading unfamiliar words. In writing, effective teaching is developing pupils' confidence in using grammar, punctuation, spelling, and handwriting and standards in these aspects are average. Pupils' spelling skills are particularly good and the emphasis on handwriting is evident in the high quality of presentation pupils are achieving. Pupils who learn at a slower rate or have special educational needs receive very effective support. This enables them to take a full part in lessons and make good progress towards their individual targets.

42. Standards in speaking and listening are good across the school. The pupils enjoy conversations with adults and show a lively understanding of the humour and nuances of the spoken word. Nearly all demonstrate careful listening and make appropriate responses to instructions from the teacher.
43. Teaching is good with two-thirds being very good. Basic literacy skills of phonics, grammar, spelling and punctuation are well taught. Teachers model new learning to build up skills, engender confidence and an enthusiasm to succeed. Lower attaining pupils respond well to individual support and most work to capacity and achieve well. Teaching assistants provide good support for pupils with special educational needs enabling them to reach the targets set in their individual education plans. The choice of reading material is carefully selected enabling all pupils to be successful and to enjoy reading. Books are of a good quality and chosen well to engage the interests of young readers and support their learning in other subjects. However, the quantity of class and library books is insufficient to enable all pupils to gain access to the books of their choice. Very regular group and individual reading sessions, along with the very good assessments, which accompany these activities, enable teachers to accurately identify what is needed to help pupils make progress and achieve well. Marking has been effective in praising pupils to help them regain confidence in their ability but it is not focused sharply enough on identifying what pupils can do to improve further and reach the next higher level.
44. Management of the subject has been pivotal to the improvements taking place. There is a very good grasp of the strengths and weaknesses of standards and teaching and learning in all classes. There is regular monitoring of work and use of data to set targets. Test results are carefully analysed and areas of improvement identified. Expectations are high and the school is well placed to further improve standards.

### **Language and literacy across the curriculum**

45. The application of pupils' literacy skills across the curriculum is good. Pupils use a variety of methods to record their ideas in other subjects and older pupils have opportunities to write independently and at length in subjects such as religious education and history.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching is good especially in Years 3 to 6, and has a keen focus on learning.
- Pupils are progressing quickly in the work they are doing this term.
- Standards are lower than at the last inspection but are now rising.
- Gaps in the pupils' prior learning are being filled but checks do not always identify them accurately enough. This has most impact on the more capable pupils.

### **Commentary**

46. The results of national tests in Year 6 have fallen since the last inspection and were very low in 2003. Those for 2004 were still low because of a high number with special educational needs. The 2004 Year 6 cohort experienced considerable turbulence caused by staffing difficulties. The standards of the current Year 6 pupils are considerably higher but are still below average. Nevertheless, the pupils are learning quickly and standards are rising. Pupils with special educational needs are given good support by teaching assistants and teachers and often work with younger pupils in the same class. They learn well and are making good progress.
47. The results of the national tests for Year 2 pupils fell dramatically in 2003 but rose again in 2004 and in most recent years have been at least average. However, results throughout the school vary from year to year due to small year groups and the varying number of pupils with special educational needs. Year 2 pupils are taught in a mixed-age class alongside Years 3 and 4. They are learning quickly and standards are currently average for their age. For example, some can quickly tell which numbers together make ten and calculate simple numbers mentally, using more than one strategy. Many have a reasonable understanding of larger numbers up to 100. However, a few pupils of higher capability have not yet acquired competency above the expected level of skills for their age and there is some underachievement among the most able.
48. The attainment of pupils on entry to Year 1 is currently below average. By Year 2, progress is good and most achieve the expected standards. Achievement in lessons and that shown through these pupils' work is largely good. Through Years 3 to 6, achievement is also currently good, although there are occasions when a very few more capable pupils underachieve. In general, pupils learn quickly and show a good desire to improve. This is partly because ambitious targets are set and very regularly checked and because the teaching helps the pupils to know how to improve. Homework is also having an impact on the pupils' learning, although not all the parents support their children enough. The school now has systems to track each pupil's progress and is quickly aware when progress is slow.
49. Teaching has improved since the previous inspection and is now good. A very good feature is the intense focus that the teachers have on the learning they want the pupils to gain. Consequently, time is used well and lesson objectives are clear and pursued systematically, taking into account the pupils' needs. In most lessons, teachers design different tasks for groups of pupils of different ability and so younger pupils sometimes work with older ones in the same class but at activities that are appropriate for them. On occasions, a small number of more capable pupils find the tasks or the class discussion insufficiently challenging. Teachers have clear expectations of the pupils' behaviour and because the pace of teaching is good, the pupils respond well and learn quickly.
50. Teachers have good subject knowledge and know what the pupils should learn. This is promoted well by the subject leader, sharing responsibilities with other teachers. There has been a good degree of support and professional development in the subject, much of which is provided by advisory staff from the local education authority. This is supporting the well-planned developments, for example, with a more detailed system for checking on the pupils' knowledge and understanding. However, there are still a few occasions when more able pupils are not challenged enough.

