

INSPECTION REPORT

ST ANDREW'S C OF E PRIMARY SCHOOL

Cromhall, Wotton-under-Edge

LEA area: South Gloucestershire

Unique reference number: 109181

Headteacher: Esther Saunders

Lead inspector: Rowena Onions

Dates of inspection: 7th – 9th February 2005

Inspection number: 272967

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: Voluntary controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 55

School address: Church Lane
Cromhall
Wotton-under-Edge
Gloucestershire
Postcode: GL12 8AL

Telephone number: 01454 294498

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Appropriate authority: The governing body

Name of chair of governors: Mrs Sarah White

Date of previous inspection: 5th July 1999

CHARACTERISTICS OF THE SCHOOL

St Andrew's Primary is a much smaller than average sized village school that draws most of its pupils from its local area in and around the village of Cromhall. A considerable minority of pupils are, however, brought to the school from a wider area. The socio-economic circumstances of the pupils are average. There is a below average number of pupils taking free school meals. Children's attainments on entry to the school vary greatly from year to year but are below average overall. In particular, they often have below average language skills and the skills that support early writing are poorly developed. There are 55 pupils on roll. Almost all are of white British extraction and all have English as their first language. As there are only two Year 2 pupils, discussion of Year 2 standards is not included in the report. The number of pupils at the school with special educational needs is increasing. There are nine pupils (16 per cent) with identified special needs, ranging from moderate learning or behavioural difficulties to some with complex difficulties. This is an average percentage. In addition, the school closely monitors ten pupils whose learning is giving some cause for concern. One pupil has a statement of special educational need. The number of pupils leaving and joining the school other than at the usual times is about average. The school gained 'Healthy School' and 'Basic Skills' awards in 2004. It has 'Investor in People' status.

Over the last two terms, the headteacher has been seconded to another local school. The deputy headteacher is currently the acting headteacher. This has coincided with the long-term absence of the part-time reception class teacher and teaching assistant. Governors appointed a full-time

temporary teacher to cover the headteacher's absence but, in order to minimise change and disruption, the acting headteacher has taken on the additional workload of teaching the reception class part time.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18354	Rowena Onions	Lead inspector	Foundation Stage Mathematics Information and communication technology Art and design Design and technology Music Special educational needs
9880	Anthony Comer	Lay inspector	
31975	Kay Andrews	Team inspector	English Science Religious education History Geography Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Andrews is a good school with some very good features. Despite high costs, it gives good value for money. It is held in high regard by parents and pupils. Pupils have good attitudes to school and behave well. Teaching is good. Pupils make good progress overall and reach at least average standards in most subjects by the time they leave the school. The school is well led and managed.

The school's main strengths and weaknesses are:

- Pupils achieve well in their reception year and in English, science, religious education and information and communication technology (ICT) throughout the school.
- A very hardworking staff work well together to provide thoughtful and effective teaching.
- Dedicated and principled leadership by both the actual and the acting headteachers has caused the school to provide increasingly good quality education.
- Achievement in mathematics, although satisfactory, is not as good as it could be.
- Pupils like school and generally work hard and behave well.
- All pupils are valued, fully included and well supported personally and educationally. Pupils with special educational needs are very well provided for.
- Pupils are provided with an interesting curriculum that makes them want to learn.
- There are very good links with the community, including other schools and colleges.

There has been good improvement since the last inspection. Pupils' achievement has risen in all subjects inspected except mathematics, where it remains satisfactory. The quality of teaching for older pupils has improved, as has the provision for older pupils with special educational needs. The school has made substantial improvements in all areas identified for improvement in the last inspection; it has also taken on a number of new initiatives to ensure that improvement continues.

STANDARDS ACHIEVED

The school has very small year groups and this means that trends in results are unreliable, and the results table shown needs to be looked at with great caution. There are only two Year 2 pupils in the school so comment on Year 2 standards is not included in the report.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	B	D	D
mathematics	B	A	E	E
science	D	D	C	B

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.

Pupils' **achievement is good**. Many enter the school with below average attainments, with attainment in writing being well below average. They make good progress in the reception year and attain the goals children are expected to reach by the end of reception in most areas of their development. Their attainment in communication, language and literacy, however, remains below average. Achievement is good in all aspect of English, in science, information and communication technology (ICT) and religious education. Standards

attained by the Year 2 group in 2004 were below average in reading, writing and mathematics, but overall data was affected by the high proportion of pupils with special educational needs in this year group. Standards in Year 6 have been rising in English, mathematics and science at a rate greater than nationally. A dip in standards in 2004 was caused by the slightly slower than expected progress by a very small number of pupils. Pupils in the current Year 6 are set to attain average standards in English and science, which will show good achievement since they were in Year 2. Achievement in mathematics is satisfactory. Pupils in Years 1 and 2 do not get sufficient practice, especially in recording their work. Older pupils lack confidence in their mathematical ability and this has slowed their progress. Recent improvement work is helping with this and, although standards are currently a little below average, if the pupils' current good rate of progress continues they should attain average standards by the end of the year.

