

INSPECTION REPORT

**BUTTERWICK PINCHBECK ENDOWED CE
PRIMARY SCHOOL**

Butterwick, Near Boston

LEA area: Lincolnshire

Unique reference number:120683

Headteacher: Mr P Hills

Reporting inspector: Mr J White
17242

Dates of inspection: 3rd - 6th April 2000

Inspection number: 182796

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Lane Butterwick Near Boston Lincolnshire
Postcode:	PE22 0HU
Telephone number:	01205 760256
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Hardy
Date of previous inspection:	16 th June 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
J White	Registered inspector	Science; Art; English as an additional language	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
P Willman	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
D Crow	Team inspector	History; Under fives	
R Green	Team inspector	Information technology; Geography; Physical education	
J Iles	Team inspector	Mathematics; Music	How good are curricular and other opportunities?
B Magson	Team inspector	English; Design and technology; Equal opportunities; Special educational needs	

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in the village of Butterwick, a few miles east of Boston. It serves a large area, which includes rural communities and modern housing estates. Pupils are drawn from wide socio-economic backgrounds. The school became grant maintained in 1994 and is now in its first year of changing to voluntary aided status. The school roll is larger than average with 283 pupils (137 boys, 146 girls) in the main school and 8.6 full time equivalent pupils in the recently opened nursery. Pupils are admitted into the nursery in the term after their fourth birthday and then into the reception class at the beginning of the year in which they become five. The number of pupils eligible for free school meals is below average. Only two pupils are of minority ethnic heritage. Thirty eight pupils are on the special educational needs register, three with statements. Attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

The school achieves good standards in almost all subjects. The overall quality of teaching is good and it is very good in the nursery. Pupils are enthusiastic, relate well to one another, and have very positive attitudes. The headteacher knows the pupils well and promotes pastoral care strongly. The governors are very supportive. There are weaknesses in developing, monitoring and evaluating curricular planning, teaching and learning. The school provides good value for money.

What the school does well

- Standards are above average in almost all subjects.
- Teaching and learning are good overall and very good in the nursery.
- Pupils' personal development is very good. They have very positive attitudes, relate very well to one another and behave well.
- Extra-curricular activities are of high quality.
- Pupils are very well cared for.
- The governors have provided very good accommodation and the school is well resourced.

What could be improved

- Not enough use is made of assessment to ensure pupils make the best possible progress.
- Parents do not receive enough information about their children's work and progress and are therefore not involved as much as they would like.
- There is no clear system for identifying strengths and weaknesses in teaching, learning and curricular planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Improvement since then has been satisfactory. Standards have been maintained in most subjects but have improved in art throughout the school and in information and communications technology in the juniors. The proportion of satisfactory or better teaching is higher. Despite some improvements in procedures assessment is under-used for planning pupils' work. All subjects now have schemes of work but curricular planning is still not of a consistently high standard. The school responded slowly to improvements needed in development planning. The plan for 2000/2001 is suitable but the previous year's plan was inadequate as a tool for helping the school's development. Subject co-ordinators have undertaken some monitoring of teaching and learning but the senior management has not given a strong enough lead in ensuring strengths and weaknesses are identified.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	C	C
Mathematics	B	C	D	D
Science	B	D	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The results show that standards in the national tests fell in 1998 and 1999. The school just met its targets in 1999 for the proportion of pupils achieving the average level 4 or higher in English and mathematics. However, the school has recovered and the current pupils at the end of the juniors achieve above average standards in all three subjects. Pupils at the end of the infants also achieve above average standards in English, mathematics and science. The oldest infant and junior pupils achieve good standards in information and communications technology and in almost all other subjects. No standards are below average. Pupils in the nursery are making very good progress

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive.
Behaviour, in and out of classrooms	Pupils behave well.
Personal development and relationships	Very good.
Attendance	Satisfactory.

Pupils throughout the school are keen to learn. The oldest junior pupils respond particularly well to looking after infant pupils. Boys and girls relate very well to one another and to adults.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

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

The quality of teaching is good overall. Ninety seven per cent is satisfactory or better and about 30 per cent is very good or better. Teaching is unsatisfactory in a very small number of lessons. Literacy and numeracy are taught well. Examples of excellent teaching were observed in literacy, music and physical education. Generally, the needs of all pupils are catered for but in some lessons the most able pupils are given work that is too easy. Particular strengths in the good or better teaching include effective use of questions to develop pupils' learning, high expectations, sharing

clear objectives with pupils and building on pupils' contributions. The effective teaching ensures that for much of the time pupils work diligently and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in Key Stage 1 and Key Stage 2 is broad and enhanced by high quality extra-curricular activities. Teachers make good links between subjects. Nursery provision is very good.
Provision for pupils with special educational needs	Pupils are supported well and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; social development is promoted strongly.
How well the school cares for its pupils	A high level of care is provided.

Partnership with parents is satisfactory. The quality of extra-curricular activities, especially in music and sport, is a particular strength of the learning opportunities provided. The headteacher and staff know the pupils well and pastoral care is strong.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall but strong in promoting pupils' personal development.
How well the governors fulfil their responsibilities	The governors fulfil most of their responsibilities.
The school's evaluation of its performance	There is no clear system for monitoring and evaluating teaching and learning.
The strategic use of resources	Financial management and control are efficient and generally resources are used well.

The staff are suitably trained and experienced. The overall accommodation is very good and the school is well resourced. However the reception class is over crowded. In their use of resources, the governors competently ensure that the principles of best value are applied. There is insufficient monitoring and evaluating of teaching, learning and curricular planning in order to help the school improve further. Good use is made of new technology. The governors do not fulfil their responsibilities with regard to annual risk assessments, annual pupils' reports and the provision of individual pupils' records.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and are making good progress.• Behaviour is good.• Teaching is good.• They find the headteacher and staff approachable.• The school expects their children to work hard and helps them to become mature and responsible.• The school is well managed.	<ul style="list-style-type: none">• There is not enough homework.• They are not given enough information on how their children are getting on.• The school does not work closely enough with parents.

The inspection's findings agree with what pleases parents most and what they would like to see improved. Parents are given little information on the work their children will be doing and homework is provided inconsistently. Consequently they are not involved as much as they would like. Pupils' annual reports do not provide enough detail on progress in all subjects.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests for pupils aged eleven, the school's average score in English was in line with the average for all schools, and in mathematics and science its score was below the average. In comparison with similar schools, results were average in English, below average in mathematics and well below average in science. Taking the four years 1996-1999 together, pupils' performance has been close to the average for all schools. The school just met its 1999 targets, in English and mathematics, for the percentage of pupils reaching the average level 4 or better. The school attributes the fall in standards, since 1996, largely to fluctuations in the prior attainment of the cohorts, but following the results in 1998 took little action to address the apparent decline. However, action to improve standards since the 1999 tests has helped the school to recover. Attainment of the current pupils in Year 6 is above average in all three subjects and these standards are similar to those at the time of the last inspection. In the 1999 tests for pupils aged seven the average scores in reading and writing were above the national average for all schools. In mathematics, pupils' results were in line with the national average. In comparison with similar schools, results were above average in reading and writing and average in mathematics. Taking the four years 1996-1999 together, pupils' performance has been well above the average for all schools. According to teachers' assessments, pupils' results in science were below average in 1999. The attainment of the current pupils in Year 2 is above average in reading, writing, mathematics and science. The introduction of the national numeracy strategy has contributed to an improvement in mathematics. Year 2 pupils' attainment matches that found in the last inspection. The current inspection found no significant differences between the performance of boys and girls at age seven and eleven. However, in the national tests, girls aged eleven have performed best in all three subjects.
2. Children's attainment on entry to the nursery is average. Currently the number of children is very small. The very good teaching is contributing to their very good progress in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, and creative and physical development. If the rate of progress continues, they are well on course to exceed many of the desirable outcomes expected of pupils of five years of age. Pupils under five in the reception class make satisfactory progress and should attain most of the desirable outcomes. The large numbers of pupils in the reception class and the consequent lack of space place constraints on the work that can be provided and affect children's progress. The school is soon to appoint additional teaching staff to ease this problem. Pupils aged five achieve average standards overall.
3. Infant pupils make good progress in English. They participate well in the many opportunities for speaking and listening and by the age of seven listen attentively and speak confidently. Progress in literacy is good. Pupils have regular opportunities to read and share books and often predict what will happen in a story. They talk well about their reading and are developing good knowledge of letter sounds. By the age of seven pupils generally read independently and many use dictionaries competently. Pupils are developing good legible handwriting and in Year 2 they spell many words correctly. They enjoy writing for different purposes,

for example in science, and often use interesting vocabulary. The most able pupils in Year 2 write good, carefully constructed stories.

4. Junior pupils also make good progress overall in English. They participate well in discussions not only in English but in other subjects such as mathematics and science. By the end of the key stage pupils express their own ideas confidently and thoughtfully and listen well to one another and to adults. Pupils read regularly from a good range of literature and are developing good fluency. Pupils in Year 6 talk well about their preferences for different authors and have good understanding of their styles and techniques. Although progress in writing is good overall in the juniors, the opportunities for pupils to write at length are inconsistent. Also standards of presentation and handwriting are too variable. However, by the end of the key stage pupils write for a good range of audiences and have increased the complexity of their sentences. They also write in different forms including narrative prose, poetry and plays. In both key stages the good teaching in the literacy hour is contributing to the good standards achieved but also, most of the teachers provide good opportunities for pupils' skills in English to be developed in other subjects.
5. Infant pupils make good progress in numeracy. They are developing good knowledge and understanding of number operations and place value. The teachers' thorough emphasis on mental calculations is improving standards and by the end of the key stage pupils' have increased their speed and accuracy. Knowledge and understanding of shapes, including symmetry, are also good. Pupils in Year 2 also construct accurate graphs and talk well about them. Junior pupils also make good overall progress. They are developing good knowledge of the number system and are improving their computational skills. By the end of the key stage pupils make good use of appropriate terminology to talk about their work and explain their thinking. They show good understanding of decimals and percentages and their knowledge of the properties of two and three-dimensional shapes is good. Data handling is developed well and good use is made of information and control technology.
6. Overall progress in science is good but there are inconsistencies in the rate of progress. In both key stages high attaining pupils are not always challenged sufficiently in investigative work. Infant pupils are developing good scientific knowledge and in Year 2 they show good knowledge and understanding of materials and their properties, and life processes and living things. Pupils in Year 3 make good progress over time especially in life processes and living things but in Year 4 and Year 5 progress is generally more uneven. By Year 6 pupils' knowledge and understanding are good especially in life processes and living things, materials and their properties and physical processes. Most pupils throughout the school talk well about their work and give good explanations of experiments they have conducted. They give sensible predictions and understand fair testing. However, they have very few opportunities to undertake the whole of an investigation without adult help.
7. Standards in information and communications technology are good by ages seven and eleven. Infant and junior pupils make good progress. Infant pupils use hardware and software with increasing skill and confidence, and by the end of the key stage work independently with the minimum of assistance. Word processing skills are developing well. High attaining pupils successfully organise and amend data. Skills continue to develop in the juniors. Word processing is used regularly. Pupils in Year 6 use e-mail confidently, combine sound and text, and organise and

refine information for specific purposes. The well-focused teaching in the school's computer suite contributes significantly to the good standards achieved.