Although the subject has been very weak during the years between inspections, there is now good potential for improvement and a strong will by governors, staff and the pupils to raise standards.

### **Mathematics across the curriculum**

51. The pupils sometimes use skills from this subject in presenting work in others. For example, they use their knowledge of measurement to record the growth of plants in science, and to make nets in design and technology, linked to history. Currently, the pupils have done little work about graphs, but occasionally these are used in other subjects. There is no systematic plan for the use of mathematics across the curriculum but opportunities to make links and use skills are regularly taken. This aspect is satisfactory.

### **SCIENCE**

Provision is **satisfactory**.

#### **Main strengths and weaknesses**

- Achievement is good throughout the school.
- Teaching is good with a good emphasis on pupils learning to use new terminology.
- Planning to identify different work for different groups is not used enough.
- Systems to check on the pupils' knowledge and understanding are not consistent.

#### **Commentary**

52. There has been a significant improvement this year and standards in the current Year 6 are average and similar to those at the last inspection. The work of the current Year 2 pupils has improved and standards are average overall, although there are fewer with high attainment. The results of the national tests for Year 6 pupils in 2004 were well below average. Over five years, results have stayed below average. In Year 2, teachers' assessment of the pupils' attainment and the 2003 results were below average overall, although there was more high attainment than is typical.
53. There are a few pupils with gaps in their knowledge and understanding. For example, several Year 2 pupils have only a rudimentary understanding of making scientific tests fair. However, the pupils are learning new words and ideas quickly because the current teaching is knowledgeable and effective. In Year 6, pupils show a good knowledge of the key features of plant reproduction and can explain them using words such as *fertilisation*, *stamen*, *stigma* and *germination*. Many are able to explain the importance of controlling variables when designing experiments. The work of the more capable pupils is not yet displaying above average attainment, although their level of discussion suggests they are learning quickly. With new systems and a new teaching team, standards are already rising. The pupils' work at this early stage of the school year is limited in range but of good quality and quantity.
54. The pupils are now achieving well. Progress since the beginning of the term is good for all pupils and those with higher attainment and those with special educational needs are gaining knowledge, understanding and skills at a good rate. The pupils are

keen to learn and strive hard to succeed, often supporting and encouraging each other when they are challenged. While past national test results compared with similar schools have been below average, the pupils are now achieving well, despite the lack of support that some receive from home and the below average knowledge and understanding of the world that many have on entry to Year 1.

55. The quality of teaching is good. Teachers manage pupils well and effectively help them to be interested and curious about what they are learning. Teachers have good knowledge of the subject, of pupils' common errors, and of the National Curriculum levels. This helps them to promote clear learning objectives in lessons and focus on what the pupils need to learn next. However, on occasions, the systems for checking pupils' knowledge and understanding are not consistent enough. Consequently, the work planned for pupils of differing ability is sometimes not well matched to their learning needs, particularly those of the most able. Nevertheless, teaching is generally challenging with high expectations and is matched to those parts of the programmes of study not previously learnt. Class discussions and teachers' questions are challenging and extend the pupils' thinking and knowledge.
56. The subject is led by a new teacher, and there is currently no overall plan to improve standards and provision. There are checks on learning at the ends of topics and pupils in Year 5 are tested to make targets for their attainment at the end of Year 6. However, on-going detailed checks are not accurate enough to clearly identify any underachievement by the small number of more capable pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

