

# INSPECTION REPORT

## **STANTON HARCOURT C of E PRIMARY**

Witney

LEA area: Oxfordshire

Unique reference number: 123113

Headteacher: Miss Julie Quarrell

Lead inspector: Mrs Joyce Cox

Dates of inspection: 5<sup>th</sup> – 7<sup>th</sup> July 2004

Inspection number: 258018

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  
Gender of pupils: Mixed  
Number on roll: 62

School address: Stanton Harcourt  
Witney  
Oxfordshire  
Postcode: OX29 5RJ

Telephone number: 01865 881948  
Fax number: N/A

Appropriate authority: Governing Body  
Name of chair of governors: Mr Paul Tomlinson

Date of previous inspection: July 8<sup>th</sup> 2002

## CHARACTERISTICS OF THE SCHOOL

Stanton Harcourt is a Church of England voluntary controlled primary school, situated in a small village near Witney in Oxfordshire, which caters for 62 pupils aged between four and eleven. The school is much smaller than other primary schools and has three classes. The number of pupils entitled to free schools meals is below the national average. The percentage of pupils with special educational needs is currently below the national average and no pupil has a statement of special education need. In some classes, this percentage is closer to the national average. Socio-economic circumstances of the area are favourable and movement to and from the school is low. All the pupils are from white English speaking families. The children's attainment on entry varies from year to year but is currently similar to that of other four-year-old children nationally.

In July 2002, the school was judged to have serious weaknesses in its leadership and management and in the amount of progress pupils made, particularly in writing and mathematics. Since that time, the school has experienced considerable upheaval and staffing difficulties. All the teaching staff, including the new headteacher, have been appointed in the last two years and the majority of the governing body are new to their roles and responsibilities.

Since July 2002, Her Majesty's Inspectors have made two visits to the school to monitor the progress of the action plan. In October 2003, they considered that good progress had been made on two of the key issues and reasonable progress on the other two issues.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25074	Joyce Cox	Lead inspector	English, Science, Religious education. Art and design, History, Geography.
9052	Helen Barter	Lay inspector	
26945	Sylvia Gatehouse	Team inspector	Mathematics. Information and communication technology. Design and technology. Music. Physical education. Foundation Stage. Special Educational Needs.

The inspection contractor was:

Altecq Education  
102 Bath Road  
Cheltenham  
Gloucestershire  
GL53 7JX

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **satisfactory** and improving quality of education within a warm and caring ethos. It succeeds in including every pupil in all aspects of school life. Pupils' achievement is satisfactory overall and good in reading, science and mathematics in the juniors. Standards are above average in mathematics and science, and average in English and information and communication technology at the end of Year 6. The school no longer has serious weaknesses and the headteacher provides good leadership. Teaching is satisfactory overall and much of it is good. The school shows good capacity for a bright future and provides satisfactory value for money.

#### The school's main strengths and weaknesses are:

- The headteacher is a good leader and has succeeded in creating a cohesive, hard working staff team who are all very committed to raising standards.
- Year 6 pupils attain above average standards in reading, mathematics and science, although they do not do well enough in writing.
- The school has good assessment procedures, which clearly track pupils' attainment and achievement.
- Expectations of what Year 2 pupils can achieve in mathematics are too low.
- Although pupils' information and communication technology skills are much improved, the opportunities to apply these in other subjects are too limited.
- Good support for pupils' moral, social and personal development ensures that most pupils have good attitudes and behave well.
- Provision for physical education is incomplete because pupils are not taught gymnastics.
- The school has good procedures to support pupils with special educational needs.
- There are very good links with the local community and good links with parents and other schools.

The school has made **good improvement** since the last inspection. The serious weaknesses identified in the previous report have been tackled effectively. Reception children make satisfactory progress and pupils' achievement is now satisfactory in English and good in mathematics. The new headteacher provides good leadership and has successfully implemented many changes to improve the school in order to raise pupils' attainment and achievement.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	A	D	B	D
Mathematics	C	E	A	A
Science	E	D	A	C

*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.*

**Overall, pupils achieve satisfactorily.** Four to seven year-old pupils, including those with special educational needs, achieve satisfactorily but Year 2 pupils are not challenged sufficiently in mathematics. Junior pupils achieve well in reading, mathematics and science. The work seen during the inspection indicates:

- Children in the reception class are on course to meet the national standards (the Early Learning Goals) in all areas of learning, apart from their physical development.
- Year 2 pupils reach standards which are average in English, mathematics and science.
- Year 6 pupils attain above average standards in reading, mathematics and science by the end of Year 6. Standards in writing are average.

The number of Year 2 and Year 6 pupils who take the tests is small which makes national comparisons unreliable. Prior to 2003, there was a decline in pupils' performance in national tests, particularly in English and mathematics at Year 6 and in all subjects at Year 2. The test results for 2003 and 2004 indicate that this decline has been halted, especially at the end of Year 6.

There is satisfactory provision for pupils' spiritual, moral, social and cultural development and most pupils have good attitudes and behaviour. Attendance is above the national average.

## **QUALITY OF EDUCATION**

The school provides a **satisfactory** quality of education with some good features. Teaching and learning are **satisfactory overall**. Teaching is particularly effective in the junior classes so that those pupils make good progress in reading, mathematics and science. On some occasions, the infant teacher does not challenge the Year 2 pupils sufficiently and their achievement is restricted. The school has good, comprehensive systems for assessing pupils' work. Teaching assistants are well qualified and provide good support. The curriculum is satisfactory but pupils are rarely given opportunities to do gymnastics and the main reason given is that the hall is too small. ICT is not used sufficiently in other subjects. Care and support are good and links with parents and other schools are also good. There are very good links with the local community.

## **LEADERSHIP AND MANAGEMENT**

Leadership is **good**. The headteacher motivates the staff well and provides a good steer for school improvement. In a short time, she has created a strong sense of teamwork and a greater awareness of the need to raise standards in the school. Her management and the leadership and management of the co-ordinators are satisfactory. The work of the governing body is satisfactory. Governors are very supportive and have increasing involvement in the school but many are new to their roles and responsibilities

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

Parents and pupils are happy with the school. Parents particularly appreciate the hard work of the headteacher and can see many improvements since September 2003. Pupils say that behaviour is much better now and that they like their teachers and enjoy their lessons.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Continue to raise writing standards.
- Raise expectations of what Year 2 pupils can achieve.
- Give pupils more opportunities to apply their developing skills in information and communication technology in other subjects.
- Improve the provision in physical education so that National Curriculum gymnastics can be taught effectively.

and, to meet statutory requirements:

- Ensure that Child Protection procedures are fully implemented.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils attain **average** standards at the end of Year 2 and **above average** standards in mathematics and science at the end of Year 6. Standards in English are average at the end of Year 6. Pupils' achievement is **satisfactory** throughout the school.