8. Pupils throughout the school generally achieve well in most of the non-core subjects. Standards in art are above average by the ages of seven and eleven. No music lessons were observed in Year 2 and Year 6 so it was not possible to give an overall evaluation of attainment in these year groups. However, standards in singing, and in the work seen elsewhere, are good. Standards at the end of Key Stage 1 are above average in design and technology, geography and physical education. There was not enough evidence to evaluate standards in design and technology and geography by the end of Key Stage 2. Pupils in Year 6 achieve well above average standards in physical education largely because of the specialist skills of the teacher. Standards in history are average at seven and eleven.
9. Pupils with special educational needs make good progress overall but especially in English and mathematics where they are given regular focused support. Generally, high attaining pupils achieve well but in a minority of lessons they merely mark time because they are not challenged enough.
10. The school has mainly sustained or improved standards since the last inspection. Significant improvements are in art throughout the school and in information and control technology by the age of eleven.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school, their personal development, and the relationships they have with each other and with their teachers are very good. They are keen to talk about their work and confidently express their opinions about aspects of school life they particularly enjoy. Their behaviour both in the classrooms and around the school is good and, in assemblies, it is very good. These positive features contribute well to pupils' achievements. The quality of these aspects of pupils' development has been maintained well since the last inspection and supports parents' views. During their time in school pupils successfully develop mature and socially responsible attitudes to the school community.
12. Children under five in the nursery and reception class arrive at school in good time and settle happily into the routines of the day. In the Nursery, they work constructively together with sustained levels of concentration and are developing good social and collaborative skills. Their behaviour is very good and they listen carefully to each other and to their teacher. They share and take turns happily and many express their views with confidence, sometimes at great length. The personal and social development of the youngest children in the Reception class is satisfactory. They understand the routines of the classroom and respond with enthusiasm to the opportunities provided. They understand what type of behaviour is expected of them and respond well. They enjoy coming to school and their attendance is satisfactory.
13. In both key stages, the pupils' attitudes to school are very good. The majority of parents who returned the questionnaire prior to the inspection agree that their children like school and pupils confirmed this during the inspection. They respond with enthusiasm to lessons, which are interesting and challenging; they work hard and are well involved in what they are learning. This was exemplified in a Year 6 literacy lesson on the "Marwell Manor Mystery" when pupils offered useful

suggestions and rose to the challenge of working out “whodunnit”. Throughout the school pupils’ response to the structure and challenge of the literacy and numeracy lessons is very positive and this has a significant impact on the good standards achieved in these subjects. In Year 2 the pupils were thrilled to sing the words of the musical instruments in the story “Raja’s Big Ears” and their modelling work based on the same story showed a keen desire to improve the quality of their work. For example, they removed and reshaped the nose on a model because “it wasn’t good enough”. Pupils with special educational needs take part with enthusiasm and interest in all aspects of school life.

14. Pupils’ behaviour in lessons and around the school is good overall and this confirms the view of the majority of parents. In a few lessons in the juniors, a minority of pupils behaved inappropriately and distracted some of their classmates. All pupils, including those with special educational needs, have a clear understanding of the headteacher’s and teachers’ expectations with regard to their behaviour. They know the difference between acceptable and unacceptable behaviour and are well motivated by praise. They try hard to earn recognition for good work and behaviour. Pupils move about the school purposefully and sensibly and behaviour in assembly is very good. There is no evidence of bullying and there have been no exclusions. Pupils with special educational needs are well behaved. They have positive attitudes to their learning and appreciate the small group work opportunities. When working in these groups they are confident and happy and show no inhibitions as they try to achieve their own personal goals. They show good levels of perseverance and are proud when they are successful

15. Pupils’ personal development and their relationships are very good. These make a significant contribution to the calm and happy atmosphere in the school. They are polite to adults and to each other and treat resources with care and respect. The oldest junior pupils help and support the infant pupils and keep an eye on their welfare. A particular example of this was seen in the dining hall when one of the older pupils, with great kindness and good humour, carefully wiped the chocolate sauce off a small boy’s face. Pupils respond very well to the opportunities to take responsibility for aspects of class and school life. They support the extra-curricular sporting activities in significant numbers and learn the rules of fair play and the rewards of working as a team. They are reliable and willing and confidently express their many interesting views on school life. For example, the oldest junior pupils indicated they would like more focused and regular homework. However, there is no formal system to enable pupils to regularly express their views. As they move through the school, the pupils develop into increasingly mature and sensible young people, with a good sense of responsibility towards the school community. The rate of pupils’ attendance is satisfactory and is slightly above the national average. There is no recorded unauthorised absence. Pupils are punctual, registration is quick and efficient and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is good and unsatisfactory teaching is uncommon. The proportion of teaching which is satisfactory or better is higher than in the last inspection. Often the teaching is very good and occasionally excellent.

17. Children in the nursery are taught very well. The work is planned thoroughly and provides children with a broad range of activities. Emphasis on personal and social development, language, literacy and mathematics is strong. Children are taught key

skills regularly and have good opportunities for first hand experiences. The very effective teaching contributes significantly to the children's very good progress. Teaching in the reception class is satisfactory and children make satisfactory progress. The large number of pupils and consequent lack of space make it difficult for the teacher to provide a broad range of experiences.

18. Much of the teaching is good in the core subjects of English, mathematics and information and communications technology. Lessons in literacy and numeracy are usually planned well. The increased use of mental work in mathematics is benefiting pupils' speed and accuracy of mental calculation. The provision of a well-resourced computer suite and the regular support of a technician contribute to pupils' standards. There are examples of excellent teaching in literacy, music and physical education often as a result of the teachers' very good subject knowledge and expertise. The headteacher's teaching in science in Year 6 has contributed to raising standards.
19. There are several common features of the good or better teaching. Learning objectives are clear and often shared with the pupils so they know what is expected of them. Teachers use questioning well and this not only keeps pupils on their toes but probes their thinking. For example, in a very good science lesson in Year 3 the teacher asked "If I keep watering this plant will it grow faster?" In a good Year 2 mathematics lesson the teacher's question "Why is this the right answer?" encouraged pupils to explain how they had tackled a problem. Basic skills are taught thoroughly, especially in English and mathematics. Generally, teachers build well upon pupils' suggestions and succeed in extending their learning. In a very good art lesson in Year 4 the teacher responded well to pupils' comments about the work of Matisse and then focused closely on his techniques in order to extend their understanding. Expectations are high and sustained throughout the lesson so that pupils make the progress of which they are capable. Teachers make good links between subjects. For example, pupils in Year 4 used Van Gogh's painting of a starry night as a stimulus for writing a poem. Pupils are usually managed well and teachers have developed very good relationships. These strengths in the teaching ensure that pupils' make discernible gains in their learning and contribute to their sustained interest and concentration, perseverance and confidence.
20. Generally, teachers know the pupils well and in the best teaching always ensure that all pupils are challenged sufficiently. However, assessment is not used consistently to plan pupils' work to ensure they make the best possible progress. In some lessons high attaining pupils are given the same work as other pupils and the pace of their learning is too leisurely. The standard of marking of pupils' work is inconsistent. At its best it not only praises pupils but also suggests how they might improve. At its worst few comments are made and there is no indication of what needs to be improved.
21. Pupils with special educational needs are taught in small withdrawal groups for literacy and numeracy. Class teachers and the teacher for special educational needs plan a programme of targets for each pupil. The teacher encourages pupils to achieve these targets through a good and varied range of activities. She is skilled in ensuring that pupils remain interested by using a variety of group games and individual challenges and computer programs to introduce new work and consolidate previous learning. Pupils are encouraged to use practical teaching aids to support their work. The teacher also gives them useful teaching tips to help focus their learning. These prove important when pupils return to their classrooms

and are unsupported. With the present arrangement there are some difficulties which occur when pupils are re-integrated back into their class activities as some breaks in learning have taken place. The school is working to address this issue.