57. Because of timetabling constraints, there was insufficient evidence to make an overall judgement on provision. The scheme of work provides a good framework for the teaching and learning of **information and communication technology**. In the small amount of teaching seen, information and communication technology was taught effectively. Lessons are well planned, timetabled each week and effectively use an interactive white-board for demonstration. Pupils are able to use their skills well in supporting their learning in other subjects such as literacy and mathematics, although classroom computers are not used consistently enough.
58. As pupils get older their competencies and confidence increase and they structure, refine and present their work in ways which are suitable for specific purposes. Pupils have opportunities to use computers to support work in other subjects, such as data handling, word processing and researching for information. By Year 6, pupils can correct spelling, adjust the style and size of print, and use 'cut, copy and paste' competently. They are learning to combine text and graphics in different layouts to produce information and add interest to their work.
59. In the one lesson seen in Years 5 and 6, teaching was very good. Work was well planned with clear learning objectives building well on previous lessons. Assessment was used very effectively to identify what pupils needed to do to improve their word-processing and design skills. Questions were challenging and pupils responded with enthusiasm. They were eager to develop their computer skills. Lessons are organised well to ensure that pupils receive a good level of individual support to enable them to gain new skills and concepts. Teachers achieve a good balance between whole-class explanations and appropriate opportunities for pupils to work either on their own tasks or with classroom assistants.

## HUMANITIES

### Religious Education

The school makes **good** provision for religious education.

#### Main strengths and weaknesses

- The teaching is good and pupils are effective learners.
- Pupils have a good understanding of major faiths.

#### Commentary

60. Pupils' attainment is in line with the expectations of the National Curriculum guidelines followed by the school. Teaching is good and, as a result, most pupils, including those with special educational needs, achieve well and their understanding is complemented by their good use of literacy skills.
61. Pupils' knowledge and understanding of the Christian tradition and other major world faiths are extended and deepened appropriately. Younger pupils learn how Hindus celebrate Diwali. Their knowledge is promoted well as they make diva lamps and create their own Rangoli patterns. Through effective teaching Year 6 pupils learn about the customs, symbols, festivals, holy books and buildings of major religions. In one effective lesson, pupils' knowledge and understanding of the significance of sacred texts was developed. Their response was thoughtful as they were encouraged to respect the way other religions treated their holy books.
62. The teaching of religious education makes a positive contribution to pupil's spiritual, moral, social and cultural development. They are learning to be thoughtful, reflective and tolerant of different faiths.

### History

Provision in history is **good**. Standards are higher than at the previous inspection.

#### Main strengths and weaknesses

- The pupils present their work well.
- Teaching is good with good subject knowledge and enthusiasm.
- Good use is made of resources and artefacts.
- Some lessons provide too little difference in the tasks for pupils of different ages and abilities.

#### Commentary

63. Although only two lessons were seen, discussions and reviews of the pupils' work enabled judgements to be made. Standards are above average at both Year 2 and Year 6 because almost all the pupils have the knowledge and skills expected for their age and the pupils' levels of discussion are high. The pupils achieve well because of enthusiastic and knowledgeable teaching. Those with special educational needs are

well supported and they achieve the nationally expected standards; a few more capable pupils have limited opportunities to extend their learning.