#### Main strengths and weaknesses

- Year 6 pupils attain above average standards in reading, mathematics and science.
- Standards in writing at the end of Year 6 are not high enough.
- Year 2 pupils are not sufficiently challenged in mathematics lessons.
- Junior pupils achieve well in many lessons due to good teaching.

#### Commentary

##### Foundation Stage

1. The attainment of the current reception children on entry to school is similar to that of other four-year-old children nationally. Children's achievement is satisfactory overall and the majority of the children are on course to attain the expected Early Learning Goals on entry to Year 1. Better planning and teaching have led to considerably improved attainment and achievement since the last inspection. Children's physical development is restricted by the lack of regular access to the outdoor play area.

##### Key Stage 1

2. Since 2002 when the school was found to have serious weaknesses, it has been through considerable upheaval and has experienced difficulty in recruiting and retaining staff. The current Year 2 pupils have had five different teachers in seven terms, which is very unsettling and not conducive to raising attainment and achievement. The number of pupils who take the national tests at the end of Year 2 and Year 6 is small, which makes national comparisons unreliable. Prior to 2003, there was a decline in pupils' performance in the national tests, particularly in English and mathematics in Year 6, and in all subjects in Year 2. The national test results for 2003 indicate that this decline has been halted, especially in Year 6. The Year 2 test results improved in reading, writing and mathematics in the proportion of pupils gaining the expected Level 2 or above, compared with the previous year. Nevertheless, Year 2 pupils attained below the expected levels in reading and mathematics, and well below the expected level in writing. The unvalidated results for the Year 2 2004 national tests show a further rise on 2003, with more pupils attaining the higher Level 3 in reading, writing and mathematics. Girls perform better than boys in the national tests.
3. The current Year 2 pupils attain average standards in reading, writing, mathematics and science and their achievement is satisfactory. Pupils, particularly those who are more able, are not challenged sufficiently in mathematics lessons. Standards are average in ICT and meet the requirements of the locally agreed syllabus in religious education. There was no noticeable difference between the attainment and achievement of boys and girls.

#### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
Reading	14.8 (12.8)	15.7 (15.8)
Writing	13.2 (11.7)	14.6 (14.4)
Mathematics	15.9 (14.8)	16.3 (16.5)

*There were 11 pupils in the year group. Figures in brackets are for the previous year.*

## Key Stage 2

4. In national tests in 2003, the proportion of pupils attaining the expected Level 4 or above in English, mathematics and science improved considerably when compared to the previous year, and pupils attained above average results in English and well above average results in mathematics and science. Of greater significance is the proportion of the pupils who attained the higher Level 5 in all three subjects, with more than half of the pupils attaining that level in mathematics and science, and about one third in English. This improvement has continued in this year's unvalidated test results, although no pupil attained the higher Level 5 in the writing test.
5. The attainment of the current Year 6 is above average in reading, mathematics and science and average in writing, and pupils' achievement is satisfactory when compared to their results in the Year 2 tests in 2000. Standards are average in ICT, although insufficient opportunities are provided for pupils to use their ICT skills in other subjects.
6. It is evident that in Years 3 to 6, pupils' achievement and attainment is good in many lessons due to the effective strategies now in place, such as the good assessment and tracking systems, and because of the good teaching they receive.
7. The school has a register of the pupils who are gifted and talented. These pupils work regularly and effectively with the headteacher on identified objectives to improve specific aspects of their development. For instance, they establish positive social skills and identify successful strategies for collaborative work. Their achievement is satisfactory and specific targets for these pupils to attain in their social and personal skills have been set.

### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	28.1 (25.8)	26.8 (27.0)
Mathematics	29.7 (24.6)	26.8 (26.7)
Science	30.3 (27.6)	28.6 (28.3)

*There were 11 pupils in the year group. Figures in brackets are for the previous year.*

8. Pupils with special educational needs achieve satisfactorily in relation to their prior attainment and to targets identified in their individual action plans. They achieve well in many lessons in the juniors because of the highly effective support they receive from teachers and teaching assistants.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes to school and their behaviour are **good**. Their spiritual, moral, social and cultural development is **satisfactory** overall. Pupils' attendance and punctuality are **good**.

### **Main strengths and weaknesses**

- Pupils like coming to school and enjoy learning.
- The management of pupils' behaviour has improved since the last inspection.
- Pupils' moral and social development is good.
- Most pupils have good attendance at school.

### **Commentary**

9. Pupils come to school each day, happy and confident. They are enthusiastic about their lessons, are keen to learn and particularly enjoy activities, such as the residential visit to Yenworthy. Pupils say that the school is a friendly place where everyone knows each other

well and where teachers make learning fun. Parents are happy that their children like school and that they are helped to learn how to behave well and to grow up.

10. The ethos of the school is good and staff are consistent in their expectations that pupils will behave well. Pupils have good relationships with their teachers and know that they will be treated fairly. Unacceptable behaviour is dealt with quickly and firmly and pupils are managed well. The key issue of behaviour management from the previous inspection has been addressed well and parents are very pleased with the improvement in this part of the school's work. Pupils are very positive about the school's strategies to improve behaviour, such as the use of reflection sheets for them to consider why their behaviour is inappropriate. They say that they are much happier because there is much less bullying and staff deal very well with any incidents.
11. Overall, pupils are making satisfactory progress in their personal development. Their moral and social development is good, because the school's rules and expectations help them to know and understand what is expected of them and how to behave towards others. Older pupils care well for younger ones and all pupils respect one another and adults. Assemblies are used satisfactorily to help pupils consider choices in life and how these can affect them in mind, body and spirit. Pupils' cultural education is satisfactory, although the school recognises that pupils have limited experiences of cultures other than their own.

### Attendance

12. Most pupils have good attendance. The school carefully monitors term-time holidays and some regular absences from a small number of pupils, which this year have resulted in a slightly lower overall attendance level than previously. Good use is made of the educational welfare service to follow up concerns. Pupils' punctuality is good.