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

22. The curriculum is broad, balanced and relevant to the ages, needs and interests of the pupils. It includes all subjects of the National Curriculum and complies with statutory requirements.
23. The previous inspection identified the need to ensure that detailed schemes of work are provided for all subjects and to improve continuity in pupils' learning by ensuring that all planning is of a consistently high standard. Additionally, the report recommended that more time be allocated to art throughout the school and to geography and design technology at Key Stage 2. Schemes of work are now in place for all subjects. However, the time allocation for geography at Key Stage 2 remains below that of most schools and, despite some very good examples, high quality curricular planning continues to be inconsistent. In the best planning, assessment opportunities are clearly identified and learning intentions are clear. In the weaker planning there is a lack of detail on how continuity and progression in pupils' learning will be achieved. In common with many schools the implementation of the national literacy and numeracy strategies have dominated curricular developments in recent years. Time allocations to English and mathematics are above those of most schools and this has contributed to the standards achieved. Sex education is mainly covered by the school nurse who meets with pupils in Year 5 and Year 6 to discuss a range of issues and answer their questions. Currently there is no provision for heightening pupils' awareness of the misuse of medicines and drugs. The school plans to address this issue as a priority.
24. Literacy skills are developed well in other subjects apart from English. For example, there are good opportunities for pupils to write for different purposes in history and science. Oral language is also developed well in most subjects and discussion is a feature of many lessons. Subject specific language is applied well in art, music and physical education. Speaking and listening skills were enhanced when pupils talked confidently about the similarities and differences between Japanese and European music. Teachers regularly reinforce pupils' mathematical skills especially in numeracy in science. Information and control technology is developed well across the curriculum and the provision of an up-to-date computer suite has a marked effect on the standards achieved. Physical education and music are particular strengths of the curriculum provision. They provide a good balance of practical learning opportunities, which enable pupils to develop confidence and skills of self-expression. These key learning skills serve pupils well in other subjects.
25. The nursery provision is very good. Planning is thorough and takes good account of the expected outcomes for children's learning by the time they become five. The curriculum is broad and ensures children experience direct teaching in addition to choosing well-planned activities for themselves. The curriculum for children in the reception class is satisfactory overall but for the children under five it is more narrow than in the nursery mainly because of the large number of children and the consequent lack of space.

26. All pupils, including those with special needs, have equal access to all aspects of the curriculum. The provision for special educational needs meets the requirements of the Code of Practice. The register of pupils with special educational needs is reviewed regularly to ensure that all pupils in need of additional support are identified. Literacy and numeracy targets are identified for pupils each term and reviewed in consultation with the class teachers. Pupils receive support working in small withdrawal groups
27. A good range of extra curricular activities is offered to pupils including music, dance and sports clubs. The quality of the activities is very good and enhances pupils' academic and personal development. The good attendance at the clubs is commendable given the additional transport arrangements which have to be made. Early morning clubs are under consideration to provide worthwhile activities for pupils who arrive early because of travel arrangements. Many pupils rely on coaches to travel to the school. Visitors to the school are welcomed and provide additional opportunities to develop pupils' learning experiences. Representatives from the local church, and the local policeman, are regular and highly valued friends of the school. Field trips to Eden Camp, Rievaulx Abbey and Helmsley Castle are examples of ways in which the school offers wider opportunities for pupils' learning.
28. As well as establishing good links with the church, the school makes good use of the wider community. For example, a local firm provides wood, paper and card for model making, and another provides plants for the school grounds. Links with local schools are good and the headteacher maintains an interest in the progress of former pupils.
29. The overall provision for pupils' spiritual, moral, social and cultural development is good. The school reflects its Church of England status in giving prominence to Christian principles and traditions. Spiritual development is promoted through planned weekly assembly themes where time is given for pupils to reflect the wonder and beauty of the world around them. Religious education was not part of this inspection and there was little evidence of spiritual development being developed within other subjects. Provision for moral education is good. The strong links with the church and the very good role models set by teachers enable pupils to be aware of the difference between right and wrong. The headteacher knows the pupils well and regularly reinforces the school's moral values. Pupils' social development is promoted very well. Pupils show good manners, are pleased to be helpful and willingly accept responsibilities; for example, the oldest pupils help infant pupils at lunchtimes. Cultural development is also fostered well. Provision extends beyond the cultural traditions of the majority of the pupils. There are opportunities for them to learn about other cultures in a planned and structured way. For example, they learn about music from Japan and South America, the work of important artists, the lifestyles of India and the importance of dance in the lives of people from all over the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The pastoral care provided for pupils is very good and enables them to feel confident, happy and to concentrate on their learning. The majority of parents support this view. Very good relationships between class teachers, support staff and pupils is an important element in the care provided. The quality of care has been maintained well since the last inspection.

31. Children under five in the nursery and the reception class are well cared for. Induction procedures for children and parents are appropriate and children settle quickly into the routines of the classroom. Parents have good opportunities in the mornings to speak informally to staff about any small matters of concern. Children quickly learn what is expected of them and staff consistently reinforce good work and behaviour with praise.
32. Pupils' welfare is an important priority for the school. Pupils comment that they would feel comfortable in talking to their teacher or the headteacher about any worries they may have, either personal or academic. Infant pupils indicate that the contact they have with junior pupils gives them a sense of security and confidence. All adults in the school know the pupils very well and this ensures a continuity of care throughout the school day. The school is committed to inclusion and the integration of pupils with special educational needs into all school activities. With a good level of adult support pupils with statements of special educational needs receive useful supportive intervention to aid their learning, and to ensure that they are valued members of the school community. All other pupils on the special educational needs register are also given good help both in the classrooms and in their small group teaching sessions. Pastoral care is given good consideration by all staff and its' success is reflected in the happy and confident way these pupils conduct themselves in school. Their specific needs are well supported by appropriate outside agencies.
33. Procedures for ensuring health and safety and child protection are satisfactory. However, there are no formal procedures for regular risk assessments, although staff are fully aware of this aspect of care on a day-to-day basis. First aid provision is good, fire evacuation procedures are carried out regularly, and appropriate records are kept. It was noted in the last inspection that attendance registers were not stored centrally and this remains a weakness. In the event of a fire during the mid-day break, the need to collect the registers from individual classrooms is an unnecessary risk. The headteacher is the designated member of staff for child protection and has received appropriate training. Pupils learn about the benefits of healthy eating and exercise, and there is good emphasis throughout the school on developing good hygiene habits. Year 6 pupils receive appropriate sex education, but there is insufficient emphasis on stressing the harmful effect of drugs.
34. Class teachers and the school secretary monitor pupils' attendance effectively. Parents take their responsibility to advise the school of reasons for absence very seriously, and there is no significant unauthorised absence. There are no formal procedures for monitoring pupils' personal development. However, staff know the pupils very well and informal monitoring is satisfactory. Procedures for recording instances of poor behaviour are sound and the headteacher involves parents of any persistent offender at a very early stage. Staff guidelines for promoting discipline and good behaviour are appropriate but are applied inconsistently. This results in instances of immature behaviour in class by a minority of junior pupils from time to time. Pupils are well motivated by rewards and praise for good work and behaviour, and try hard to live up to the headteacher's and staff's expectations. There are good procedures to deal with bullying and, although pupils express no concern about this, they do understand the need to tell an adult should they be concerned.
35. Procedures for assessing pupils' attainment and progress are satisfactory. Children in the nursery and reception class are assessed in relation to the desirable outcomes expected by the time they reach five years of age. Assessment

arrangements conform to national requirements at ages seven and eleven. In addition, the school uses national end of year tests in Years 3, Year 4, and Year 5 to monitor and track pupils' progress. Assessment procedures have improved since the last inspection but much remains to be done. Records of achievement are not always consistent in identifying pupils' strengths and weaknesses and there are inconsistencies in the use of assessment information to guide curricular planning. There is no marking policy and consequently the quality of marking is inconsistent and often doesn't indicate how pupils can improve their performance. Although appropriate records on pupils' development and progress are maintained these are not collated and centralised into individual files which are updated at least annually. Consequently the school is not meeting its statutory responsibility in this respect.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The majority of parents have very positive views about most aspects of school life. They are confident that their children are well cared for and value the educational opportunities provided. Although parents are generally very supportive of the school, there are limited opportunities for them to become more significantly involved in their children's learning and the information they receive about progress in the pupils' annual reports is poor. A significant number of parents prior to the inspection indicated that they would like more information on how their children are getting on. Parents confirm that they feel welcome in the school and many of the good aspects identified in the previous inspection have been maintained well.
37. The information provided for parents about the school is practical and informative. Parents speak highly of the newsletters, which keep them up-to-date with events taking place in the school. The consultation evenings are well attended and parents are welcome to make a further appointment to discuss their children's progress in more detail. The format of the pupils' annual reports does not fully meet statutory requirements and the brevity of the text gives little idea of individual attainment and progress. There is insufficient emphasis on indicating explicit targets for improvement. The school invites all parents of pupils with special educational needs to attend important review meetings. Although most parents of younger pupils attend there is some fall off as pupils move into Key Stage 2. For these pupils the school has a further range of procedures to ensure parents receive all relevant information and support. In general the school communicates well with parents over pastoral matters.
38. Parents' involvement in school life is satisfactory overall. A small number of parents regularly help in classrooms and their support has a good impact on pupils' reading and practical skills. Many parents willingly help on visits. Pupils are drawn from a wide geographical area and this limits the extent to which parents can become involved in the day-to-day life of the school. They were given the opportunity to comment on the content of the home/school agreement and their views were sought on the change in the length of the school day. However, the response was limited. The majority of parents have signed and returned the home/school agreement.
39. Parents are eager to help their children at home with reading, spelling, tables and project work. Their ability to help, however, is severely limited by the lack of any information about what their children will be learning and the inconsistent provision and focus of homework. There are no reading or homework diaries to record parents' comments on what their children have done at home, or to track their

progress. Pupils themselves indicate they would like more regular and purposeful homework to help them achieve higher standards. Although the school provided parents with published information about the introduction of the literacy and numeracy hours, no meetings were held to inform parents about how these important initiatives were to be introduced and what they would mean for their children.

