

INSPECTION REPORT

**ALL SAINTS' AND ST RICHARD'S
C of E PRIMARY SCHOOL
Heathfield**

**LEA area:
East Sussex**

**Unique Reference Number:
114554**

**Headteacher:
Mr. G. S. Bissett**

**Reporting inspector:
Mrs. Margaret Cooper T15175**

**Dates of inspection:
4th to 6th October, 1999**

Under OFSTED contract number: 707278
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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mrs. Ann Kenward
Date of previous inspection:	22 nd to 24 th April, 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Margaret Cooper Registered inspector	Special educational needs Equal opportunities English History Art Physical education	Attainment and progress Teaching Leadership and management Efficiency of the school
Paul Widdowson Lay inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Mel Bradshaw Core inspector	Under 5's Science Design and technology Information technology Modern foreign languages	Curriculum and assessment
George Logan Team inspector	Mathematics Geography Music	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and

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The Registrar
The Office for Standards in Education
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London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1 - 3
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 4 - 14
- Attitudes, behaviour and personal development 15 - 19
- Attendance 20

Quality of education provided

- Teaching 21 - 27
- The curriculum and assessment 28 - 35
- Pupils' spiritual, moral, social and cultural development 36 - 40
- Support, guidance and pupils' welfare 41 - 48
- Partnership with parents and the community 49 - 54

The management and efficiency of the school

- Leadership and management 55 - 62
- Staffing, accommodation and learning resources 63 - 66
- The efficiency of the school 67 - 70

PART B: CURRICULUM AREAS AND SUBJECTS

- Areas of learning for children under five 71 - 79

- English, mathematics and science 80 - 104

- Other subjects or courses 105 - 148

PART C: INSPECTION DATA

- Summary of inspection evidence 149

Data and indicators

MAIN FINDINGS

What the school does well

- The children attain high standards by the age of eleven, particularly in mathematics.
- Teaching in the junior classes is good, and often very good.
- The school has a very caring and supportive ethos, and children's attitudes and behaviour are very good.
- Very good opportunities are provided for children to take part in extra-curricular activities.
- The children's moral development is promoted very effectively.
- The school has formed strong partnerships with parents and the community.
- Children's standards of attainment are assessed well.

Where the school has weaknesses

- The rate of progress for younger children is slower than that for older children.
- Standards in writing are below those in speaking and listening, and reading.
- Children do not present their work well.
- The monitoring roles of the Governing Body and curriculum co-ordinators are not developed sufficiently.
- Monitoring and evaluation of school development lacks rigour.

The school's strengths considerably outweigh any weaknesses. The Governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made significant improvements since it was last inspected, particularly in the quality of teaching. Teaching was good in almost three-quarters of the lessons seen during this inspection, a considerable improvement. Standards have been rising steadily each year in the core subjects of English, mathematics and science.

There has been substantial improvement in planning the curriculum, and in the arrangements for assessing children's standards and progress. There has also been improvement in meeting all statutory requirements, in monitoring the performance of teachers and in improving learning resources. The school has successfully introduced the national initiatives in literacy and numeracy, and is making good progress towards the targets set for higher standards in National Curriculum tests. The school has sound capacity for further improvement.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	C	D	<i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
Mathematics	A	B	