#### *Attendance in the latest complete reporting year 2003*

Authorised absence		Unauthorised absence	
School data:	3.8	School data:	0.2
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.*

### Exclusions

13. There was one half-day fixed term exclusion in the past year, which was used appropriately by the school.

#### *Ethnic background of pupils*

<i>Categories used in the Annual School Census</i>
White – British

#### *Exclusions in the last school year*

<i>No of pupils on roll</i>	<i>Number of fixed period exclusions</i>	<i>Number of permanent exclusions</i>
62	1	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

### Teaching and learning

The school provides a satisfactory quality of education. The quality of teaching has improved considerably since the last inspection and is now **satisfactory** overall, which ensures that pupils' learning is **satisfactory**. Assessment is **good**. The curriculum is **satisfactory**. The school takes

**good** care of its pupils and has **good** links with its parents and with other schools and **very good** links with the local community.

### **Main strengths and weaknesses**

- Teachers have good relationships with pupils and high expectations for pupils' behaviour.
- The junior teachers are skilled at providing challenging work for all pupils.
- Teaching is good in mathematics and science.
- Work provided for Year 2 pupils is not always matched to their various levels of ability.
- Teachers do not use ICT sufficiently in some subjects.
- Good assessment procedures have been introduced.

### **Commentary**

14. Since the school was found to have serious weaknesses two years ago, there has been a complete change of teaching staff, including a new headteacher. The new teachers under the skilful leadership of the headteacher have quickly developed into an effective and hard working team who are committed to school improvement. Lesson planning has improved since the 2002 inspection as a result of increased monitoring by the headteacher, senior teacher and the local authority advisory team.
15. Teaching in the Reception/Year 1 and Year 2 class is satisfactory and has improved since the last inspection, when it was judged to be unsatisfactory. The teacher has a secure understanding of the needs of reception children and plans an appropriate curriculum. She manages pupils' behaviour well and plans very thoroughly and carefully for the different ages within the class. There are good relationships between the reception children and the staff which means that the reception children have settled quickly and happily into the school. On some occasions, the work provided for the Year 2 pupils in this class is not sufficiently challenging and reception children do not have enough opportunities to select their own activities and resources.
16. Although overall teaching is satisfactory in Year 3 to Year 6, a significant number of lessons have good features and are leading to good learning and achievement. Teaching is consistently good in mathematics and pupils achieve well. A particular strength is the way in which junior teachers focus carefully on developing the pupils' skills in mathematics and science. Junior pupils are frequently encouraged to discuss their learning and to explain their thinking to justify their answers. In addition, junior class teachers' marking is good and ensures that pupils are involved in assessing how well they are doing and realise what they need to do to improve their work. This ensures that pupils are involved, motivated and interested in lessons, and work well together.
17. Teachers and teaching assistants have good relationships with pupils and their high expectations for pupils' behaviour ensure that pupils have good attitudes to learning, enjoy their work and apply themselves well. The school has worked hard to implement the agreed strategies for managing pupils' behaviour in a positive way. Teaching assistants, who are well trained and experienced, make an invaluable contribution to pupils' learning. The way in which some junior pupils present their work requires further improvement. The way in which teachers use homework varies and inspectors agree with parents that this is an area for development for the school. ICT is not used sufficiently in some lessons, either to record pupils' work or for research purposes.
18. In the junior classes, teaching is predominantly good, clearly raising pupils' attainment and achievement. Pupils benefit from having lively, challenging teachers who have good subject knowledge, high expectations of pupils' behaviour and interesting techniques that engage and inspire the pupils.
19. The teaching of pupils with special educational needs and those who are more able is satisfactory in Reception and in Years 1 and 2. There are friendly relationships between

teacher and pupils, and the teacher plans very well for these pupils. Pupils who have individual education plans are regularly monitored by teachers and their assistants so that targets are relevant and challenging. The quality of teaching between Years 3 to 6 of pupils with special educational needs is good, and pupils make good progress because their tasks are interesting, and targets in their individual education plans are challenging and frequently reviewed to ensure relevance.

20. The school has worked hard to improve assessment procedures, which are now good. Detailed analysis of national and school test results provide senior managers with a clear picture of pupils' attainment and achievement. These findings are used to track pupils' progress, set individual targets for pupils to achieve and to challenge all pupils to achieve their best. Each half term, after further assessments, new targets are set. This means that information is regularly updated and has the potential to enable the school to quickly identify more accurately individual pupils who may not be making sufficient progress during the year.

### **Summary of teaching observed during the inspection in 12 lessons**

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

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

### **The curriculum**

The overall quality of the curriculum is **satisfactory**.

### **Main strengths and weaknesses**

- The school has improved its provision for music, information and communication technology and some aspects of physical education.
- The school successfully emphasises pupils' personal, social and emotional development.
- Not enough use is made of information and communication technology in other subjects.
- Pupils' development in gymnastics is hindered by the lack of space and resources.

### **Commentary**

21. All subjects, including music, information and communication technology and physical education, are taught regularly, with policies, schemes of work and assessment systems. Enough time is given to them and statutory requirements are met with regard to religious education, sex education and drugs awareness. Not enough use is made of information and communication technology in lessons. Children in the Foundation Stage are provided with learning experiences that specifically address their needs. However, there are only a few wheeled vehicles, which restricts their physical development. The implementation of a consistent approach to pupils' personal, social and emotional development has resulted in better behaviour and more positive attitudes to work. These constitute significant improvements since the time of the last inspection.
22. The headteacher monitors weekly planning to ensure pupils' learning is a continuous experience with no gaps or unnecessary overlapping. Co-ordinators check pupils' books to see that pupils are completing enough work in the time given and that the better standards in presentation are being sustained. Parents are kept informed about their children's learning through regular newsletters, information about targets and opportunities for consultations with staff about progress and achievement. They would like a more consistent approach to homework.
23. The quality of learning experiences is good for pupils with special educational needs and those who are more able. Their needs are met well through carefully planned work supported

by fully informed assistants and volunteers. Pupils' targets are reviewed frequently and adjusted to maintain relevance. A reward system, which is successfully promoted by the headteacher, staff and governors, encourages all pupils to work hard and do their best work in all subjects.