40. Partnership with parents of children under five is satisfactory. In the nursery there are daily opportunities for parents to speak informally with staff at the beginning and end of sessions. Parents are made very welcome and opportunities are given for them to come in and help with activities. Parent helpers are provided with clear instructions and they make a very good contribution towards children's learning. In the reception class and in Key Stage 1 parents are encouraged to help children at home with their reading. Parents are not given any written information about the desirable learning outcomes that are expected by five years of age or of topics being undertaken to enable them to become effective partners in their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher, well supported by staff, promotes pupils' personal development very well. He knows the pupils' well and sets the tone in relation to their attitudes to the school and their general conduct. In general, the school meets its aims for pupils' personal and academic development well. Improvement since the last inspection has been satisfactory overall but there are weaknesses in developing teaching, learning and curricular planning.
42. The school's development plan for 2000/20001 is a significant improvement on the previous plan, which was inadequate as an instrument to guide the school's future direction. Weaknesses in the development planning have contributed to some of the last inspection's issues not being addressed fully enough, especially in relation to curricular planning, monitoring and evaluating of the teaching and learning.
43. The governors support the school well and the minutes of their meetings indicate they discuss its work thoroughly. They are committed to the achievement of high standards and have worked hard, with the headteacher, to improve the school's accommodation and resources. The Pinchbeck Trust also gives good support. The complex budgetary arrangements, in the transition from grant maintained status to voluntary status, have been managed well by the headteacher and governors. Financial administration and control are efficient. The governors have given good financial support to implementing the national literacy strategy and the named governors for literacy and numeracy have attended training. They have also observed some lessons. Governors also help in school as often as they can. The governing body meets most of its statutory responsibilities except with regard to undertaking annual risk assessments, ensuring annual reports to parents meet requirements, and providing adequate records for each individual pupil that are updated annually.
44. There has been some useful monitoring of teaching and learning in literacy, numeracy and science but there is little evidence that they have influenced developmental planning. For example, in the plan for 1999/2000 there was no reference to their findings or to how the fall in standards in the 1998 national test results would be addressed. The headteacher plays no part in monitoring the

teaching and learning and the deputy headteacher has limited opportunity to monitor the whole school's work or to be involved in budgetary matters. Neither the headteacher or deputy headteacher monitor teachers' planning across the whole school. Consequently there has been no clear senior management program to not only identify strengths in planning, teaching and learning for the development of all staff, but also to address any weaknesses. The key stage co-ordinators lead their teams well and they have a good overview of developments within their respective key stages. Subject co-ordinators work hard but not all have opportunities to observe teaching and learning. The headteacher has undertaken useful analysis of pupils' progress and this has helped to identify pupils who need specific help and has guided the school's identification of overall targets for pupils' performance. However, the use of assessment to guide teacher's planning or to identify targets for individual pupils is inconsistent and consequently the benefits of the analysis are not yet being fully utilised.

45. The headteacher and governing body give high priority to provision for special educational needs. As a result they offer a high level of support in school. A link governor meets regularly with the school co-ordinator. Management of the daily special needs' provision is the responsibility of the co-ordinator.
46. The number of staff and their qualification and experience are appropriate to meet the demands of the National Curriculum and the needs of children under five. There are sufficient qualified and experienced support staff and they make a good contribution to pupils' learning. Although all teachers have satisfactory job descriptions for their general role as a class teacher not all are allocated any curricular responsibilities. There is a co-ordinator for pupils with special educational needs and she provides effective support for these pupils. Additional support is appropriately provided for pupils with statements of special educational need. In-service training days are used appropriately for whole staff training related to the needs of the school, for example, the introduction of the national literacy and national numeracy strategies. However, there is currently no coherent policy on staff development and their individual needs are not sufficiently catered for. The induction arrangements for newly qualified staff are effective and their training requirements are met. The appraisal of teachers' performance is not being undertaken currently. However, the headteacher is undergoing training for the implementation of the new national requirements on appraisal to come into force in September 2000.
47. The accommodation is very good for the delivery of the National Curriculum and includes a well-equipped computer suite and music room. However, the school hall is small and it is difficult to accommodate all the pupils in whole school assemblies and leaves very little room for visitors. The nursery is well equipped, but the large number of children in the reception class reduces the amount of space available to meet all their needs fully. Overall, internal and external decoration is of a high standard and is well maintained by the caretaker and cleaning staff. The grounds are spacious and well kept with appropriate hard and grassed play areas. There are plans in place for the extension of the hard play areas for children under five in the nursery and for pupils in Key Stage 1. Resources for learning are good. They are very good for mathematics, music and information and communication technology. The libraries are well stocked with high quality books and this effectively supports work in literacy.

48. The school has recovered well from its disappointing results in the national tests in 1999 and has sustained its overall academic standards since the last inspection. The headteacher's help in giving more attention to science has contributed to raising standards in Year 6. However, the school's overall progress could have been better. Improvements in leadership of monitoring and evaluating the school's work should help the school to move forward at a faster pace.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. The governors and headteacher should:
- (1) Make better use of assessment:
 - by ensuring pupils' work is marked consistently throughout the school and marking indicates how pupils can improve;
 - for setting targets for individual pupils' performance.
 - for ensuring high attaining pupils are challenged well in all lessons.
Paragraphs: 20, 35, 44, 66, 72, 73, 78, 80, 93, 100.
 - (2) Improve opportunities for parents to become more involved in their children's learning by:
 - providing information on what their children will be learning;
 - clarifying, with the help of parents, how homework can best support and enhance their children's learning;
 - ensuring annual reports give more detail on pupils' achievement.
Paragraphs: 36-37, 39-40, 66.
 - (3) Improve curricular planning and staff development by:
 - ensuring all staff have clearly defined responsibilities;
 - implementing a clear and systematic program for monitoring and evaluating teaching and learning;
 - using the outcomes of evaluation to contribute to developmental planning;
 - identifying and addressing individual staff's development needs.
Paragraphs: 23, 41-2, 44, 46, 48, 67.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL FOR INCLUSION IN THE ACTION PLAN

Ensure all statutory responsibilities are met. Paragraphs: 33, 35, 37, 43.

Improve the consistency of pupils' progress in science. Paragraphs: 6, 77.

Ensure pupils in the juniors have regular opportunities to write at length and that their handwriting and presentation are of a good standard. Paragraphs: 4, 62.

Review the time allocated to geography in Key Stage 2. Paragraph: 23.

Consider providing more formal opportunities for pupils to express their views about the school. Paragraphs: 15.

Ensure drugs education is provided. Paragraphs: 23, 33.

Store registers centrally. Paragraph: 33.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	24	38	29	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	9	283
Number of full-time pupils eligible for free school meals	-	33

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	35

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	21	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	16	17	19
	Total	25	26	28
Percentage of pupils at NC level 2 or above	School	81 (86)	84 (96)	90 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	16	18	18
	Total	24	27	27
Percentage of pupils at NC level 2 or above	School	77 (95)	87 (88)	87 (87)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	28	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	14
	Girls	24	20	21
	Total	37	36	35
Percentage of pupils at NC level 4 or above	School	70 (62)	68 (60)	66 (65)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	15
	Girls	24	22	23
	Total	36	37	38
Percentage of pupils at NC level 4 or above	School	68 (74)	70 (65)	70 (74)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	-
Indian	2
Pakistani	-
Bangladeshi	-
Chinese	-
White	247
Any other minority ethnic group	-

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	-	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	-	-
Other minority ethnic groups	-	-

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	23.6
Average class size	28.3

Education support staff: YR – Y7

Total number of education support staff	6
Total aggregate hours worked per week	100

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	15

Total number of education support staff	-
Total aggregate hours worked per week	-

FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	580,046
Total expenditure	580,530
Expenditure per pupil	1,873
Balance brought forward from previous year	59,599
Balance carried forward to next year	59,115

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	292
Number of questionnaires returned	136

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	2	2	1
My child is making good progress in school.	49	42	3	1	4
Behaviour in the school is good.	43	47	4	0	7
My child gets the right amount of work to do at home.	32	45	16	4	4
The teaching is good.	54	38	1	1	5
I am kept well informed about how my child is getting on.	29	46	19	4	1
I would feel comfortable about approaching the school with questions or a problem.	51	40	5	2	1
The school expects my child to work hard and achieve his or her best.	54	41	2	0	2
The school works closely with parents.	25	43	25	4	4
The school is well led and managed.	46	43	1	2	8
The school is helping my child become mature and responsible.	46	43	4	0	7
The school provides an interesting range of activities outside lessons.	39	48	10	1	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

50. Children are admitted to the nursery in the term after their fourth birthday and to the reception class in the September of the academic year in which they become five. At the time of the inspection 32 children were below compulsory school age. Children attend the nursery on a part-time basis.
51. The attainment of most children on entry to the nursery is average. They make very good progress and if this continues they are on course to achieve well in the outcomes expected by the age of five. Progress in the reception class is satisfactory and most children, by the age of five, should achieve the desirable learning outcomes in all the six areas of learning: personal and social development, language and literacy, mathematics, knowledge and understanding of the world, and creative and physical development. High attaining children will be working towards level one of the National Curriculum in English and mathematics. The progress of children with special educational needs is good. Children aged five attain average standards overall.

Personal and social development

52. Children's confidence and self-respect develop well and staff help children to become aware of what is right and what is wrong. In both the nursery and the reception class, children successfully make choices from the range of activities on offer and they usually share and play well together. They handle books and equipment with care and respect and staff appropriately encourage children to tidy away carefully at the end of an activity. They show interest and concentrate well on tasks. However, although they have many opportunities to learn about their own culture and beliefs, there are insufficient opportunities for them to develop a good awareness of other cultures and sensitivity towards those with different beliefs. Children show a range of feelings, for example, joy and delight at chasing shadows in the sunshine and good opportunities are provided for them to learn how to treat living things with care and respect. For example, in the nursery they learn how to look after the pet goldfish and take responsibility for its care. Children are effectively encouraged to develop personal independence, such as putting their coats on before outside play. In the reception class, they change their clothes independently before and after physical education lessons and remember to fold them together in a neat pile. The personal and social development of children is given a high priority by all staff both in the nursery and the reception class. Relationships between the staff and the children are very good and the children respond very well to the high standards set for them.

Language and literacy

53. Appropriate priority is placed on developing children's speaking and listening skills. Teachers encourage children to use the correct language and to extend their vocabulary, for example, during story time and throughout activities. The children develop the ability to express their thoughts and talk about their experiences. In the nursery, they enjoy role-play in the shop and learn to recognise the words 'open' and 'closed'. The nursery teacher intervenes sensitively to extend their play. Virtually all the children enjoy stories. They handle books correctly and know that

words and pictures carry meaning. Most of the children can recognise their name. In the reception class, whole class reading of big books, such as 'What For' help children to understand, and use correctly, terms such as 'title', 'front cover', 'author' and 'illustrator'. Some children can recognise a number of familiar words and a few high attaining children can read a simple repetitive book. In the nursery, most children hold their pencil correctly and make good attempts at writing their own name with appropriate use of upper and lower case letters. In the reception class, children copy over the teacher's writing and many children make reasonable attempts to copy underneath. High attaining children make good attempts, with help, at writing a simple sentence. However, there are insufficient opportunities for children to 'write' for themselves, for example, writing to family and friends by making marks on paper to represent words. Most children know some of the letter sounds. High attaining children know many and can sound out and spell simple three letter words correctly. Children are taught a good range of action songs and rhymes and this helps them to associate sounds with patterns in rhymes and words in letters.