Pupils' personal development and behaviour are good. They are interested in what they do and work hard. They develop very good relationships with adults and other pupils. **Pupils' spiritual, moral and cultural development is good and their social development is very good.** The school has a strong Christian ethos and adults provide a very good example for pupils to follow. Attendance is satisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good throughout the school, except in mathematics where teaching of pupils in Years 1 and 2 is only satisfactory because pupils do not have sufficient opportunity to write down their mathematics in permanent form. All teachers have thought deeply about their practice and use new strategies well to promote interest and learning. Assessment is used well to help plan work of a good level of challenge and to ensure that pupils know how to improve and develop their work. All teachers try hard to interest and motivate pupils by providing a wide range of activities and by linking learning in one subject to that in another. The school provides a good curriculum that is very well extended and enriched so that pupils enjoy what they do. Links with the community and other schools are very good and help to raise achievement. Links with parents are good. The school takes very good care of the pupils, ensuring their wellbeing and safety.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides very good leadership and, with the acting headteacher and other staff, runs the day-to-day work of the school well. The strength of systems and practices can be seen in the smooth way in which the school has run during the secondment of the headteacher. The school's leadership is committed to improvement and much very successful improvement work has been undertaken. Governance is good. Governors ensure that statutory duties are met and work hard for the school, understanding the need to challenge staff as well as support them.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. They feel well informed and feel their children do well there. Pupils are enthusiastic about the school and all its aspects. They like the activities they do, their friends and their teachers.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Further improve achievement in mathematics.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is good. Pupils achieve well in most subjects and by Year 6 attain average standards, but achievement in mathematics is only satisfactory. Pupils with special educational needs achieve well overall.

Main strengths and weaknesses

- Successful improvement work has improved achievement in English, science, information and communication technology (ICT) and religious education.
- Achievement in mathematics is not as good as it is in other subjects.
- Pupils with special educational needs progress well.

Commentary

1. Although attainment varies from year to year, when they enter the school, children have below average skills overall, with their speaking and early writing skills often being well below average. They make good progress in the reception year, meeting the goals set for children of this age in their personal, social and emotional, creative and physical development and making good progress towards them in other aspects. Due to the well below average starting point, their attainment remains below average in communication, language and literacy and some aspects of mathematical development.
2. Small year groups mean that standards fluctuate. In 2004, results of Year 2 national assessments were below average in reading, writing and mathematics. Comparisons with these pupils' attainment on entry, which was low in communication, language and literacy, show this to be good achievement in reading and writing and satisfactory achievement in mathematics. There were nine Year 2 pupils and six Year 6 pupils in the 2004 groups so tables of their results are not included. Compared with schools nationally and with similar schools, standards in Year 6 in 2004 were below average in English and well below average in mathematics. This data needs to be looked at with caution: the apparent underachievement in Year 6 English was caused by the slower than expected progress of one pupil and in mathematics by the failure of two pupils to gain the level expected of them by just one mark. In 2004, standards in science were average when compared nationally and above average when compared with similar schools.
3. Pupils throughout the school are achieving well in all aspects of English. As a result of well-targeted improvement work in writing, standards in Year 2 and Year 6 are improving at a faster rate than nationally. Achievement in both reading and speaking and listening has improved since the last inspection and is now good. As there are only two Year 2 pupils in the current year group it is not appropriate to discuss the standards they are attaining. Current standards in Year 6 are average, showing good achievement since the end of Year 2, when the standards they attained were well below average.
4. Achievement in mathematics is satisfactory. In Years 1 and 2, pupils' ability to record their mathematics is not sufficiently well developed. Additionally, they are not taught mathematics on a daily basis and this affects their overall achievement. Despite current good teaching in Years 3 to 6, pupils have only achieved satisfactorily over time. Many lack confidence in their own ability and are reluctant to attempt what they perceive to be 'difficult' problems that require them to apply what they know. The school has identified the need to accelerate progress and has recently taken good action to assist this. Pupils in Years 3 to 6 are now making good progress. Standards in Year 6 are currently below average but rapidly improving.

5. Successful work over several years has resulted in improved standards in science and ICT. Pupils in Years 1 and 2 are achieving well in science. Current standards in Year 6 are average, showing good achievement since Year 2. Pupils throughout the school achieve well in ICT and religious education, with standards in religious education being at the expected level and those in ICT a little above this. Although overall judgements were not possible about standards in art and design and geography, achievement is clearly better than it was at the time of the last inspection.
6. Pupils with special educational needs are very well provided for and make good progress towards the targets set for them. There are appropriate levels of challenge for higher-attaining pupils and they achieve as well as their peers.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including their attitudes and behaviour and their social, moral, spiritual and cultural development, is good. Attendance is satisfactory and punctuality good.

Main strengths and weaknesses

- The school is a caring community where all pupils are included and supported.
- Pupils like school and want to succeed.
- Consistently good classroom management ensures good behaviour and very good social development.
- The attendance of a very small number of pupils is not sufficiently regular.