24. Pupils' learning is considerably enriched through a range of visits and visitors, making good use of the immediate locality, such as the church, as well as further away to Oxford and Yenworthy. The school plans these activities very carefully to ensure that they provide worthwhile support in history, geography, science, music, physical and religious education. Pupils enjoy both day and residential trips and recall them with pleasure in conversation. A strength is the school's participation in the annual village summer festival. All pupils present work in activities, such as art, design and technology, history, singing and dancing. However, there are few opportunities for pupils to join clubs and the school has not yet established a school council. There are good opportunities at playtimes for pupils to develop their expertise in skipping and ball games, supervised and encouraged by the headteacher and the mid-day supervisor.
25. A deficiency in the physical education programme is the provision for gymnastics. This is due to difficulties identified by the school in its use of accommodation and lack of facilities. This deficiency was reported at the time of the last inspection and remains unresolved. Parents are not happy with the continuing situation that prevents their children having gymnastics lessons. Pupils are being denied equal opportunities to their full entitlement with regard to physical education, although the school does much to compensate with its programme of dance and outdoor games.
26. The school's accommodation is cramped and parents describe classrooms as 'stuffy', especially in hot weather. Resources are satisfactory although the library resources and computer suite are very stretched when coping with whole classes. There are some notable gaps in resources. For instance, there is no bass xylophone to add timbre to music accompaniments, the single digital camera is frustrating to use, and there is only one smart board.

### Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. Pupils are provided with **good** support, advice and guidance. The way in which the school seeks, acts upon and values pupils' views is **satisfactory**.

### Main strengths and weaknesses

- This is a caring and inclusive school.
- Child protection requirements are not fully met.
- Pupils are given good advice and guidance on how to improve their work.
- Pupils have good and trusting relationships with adults and know who to go to for help.

### Commentary

27. The school provides a warm, caring environment in which every pupil is included and cared for well. Parents find the school to be a caring place where their children are well supported and where they can always talk to teachers if they have any concerns. They appreciate the improvement in behaviour management and the calmer atmosphere, which makes their children, feel safe and secure. Health and safety procedures have been reviewed and these are now good.
28. The headteacher and staff know the pupils and their families very well. However, the school does not currently fully meet requirements in respect of child protection because the policy is overdue for review, there is no nominated governor on the governing body and the

headteacher has not yet been able to attend training in her role as designated teacher responsible for child protection.

29. Pupils are provided with good academic and personal support and guidance. They are positive about the help that teachers give them with their work. They say that teachers explain things well and that it is easy to ask for help when they are stuck. They know what their English and mathematics targets are and know that they have made improvement when they have reached these. Pupils are well supported by teaching assistants in lessons and around the school. The social skills group, run by a teaching assistant, is a good example of the inclusive and supportive nature of the school. Pupils with special educational needs are well cared for by teaching and support staff. They receive sincere praise for their efforts to behave well and do their best. Although the targets in their individual education plans are challenging, they are attainable, so pupils' self-esteem and confidence are sensitively protected.
30. Pupils settle in well to school because the school is caring and adults have good relationships with them. In lessons, assemblies and circle time, pupils are encouraged to share their views with others and to listen to and respect others' points of view. Pupils say that they have confidence to talk to staff and to share their ideas and views with them and that these are usually taken seriously. Following a recent pupil questionnaire, the school now plans to formalise the way in which it seeks pupils' views.

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

The school's links with parents are **good**. Links with the community are **very good** and a strength of the school. Links with other schools are **good**.

### **Main strengths and weaknesses**

- Parents are pleased with the school and its improvement and are well involved in its activities.
- A very small number of parents are unhappy about the information they receive about their children's progress and the amount of homework provided.
- The school plays an important role in the local community.
- The school has good and positive links with other partnership schools.

### **Commentary**

31. Parents have good views of the school. They appreciate the caring, 'family' ethos and the quality of leadership, which is leading to the school's improvement. They say that teachers are approachable and that relationships between home and school are good. Parents say that they feel welcome in school and that they are encouraged to help in school with activities, such as cooking and hearing pupils read. The Parents' Association plays a vital role in its fundraising and social activities and is well supported by parents and the community. Overall, parents support the school and their children's learning well.
32. Parents appreciate the work done by the headteacher to seek their views on school improvement. They feel their concerns are listened to and acted on positively. The school recognises that parents would like more information about their children's learning and the progress being made towards the targets set for them. Inspectors find that pupils' reports are satisfactory, although targets set last year were not precise enough to be helpful to parents who want to support their children at home. Targets have been improved for the 2004 reports. Some parents feel that there is inconsistency in the provision of homework. Inspectors find that homework supports pupils' learning satisfactorily, although staffing changes may have had some impact on the regularity of its provision.
33. The school is at the heart of its local community and makes very good use of it to broaden pupils' experiences outside the classroom. Pupils' participation in local activities is a notable feature. They play a full role in the life of the village, attending church regularly for services and festivals and participating in village festivals. Parents say that the school and its staff are

central to the community and that the school, church and families all work together to benefit each other. Pupils have a strong sense of community identity and are very happy that they all know one another both in the village and at school.

34. The school has good links with its partner primary schools, which benefit pupils and staff alike. For instance, staff link with partnership schools for specific training, such as 'assessment for learning.' Liaison with the pre-school playgroup in the village is good, which enables children to make a smooth transition into the Foundation Stage. The school makes good provision for work experience and teacher training students and has good relationships with the main secondary school and teacher training college.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**. The leadership of the headteacher is **good**. Leadership and management of other key staff and co-ordinators are **satisfactory**. Governance is **satisfactory**.

### **Main strengths and weaknesses**

- The leadership of the headteacher is good and has been effective in securing improvements.
- The leadership team has a strong drive to improvement and is beginning to take effective action.
- Strategic planning, based on the monitoring of performance and evaluation, is good.
- Child protection requirements are not fully met.

### **Commentary**

35. The headteacher's vision and sense of purpose have led to many improvements since September 2003 when she became acting headteacher. She was appointed to the substantive post in January 2004 and, in addition to a considerable teaching commitment, due to staff illness, has succeeded in implementing many successful changes. The continued improvement in pupils' results in the (as yet) unvalidated 2004 national tests is indicative of this. Her considerable experience and expertise are benefiting the school. Joint evaluation of performance and team discussions are leading to effective action being taken. In the short time she has been at the school, she has quickly gained the confidence and respect of the staff, governors and parents, and all are fully aware of the challenges ahead. Systems for monitoring and evaluating the work of the school have been developed but staff absence and the constraints of working in a small school mean that some co-ordinators have had very little time to monitor their subjects. Effective plans to remedy this; coupled with staff changes and a decreased teaching commitment for the headteacher, are in place from September.
36. Strategic planning is good. The school development plan identifies the key priorities for improvement and provides clear guidance on strategies to achieve them. The governing body are becoming increasingly involved with school development planning.
37. The response from governors, parents, staff and pupils shows that the headteacher and other leaders provide good role models for staff and pupils. The strong commitment to providing well for all pupils, including those with special educational needs, contributes to the warm and caring ethos of the school.
38. Lesson observations by senior staff have led to the identification of strengths and weaknesses in teaching. An improved approach to lesson planning and its learning objectives are designed to ensure better consistency in the quality of teaching and in raising standards, especially in writing and for Year 2 pupils.
39. The governing body is committed and provides satisfactory support to the school. Action has been taken on all the key issues identified in the previous inspection and improvement on these has been good, particularly since September 2003. Governors fulfil the majority of their

statutory functions satisfactorily. However, the school does not currently fully meet requirements in respect of child protection. The policy is overdue for review, there is no nominated governor on the governing body and the headteacher has not yet been able to attend training in her designated role.