Science	A	C	
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The information above shows that standards by the age of eleven are average in English, and well above average in mathematics and science. Standards have risen significantly since the previous inspection. In comparison with similar schools, results are below average in English, above average in mathematics and average in science. The findings from inspection show pupils' standards when they leave school to be high in the core subjects of mathematics and science, and sound in information technology. Standards in English are high except in writing. In the foundation subjects pupils make sound progress in history, art and physical education, and good progress in design and technology. There was insufficient evidence during the period of the inspection to form a judgement on progress in either geography or music. Children in the early years are also reaching the standards expected by the age of five. Standards are high in English and mathematics by the age of seven, and sound in science and information technology. Standards in religious education (RE) are reported elsewhere.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Good	Good
Science		Satisfactory	Good
Information technology	Good	Satisfactory	Satisfactory
Religious education			
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching is good overall, and has improved significantly since the previous inspection. Almost all lessons are at least satisfactory, and three quarters of them are good. Teaching for children under five and at Key Stage 1 is satisfactory, and often good. At Key Stage 2 teaching is good, and is very good in a quarter of lessons.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is very good. The children are polite and considerate towards adults and to each other, both in lessons and around the school.
Attendance	Attendance is good, and lessons begin promptly.
Ethos*	The school promotes a positive, caring ethos where every child matters and is treated with respect. There is a sound commitment to high standards, and relationships are very good.
Leadership and management	The Headteacher provides effective leadership and has a clear educational vision, which is supported by the staff. The Governing Body is committed to the school, and has been developing the part it plays in monitoring the work of the school. The management roles of both the Governing Body and curriculum co-ordinators require further improvement.
Curriculum	The school provides a broad and carefully planned curriculum. National Literacy and Numeracy Strategies have been introduced well, although the balance of the curriculum now needs some adjustment. The curriculum is enriched through opportunities to learn French, join clubs and take part in visits and special events. There are few opportunities for independent learning. Arrangements for assessing standards and progress are good.
Pupils with special educational needs	Pupils with special educational needs make sound progress towards the targets planned for them, and are given high quality support. Pupils with significant levels of need are well integrated into the school.
Spiritual, moral, social & cultural development	Social development is promoted well and moral development very well. The school provides satisfactorily for pupils' spiritual and cultural development, although teaching pupils to appreciate the diversity and richness of other cultures is a weak element.
Staffing, resources and accommodation	The school has an appropriate number of suitably experienced teaching and support staff and there are good arrangements for training staff. There has been considerable recent improvement to the premises, which now provide broadly satisfactory space though the outdoor area for reception children is inadequate. The school is well provided with learning resources.
Value for money	The school gives good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">● Children enjoy school.● Parents are encouraged to play an active role.● The school is easy to approach with problems.● High standards of behaviour are achieved.● The school helps children reach a good standard of work.● The school's attitudes and values have a positive effect on the children.● Children are encouraged to become involved in more than just their daily lessons.● The school keeps parents well informed about their children's progress.	<ul style="list-style-type: none">● Complaints from parents are not handled well.● The school does not give them a clear understanding of what is taught.● A few parents were not satisfied with the amount of homework, although some thought there was not enough and some too much.

Inspectors' judgements reflect the parents' positive views of the school. The school encourages parents to play an active role in the life of the school, and many provide support for lessons and clubs. The inspection team found that the school takes complaints seriously and does its best to resolve issues, although a small minority of parents are not happy with the outcomes. The school has already made plans to keep parents more closely informed of what is taught. Parents are kept well informed of their children's progress through regular interviews and reports. The standards of children's work are at least sound across the curriculum, and high in many subjects, particularly mathematics. Homework is satisfactory and pupils can become involved in extra-curricular activities such as a band and sports clubs. The school's values and attitudes have a positive effect on the children, who respond with very high standards of behaviour. Most children enjoy coming to school and taking part in the experiences planned for them.

KEY ISSUES FOR ACTION

In order to improve standards further, the Headteacher, governors and staff should:

- Take steps to raise standards by:

- improving the rate of progress of younger children; (paragraph numbers 5, 8, 10)

- raising standards in writing at both key stages; (paragraph numbers 6, 7, 10, 30, 81-84)

- improving the presentation of pupils' work across the school; (paragraph numbers 17, 25)

- developing independent learning; (paragraph numbers 13, 19, 27, 32, 39)

- increasing the time spent teaching to the recommended minimum at both key stages, and improve the balance of curriculum time; (paragraph numbers 14, 28, 30, 58, 110, 116, 123)

- Improve the management and monitoring roles of the Governing Body, Senior Management Team and Co-ordinators by:

- developing the procedures by which all aspects of the work of the school are monitored; (paragraph numbers 47, 56-62, 67-69)

- clarifying the roles of Governing Body, Senior Management Team and Co-ordinators in carrying out their management responsibilities; (paragraph numbers 47, 56-62, 68)

- Strengthen the link between financial planning, school development and evaluation by:-

- monitoring more closely the cost of all aspects of current provision and future planned development; (paragraph numbers 67, 68)

- ensuring all financial decisions are linked appropriately to the current needs of the school; (paragraph numbers 60, 62, 68)

- evaluating financial decisions more rigorously in terms of their impact on pupils' standards and progress. (paragraph numbers 60, 68)

In addition to the key issues above the following less important weakness should be considered for inclusion in the action plan:

- Improve provision for pupils to appreciate the diversity and richness of other cultures. (paragraph numbers 32, 40)

INTRODUCTION

Characteristics of the school

1. All Saints' and St. Richard's Church of England Primary School has recently undergone a change of name from Heathfield church of England Primary School. It is a voluntary aided mixed primary with 130 full-time pupils, which is smaller than average, and has rather more girls than boys. At the time of the inspection, this included nine children aged under five. A further eleven children under five were attending on a part-time basis. On entry to the reception class the children's attainment is broadly average although they have well-developed language skills. 39 pupils (30 per cent) have been identified as having learning difficulties at Stages 1 to 3 of the Code of Practice register for pupils with special educational needs. This proportion is above the national average and linked to the school's policy of welcoming applications from parents whose children have special educational needs. Fewer than 4 per cent of the pupils apply for free school meals, which is well below the national average. There are no pupils from ethnic minorities, nor any for whom English is an additional language.
2. There has been considerable recent reconstruction work to improve the building, which is located in the small village of Old Heathfield, a conservation area, and there are attractive views over the surrounding countryside from many parts of the school. The area in which the school is situated has a high socio-economic profile. The majority of pupils are drawn from the nearby town and a new housing development rather than the immediate village, and live in private housing. Most have attended pre-school nurseries, playgroups or similar, and have professional parents who have high aspirations for their children and are supportive of the school.
3. There are five classes, each having pupils from two year groups, and they range in size from 25 to 30 pupils. The Deputy Headteacher and two other full-time teachers have been appointed since the previous inspection in 1996. The school aims to establish a happy, caring and stimulating atmosphere in which Christian values are central to the ethos of the school, and each child is encouraged to realise his or her maximum potential. Current priorities are to maintain the improvements in standards as seen in national tests, and to identify as early as possible those children who may require extra help in order to achieve the target levels in national tests at seven and eleven.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	6	11	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	4	3	3
	Girls	10	10	10
	Total	14	13	13
Percentage at NC Level 2 or above	School	88	81	81
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	4	4	4
	Girls	11	10	10
	Total	15	14	14
Percentage at NC Level 2 or above	School	94	88	88
	National	81	85	86

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	11	8	19

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	10	10	11
	Girls	5	5	6
	Total	15	15	17
Percentage at NC Level 4 or above	School	79	79	89
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	8	9	9
	Girls	5	5	6
	Total	13	14	15
Percentage at NC Level 4 or above	School	68	74	79
	National	65	65	72

¹

Percentages in parentheses refer to the year before the latest reporting year

²

Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	4.1
	National comparative data	5.7
Unauthorised Absence	School	0.4
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	14.7
Satisfactory or better	97.1
Less than satisfactory	2.9

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. In the National Curriculum Tests at the end of Key Stage 2 in 1998, the latest year for which comparative data is available, the proportion of pupils achieving Level 4 or higher was broadly in line with the national average in English and well above average in mathematics and science. The percentage of pupils achieving Level 5 was below the national average in English, above the national average in science, and well above in mathematics. Results were below those of similar schools in English, similar in science, and above in mathematics.
5. Children enter the school with broadly average attainment, although a significant number have well developed knowledge and skills in reading and writing. By the age of five most pupils reach nationally agreed targets for children under five, the Desirable Outcomes for Learning, and high standards in language and literacy. Children aged under five make at least sound progress across all the areas of learning including language and literacy and mathematics. They learn, for example, to take turns to speak in a small group. Progress is best when teaching is focused clearly on their particular learning needs as distinct from those of the Year 1 pupils in the same class. Children under five make good progress in their personal and social development. They are mostly happy and confident and settle quickly into classroom routines.
6. In 1998, in National Curriculum Tests at the end of Key Stage 1, the proportion of pupils achieving Level 2 or above was well above average in reading and below average in writing when compared to the national average. Although most pupils attain the standard expected for their ages in writing, no pupils attain high standards in this aspect of English. Standards in mathematics were above the national average. In comparison to similar schools, attainment is broadly average in reading and in mathematics, but well below average in writing. However, in the context of a school with a small number of pupils in each year group, the standards achieved by individual pupils can have a disproportionate effect on percentages when compared to the national picture.
7. The evidence from inspection confirms above average attainment in mathematics, including numeracy, by the end of Key Stage 1. Attainment in English is also above average when account is taken of the pupils' high standards in speaking and listening, and the improvement shown in the 1999 National Curriculum Tests. However, attainment in writing is a weaker element of literacy. Pupils are also attaining sound standards by the age of seven in science, and in information technology.
8. The progress made by pupils at Key Stage 1 is satisfactory overall. They build soundly on their knowledge and skills in English, science, and information technology, as well as in all the foundation subjects, and make good progress in mathematics. Steady development is seen, for example, in their widening and accurate use of spoken vocabulary, and in the fluency and accuracy of their reading. Pupils show increasing accuracy in their spelling and use of punctuation, though weaker progress in developing and extending their ideas in writing. Development of mathematical understanding is shown in their grasp of the four rules of number. They show sound knowledge and understanding in science by the age of seven. The pupils identify some of the main bones of the skeleton, for example, and know how to compare the thickness of different bones. They understand and investigate different methods for joining components of a skeleton. The pupils paint in the style of an impressionist artist, and create simple gymnastic sequences. Computers are used to process and print text, and the pupils evaluate their own designs. Work in geography shows developing knowledge and understanding of the weather, and Year 1 pupils recognise the distinction between present and past in their own and other people's lives. Progress in music is seen in the pupils' singing skills and understanding of rhythm.