Mathematics

54. The staff take many appropriate everyday opportunities, such as counting the number of children in the class, to develop children's understanding of number. Children are familiar with a good range of number songs and rhymes, such as 'Five Easter Eggs' and through these rhymes, develop an early awareness of number operations, such as, 'one more' and 'one less'. Most children count to five using everyday objects. In the reception class many count to ten and match the correct number to a group of objects. High attaining children count to 20 and complete simple addition and subtraction sums. In the nursery, children complete simple jigsaws and match appropriate sizes and shapes into the correct places. Most children in the reception class know the names of simple two- dimensional shapes, such as circles, triangles and squares. With help, they can construct a simple block graph, for example, comparing how many cups of water fill a bottle, a teapot and a jug. Regular opportunities are provided by teachers for children to sort, match and order objects and to develop their understanding of mathematics through participating in well planned games and activities. Incidental opportunities are used well. For example, during snack time in the nursery the teacher was appropriately developing children's understanding of halves, quarters and thirds when cutting up fruit and children were able to match the number of pieces needed to the number of children present.

Knowledge and understanding of the world

55. Teachers plan a good variety of well thought-out topics, such as 'Myself and Others', 'Spring' and 'Colour', to effectively develop children's knowledge and understanding of the world. Work in this area is also enhanced by visits to a farm, Butterfly World or by walks in the school grounds. In the nursery, children are encouraged to talk about their families and they learn about the past and the present through discussion about events that are important to them. For example, the nursery teacher asked one child 'How is your Mum preparing for your new baby? What do you think she will need to get ready?' The ensuing discussion was then skilfully led into developing children's understanding of how animals also need to prepare for giving birth and that baby animals too, need warmth and food. Children look carefully at patterns and change by recording the weather on a daily basis, and the passage of time by recording the days of the week. In the reception

class, children undertake simple investigations such as finding out which objects 'float' and which objects 'sink' and with help record their findings in a simple format. Children have opportunities to explore freely with materials, such as sand, and they use a wide variety of construction materials competently to build models. They are given opportunities to plant seeds and they develop a sound understanding of what seeds need in order to grow. In both the nursery and the reception class, children have regular access to information technology and their computer skills, such as controlling the 'mouse', are developing well. In the nursery, children are given many opportunities to develop their knowledge and understanding of the world through first hand experiences and very effective questioning is used to encourage children to think about how things work and why they happen. However, because of the large number of children in the reception class there are insufficient opportunities provided for first hand experience.

Physical development

56. In the nursery, in the outside play area, children hop, skip, jump and run about confidently and without bumping into one another and they 'stop' and 'start' quickly when told to do so. Children are provided with frequent opportunities to use a good range of small apparatus and skills such as 'throwing' and 'catching' are developing well. In the reception class in physical education lessons they further develop these skills. For example, they know they must swing their bat in order to hit a beanbag effectively. There is an appropriate selection of large apparatus for children to develop their balancing and climbing skills. Throughout the nursery and the reception class, children make good progress in developing their manipulative skills. They use scissors, pencils, crayons and paintbrushes with increasing precision and control. Teachers give very clear instructions and this ensures children know what is expected of them and they also encourage children effectively to extend their physical and manipulative skills.

Creative development

57. Teachers provide many worthwhile opportunities for children to develop their creative abilities. They enjoy experimenting with the effects of paint and colour and they know, for example, that red and yellow make orange. They make models and pictures using a variety of materials confidently, such as paint, pencils, crayons, chalk, clay and collage materials. For example, in the nursery, children were making egg cups out of coils of clay and in the reception class, they were making clay bowls related to the story of the three bears. There is a good range of simple musical instruments for children to explore sounds. Children have frequent opportunities to sing and they know a number of songs. A good range of resources supports imaginative play and children in the nursery use them freely. However, the children in the reception class have insufficient opportunities to use their imaginations and to participate in role-play. Creative activities are sometimes used as an effective medium for developing children's language and their knowledge and understanding of the world. For example, in the nursery the teacher was talking to the children about painting a picture of a duck and asked what should be painted between the toes. One of the children responded "special skin". The teacher then used the word "webbed".
58. Children's attitudes to learning in the nursery and the reception class are generally very good. In the nursery, children enjoy participating in a wide range of activities and are enthusiastic learners. Because of the large number of children and the lack

of space in the reception class, the range of activities is more limited. This has a significant effect on the progress they make, and particularly affects the youngest children who have not had the benefit of the very good experiences provided in the nursery. During their time in nursery and in the reception class, the children learn to share equipment and to work and play harmoniously together. They behave well and with consideration for others and they are polite and friendly to visitors.

59. The quality of teaching is satisfactory overall and in the nursery it is very good. No unsatisfactory teaching was observed. In the nursery the work is very well planned and this enables children to have appropriate experiences in all six areas of learning. A strong emphasis is placed on children's language through practical activities. However, in the reception class, work is not always planned to sufficiently take account of the youngest children in the class. Priority is rightly given to personal and social development, language and literacy and mathematics. Assessment of children's attainment levels is undertaken regularly in the nursery and reception class and overall levels of attainment are assessed on entry to the reception class. In the nursery the information is used particularly well to inform planning. Staff are kind and caring but firm and consistent in their dealings with children and they have high expectations of children's behaviour. Praise and encouragement are used to good effect.

ENGLISH

60. Standards of attainment are good overall both at seven and eleven years of age and are similar to those at the time of the last inspection. In the 1999 National Curriculum tests for pupils aged seven the school's average scores in both reading and writing were above the national averages for all and similar schools. However, there has been a fall in standards from the previous year in both reading and writing. The school attributes this decline to a difference in the cohort of pupils, which includes an increased number of pupils with special educational needs. For pupils at the age of 11 the school's average score, in the tests in 1999, was close to the national average for all and similar schools. At this key stage a slight improvement has been achieved in test results over time in line with that achieved by other schools nationally. At both key stages an analysis of average results shows that girls have consistently achieved better results than boys over several years. Inspection findings confirm the above average results in the infants and find that there has been an improvement in standards in the juniors. There are no significant differences in the attainment of boys and girls.
61. Infant pupils make good progress in reading so that by seven years of age they are achieving above average standards. The youngest pupils in the key stage are beginning to use books successfully and have a good understanding that print conveys meaning. Infant pupils enjoy stories about giants and monsters. They listen with fascination to the stories of Roald Dahl and chatter happily about "George's Magic Medicine" predicting the next development in the story, or sharing in a reading of the "Raja's Big Ears" written by Niru Desai. They sing lustily the musical dialogue between characters. They are developing good knowledge of letter sounds, which they use to help them read unfamiliar words. By the end of the key stage many pupils use a dictionary successfully and read books, labels and captions independently. Good progress is maintained in the juniors and standards at eleven are also above average. Many pupils in Year 6 describe the works of favourite authors and give explanations for their choices. They read fluently. They have good knowledge of poetic license used by some authors, recognise bias in

print, and appreciate the technical skill used by authors to consider the needs of the reader. Pupils sometimes copy these techniques in their own work. Most have only a limited knowledge of the range of books usually enjoyed by pupils at this age and generally their choices still show a preference for fiction. Very few pupils visit a library outside of school although most pupils know how a library operates.

62. Good progress is made in writing throughout the school although not as consistently as in reading. Standards in writing are improving. Infant pupils are introduced systematically to the mechanics of writing and produce a good legible handwriting style. By the end of the key stage the majority of pupils are able to spell many key words correctly and have a good knowledge of more regular spelling rules. They are developing a good vocabulary and many use words effectively to describe the setting in their stories or to give a little information about the story characters. The most able pupils are developing a good writing style, their stories have good pace and purpose, and they write good stories with well-crafted introductions and carefully thought out endings. In the juniors, although progress is good by the end of the key stage, there are inconsistencies in progress usually because pupils' work isn't always challenging enough, or because they have had insufficient opportunity to produce a piece of sustained writing. Pupils learn to use complex sentence constructions and to write for a range of audiences. For example, some pupils have written stories for younger children in the early years' classes. They have then visited the children to read their work and judge the response. Pupils have a good knowledge of technical vocabulary and have assimilated from their own reading a good range of effective terms, which they can apply, both to their written work and in discussions. Good opportunities are created for them to extend their writing skills across a range of other subjects, such as in Year 6 when pupils combined work in history with English and wrote a letter as an evacuee to their mother at home. By the age of eleven there are a considerable number of more able pupils who are producing work above that expected for their age, who have an effective style, when writing narrative, plays or poetry. Presentation of work and accuracy of spelling are too variable and do not always correspond to the quality reflected in the content of the work. Although most pupils regularly practise handwriting and spelling rules, many are unable to transfer the skill learnt in these exercises to use in their own writing.
63. Most pupils have good skills of speaking and listening by the ages of seven and eleven, and have made good progress. They enjoy sharing their work together, or discussing topics, which relate to the literacy curriculum. The youngest pupils in the infants are confident speakers, although they have only average speaking and listening skills. The teachers of the infant pupils are good storytellers and have good management skills, with the result that most pupils develop good skills of listening. Infant pupils enjoy the daily story sessions and listen intently. They also listen effectively in other subjects, for example when being given instructions in physical education or listening to music in assembly. By the age of eleven most pupils participate in discussions confidently. They express their own ideas, feelings and emotions, thoughtfully and accurately. In good lessons the teachers' skill at focusing on particular words helps generate language and overcome weaknesses. Conversations at the end of lessons are generally good and further improve the quality and depth of pupils' vocabulary.
64. Pupils with special educational needs take part in all English lessons and also receive additional support in small withdrawal groups. They have individual educational plans, which usually include literacy targets based on their prior

attainment and abilities. They are making good progress towards achieving their targets.