Commentary

7. Overall, pupils show positive attitudes and take pride in their work. They enjoy school. They mix well and relationships are very harmonious between the pupils and between adults and pupils. Pupils are keen to participate in class and in the daily activities of the school. Most listen very attentively in lessons. Pupils' ability to undertake good quality, independent research is making a good contribution to their lifelong learning skills.
8. Pupils' social development is very good and their moral development is good. Pupils are sensitive to the needs of others and very caring of those less fortunate than themselves and of younger pupils. They are keen to take responsibility around the school. Support for charitable causes is very good. Staff have high expectations of pupils' conduct and pupils respond well to very good behaviour management. Pupils know right from wrong. They report an absence of racism and bullying. Pupils who have been identified as having emotional and behavioural difficulties are managed very well and this enables them to gradually improve their self-control. There have been no recent exclusions.
9. A number of children enter school with limited social experience. Good provision in the reception year assists most to reach the national goals for this aspect of development. The school has identified that some older pupils lack confidence in their ability to learn well, causing them to have low self-esteem. The strategies that have been put in place to help to resolve this are successfully enabling pupils to see that they can do well. A significant number of older pupils, however, continue to lack confidence in their mathematical ability.

10. Pupils benefit from the many good opportunities that are provided for their spiritual development, particularly in assemblies, religious education and other lessons, where they are given time to reflect on the issues raised and express their own views and ideas. Visits out into the locality, including residential trips and visitors to the school, help pupils to understand aspects of their own culture. They are developing a greater understanding of the values and beliefs of people from other cultures and religions, particularly through work in citizenship and religious education lessons.
11. Attendance is in line with national averages, but it is not as good as at the time of the last inspection. Unauthorised absence is rare. The school has good procedures in place to monitor and follow up on pupil absence, but there remains a small number of families who do not send their children to school sufficiently regularly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.2	School data:	0
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and the curriculum are both good. There is very good provision of enrichment activities. The school provides very good levels of care. Links with parents are good and links with the community are very good.

Teaching and learning

Teaching and learning are good overall. Assessment is used well, particularly in lessons.

Main strengths and weaknesses

- Ongoing improvement work has meant that teachers continually and successfully seek to improve the quality of their teaching and the quality of pupils' learning.
- The impact of the teaching of mathematics in Years 1 and 2 is currently only satisfactory.
- Assessment practice is used particularly well in lessons.

Commentary

12. Much thought and hard work has been put into the successful improvement of teaching. Throughout the school, there is now much good practice, including:
- the careful way in which teachers ensure that pupils know the purpose of lessons so they can target their efforts accordingly;
 - the range of types of activity that aim to assist pupils to learn in different ways;
 - the clear planning of lessons to ensure a correct level of challenge for all;
 - very good management of pupils, ensuring that lessons are well ordered;
 - the good use of well-trained and effective teaching assistants and of students to provide pupils with focused adult attention; and
 - the good use of resources, including ICT.

This good practice means that pupils are interested in their work and understand how to improve what they do. Lessons are active and lively and the rapid change of types of activity means that pupils stay alert and ready to learn.

13. Although these strengths exist in all lessons, their impact is reduced in mathematics teaching in Years 1 and 2 by two factors. Pupils are not given sufficient opportunity to learn to record their mathematical thinking and what opportunities there are, are restricted in usefulness by the use of wipe-clean boards which means that pupils cannot look back at what they have done. Additionally, pupils do not have a daily mathematics lesson and so do not build skills and knowledge as quickly as they could.
14. The school has good assessment procedures that are used well, both for setting pupil targets and for planning lessons. Pupils are made aware of what constitutes success and how they can improve their work. Pupils' progress is tracked and monitored well in English, mathematics and ICT, but not yet as thoroughly in science. This monitoring has been used well in identifying aspects of weakness. The effectiveness of improvement strategies can be seen in the improvements, for example in English and ICT.
15. Pupils with special educational needs are well taught. Teachers are careful to share what is to be learned with pupils so that they are sure of what they have to do. Work is prepared at the right level for them, giving them the confidence to achieve well.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	16	2	0	0	0

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

The curriculum

The curriculum is good, as are accommodation and resources. Enrichment activities are very good.

Main strengths and weaknesses

- Pupils with special educational needs are thoughtfully catered for.
- The curriculum is made coherent and relevant by linking work in different subjects.
- Enrichment activities increase pupils' interest and enjoyment.
- Timetabling means that pupils are not receiving a daily mathematics lesson.
- Children in the reception year are given a well-balanced daily programme of activities.
- There is a very extensive programme of work in personal, social and health education.

Commentary

16. Curricular provision for pupils with special educational needs is very good. Care is taken to see that any difficulties are quickly identified and addressed. Pupils are given a variety of support in, and away from, the classroom. Consequently, they are fully included because their needs are met. A number of additional pupils who need an extra 'boost' are successfully helped through short, focused sessions in aspects such as spelling.