9. The evidence from inspection confirms high attainment in mathematics and science by the age of eleven. Attainment in English is judged to be high when account is taken of the pupils' well developed speaking skills and the improvement shown in the 1999 National Curriculum Tests. Standards in information technology are satisfactory.
10. Good progress is made at Key Stage 2. The pupils make sound progress in English, including literacy, and this is seen in the effectiveness of their listening, and deepening levels of comprehension in reading both fiction and information texts. They write in a range of forms including instructions and stories. Few pupils organise and extend their ideas imaginatively in writing and engage the reader. Good progress is made in mathematics, including numeracy. Many work with fractions, decimals, percentages and ratios, and they increase their knowledge of shape and probability. Good progress is also made in science. The pupils have secure knowledge about teeth, circuits and the life cycle of a plant, and develop their investigative skills. Pupils make sound progress in information technology. They use computers confidently to handle data, and develop their understanding of the ways computers can be used to organise information and support learning.
11. Progress is sound in history, art and physical education, and good in design and technology. There was insufficient evidence during the period of the inspection to form a judgement on the progress in either geography or music at Key Stage 2. The pupils make good progress in their skills of working with media in three dimensions in art. In design and technology they test out, evaluate and refine their design ideas, and in history show understanding of how ideas and events can be represented in different ways. By the age of eleven pupils explore rotating movements in a gymnastics lesson and plan a sequence of four linked movements. Year 6 pupils also have the opportunity to learn French, in which they make good progress.
12. Standards have risen significantly since the previous inspection in 1996 and show steady continuing improvement. The school has set appropriate targets for improved standards. The targets for the proportion of pupils achieving Level 2 at Key Stage 1 were reached in the 1999 National Curriculum tests, though there is a comparative weakness in the extent to which pupils' writing is well organised and imaginative, with ideas extended logically in sequences of sentences. The school targets for pupils achieving Level 4 at Key Stage 2 were achieved in English and fell only slightly short of the target in mathematics. A strong contributory factor towards the improvement in attainment is the good assessment procedures now in place and careful analysis of individual and group achievement. This information is used well to plan teaching more effectively to match pupils' needs and raise standards.
13. By the age of eleven pupils have made good overall progress since entering the school and there is no significant variation in the progress made by any groups related, for example, to gender or to prior attainment. Teachers take good account of the differing needs of pupils within mixed age classes, particularly in English and mathematics lessons, to ensure the progress of older and more able pupils is maintained. Progress in literacy throughout the school is sound overall, though it is stronger in reading than in writing. Gains are seen in the fluency and accuracy of reading, as well as in the range of texts read, and in increasing accuracy in spelling and the use of punctuation. Progress in numeracy is good at both key stages. Key Stage 1 pupils perform simple multiplication and division calculations, whilst Year 6 pupils show a good grasp of tables. The development of independent learning skills is weak throughout the school, with few opportunities provided for pupils to manage their own learning. A lack of clarity in some individual education plans limits the evidence of progress made by pupils with special educational needs. However, they make at least sound progress towards the targets set for them, and some improve sufficiently to be removed from the special needs Code of Practice register. At Key Stage 2 pupils with special educational needs make good progress over the broad range of curriculum subjects.
14. There has been significant improvement in the rate of pupil progress since the previous inspection. This is particularly marked in reading and in elements of mathematics at Key Stage 1, as well as in science at

Key Stage 2. Improvement in the rate of progress in physical education throughout the school has been achieved since the substantial extension of the school hall. There is some evidence to suggest that progress has declined a little in certain foundation subjects, such as art, as a result of changes made in the balance of the curriculum in response to the national initiatives in literacy and numeracy.