40. As link governors, they are beginning to visit the school more regularly and receive reports on progress. They contribute satisfactorily to strategic planning and to setting overall targets. Through the planning process, they challenge the school to improve its performance and are now well aware of its strengths and weaknesses. Many of the governors, including the chairman, are new to their roles and responsibilities, but are hard working and determined to support the school. There is a strong working relationship between the governing body, the local education authority and the headteacher, with a common focus on implementing the necessary improvements in the quality of education.
41. Financial management is satisfactory and adheres to the principles of achieving best value for money in order to achieve educational priorities. The school provides satisfactory value for money.

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

<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	£251,881	Balance from previous year	£31,532
Total expenditure	£225,558	Balance carried forward to the next	£25,560
Expenditure per pupil	£3,759		

42. The balance carried forward is earmarked for specific purposes in relation to improvements to the accommodation and for contingencies.

**Most significant aids or barriers to raising achievement**

43. The high level of staff turnover, the small hall and the lack of ICT resources make raising standards more difficult. The school is helped by its good leadership, its hard-working and dedicated team of staff, committed parents and governors and improved assessment procedures.
44. With the enthusiasm and commitment of the headteacher and the staff, the school has moved forward rapidly in a short time. However, many of these positive developments are still in their infancy and some are not yet firmly embedded in school practice. Although the impact is not yet clearly evident in rising standards in every year group, the school is now in a good position to bring about further improvement.

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception class is **satisfactory**.

### Main strengths and weaknesses

- The quality of teaching has improved since the time of the last inspection.
- Resources and provision for promoting children's physical development are unsatisfactory.
- The accommodation constrains some aspects of children's learning.

### Commentary

45. There are nine reception children taught with Year 1 and Year 2 pupils in one area with easy access to a secure outdoor playground. The children begin school at the beginning of the term during which they become five. Two children began in the autumn term; two in the spring term and five joined the group after Easter. Three children have been identified as having special educational needs. There is considerable variation in their attainment when they begin school. The overall attainment of this particular group of pupils is average. Some children whose fifth birthdays occur late in the school year require much adult support to settle them into school routines. Nevertheless, the majority of children make satisfactory progress and are on course to reach the Early Learning Goals in all areas of learning by the end of the year, except in physical development where their achievement is unsatisfactory. Their achievement in other areas of learning is satisfactory.
46. Although there are times when reception children benefit from being taught alongside older pupils, their learning is especially enhanced when they are withdrawn to work with a teaching assistant. The quality of teaching is satisfactory overall, which is an improvement since the last inspection. The teacher's planning is good and shared with support staff and voluntary assistants. All staff have established good relationships with the children and are very aware of their particular needs. The new assessment systems are beginning to be used well to track and forecast children's progress and achievement in all areas of learning. However, weaknesses in teaching include the low expectation of what reception children can achieve in a given time, and the lack of opportunities for children to become independent of adult direction.
47. There is no designated co-ordinator for the Foundation Stage so it is not possible to make a judgement about the leadership and management. The teacher in the reception/ Year 1 and 2 class is new to the school and in the early stages of her career, and does not yet have the experience to take a strong lead. However, she manages the three year groups in her class efficiently and deploys her support staff and volunteers well. The headteacher and advisers from the local education authority's strategic team have provided good support, so that reception children now have full access to the curriculum that is expected for children of this age, with the exception of physical development. This is an improvement since the last inspection.
48. In their **personal, social and emotional development**, children benefit from working alongside older pupils, most of whom set good examples with their own behaviour and attitudes. They are beginning to work together as a group, take turns with activities and show courtesy towards support staff and each other. Most listen politely to instructions and tidy away their resources carefully. However, they are not yet fully independent in making choices about their activities, and the restrictions of the indoor accommodation constrain opportunities for this aspect of their learning to accelerate.
49. In **communication, language and literacy**, children's speaking and listening skills are regularly promoted in whole class discussions and also in role-play outdoors, for example,

when playing in a tent after listening to the story 'Alfie Goes Camping'. Support staff and volunteers help children to listen hard during discussions by encouraging them to behave well and pay attention. Nearly all recognise their own and other children's names, and the majority write their names correctly. Children have satisfactory opportunities to develop writing skills. For example, when withdrawn to their outdoor area, they write shopping lists of things they would need on a camping trip, attempting words like 'milk'.

50. In their **mathematical development**, children benefit from initial discussions alongside older pupils, which form the basis for their following activity. For instance, having observed a game led by the teacher using giant coins, children concentrate well when searching for real coins in the sandpit outdoors and sort them into sets of 2p, 5p and 20p correctly. They accurately record patterns of shapes, using squares and circles and compare the mass of two objects, using a balance and using the words 'heavier'. 'lighter' and 'about the same'. Most count accurately up to 10, and the higher attaining children count confidently up to 20.
51. In their **knowledge and understanding of the world**, children gain an understanding of their environment through walks around the village, a pantomime visit and going to church for special services. The annual village festival, involving work in art, drama and dance, helps children to gain an understanding of medieval times and activities, such as slaying mythical dragons. The reception children make regular use of the school's computer suite, but access to the class computer is more limited. All children are included in assemblies, educational visits and extra-curricular events, including those with special educational needs.
52. No direct observation of teaching of physical education was observed during the inspection. However, from looking at planning, resources and discussions with staff, the quality of provision is unsatisfactory in some aspects of **physical development**. Parents expressed their concern that their children do not have opportunities for gymnastics, because of the nature of the hall, and the lack of facilities. However, children's overall achievement in this area is satisfactory, and the majority are on course to reach most of the Early Learning Goals by the time they transfer to Year 1. They have regular opportunities to use small tools, such as pencils, scissors and crayons, so the development of their dexterity is satisfactory and they make satisfactory progress.
53. However, due to the constraints of the accommodation, there are too few opportunities for children to accelerate their nimbleness further by having free access to paint, modelling materials or large constructional apparatus on an ongoing basis. Children's achievement in the larger physical movements, such as climbing, jumping and swinging is unsatisfactory. This is because of the lack of suitable apparatus, the size of the school hall and the way it is used. However, the headteacher and mid-day supervisor work hard during outdoor playtimes, encouraging children to use ropes and balls and teaching them to skip and catch through their own very good modelling.
54. In **creative development**, teaching is good in music because the teacher has secure knowledge and makes lessons interesting. A voluntary helper visits school and encourages children to sing familiar songs, such as 'Five Speckled Frogs', and in assemblies, children listen to older pupils singing and attempt to join in with choruses. However, opportunities for free access to ongoing role- play, exploring the sounds produced by musical instruments, and art or design and technology activities are hampered by the accommodation. The teacher, her support staff and voluntary helpers make compensatory arrangements for children as far as they can, for instance, using a part of the hall for activities such as printing. They make good use of the outdoor area, providing structured opportunities there, for example, to paint, or to use a tent for role- play, but these depend on the weather and extra adult support.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- The co-ordinator provides good leadership and management.
- Years 3 and 4 pupils achieve well in literacy lessons.
- Standards are above average in reading at the end of Year 6.
- Year 2 and Year 6 pupils with the potential for higher attainment do not always achieve as well as they could in writing.
- Most pupils show positive attitudes to the subject.