17. Good thought has been given to the curriculum development. The school provides a broad curriculum which meets all requirements. Pupils are encouraged to see links between subjects, as well as ensuring that they build subject-specific knowledge and skills. ICT is a good example of this. Pupils have daily opportunities to use ICT skills in other subjects, for example when studying the weather in geography or composing music, as well as receiving good quality direct teaching of skills in dedicated lessons. This coherence and relevance promotes the quality of learning well.
18. Pupils benefit from the wide range of additions to the appropriately broad basic curriculum. Visits and visitors help pupils gain knowledge from a wide range of sources. The addition of French lessons and occasional visits from speakers of other languages supports the development of pupils' cultural awareness well. Sporting opportunities are increased by the use of visiting trainers who give short courses in sports such as rugby and tennis. There is a good range of clubs, some of which are used well to ensure equality of opportunity in lessons, for example a club for pupils with particular difficulties in mathematics. There is very extensive work to help pupils develop personally (See paragraphs 71 and 72).
19. Although the overall time devoted to mathematics in each week is about the same as that seen nationally, the organisation of timetables means that pupils do not have a daily mathematics lesson. Whilst this is not a statutory requirement, lack of daily teaching in mathematics is having a negative impact on pupils' achievement, particularly in Years 1 and 2.
20. Since the time of the last inspection, the programme of work for children in the reception class has been much improved. Very good use has been made of limited space to provide them with an environment in which there is a good balance between directed activities and self-initiated ones. Outdoor activities are programmed each day and the overall balance of activities is a major contributor to the progress made by the children. In other parts of the school, new accommodation is also used well to support learning. There are good resources in most subjects, although the storage of these is difficult. There are good staffing levels and the small groups this enables allows pupils to have increased adult attention, which assists their learning.

Care, guidance and support

The school ensures that pupils are very well cared for. The support, advice and guidance that pupils receive about their achievements and personal development are good. The school involves pupils in its work and development well.

Main strengths and weaknesses

- The general attention to the care and welfare of pupils is very good.
- Pupils have very trusting relationships with adults in the school.
- Pupils are given effective guidance about their progress and development.

Commentary

21. Policies and procedures for child protection and for promoting the general welfare of pupils are very good and have been improved since the last inspection. All staff know pupils and their families and cater for their needs very well. Pupils have very trusting relationships with one or more adults in the school. Pupils have very positive views about their school and what it provides both in and outside the classroom.

22. The advice, support and guidance that pupils receive throughout their time at school are good and have improved significantly since the last inspection. This improvement is particularly evident for pupils with special educational needs. The effective monitoring of pupils' progress and development, both day to day and through longer-term assessment procedures, allows them to know how well they are doing and to take some responsibility for their learning. Very good links enable outside agencies, such as medical support, to work well with the school and have a good impact on pupils' progress. Personal, social and health education is provided effectively and the Healthy Schools' initiative is having a positive impact within the school.
23. The school council provides effective consultation with pupils and opportunities to express their views, ensuring their involvement in the life of the school. Other pupils feel part of this consultation process. Pupils report that they feel that their ideas and views are taken seriously and acted upon where possible.

Partnership with parents, other schools and the community

The school's links with parents are good. Links with the local community and with other schools and colleges are very good.

Main strengths and weaknesses

- There are very strong links with the wider community, including links with other schools.
- Parents have very positive views of the school.
- Parents feel well informed about the life of the school.
- Not all parents play a full part in supporting the work their children are asked to do at home.

Commentary

24. Parents who responded to the pre-inspection questionnaire and who attended the parents' meeting have very positive views of what the school provides and achieves. The general information that parents receive through meetings, newsletters, the school website and reports is good. Parents report that they are happy with the amount and quality of information they receive. Pupils' reports provide satisfactory information about their standards, progress and personal development. The pupils' 'My Targets' record cards are also shared with parents and provide an effective means whereby pupils and parents can be partners in influencing progress. Parents of pupils with special educational needs are fully included in any decisions that are made about their children.
25. The school makes successful efforts to encourage parental involvement in the life of the school and in their children's education. A number of parents help out with school activities. Parents are consulted through regular day-to-day contact and through the headteacher's surgeries. There is a supportive parent, teacher and friends association and a committed group of parent governors. Despite well-organised homework, including reading to be done at home, not all parents fully support this.
26. The school's links with the local community remain very good. There are strong links with the church and a good range of visits and visitors that enrich and extend pupils' experiences. The school's links with schools in other parts of the world are impressive and are having a significant impact on the cultural and moral development of the pupils.

The links with other small schools and with the nearby secondary school provide further beneficial opportunities, for example shared sporting events and residential visits.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the actual headteacher is very good. The leadership of the acting headteacher is good as is the leadership of key staff, the management of the school and governance.

Main strengths and weaknesses

- Clarity of vision, high aspirations and a good sense of purpose by the headteacher have created a strong staff team.
- There is a very strong focus on school improvement.
- The governing body gives good support to the school.
- The headteacher, staff and governors are fully committed to the inclusion of all pupils.