64. Pupils in Year 6 have a strong sense of different periods in history. They have used time-lines and studied periods such as the Victorian Era, Britain since World War 2 and the Inca Civilization. Their well presented work shows extended writing tasks, evaluation of evidence from different sources, interviews of *people who were there* and good enrichment, for example, through a planned visit to a local museum. During the inspection, they studied local history and were using the 1881 census returns to make historical deductions. These captivated the interest of pupils who used their prior knowledge of the Victorian Era to interpret the data. The teacher supplemented this with strong knowledge and enthusiasm.
65. Pupils in Year 2 have a growing sense of the passage of time and are beginning to make deductions, for example, about the need for the "*Dig for Victory*" campaign in World War 2. In a lesson with older pupils they discussed what they learnt from a previous visitor and reviewed evidence such as a ration book and cartoons from the period. Most realised that their grandparents, but not their parents, might have lived at that time. While the level of discussion was well informed, the ensuing task did not sufficiently extend this learning.
66. Teaching is good overall and has many strong features, particularly the knowledge, understanding and enthusiasm brought to lessons. Teachers also show good knowledge of the programme of study and emphasise the key elements of understanding history, such as having a sense of time and evaluating evidence. However, in their mixed age classes, tasks are not always sufficiently well matched to the pupils' past understanding. This is partly because there is no whole school system for checking on the pupils' learning in this subject. The programme of study is enriched well with visits, visitors, artefacts, and lessons that are very relevant, providing a high level of interest. While the school has done well to maintain a high profile for the subject, coordination is currently under-developed because there are no whole school systems to check standards or make improvements.
67. No lessons were seen in **geography** and judgements cannot be made. The subject is planned for appropriately and there is time allocated on the timetable. Where they can be, links are made with history or other relevant subjects.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

68. Because of timetabling constraints it is not possible to make a judgement about provision in **art and design**. A scrutiny of pupils' work and discussions with teachers and pupils indicate that the school provides pupils with an appropriate range of experiences to develop their skills, techniques and knowledge and understanding of the subject.
69. Because of timetabling constraints, only one lesson was seen in **design and technology**. It is not possible therefore to make a judgement about provision. In the one lesson seen, teaching was very good. The teaching was matched well to the needs of the different age groups. Younger pupils were supported well by the classroom assistant as they thought about different ways of joining materials

together. Older pupils showed considerable delight and pride as they learned to thread needles and to tack materials together ready to sew on an electric 'state of the art' sewing machine.

70. A scrutiny of pupils' work in **design and technology** and discussions with teachers and pupils indicate that the school provides pupils with an appropriate range of experiences to develop their skills, techniques and knowledge and understanding. There is a strong focus on the three key areas of design, making and evaluation in the teaching and learning. Links between subjects are used well to deepen pupils' skills, knowledge and understanding and to add focus and interest to their learning. Work displayed around the school effectively demonstrates this. For example, as part of their history topic pupils designed and made gas masks. Work was of a good quality and reflected well the pupils' skills in fitting their design to a particular purpose.
71. Only one lesson was seen and there was insufficient evidence on which to make judgements about standards, provision and teaching in **music**. In this lesson for Years 5 and 6, the pupils achieved at least satisfactorily and most could keep a pulse while chanting a rhythm to at least satisfactory standards. They listened to and watched a well-chosen video with great interest because it showed a range of different types of music all displaying aspects of rhythm. Some pupils could read from a simple score and play a xylophone score competently. The teaching in the one lesson seen was satisfactory and helped the children to consolidate their rhythmic skills well introducing music from several cultural backgrounds. Although the pupils were very interested in the music, there was no opportunity for them to discuss its appraisal.
72. In a whole-school assembly, a visitor introduced the pupils to some evangelical rock songs. Although not easy, especially for younger children, these were very quickly learnt and the singing was good and enthusiastic. The subject is enriched by extra-curricular activities and there are good opportunities for pupils to perform. Resources are at least satisfactory. These observations suggest that the school has maintained the strong interest in the subject that was found in the last inspection.
73. Little evidence was seen of teaching and learning in **physical education**. No judgements can be made. Extra-curricular activities are available and the subject is enriched appropriately with events with other schools.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

74. There was limited evidence on which to make judgements as only one lesson was seen. This was for Years 5 and 6. It was very well taught and showed that the pupils are able to cope with difficult moral dilemmas. In this case it was a conflict between honesty and friendship. The pupils worked very well in pairs and the lesson helped them clarify their sense of justice and improve their skills of moral reasoning. The lesson also showed that, despite unresolved sibling rivalries at home, the pupils gained a strong sense of right and wrong and were developing the ideas of moral obligation and community interdependence.

75. Each class has time allocated for this subject and these lessons are effective in helping pupils to gain self-esteem and personal development. Health issues are also promoted. The pupils' personal development is fostered well, particularly in moral development. For example, teaching in the Reception and Year 1 class often emphasises the moral issues stemming from a story. The youngest children are introduced to the school's rules and their moral justification.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*