#### Commentary

55. The standards seen during the inspection were average overall by Year 2. In national tests in 2003 for pupils aged seven, standards were below average in reading and well below average in writing. In the tests for pupils aged eleven, standards were above average overall, and average in the proportion reaching Level 5. Current standards are average in speaking and listening and writing, and above average in reading at the end of Year 6. Achievement has been satisfactory in relation to the pupils' prior attainment in Year 2. Small numbers of pupils (11 in Year 6 and Year 2 in 2003) take the test each year, which makes statistical comparisons unreliable. However, the overall trend in national tests in 2003 and 2004 is of sustained improvement.
56. Achievement is satisfactory overall for pupils by the age of seven and eleven. Pupils throughout the school have experienced considerable disruption to their education, as there have been many changes of teaching staff in the last two years. Pupils do better in reading than writing. They achieve well in reading, and standards are above average by the end of Year 6. Pupils have positive attitudes to reading and even those who are still at the early stages of learning to read are confident, make good efforts and know how to work out what a word says. The most able readers in Year 6 talk about their preferred reading and their understanding, discuss what they have read, select details from the text and know how to use a library. Many pupils, both younger and older, read fluently, expressively and pay close attention to punctuation. Some of the Year 6 pupils feel that the books in the library are old and unappealing and the inspection team agrees with their views.
57. There has been greater emphasis recently on encouraging the pupils to write independently from the earliest stages in the infant class. Careful planning of literacy lessons means that pupils have a greater awareness of the features of successful writing so that they adapt their writing for different purposes, structuring it clearly. More able pupils use words expressively but some pupils, particularly boys, find it hard to use imaginative words and phrases. Higher attaining Year 2 and Year 6 pupils are not challenged sufficiently to achieve higher levels in their writing. Raising boys' attainment and achievement is a priority the school has identified, and an action plan is currently underway. This focuses clearly on providing boys with more exciting stimuli to write about. The school places a strong and successful emphasis on developing pupils' handwriting. Regular practice ensures that most pupils achieve well, writing neatly and legibly by the time they leave the school.
58. During the inspection, Years 3 and 4 pupils achieved well in literacy lessons as a result of good teaching. The standards found in the inspection show that attainment and achievement, which have dipped in the years prior to 2003, are now rising in Years 3 to 6. This is due to significant improvements in the leadership and management of school and in English. Good improvements have been made since the last inspection. The co-ordinator provides good leadership and management. Her role has widened and improved, and she is increasingly involved in overseeing and evaluating the subject. There is effective monitoring of pupils'

performance through an improved assessment system. Senior managers evaluate the information thoroughly, highlighting strengths and weaknesses. The information is beginning to be used successfully to identify what teachers need to do to raise attainments in each year group. Pupils with special educational needs attain well in English because they receive good support from teachers and teaching assistants.

59. Teaching and learning are satisfactory overall with several good lessons also seen. The English co-ordinator provides a good teaching example for others, as she has considerable expertise and enthusiasm. In one lesson, she skilfully used drama to inspire and motivate pupils to make good progress in understanding and discussing dilemmas in texts. Good opportunities were provided for pupils to extend their speaking and listening skills when they asked a pupil role-playing the 'Balaclava Boy' pertinent questions as to why he had stolen the balaclava.
60. Teachers make sure that pupils know what is expected of them by sharing clear and meaningful learning objectives and they use the school's strategies for managing behaviour very effectively. In most lessons, pupils concentrate and behave well. Although teachers plan lessons carefully and provide activities to match different ability levels, the work for higher attaining pupils in Year 2 is not always set at a higher, and more demanding, level. Teachers are beginning to provide pupils with clear targets to achieve in literacy and older pupils are developing a good understanding of what they need to do to improve their work in order to achieve more. Teachers in the junior classes mark pupils' work very carefully. A few parents felt that that homework was not used consistently across the school and the inspection team agrees with this view.

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

61. The use of language and literacy across the curriculum is satisfactory. Staff work hard to ensure that the skills taught in literacy lessons are used in some other subjects. For instance, older pupils produce well-written accounts in history. However, there is very little written work in religious education in Years 5 and 6. Pupils' recording of their science work also requires improvement. The majority of pupils use speaking and listening skills effectively in class discussions, knowing and adhering to conventions of speaking, such as turn taking, and asking relevant questions. Teachers make good use of 'response partners' in many subjects to encourage pupils to discuss their learning and to formulate new ideas. This was very evident in a Year 5/6 personal, social and health education lesson, where pupils maturely and sensitively discussed what they know about drugs and medicine.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Year 2 pupils are not achieving as well as they should.
- The use of information technology is under-developed.
- The quality of teaching, planning and learning has been thoroughly monitored.
- Standards of pupils' attainment are rising, especially between Years 3 and 6.
- The use of new assessment and target-setting procedures has yet to take full effect.

#### **Commentary**

62. Standards in national tests and during the inspection are average by the end of Year 2 and above average by the end of Year 6. Pupils' achievement in Years 1 and 2 is satisfactory but between Years 3 and 6 they achieve well. Throughout the school, pupils with special educational needs achieve well and make good progress because they are well supported by fully briefed teaching assistants. The more able pupils between Years 3 and 6 achieve well because their work is challenging enough to capture their concentration. They also benefit

from regular lessons designed to provide substantial challenges. These are all significant improvements since the last inspection.