Commentary

27. The improved achievement and enthusiasm of pupils, as well as other significant improvements since the last inspection, is evidence of the good leadership and management of the school. The parents' view that the headteacher leads the school very well is fully justified. She sets a very good example for staff and pupils. She is efficient and knowledgeable, and is clear about what needs to be done to secure the best possible quality of education for the pupils. This example has enabled the acting headteacher to take over and ensure that the school continues to run smoothly. All staff are part of a forward looking team. Subject co-ordinators have regular opportunities to check provision in their subjects, and action planning towards improvement is good.
28. The governing body is well informed about the work of the school. Recently, it has successfully met a number of challenges, such as a falling roll and the headteacher secondment, making good decisions to assist ongoing stability. Governors have a clear commitment to inclusion, to ensuring that standards continue to rise and to the part the school plays in the local community, working hard to successfully promote these. They check that all statutory commitments are met and act wisely as a 'critical friend'.
29. Management of the school is good overall. The school undertakes self-evaluation rigorously. Efficient procedures are in place to assess, record and monitor the progress of groups of pupils, including those with special educational needs. Performance data is analysed and pupils' achievement tracked across the school. This has enabled staff to pinpoint where standards could be improved and results in a well-devised school improvement plan. Weaknesses in mathematics in Years 3 to 6, for example, have , recently been identified and good action taken to assist pupils to begin to make better progress.
30. Financial systems are good and are closely linked to year-on-year development planning and to the school's long-term strategic plan. There are good procedures for managing the budget; best value principles apply. The school rigorously reviews the effectiveness of its plans, using performance data to measure its success. The school administrator contributes well to the efficient running of the school. Overall, despite the high costs of a small school, the achievement of the pupils and the effectiveness of teaching and leadership mean that the school provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	207,457
Total expenditure	218,279
Expenditure per pupil	4,118

Balances (£)	
Balance from previous year	15,359
Balance carried forward to next year	4,537

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. Good leadership and management have caused the provision for reception aged children to be improved since the last inspection, especially in the overall curriculum. Children receive a very well balanced programme of activities, with indoor and outdoor activity, adult-led and self-initiated work that provide good breadth of opportunity for all. Children are taught together with pupils in Years 1 and 2 but careful separate provision is made for them, including some dedicated teaching time each day. Staffing difficulties beyond the control of the school mean that current progress in some aspects of the children's development (detailed below) is not as fast as it has been until recently. The headteacher and governors have done what they could to limit the extent of the impact on the children and normal staffing will be in place before the publication of this report.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children are helped to become increasingly self-reliant and independent.
- Children are interested and excited by the activities provided.

Commentary

32. Consistently high expectations of the way the children will behave, work with each other and with adults quickly promote good working relationships. Children like and trust those they work with, and the variety of adults who teach and help them enables them to become self-confident in a number of different relationships. This good teaching by teacher, teaching assistant and students effectively promotes good achievement. Most of the children are set to achieve the national goals by the end of the reception year.
33. A wide variety of imaginative activities, including exploring the class 'cave' and following a shape treasure hunt, excite the children's interest. They find school interesting and fun and this helps them to take advantage of future teaching. Good opportunities to choose what they will do successfully promote confidence and independence.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- There is good promotion of spoken language.
- Children are currently making only satisfactory progress in learning to read and write.

Commentary

34. Overall achievement in communication, language and literacy is satisfactory. Many of the children come into school with limited listening and spoken language skills. During all activities, adults use good levels of language and ensure that children hear,

understand and begin to use increased vocabulary. Children are encouraged to answer as well as ask questions. Imaginative activities are particularly successful in assisting children to begin to communicate with each other. Many of the current group are set to attain the national goals in oral communication and all are making good progress towards them.

35. Although the teaching of spoken language skills is good, the overall teaching of communication, language and literacy is currently only satisfactory. The systematic teaching of basic skills has been affected by the absence of the regular teacher and teaching assistant. Although others have made good efforts to provide this teaching, they sometimes lack the subject expertise necessary to teach children who had well below average skills when they entered the school. As a result, children are occasionally asked to undertake activities that are too difficult and this inhibits their learning. The good progress made by the current Year 1 group is no longer evident and achievement in early reading and writing is now only satisfactory. At the current speed of progress, children are unlikely to meet the national goals, but, as normal staffing is due to resume very shortly, this could well improve.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A wide variety of activities assist children to gain early mathematical concepts.

Commentary

36. Teaching of this aspect is good. Children are encouraged to see mathematics as part of everyday life through the wide variety of tasks. Activities such as following a shape trail to find a treasure, measuring and ordering teddies using bricks and measuring while cooking interest children and help them to gain concepts and vocabulary. Activities gradually help the children to count objects to ten and beyond. Most achieve well and are set to meet the goals set in most aspects of their mathematical development. Their lower than average skills when they came into school means, however, that they are further behind in learning to calculate.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Indoor and outdoor activities provide stimulating opportunities for learning.
- First-hand experience is greatly valued and promoted.
- Visitors to the school extend the children's experiences well.

Commentary

37. The well-planned range of activities provided means that children are motivated to explore and learn. They use all their senses, for example touch when digging in the 'bark pit' to find buried treasure, sight when using torches in the class 'cave' and smell and taste in cooking activities. Good teaching is evident in this planning and in the gains

the children make when undertaking these activities. Children have regular opportunities to use construction materials and computers. They are competent and independent with both.

38. Visitors, such as a local 'caver', make a great impact and the children talk with good memory about this and other visitors. This talk is further assisted by the good display of photographs on classroom walls that prompt this. The breadth of experience is helping the children to achieve well and the group is set to attain the national goals by the end of the year.