65. Pupils have very positive attitudes to their work. They always behave well. In most lessons they work for sustained periods of time to satisfy the lesson criteria and in response to agreed class rules. Pupils are capable of working independently but often give each other good support. They negotiate tasks amicably and fairly. They contribute willingly to lessons and on most occasions are eager to produce their best work.
66. The quality of teaching is good overall and in a quarter of lessons it is very good or better. In the very good teaching standards remain consistently high as pupils strive to achieve the high expectations of their teachers and their own personal targets. Through skilful questioning the teachers give pupils the opportunity to explore new ideas and learn new skills. Discussion and reflection are used well to help pupils make very good progress in extending their previous learning. By providing a rich, literate learning environment teachers ensure pupils are challenged persistently to be curious about books and their authors. They also develop pupils' awareness of the literacy skills displayed by authors in prose, poetry and plays. Many teachers have good subject knowledge of appropriate literature, and within the literacy hour they introduce pupils to the works of a wide range of authors including traditional myths and legends in Year 2, and the works of William Shakespeare in Year 6. Teaching of basic phonetic and grammatical skills is very good in both key stages. As a result pupils are confident in their use of punctuation and complex grammar. The quality of lesson planning is generally satisfactory. There are only a few instances of very good planning. In these lessons teachers are clear about lesson objectives and consider the needs of each pupil to determine the development of the lesson and the best resources to be used. Often in these lessons very good use is made of other stimulus, or support from other subjects, to offer a wider range of learning opportunities. For example, pupils in Year 4 had used the picture "A Starry Night" by Van Gogh to create the setting for a poem about a starry night. As these well-planned lessons develop, very good progress is maintained by a consistent analysis of pupils' responses, so that challenges remain high but are suitable and achievable. However, although teachers are confident about the aims of individual lessons, they do not all consistently ensure that planning builds upon pupils' prior attainment. In general, teachers plan independently with little evidence of joint preparation, or consistency in coverage, between classes or year groups. As a result, although progress is good overall, it is uneven within and between the key stages. Also, opportunities for pupils to make use of work produced at home, or to build on their own personal interests are not consistent features of the teaching. There are good examples of marking of pupils' work that indicates how pupils can improve. However, this is not consistent practice and the quality of marking is too variable.
67. As many of the tasks of co-ordinating English are shared between the subject co-ordinator and across the senior management team there is a lack of cohesion and clarity about responsibilities. Schemes of work are used to guide the teaching of reading and writing but no decisions have been made about the development of speaking and listening in each key stage. There has been some monitoring of teaching and learning in literacy but this is still in the early stages of development.

MATHEMATICS

68. The average score achieved by seven year olds in the 1999 national tests was broadly in line with the national average for all and similar schools. The proportion of pupils who reached the above average level 3 was also close to the national average. The average score achieved by eleven year olds in the 1999 tests was below the national average when compared with all and similar schools. The proportion of pupils who reached the above average level 4 was also below the national average. Standards have fallen in both key stages. The school's explanation is that last year's cohorts contained fewer pupils with high prior attainment. The school has addressed the decline in standards and the inspection indicates that the current pupils at the end of both key stages achieve above average standards. In the previous inspection standards were above average.
69. The introduction of the national numeracy strategy has had a strong influence on standards of work. The benefits of improved mental recall and the systematic development of mathematical knowledge and understanding are evident in pupils' approaches to investigative work. Pupils are generally more confident in their approaches to mathematics. Good teaching, particularly at the end of the key stages and a high time allocation to the subject have also made significant contributions to pupils' learning.
70. Infant pupils make good progress in developing their number skills because teachers give strong and well targeted emphasis to mental calculations. Pupils in Year 1 confidently count in twos up to ten and backwards to zero. In just such an exercise the teacher modified the tasks according to the progress pupils were making. Very good use was made of the learning support assistant in providing guidance and reassurance to low attaining pupils. The pupils recognise and explain the differences between odd and even numbers. Teachers promote the development of pupils' mathematical language to describe their work. For example, pupils use positional language with confidence and use the correct names for two and three-dimensional shapes. In Year 2 pupils continue to improve their speed of recall in mental calculations and high attainers add one and two digit numbers quickly and accurately. Many of the pupils have good knowledge of place value up to 1000. They are developing good understanding of simple fractions. As pupils' mental skills improve, the teachers increase the challenge and pupils accurately add pairs of two digit numbers. Low attaining pupils make good progress adding and subtracting two from numbers in order to make a sequence. Most pupils understand that some shapes are symmetrical and can indicate lines of symmetry. They construct accurate bar graphs and raise their own questions about the data. Teachers make good use of praise and humour to promote positive classroom relationships and this has a strong impact on learning.
71. Good progress is maintained in the juniors. Pupils are developing good knowledge of the number system and improving their skills in computation. In Year 3 pupils count forwards and backwards in fives, tens, and hundreds with increasing speed as their understanding and confidence grow. The challenging pace of lessons maintains pupils' interest and develops their motivation to learn. For example, in a good lesson in Year 4 pupils responded enthusiastically to the teacher's challenge to create sequences involving a range of criteria, such as a list of numbers which are divisible by 5. Pupils showed their good awareness of multiplication tables and by the use of well-focused questions the teacher encouraged pupils to discover number relationships. Work was differentiated at the appropriate level to facilitate

good progress to be made by pupils of all abilities. The planned plenary session provided the opportunity for pupils to present the results of their investigative number work to the rest of the class. Pupils in Year 5 use inverse operations to check their multiplication tables. They identify shapes from given properties and are aware of the number of degrees in a full turn. Pupils in Year 6 have good understanding of large numbers and use mathematical terminology well. In discussion during the inspection a representative group of pupils accurately converted fractions to decimals and showed they had good understanding of percentages. They also understood negative numbers and inverse operations. Pupils' knowledge of the properties of two and three-dimensional shapes is good. Data handling is developing well and good use is made of information technology.

72. Pupils generally respond well in mathematics lessons. They are keen and have good, and often very good, attitudes to the subject. Behaviour is usually good. On those few occasions when attitudes are less positive it is as a result of a lack of challenge in the work.
73. The overall quality of teaching is good but in Year 4 and Year 5 it is less consistent than elsewhere. Lessons are usually well structured and have clear objectives. Generally pupils are managed well. Basic skills are taught thoroughly and the pace of much of the work is good. For example, in a low attaining group in Year 2 the teacher's clear explanations of how to add nine and eleven to a given number helped pupils to make good progress. Good use of questions is often a feature of the teaching. In a Year 2 lesson the teacher's questions "Why is this the right answer?" and "What is the value of this number?" encouraged pupils to think. The good teaching has high expectations and the work is well matched to pupils' needs. In a very good lesson in Year 6 the teacher's review of previous learning provided a platform for further good progress to be made. The teacher's clear exposition, very good quality language, and well-focused questions also maintained pupils' motivation. Learning support assistants showed good awareness of the requirements of the lesson, and referred to pupils' individual education plans to provide rewarding support for pupils with special educational needs. Almost all pupils made very good progress in interpreting and extrapolating information from straight line graphs and correctly used terms such as "co-ordinates" and "axes" when describing their findings. Pupils' work is marked regularly but does not consistently indicate how standards could be improved.
74. Much of the success of the good progress made in mathematics is as a result of the very good leadership provided by the coordinator. The coordinator has begun to monitor teaching and learning but the findings have had only limited influence on whole-school developments. A decision whether or not to set for mathematics across the whole school has not been resolved and currently setting is only in Key Stage 1.

SCIENCE

75. In the 1999 national tests the school's average score at age eleven was below the national average for all schools and well below the average for similar schools. However, taking the years 1996 to 1999 together, pupils' performance has been close to the national average for all schools. The recent fall in standards is as a result of fluctuations in the prior attainment of the cohorts but also because development in science was somewhat overshadowed by the implementation of the literacy and numeracy strategies. Science has been given more time since the

1999 tests and standards have risen as a result. Attainment of the current Year 6 pupils is above average overall but better in scientific knowledge than in investigative skills. Attainment is also above average in Year 2. In 1999, according to teachers' assessments, the percentage of pupils achieving the average level 2 or better was just below the national average. Standards at seven and eleven are the same as at the time of the last inspection.

76. Discussion with infant pupils indicates that they make at least satisfactory progress overall and it is better than is sometimes shown in their written work. In lessons, progress is good for most pupils but satisfactory for high attainers in investigative work. Pupils in Year 1 are developing sound knowledge of materials. They know that paper is made from wood and are beginning to recognise the properties of absorption. They use magnifying glasses appropriately to observe differences between materials. In Year 2 pupils' knowledge of materials is good. They can name a good range including plastic, metal, wood and brick and identify the differences between them. They use good scientific terminology to describe them, such as "rigid" and "soft". Year 2 pupils give good explanations of how water can change to ice and be reversed back to its original form. They explain very clearly why this cannot be done with clay. Their knowledge of life processes and living things is also good. They know that plants need water, light and soil. They name the basic parts of a plant accurately and know that roots "feed the plant". Pupils talk well about experiments they have undertaken. For example, in describing what happened to a peeled and an unpeeled apple observed over a period of time, one pupil commented that "if there's no skin the air makes the apple mouldy".
77. Junior pupils also make good progress overall but it is better in some classes than others. Pupils in Year 3 make good progress in life processes and living things. In a very good lesson they showed good knowledge and understanding of how different conditions affect the growth of plants. In a lively discussion with the teacher they made good use of appropriate language such as "moist", "nutrients" and "dehydrated". The teacher's good subject knowledge and well-focused questions made pupils think and contributed to their very good learning. Pupils in this year group also show good progress over time in their knowledge of materials and their properties, and physical processes. Pupils in Year 4 show good knowledge of the functions of the main organs and joints of the human body. Good work has been done on animal habitats and moving and growing. In Year 5 pupils' satisfactory work has included studying solids, liquids and gases. Progress in Year 4 and Year 5 is inconsistent in lessons and over time mainly because the challenge in the work is usually similar for all pupils. Usually this results in high attaining pupils not being stretched enough. Discussion with pupils in Year 6 indicates that their knowledge and understanding are better than they appear to be in their written work. They give very clear explanations of how to separate mixtures of materials by, for example, filtering. They have good understanding of electrical conductivity and are aware how the current can be altered in a circuit. Their explanations of abstract ideas such as balanced and unbalanced forces are good and they know how air resistance acts as a force. Year 6 pupils have good knowledge of the solar system. Some of their understanding of life processes and living things is especially good. For example, high attainers give comprehensive definitions of photosynthesis.
78. Pupils throughout the school have reasonably regular opportunities to develop their investigative skills. Pupils in Year 2 talk well about experiments they have undertaken with the help of their teachers. Investigations include "Which magnet is