63. Teaching is satisfactory for Years 1 and 2. The teaching of Year 2 pupils lacks sufficiently high expectations so pupils' progress and achievement are not better than satisfactory. Teaching is good or very good between Years 3 and 6 so pupils make good or very good progress. Planning is good, including clear goals for pupils' learning and different work to match pupils' needs. Lessons capture pupils' interest and engage their attention because teachers make good use of resources, such as giant coins, chocolate cake and smart boards. Well-briefed teaching assistants and volunteer helpers make good use of their time, supporting small groups continuously and skilfully maintaining their concentration. Since her appointment, the headteacher has sensitively but rigorously monitored the quality of teaching and learning, and has established systems to share good practice.
64. The majority of pupils between Years 3 and 6 have positive attitudes and behave well in lessons because teachers manage behaviour consistently in accordance with the whole-school approach. They manage their lessons with pace and there is a strong sense of purpose so that pupils acquire a desire to learn. Pupils enjoy practical activities that necessitate concentration and are sufficiently challenging, such as investigating fractions through cutting circles of paper in as many ways as possible, or calculating the cost of paving the perimeter of a swimming pool. However, some Year 2 pupils are not interested enough in their tasks and their behaviour deteriorates. They do not get enough work done and their progress stalls.
65. The subject co-ordinator is absent on long-term sick leave. The leadership and management of the recently appointed temporary co-ordinator are satisfactory. She has not had time to monitor teaching and learning, or to evaluate the effectiveness of the new assessment systems or target-setting procedures. However, she has good knowledge of her subject, is a very good role model for colleagues, has analysed and evaluated test results, and is aware of what needs to be done to raise standards still further and faster.

### **Mathematics across the curriculum**

66. There are satisfactory links between mathematics and other areas of learning. It is evident that links between mathematics and other subjects are better between Years 3 and 6 than they are between Years 1 and 2. Pupils make suitable use of their measuring skills in design and technology when planning and making photo frames, and in history when designing and constructing models of Greek temples.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Standards are above average at the end of Year 6 and junior pupils achieve well.
- The pupils' recording skills are not as good as they could be in Years 3 to 6.

#### **Commentary**

67. Standards in Year 2 are average and pupils' achievement is satisfactory. Teacher assessment is higher than this. Only one lesson was observed in Years 1 to 2 so an overall judgement on the quality of teaching cannot be made.
68. Standards in Year 6 are above average and similar to considerably improved 2003 test results. Pupils' achievement is good. Teaching is sound overall, with some good features. The curriculum is broad and covers all the necessary requirements. The school places a strong emphasis on learning through investigation and pupils conduct experiments sensibly and safely. The best teaching has good questioning which challenges and extends pupils'

knowledge, and provides explanations which engage and motivate them. Teachers place clear emphasis on experimental science. However, they place less emphasis on teaching recording skills and this tends to hinder the accuracy and effectiveness of pupils' investigations. Although older pupils use the Internet appropriately to find out information in science, opportunities are not always taken to use ICT to support recording and data handling, for example, through the use of charts, tables and graphs.

69. The co-ordinator provides satisfactory leadership and management. Resources are well managed and organised. The role of the co-ordinator has improved since the last inspection because monitoring activities by the local education authority and the co-ordinator are now starting to take place.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- ICT is not used enough in other subjects.
- There has been an improvement in the number and type of resources.
- The ICT week promoted interest in the school's work in the community.
- The suite is too small to accommodate whole classes.

### **Commentary**

70. In the inspection, no direct teaching of information and communication technology was observed and there was a limited amount of pupils' work to look at. However, teachers' planning and discussions with pupils and staff indicate that the overall provision is satisfactory including teaching, learning and achievement. Resources have been increased and improved and there is now a small suite, which is timetabled for every year group. This is an improvement since the last inspection.
71. Infant and junior pupils, including those with special educational needs and the more able pupils, achieve expected standards in word processing and data handling. Pupils change font size, colour and background, for example, when writing poems about Easter. During the week that the school devoted to ICT, pupils conducted a data-handling exercise to test their hypothesis that most people in the village have dogs. They displayed the results in a number of different ways, including pie charts. In discussion, Year 6 pupils confidently describe their use of modelling programs and control technology, for example, how to control a set of traffic lights or cause a robot to travel around the perimeter of a square. This is an improvement since the last inspection.
72. The leadership and management of the subject are satisfactory. The co-ordinator has taken swift steps to improve the provision of resources and staff skills.

### **Information and communication technology across the curriculum**

73. Pupils are beginning to make use of their skills in other subject areas but as yet this aspect is in its infancy. Junior pupils make good links with geography and science when designing and writing a newspaper called, 'The Environmental Times', showing an awareness of different readers, and high quality in the presentation of imported pictures and text, including headlines and paragraphs.
74. However, the immediate focus for the school is the use of ICT in other subjects. The realisation of this goal requires increased staff expertise and confidence as well as further improvements in resources, for instance, a laptop bus, to allow more pupils greater access on an ongoing basis than the present suite permits.

## HUMANITIES

### History and geography

75. Insufficient evidence was available to support overall judgements on provision in history and geography. No lessons were seen in either subject. Work in pupils' books was examined. It is of a broadly average standard and pupils' achievement is satisfactory.
76. In history, pupils in Year 2 identify key characters and gain a good understanding of the events of the Great Fire of London. Pupils in Years 3 and 4 studying the Egyptians are able to say why the Egyptians settled in the Nile valley and describe the kinds of occupations Ancient Egyptians pursued. Year 5 and 6 pupils study the Ancient Greeks and can describe classical features of temples such as Doric and Ionic columns.
77. In **geography**, Year 3 and 4 pupils study environmental problems in school, such as rubbish, noise and flies from the nearby waste disposal tip. They have drawn plans of the school and its grounds and can identify the noisy and quiet areas. They know how to create and use a key on a map. Year 6 pupils can recall their learning about the 'Journey of a River' and can use correct geographical terms, such as 'estuary' and 'mouth.'

### Religious Education

Provision in religious education is **satisfactory**.

#### Main strengths and weaknesses

- Year 3 and 4 pupils achieve well in religious education and produce good work.
- There is very little recorded religious education work in the Year 5/6 class.
- Insufficient use is made of ICT in religious education.