PHYSICAL DEVELOPMENT

39. Although there is a wide variety of physical activities planned, insufficient evidence was gathered during the inspection to enable an overall judgement of provision.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children experience a wide range of activities and enjoy creative work.
- Activities enable the children to explore their imagination and creativity.

Commentary

40. Teaching is good and children achieve well. Children are on course to meet the expected early learning goals by the end of the reception year. They are taught a good range of painting and making skills. They are encouraged to use these skills creatively when working independently. Imaginative play is valued and promoted, with adults setting a good example for how this is done.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The school has been successful in its efforts to improve the quality of pupils' writing.
- Some reluctant readers are responding well to the school's efforts to enthuse them.
- Leadership is good and helps teachers make improvements in provision.

Commentary

41. The school has continued to improve standards since the last inspection. Small year groups mean that standards fluctuate but, despite a dip in 2004 when Year 6 standards were below average, a general trend of improvement above the national trend is evident. Current standards in Year 6 are average. Given the low level of their early attainment in language, literacy and communication skills, and below average attainment at the end of Year 2, pupils' achievement is good in all aspects of English. In

2004, standards in reading and writing were below average in Year 2. These standards were affected by the high proportion of pupils with special educational needs in the group. School tracking data showed that the individual pupils had achieved well. Current Year 2 pupils are also achieving well. As there are only two Year 2 pupils, standards in Year 2 are not given in this report. Throughout the school, higher-attaining pupils and those with special educational needs are effectively supported to enable them to achieve well.

42. Teaching and learning are good and this, together with good leadership, means that there have been many improvements since the time of the last inspection, particularly in writing, which was raised as an issue. There has been a strong focus on the presentation of written work and the development of speaking and listening skills, and these initiatives have also been effective. Pupils' attainments are carefully monitored to assist with improvement work.
43. Pupils now write for a wide range of purposes and teachers provide a range of meaningful contexts for this. Many pupils successfully write creatively because their imaginations have been stimulated. Skills are taught well and pupils are encouraged to draft and revise and to take pride in their work. Presentation and spelling are therefore generally good. Although there are examples of good practice, teachers do not always draw sufficient attention in their marking to ways in which pupils could further improve.
44. In order to develop speaking and listening skills, teachers provide rich experiences that stimulate pupils' excitement and interest and encourage them to talk and to listen. Teachers work very hard to get pupils to respond to questions and to articulate their thoughts. By Year 6, many pupils are articulate and able to express views and ideas well in different subjects. Regular drama lessons are enjoyable and productive.
45. Reading skills are developing well and by Year 6 most pupils read for pleasure and to find information. Good use of ICT by teachers means that pupils' personal research skills are well developed, using the Internet as well as books.

Language and literacy across the curriculum

46. Pupils are given many opportunities to read, write and speak in lessons in all subjects. This provides them with the practice they need to consolidate learning. One of the main strengths of teaching in English is the thorough coherent planning for lessons that underpins the use of language and literacy across the curriculum.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- There are good actions being taken to assist the raising of standards in Years 3 to 6.
- Pupils in Years 1 and 2 do not have sufficient opportunity to record their work in a permanent form.
- Pupils in Years 3 to 6 are now benefiting from specialist mathematics teaching.
- Pupils lack confidence in their own mathematical ability.

Commentary

47. Small year groups mean that standards vary from year to year. In 2004, standards in the Year 6 national tests were below the national average and well below those in similar schools. In Year 2, standards were below the national average. Results in Year 2 were affected by the large percentage of pupils with special educational needs, and in Year 6 by two pupils who failed to gain the expected Level 4 by one mark.
48. Inspection evidence, including school tracking, shows that pupils in all year groups achieve satisfactorily. Standards in Year 6 are currently below average but strategies to assist pupils to make better progress are beginning to work and, if the current good progress is maintained, standards are set to be average at the end of the year.
49. The subject is now getting good leadership and management. Good tracking documents have been used well to identify the slipping of standards in Year 6 in 2004 and to put improvement strategies into place. Actions taken include the reorganisation of staff to give all pupils in Years 3 to 6 specialist teaching, additional lessons for Year 6 pupils and the formation of a club for pupils who are experiencing difficulty. These are good strategies that are beginning to have an impact on raising achievement. Pupils are making better progress, but their overall achievement is still limited by the lack of confidence they feel in their own abilities. This means that they are reticent to 'have a go' at more challenging mathematics and they find problem solving difficult. Additionally, as the school has rightly identified, there is a sluggishness about their mental mathematics which is impairing their ability to calculate quickly.
50. Current teaching and learning are good in Years 3 to 6. Teachers are very mathematically competent and the specialist approach is ensuring that very well planned lessons that use a wide variety of activities and types of learning to assist pupils to learn are delivered. Pupils are, as yet, not fully able to make the most of the good and very good teaching seen in lessons and in planning. Their lack of confidence is currently getting in the way and teachers have to use all their skills and strategies to overcome this. The approaches are, however, beginning to be successful and, by the end of each of the lessons seen, pupils had been enthused and were working well.
51. Teaching and learning are satisfactory in Years 1 and 2. Teaching shows that many of the strengths seen in the teaching of other subjects, for example well-planned lessons, motivating tasks and good support, are evident. Pupils' learning, however, is not maximised because too little work is recorded in a form that assists pupils to remember what they have done. Most work is done on wipe-clean boards that prevent there being a permanent record for pupils to refer to. Additionally, pupils do not have a daily opportunity to learn mathematics and to practise and develop their understanding and knowledge. This means that the effectiveness of the teaching they receive is not maximised and overall achievement is only satisfactory.
52. Despite recent difficulties, standards in Year 6 are higher than they were at the time of the last inspection. Pupils in Years 1 and 2, however, are not making such consistently good progress and improvement since the last inspection, therefore, is only satisfactory.