strongest?” and “Will the biggest seed produce the biggest plant?” They give good explanations of what constitutes a fair test and are beginning to draw scientific conclusions from the experiments. Pupils in Year 6 also talk well about investigations and describe their findings including whether the size of parachutes affects their speed and whether different sweeteners dissolve at the same rate. All pupils have opportunities to predict the outcome of investigations and record their findings in writing, tables, charts and graphs. These opportunities contribute well to the development of their literacy and numeracy skills. However, throughout the school there are not enough opportunities for pupils to carry out experiments entirely by themselves and high attainers often undertake experiments in which the level of challenge is the same as that for other pupils. Consequently they do not always make the progress of which they are capable. Pupils with special educational needs make good progress and often do very well in recalling key scientific facts.

79. Pupils' attitudes to their work are invariably positive. They relate well to one another and their behaviour is good. On those occasions when they are required to work in groups they co-operate very well. Their attitudes and behaviour contribute well to their achievements.
80. The quality of teaching is satisfactory overall and is occasionally good. The teaching was very good in one lesson. Teachers often begin the lessons with useful discussion on what has gone before. This ensures that there is at least satisfactory continuity in pupils' learning. In the best teaching teachers ensure that key knowledge is understood before introducing new work. On these occasions, when the teacher is addressing the whole class, the quality of discussion is often good because good questions probe pupils' thinking. In a good lesson in Year 2, the teacher, when showing different materials to the pupils, asked “Will this material spring back to its original shape?” In a very good lesson in Year 3 the teacher asked “If I keep watering this plant will it grow faster?” Generally, teachers impart scientific knowledge well and, in investigative work, round up lessons by talking to pupils about their findings. Not enough thought is given to how to develop high attainers' progress. In the best teaching teachers often modify their questions to ensure all pupils are kept on their toes but this is not consistent practice. Also, too often high attaining pupils are given the same work as everybody else. Pupils are managed well and all the teachers promote good relationships. In the weakest teaching the pace of learning is too leisurely and the majority of pupils make little progress. Pupils' work is marked regularly and in the best marking clear suggestions are made to help pupils' improve. However, this is not consistent practice.

ART

81. In the last inspection, standards were below average. They have improved considerably and are now above average at ages seven and eleven. Pupils throughout the school make good progress.
82. Infant pupils use a good range of media including paints, pencil, crayon, oil pastels, and clay. They create both two and three-dimensional pictures. Pupils in Year 1 took a walk in the local area and then drew well-observed pictures of buildings including the church. They made good use of photographs to help them. Their pictures of fruit show careful use of oil pastels. They have also carefully constructed three wheeled vehicles as part of their work in design and technology. In Year 2 pupils have drawn bold and bright pictures of sunflowers in the style of

Van Gogh and show careful mixing of colours in their “cool” and “warm” pictures. Junior pupils also use a good range of media. Bright collage work is a feature of work in Year 3. Pupils have also undertaken interesting tie and dye work and show developing awareness of composition in their pictures of landscapes. Several pupils in Year 4 have drawn a good likeness of the artist David Hockney and many of their observational drawings of flowers are good. Pupils have made clay tiles with interesting musical motifs. In one of the Year 4 classes sketchbooks are used well for collecting pupils’ ideas and experimenting with the techniques of famous artists. Good work in Year 5 includes three-dimensional models of musical instruments and very colourful, well-drawn pictures of aspects of life in India. By Year 6 pupils have refined many of their artistic skills. Oils and pastels have been used well to draw detailed pictures in the style of LS Lowry. Drawings of flowers show evidence of close observation. Much of the work in clay is very good. Pupils throughout the school make good use of information technology to draw pictures and graphics.

83. Pupils’ attitudes and behaviour are usually very good and rarely less than positive. They enjoy art and collaborate well. They use tools and materials carefully and often work with sustained concentration. Their very good attitudes contribute well to their learning. For example, in Year 6 boys and girls related very well to another as they worked with clay.
84. The quality of teaching is good overall and is rarely unsatisfactory. Lessons are usually planned well and appropriate resources are made available to the pupils. Pupils are managed well. Good use is made of famous artists’ work. In a very good lesson in Year 4 the teacher built upon pupils’ own suggestions when they discussed the work of Matisse. She then focused specifically on his techniques to extend pupils’ awareness of how to create pictures by only using the outlines of objects. In the best teaching the learning objectives for the lesson are shared with the pupils and the teachers’ good subject knowledge contributes to good progress. In Year 6 the teacher used her good knowledge to intervene in pupils’ clay work to suggest ways in which it could be improved. In the weakest teaching pupils’ tasks posed little challenge and as a result they made little progress.
85. The school responded well to the deficiencies outlined in the last inspection. A co-ordinator was appointed, planning improved and more attention has been given to the direct teaching of skills.

DESIGN AND TECHNOLOGY

86. During the inspection there were no lessons taught in this subject in either key stage. Judgements have been made about standards in the infants by a scrutiny of pupils’ written work and model-making, by a review of teachers’ planning and by discussions. There is insufficient evidence to make a judgement about standards in the juniors.
87. Standards by age seven are above average and have been maintained since the last inspection. Infant pupils are introduced early to designing, planning, making and evaluating. Most work has a genuine purpose and is linked effectively to other subjects, such as science, geography or history. Good opportunities are provided for pupils to use construction kits as well as junk model making. Pupils work successfully, both independently or in groups. All pupils, including those with special educational needs, are making good progress, and in some instances very

good progress, especially in evaluation of their own work. There is some good written evidence by pupils of methods used to refine and improve their model making. For example, in some good work in Year 2 in which design and technology was linked successfully to religious education, pupils made Joseph's multi-coloured coat. They cut their own material and joined work together using a variety of fastenings including glue, sellotape, split pins or sewing thread. They recorded in their written evaluation how this work could be improved, giving good attention to joining materials and assessing their own skills at achieving these fastenings. They also discussed length of time to complete different stages of the process and best effects achieved by their types of decoration. Many pupils can test their models to prove or disprove a scientific hypothesis. In Year 1 pupils have made a good range and variety of wheeled toys using junk material and learning about wheels and axles. Pupils tested these models for reliability, durability and speed. The teacher has set up a good inter-active display so that pupils can work on these tests further, either to consolidate previous learning or to improve their own knowledge. Good progression in testing work has continued in Year 2, where pupils have tested their model paper chairs made for a favourite teddy bear. They collectively examined their work to draw conclusions about the strength of paper if arranged singly, packed and used as padding, or rolled into cylinders. This work made a good link to mathematics by improving skills of measuring and in naming shapes, and also contributed to pupils' social skills.

88. Since the last inspection the school has established a well-resourced room in which pupils have ample space to make models and test out their prototypes. Although use of this room is still being determined it is offering a good facility to allow pupils to raise their standards of work in an appropriate environment. Teachers' planning indicates that adequate time overall is allocated to the subject but work has been more regular in the infants than in the juniors. A scheme of work was developed following the last inspection. The school has recently adopted the national documents for work in this subject, which should ensure a good progression is achieved through the whole school, both in skill and knowledge development.

GEOGRAPHY

89. Only a few lessons were observed. Evidence from the lessons in addition to a scrutiny of pupils' work indicates that attainment at age seven is above average. In the one lesson observed in Year 6 pupils' attainment was average. There was not enough evidence of further work to evaluate overall attainment in Year 6. Standards in other junior classes are average. Standards have improved since the last inspection when they were judged to be in line with national expectations at age seven and below national expectations at age eleven.
90. Infant pupils make very good progress and demonstrate a great deal of knowledge and awareness of geographical features and vocabulary. Pupils in Year 1 develop their awareness of places, routes and buildings in their work on the local village and record their findings clearly in writing, graphs and pictures. By the end of the key stage pupils describe and make comparisons between features of different localities and give good explanations for the locations of some of them. They develop their knowledge about hot and cold climates by studying the adaptation of peoples to different climates and the availability of different materials to build homes. Year 2 pupils have accurately used information technology to produce weather maps and use appropriate terminology to describe geographical features.

91. Junior pupils make satisfactory progress overall. Pupils in Year 3 and Year 4 develop sound knowledge of different climates and the causes and effects of different weather conditions. In a good lesson in Year 4 pupils gave clear explanations of climatic conditions. Pupils in Year 5 are developing satisfactory knowledge of a contrasting locality in their work on India and have compared Bombay with London. Junior pupils in all year groups use appropriate geographical terminology and are developing appropriate mapping skills. In the lesson in Year 6 pupils showed satisfactory knowledge of places in their work on the National Parks and described clearly how humans can improve or damage the environment. This work is helping to prepare for a forthcoming residential visit to Scarborough, North Yorkshire.
92. Attitudes to geography are good or better throughout the school. Pupils are keen and eager and demonstrate a desire to improve their geographical knowledge and skills.
93. The quality of teaching ranges from satisfactory to very good and is good overall. In the best teaching lessons are well planned, demonstrate at least good subject knowledge and clear learning objectives are shared with pupils. At the end of lessons good use is made of discussion to evaluate the learning. Feedback to pupils and evaluative analysis of their learning are well-managed features of these lessons. Some of the high attaining pupils are sometimes given work which is too easy and consequently they do not make the progress of which they are capable.
94. Pupils work is supported by a good range of resources including books, atlases, posters, maps, photographs and CD-ROMs. Good use is made of the immediate locality, the surrounding area and visits to places of contrast which lie further afield. These visits complement the teaching and have a positive impact on pupils' learning.
95. Following the last inspection, a scheme of work was developed and inservice training provided. However, the time allocation in the juniors is below that of most schools and the current lack of a co-ordinator has especially slowed down curricular development in the juniors.