#### Commentary

78. Pupils' achievement is satisfactory and standards are in line with the expectations of the locally agreed syllabus for religious education. Pupils in Year 2 learn about Islam and can recall what a prayer mat is used for. The themes taught in Year 1 and 2 enable pupils to identify the links between different world religions. For example, work on the theme of holy days, resulted in pupils realising that most faith communities have special days and places for worship. Year 1 and 2 pupils are encouraged to record their religious education in their own words.
79. Year 6 pupils identify significant aspects of Islam by studying artefacts. They have also drawn a plan of a mosque, clearly illustrating all the important features. There is very little recorded work in Year 6 pupils' books, which restricts opportunities to practise their literacy skills.
80. Year 3 and 4 pupils produce a good amount of religious education work and good use is made of their literacy skills to record their learning. They have learned the characteristics of being a good friend and have carefully considered what makes them and their teacher happy. They enjoyed visiting the local church and understand the concept of Holy Communion.
81. The co-ordinator provides satisfactory leadership and management. She has not monitored teaching and learning due to managing several subjects. Religious education is to be reviewed next year as the school has concentrated on English and mathematics this year. Information and communication technology is not used sufficiently in some religious education lessons, either to record pupils' work or for research purposes.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Design and technology and art and design

82. These subjects were sampled during the inspection, but not in sufficient detail to provide a judgement on provision. Two lessons were seen in music. No lessons were seen in either design and technology or art and design.
83. The work seen indicates that standards in **art and design** are average. Year 1 and 2 pupils have used a variety of materials to print a large collage of a scene from a story about 'Alfie' by Shirley Hughes. They have sketched realistic portraits of their teddy bears after holding a teddy bears' picnic.
84. Junior pupils' artwork is often skilfully linked with other subjects. For instance, Year 3 and 4 pupils have designed and made attractive clay mummies and tiles as part of their work on Ancient Egyptians. Year 5 and 6 pupils have painted carefully observed landscapes in the style of Monet. They made good use of the digital camera to take photographs of the environment to focus their observations.
85. No lessons were observed in **design and technology** during the inspection. However, work seen on display in classrooms suggested that pupils are receiving their full entitlement to design and technology. Curriculum planning has improved and teachers follow the national guidance to plan lessons. There has been satisfactory improvement in the subject since the last inspection.

### Music

The overall provision for music is **satisfactory**.

#### Main strengths and weaknesses

- Pupils behave well in lessons and have positive attitudes towards music.
- There are too few opportunities to develop pupils' knowledge and understanding when listening to recorded music.

#### Commentary

86. Two lessons in music and part of one lesson in dance were observed during the inspection. The quality of teaching was good and pupils made good progress and achieved well. Pupils with special educational needs, including those who have difficulty in managing their own behaviour, responded positively in the lessons and behaved well, as did all other pupils. This is an improvement since the last inspection.
87. Pupils in Reception, Years 1 and 2, respond well to the story of Jack and the Beanstalk, inserting suitable sound effects using instruments such as tambourines and drums, and their feet. Years 3 and 4 pupils worked well together in groups to compose their own piece of percussion music, based on sound effects they might hear in a supermarket. This was an unusual and challenging stimulus but pupils concentrated well. Years 5 and 6 pupils responded effectively when composing music depicting recycling materials. They collaborated and performed well together as a group.
88. The quality of teaching was good in the two lessons seen. Lessons roll along merrily at a good pace, and relationships between staff and pupils are based on mutual respect. Behaviour and attitudes in all lessons are good because pupils are fully engaged in their tasks, which are challenging enough to sustain their concentration. Opportunities are lost in assemblies however, to expand pupils' knowledge and understanding of the music of other ages and cultures because they are not told what to listen for, or what they are listening to. Pupils reach standards that are in line with national expectations in singing, composing, listening and

appraising. However, they are not given sufficient opportunity to write down the scores of their compositions, using graphic or standard notation.

89. Pupils' knowledge and understanding of music have been enhanced through visitors, such as a pianist, and visits to musical productions. The school enjoys voluntary support from visitors who come to sing traditional songs with the youngest children, and the expertise of a pianist who accompanies their singing in assemblies. Some pupils receive instrumental tuition provided by the county's peripatetic service.
90. The accommodation is satisfactory since music lessons occur in the hall, which has satisfactory acoustics, but the noise from music lessons easily carries into the classrooms that surround the hall. Resources are satisfactory. The use of information and communication technology to compose music is under-developed. The leadership and management of the subject are satisfactory. The co-ordinator has not monitored the quality of teaching and learning. The school has adopted one commercial scheme of work, which is used well by class teachers to plan lessons and assess achievement. This is an improvement since the last inspection.
91. During the inspection, no lessons were observed in **physical education** and there was no pupils' work to look at. Discussions with staff and pupils indicate that overall provision is satisfactory, but the lack of hall space and accompanying resources for gymnastics prevent pupils experiencing this aspect of the curriculum to the full. This was the case at the time of the last inspection and the situation has not been improved. Parents and governors identify the hall and the lack of facilities for physical education as an issue.
92. Meanwhile, the school compensates as best as it can. Pupils from Years 3 to 6 go swimming weekly, and there are regularly timetabled lessons for games on the good field. At playtimes, the headteacher and the mid-day supervisor promote learning in physical education by encouraging pupils to play ball games and to learn to skip.
93. The leadership and management of the subject are satisfactory. There is a whole school scheme of work in place, and resources are stored carefully. The main aids to improvement are the enthusiasm and determination of the new headteacher, the support from parents and governors and the improved behaviour of pupils. The main barriers to improvement are the continuing situation arising from the accommodation and resources for gymnastics, which prevents pupils from undertaking their full physical education curriculum.

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

Provision is **good**.

### **Main strengths and weaknesses**

- A good programme is in place for citizenship, personal, social and health education.
- The school places a strong emphasis on pupils' personal development.

### **Commentary**

94. The personal, social and health education curriculum is successfully linked to the religious education scheme of work and to the school's effective promotion of social and moral responsibilities. PSHE is promoted well through class discussions, circle times, assemblies, health education in science and specific lessons on sex education and drugs education.
95. Although pupils do not yet have a forum, such as a school council, they are confident that the school listens to their ideas. They have good opportunities to develop a sense of responsibility towards their village community during their work in other subjects. For example, younger pupils walk around the village, noting its special features, such as the village shop, the church and manor house, and bus stops. Older pupils conduct a survey during the information;

communication and technology week, investigating how many villagers have dogs. They conduct a litter survey and design and display posters to encourage everyone to look after their environment. They respond positively to visitors from the community, for instance, the rector, the local policeman and firemen and gain an insight into their work. Assessment procedures are currently being developed.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

<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	3
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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	3

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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