Mathematics across the curriculum

53. Pupils have good opportunities to use their mathematical skills in subjects such as science and ICT. Pupils, for example, used their knowledge of graphs when deciding

the best way to display data electronically. Activities such as these assist pupils to consolidate and extend their mathematical learning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching promotes good achievement in science.
- Pupils are provided with hands-on investigative experiences that excite their curiosity.
- Teaching assistants provide good support for learning.

Commentary

54. Teachers' assessments of pupils' attainment at the end of Year 2 (2004) were slightly below average for pupils attaining the expected level (Level 2) but above average for those exceeding this level. Standards in Year 6 have been low in the past but have improved at a rate much faster than nationally and were average in 2004. The progress these pupils had made since Year 2 was above that made by pupils in similar schools nationally. Because teaching is good, and sometimes very good, and because pupils are excited by investigative work, they achieve well throughout the school. Current Year 6 standards are average and are evidence of good achievement since Year 2. It is not appropriate to discuss Year 2 standards, but pupils in Years 1 and 2 are also making good progress.
55. Teaching and learning are good throughout the school. Teachers aim to develop independent learning in science. They interest and involve pupils in well-planned, well-resourced investigative work. This means that pupils' skills in scientific research are good and their attitudes to learning are positive. All areas of scientific experience are taught equally well. Class assistants are well briefed, enabling them to work effectively with lower-attaining pupils and those who have special educational needs.
56. The emphasis on investigational work means that pupils acquire scientific knowledge in a practical way, such as when pupils in Years 1 and 2 found that light comes from various sources and a source can be dimmed by blocking it with different materials. At other times, pupils study the composition of plants and animals first hand and they experience wonder when they walk through clumps of snowdrops in a woodland setting. This makes a good contribution to their spiritual development. Pupils present their findings through writing and artwork and these and the practical activity help them remember what they have learned.
57. Provision is equally good in Years 3 to 6, where pupils are often engrossed in their investigative work. When younger pupils choose resources and work hard in pairs and groups to construct their own circuits to make a game work, they work as a team, using appropriate problem-solving skills. All pupils use complex scientific vocabulary and readily predict and describe how to make their tests fair. They confidently use ICT and mathematics skills to gather and sort information. The quality of their independent recording of their investigations is often very good.
58. Leadership and management of the subject are good and have ensured good improvement. Pupils' work is assessed regularly but current systems are informal and

do not help teachers to systematically track pupils' progress through the school. The co-ordinator, who is thorough and knowledgeable, has already identified this is a priority for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Good leadership has ensured that the subject has developed well.
- Pupils have very frequent opportunities to work on computers.
- Teachers use equipment well when teaching ICT and when teaching other subjects.

Commentary

59. Pupils achieve well in ICT throughout the school. By Year 6 all pupils are attaining the expected standard (Level 4). This is a better picture than seen nationally. There has been good, thoughtful leadership and management which have maintained the subjects at its previously good level, despite the numerous changes and additional demands placed upon teaching and resources as technology has developed.
60. Teaching and learning are good throughout the school. Some time ago, the school decided to place a small bank of computers in each classroom. This has meant that pupils have continuous access to ICT in the course of all lessons. They also receive dedicated teaching during the course of each week. The amount of access pupils have to computers means that they are confident when using new software, as was shown when, after the briefest of teaching sessions and without the support of an adult, Years 3 and 4 pupils were able to use a new part of a music program to create an ostinato.
61. The purchase of interactive whiteboards assists teachers to teach effectively because they can demonstrate the use of new programs and applications to whole-class groups. Other equipment, such as digital cameras and tape recorders, are equally effectively used as part of ICT teaching and teaching in other subjects. Great care has been taken to ensure that teachers have the required knowledge of how to use the available resources to best effect. Pupils are very keen to learn in ICT and the combination of good teaching, good use of resources and this enthusiasm assists their progress.

Information and communication technology across the curriculum

62. Pupils have good opportunities to use computers in other subjects. During the inspection they were used effectively to support work in literacy, music, religious education, geography and mathematics. In religious education, for example, computers were used to assist pupils to find out about some customs of other faiths.

HUMANITIES

Religious education was inspected in full and is reported on below. Geography was sampled. One lesson was seen, pupils' books and teachers' planning scrutinised and a discussion held with Year 6 pupils. History was not inspected.

63. Pupils' achievement in the aspects inspected in **geography** is good and has improved since the last inspection. Pupils across the school make good progress in learning about their local area.