HISTORY

96. Only a small number of lessons were observed in the juniors and none in the infants. However, evidence from scrutiny of pupils' work and teachers' planning, talking with pupils and the subject co-ordinator indicate that pupils' attainment at the end of both key stages is in line with that expected of pupils aged seven and eleven. Standards at the age of seven are similar to those in the last inspection but at the age of eleven standards were better last time.
97. By the end of the infants pupils demonstrate factual knowledge and understanding of the past beyond living memory and of people they have studied. For example, they know that Queen Elizabeth 1 lived 400 years ago and they know some of the facts about Samuel Pepys and his diary. They understand why Florence Nightingale was known as the lady with the lamp and some facts about the life of Louise Braille. By the age of eleven pupils demonstrate sound knowledge and understanding of life during World War 2. They develop an understanding of what it might be like to be an evacuee and know about rationing and gas masks. In their

research about World War 2, pupils use a variety of sources of information effectively, such as information technology and newspapers.

98. Pupils make satisfactory progress throughout both key stages. In Year 1, pupils learn that historical information can be found in books and that photographs also are important sources of historical evidence. Related to their topic work on toys, pupils know how toys today are different from those in the past. In Year 5, they have a sound understanding of life in Victorian times including the impact of railways on people's lives and what schools were like. They develop a satisfactory understanding of chronology, are aware that the past can be divided into different periods of time and know the meaning of BC and AD.
99. Pupils' attitudes are good overall. They show interest in the subject and were attentive in the lesson seen. They are keen to join in discussions and answer questions. The oldest pupils sometimes give thoughtful responses, for example, in discussions about what it must have been like to be an evacuee in World War 2. Pupils are usually well behaved and concentrate well on tasks set.
100. The quality of teaching observed was never less than satisfactory and on one occasion it was good. Teachers have sound subject knowledge and use questions effectively to encourage pupils to think critically about events in the past. Lessons are planned satisfactorily. However, teachers' planning does not always sufficiently take into account the needs of higher and lower attaining pupils. Resources are well prepared and this gives pupils the opportunity to work independently, seeking appropriate information from first primary sources, for example, old school logbooks. Teachers make effective use of places of local and national interest to stimulate pupils' interest in the past, such as the forthcoming residential visit to Eden Camp. Good links are made with other areas of the curriculum. In some instances, there are appropriate links made with literature and good use of artefacts further stimulates pupils' interest and curiosity. For example, in Year 4's study of 'Tom's Midnight Garden' by Phillipa Pearce, pupils understand the meaning of words such as kindling wood, parlour, stagecoach and mangle. At other times, there are links with art, for example, when designing a poster about aspects of World War 2.
101. Resources have improved since the last inspection and access to the Internet has added another dimension to historical research.

INFORMATION TECHNOLOGY

102. Attainment is above average by ages seven and eleven. Since the last inspection, standards have been maintained by the end of the infants and have improved by the end of the juniors.
103. Infant pupils make good progress and handle hardware and software confidently with increasing skill. Pupils in Year 1 use information technology to assemble text and symbols to help them communicate ideas. For example, they draw a house and write about it. They are aware of how to programme a "Roamer" and understand that devices respond to signals and commands. High attaining pupils control a Roamer purposefully and record the effects of their actions. By the age of seven pupils are already independent users of information technology and use word processing skills confidently with a minimum of assistance. High attaining pupils generate, organise and amend data. All infant pupils have good opportunities to develop their use and understanding of graphics.

104. In the juniors, the good rate of progress is maintained. Pupils in Year 3 manipulate text well. They change the size of fonts, cut, move and copy text, and use a spell check. In a good lesson in Year 4 pupils successfully created a flower design by repeating shape patterns. They accurately generated, amended and organised their ideas by giving clear instructions to the computer. Pupils in Year 5 are aware that good information gives reliable results. In a lesson on how to present information, gathered from a variety of sources, they made good use of not only information technology but also of books and newspapers. Skills are well developed by the age of eleven. Year 6 pupils use e-mail well and organise, refine and present information for specific purposes. Their word processing skills are good.
105. They combine text with pictures and sound and demonstrate a good level of awareness of audience.
106. Pupils respond well to their opportunities to use information technology in the information and control technology suite, in classrooms and in making links to many subjects. They display good attitudes, concentrate well and show commitment to their work. Pupils demonstrate high levels of responsibility in their use of information technology facilities.
107. Relationships between pupils and with teaching, non-teaching staff and the technician are very productive.
108. The quality of teaching is good throughout the school. Effective routines are established and pupils are given ample opportunities to develop the key skills they need in order to make good progress. Computer skills are taught thoroughly and with the good support of the visiting technician, teachers' subject knowledge is good. Pupils are managed well and good opportunities are provided for them to demonstrate or explain their learning. Usually objectives for the lessons are shared with the pupils.
109. The school is well equipped for teaching information technology. The high quality of provision and good teaching have helped to improve standards.

MUSIC

110. No lessons were observed in Year 2 or in Year 6. It is therefore not possible to evaluate overall standards by the ages of seven and eleven. However, the good standards in the lessons observed, and other observations of pupils singing and playing instruments, suggest that music continues to be one of the school's strengths.
111. Pupils make good progress in singing. They sing a good range of songs tunefully and with clear diction and good phrasing. They sing well in assemblies and on these occasions the quality of music is enhanced when the school's recorder group accompanies the singing.
112. In the lessons observed in the juniors pupils made good progress. Year 3 pupils identified stave, bar lines and repeat sign from prepared musical notation as part of a lesson warm up. They quickly learnt to sing a song and gave good reasons why the song was a nonsense song. They beat the time of the song and performed

hand jive actions to accompany their singing. Pupils make good use of instruments. In the very good lesson in Year 3 pupils took turns playing maracas, claves and woodblocks and made good gains in their performance as they related actions and words to the beat of the music. In Year 4 pupils created a rhythmical accompaniment to a Japanese story, using keyboards and xylophones. They then recorded their music on paper and used symbols to indicate when and how individual instruments contributed to the musical descriptions. Pupils in Year 5 learned to recognise strong and weak beats and used body movements to consolidate their work.

113. Pupils have very good attitudes to the subject. They are keen and relate well to one another. Their behaviour is often very good. They work well together. For example, in the excellent lesson on Japanese music, Year 4 pupils responded well to working in mixed ability groups on a timed task, and enjoyed playing their compositions. They also evaluated their work enthusiastically.
114. The quality of teaching is at least good overall and in one lesson was excellent. Lessons are usually well prepared and in the best teaching precise learning objectives and assessment criteria are clearly identified in the lesson plans. In the excellent lesson the teacher's very high expectations had a powerful impact on the quality of learning. Good links were made with language and mathematics when the teacher introduced the pentatonic scale used by Japanese composers and explained its influence in creating the distinctive sound of Japanese music. The very good and excellent teaching is also characterised by brisk pace and teachers' very good subject knowledge.
115. Resources for music are very good and they are used well. The very good range of instruments includes examples from other cultures, such as the Japanese instrument the kokoriko. Music makes a valuable contribution to pupils' cultural development. The subject is very well led by the co-ordinator who has very good subject knowledge and considerable enthusiasm.

PHYSICAL EDUCATION

116. Standards are above average at age seven and have improved since the last inspection where they were average. Standards at age eleven have been maintained and are well above average
117. The quality of learning is good or better in all lessons and by the age of eleven it is very good. Pupils practise, improve and refine performance with increasing control and accuracy. Pupils in Year 1 show good control of their bodies when they link a series of actions together. Pupils in Year 2 demonstrate very good control and accuracy in using small apparatus in a game. They also show good skills in sending and receiving a ball using a bat. Good progress is sustained in the junior classes and games skills are particularly developed well. For example, in the game of short tennis, pupils in Year 5 and Year 6 show increasing control and accuracy as they improve their forehand volleys and backhands. In the one dance lesson observed, pupils in Year 4 composed and controlled their movements very well by varying their shape, speed and direction.
118. Pupils throughout the school have very good attitudes to the subject and they behave well. They work safely, alone, in pairs or in groups. They often make judgements about their own and other's performance and use this evaluation to

improve the accuracy and quality of their movements. They keenly and enthusiastically exert energy over the course of a lesson and demonstrate a thorough knowledge and understanding of what is happening to their bodies during rigorous exercise.

119. The work observed was in gymnastics, dance and games. Teachers' planning indicates that athletics and outdoor adventurous activities also form part of the physical education curriculum. Although swimming lessons were not observed during the inspection, records of achievement, and discussion with the subject co-ordinator and Year 6 children, indicate that all pupils can swim the 25 metres expected nationally by the time they leave the school. A high proportion of Year 6 children exceeds the national expectation and reportedly can swim distances up to 1000 metres. Pupils have achieved various swimming awards.

120. The quality of teaching is at least good and often very good. In two lessons it was excellent and the teachers' specialist backgrounds in the subject made a significant contribution to the very good learning. Usually teachers are secure in their knowledge and understanding of physical education and lessons are well planned with clear learning objectives, which are communicated to the pupils at the outset of the lessons. Pupils are very well managed. Effective and varied strategies are used to maximise the potential for learning. Lessons have good pace and rigour, and challenge pupils of all abilities. Plenaries and feedback are especially good features of the best lessons and enable pupils to evaluate their performance and articulate how it can be improved.

121. Pupils maintain their high level contributions and success at local, county, regional and national levels in a diverse range of activities including cross-country, football, rounders, netball, swimming and athletics. Achievements are enhanced by the high quality of extra-curricular activities. Levels of participation enjoyed by boys and girls are high.

122. Physical education is well led and managed by the co-ordinator and this contributes significantly to the high standards achieved.