When pupils in Years 1 and 2 made graphs electronically and manually to record weather conditions and chose suitable clothes to wear, they used appropriate geographical vocabulary. Mapping and organisational skills are developing well. After going on a 'snowdrop hunt' in the local area, pupils created their own simple map of the route taken and features they saw on the way.

64. Pupils in Years 3 and 4 build well on these skills when they work with Ordnance Survey and other maps to find directions to places outside the village. They use maps to study their own village, looking closely at aerial and other photographs to identify local features. They highlight these by drawing up their own keys for their own good quality maps. After walking in the locality, they look again at their maps and develop an overlay to identify land use.
65. Good links are made with history when older pupils investigate how their village has changed over time. After preparing suitable questions and using relevant geographical vocabulary, pupils talked to people who have lived in the village for a long time and compared what they know about the village now to how it was in the past. This practical activity contributed well to the development of the pupils' investigative skills. After thinking carefully, they gave sensible and thoughtful suggestions as to how the village environment could be improved and, in discussion, they showed that they understood how people have already tried to do this. They selected information appropriately when they offered explanations as to why some changes have already been made and showed a good knowledge of both human and physical features of the area.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Due to the many improvements made in the subject, pupils now make good progress.
- Teachers ensure that pupils see a personal relevance in what they are learning.
- Pupils benefit from opportunities for independent research.

Commentary

66. Because the leadership and management of religious education are good and because pupils are well taught a curriculum that is broad and interesting, learning is good and current achievement is good throughout the school. There has been good improvement since the last inspection. By Year 6, standards meet those identified in the locally agreed syllabus. The curriculum focuses on pupils recognising features of religious life and practice and their relevance to their own experience, so they begin to appreciate the values and concerns of others and to realise that some questions are difficult to answer. The curriculum is inclusive and enables pupils across the school to learn about the major world faiths including Christianity.
67. The good teaching and pupils' good attitudes to learning ensure that they make relevant links between aspects of faiths. Pupils are aware that these faiths have much in common, such as having special symbols, books and celebrations. The personal and social education programme is carefully intertwined with teaching and learning in religious education and, as a consequence, both make a very good contribution to pupils' spiritual, moral, social and cultural development. When pupils focus on aspects such as teamwork, friendship and feelings, they begin to think about the world around

them and the contribution they can make. When older pupils explore ways in which people's values, faith and beliefs affect the decisions they make, they begin to understand why people from many faiths make pilgrimages and why this is important to them. They consider the issues thoughtfully and sensitively and use their ICT skills appropriately to get information from the Internet that further extends their knowledge.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work in art and design, music and physical education was sampled during the inspection. One lesson was seen in each of art and design and music. Teachers' planning was scrutinised and discussions held with pupils. Design and technology was not inspected.

68. The programme of work in **art and design** has improved greatly since the last inspection when it was a key issue for the attention of the school. A scheme of work has been in operation and is currently being updated once more. This, together with increased opportunity for older pupils to undertake art and design activities, has raised the profile of the subject in the school. In the one good lesson seen, Year 1 pupils were carefully taught some different skills associated with their work on pattern. They were given opportunity to try out what they had learned and to talk about their work. Work on display in the school shows that the curriculum is covered and that pupils achieve at least satisfactorily.
69. In **music**, evidence shows that standards have been maintained at the above average level identified at the time of the last inspection. Staff enthusiasm for music gives it an importance in the school. Music is often used as part of lessons to promote different atmospheres and assist concentration. All pupils in Years 3 to 6 play ocarinas and these are used in assembly on a daily basis. The lesson seen was of very good quality. The teacher very effectively managed all the pupils in Years 3 to 6 in one lesson, differentiating very well for their differing needs and enthusing them so that they worked hard and with remarkable concentration.
70. The programme in **physical education** and sporting activities is good. Pupils say they enjoy their lessons in gymnastics, athletics and games. They have very positive attitudes towards sporting activities with other schools and the community. They prepare well for the annual sports day and are soon to undertake cycling proficiency training. Most pupils can swim well and have certificates to show this. Local education authority coaches run personal sport development. During the year there are opportunities for athletics, tag rugby, basketball and dance. Extra-curricular provision for hockey, football and netball makes a good contribution to pupils' learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This aspect was sampled.

71. The school has a very good, comprehensive programme of work in personal, social and health education and citizenship. Through the work done towards the 'Healthy Schools' award, this programme has recently been extensively overhauled and extended. Pupils have weekly citizenship lessons. The brief session observed during the inspection was focused on raising pupils' understanding of the culture and ways of life of other groups within Britain and beyond. Links with schools internationally in Europe and Africa further extend this to global citizenship.
72. Pupils are helped to understand how to keep themselves safe through work in drugs and sex education, as well as through initiatives such as a 'safety' week. Regular exercise is promoted by quick exercise sessions as part of 'brain gym' (activities to ensure that pupils are alert and ready to learn) and through a regular 'walk on Wednesdays'. Fruit is sold daily and the school cook has been involved in the provision of healthy meals. Pupils also have opportunity to discuss their thoughts and feelings through weekly class discussion groups (circle time). This aspect of the curriculum has been very well led and managed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).