Attitudes, behaviour and personal development

15. Pupils' attitudes, behaviour and personal development are a strength of the school. The school has sustained, and in some aspects improved upon, the good standards indicated at the time of the last inspection. Throughout the school, including the under fives, very good relationships between all members of the school community underpin pupils' good attitudes and the very high standards of behaviour. This has a positive effect on pupils' learning and the standards achieved.
16. The school is an orderly and harmonious community where there is mutual respect between adults and pupils. They have positive values and enjoy coming to school.
17. In almost all lessons, pupils are eager to learn and make good contributions. They listen well to teachers' instructions and settle to work quickly. They work with interest and enthusiasm and can concentrate for extended periods of time. They work well together, respect each other's views and support each other when this is appropriate. They are confident in expressing their opinions. Only in the rather lax approach to the presentation and appearance of their written work do pupils show attitudes towards their work which are less than good. This is an area in which teachers do not have consistently high expectations.
18. Almost all pupils demonstrate very good behaviour in lessons and around the school. They behave very well when playing outside. They are attentive in lessons, except when the introductions to lessons are too long and their interest wanes. Teachers expect pupils to behave well. The consistent implementation of the school behaviour policy supports the high standards evident throughout the school day. No bullying was observed during the inspection and the school has not excluded any pupils over the past year. The quality of relationships is very high. Pupils show considerable respect towards one another, as well as towards teachers and other adults.
19. The provision for pupils' personal development is good, although there is limited evidence of opportunities for pupils to develop personal study skills and to develop confidence as independent learners. However, they take on responsibilities willingly when these are provided, and carry them out well. They take registers to classes, act as lunch servers and have monitor duties. The oldest pupils may become prefects. They set out equipment and help prepare for lessons. Pupils raise funds for charity and invite senior citizens to events such as the harvest festival. The annual residential experience, to Dorset or the Isle of Wight, provides many opportunities for pupils to make progress in their personal development. Pupils are quick to help each other, respect other people and take good care of school property. They are tolerant and think about the needs of others. They are friendly and polite to visitors. Parents are pleased with this aspect of their children's education.

Attendance

20. Attendance at the school is good and has been maintained since the previous inspection. Authorised absence is below the national average and unauthorised absence in line with the national average. The majority of pupils arrive punctually at the start of school in the mornings and lessons begin on time throughout the day. Good attendance and punctuality has a positive effect on progress and attainment.

QUALITY OF EDUCATION PROVIDED

Teaching

1. The quality of teaching across the school is sound for children under five and at Key Stage 1, and good at Key Stage 2. The teaching was at least satisfactory in all but one lesson observed. It was good or better in 74 per cent of lessons, and very good in 15 per cent of lessons seen. This shows considerable improvement since the previous inspection, particularly in the consistency of appropriate planning, a sound pace of learning, and effective strategies for managing pupils. Teaching is now enabling all pupils, including those with special educational needs, to make at least sound progress, and pupils at Key Stage 2 make good progress.
2. Teaching for children aged under five is always at least satisfactory, and 67 per cent of lessons are good. Particularly strong features are the teacher's knowledge and understanding of the areas of learning and needs of young children, the strategies used to manage the children, and the methods and forms of organisation used. There are no significant weaknesses although teaching is usually best when the reception children are given activities planned specifically for them rather than the same tasks as Year 1 pupils. The areas of personal and social development, knowledge and understanding of the world and creative development are taught well.
3. The quality of teaching is sound at Key Stage 1, showing considerable improvement since the previous inspection and promoting the satisfactory progress pupils make. All lessons seen were at least satisfactory and 60 per cent were good. Particular strengths include the teachers' management of pupils, achieving good relationships and high standards of behaviour. Both time and resources are also used very effectively to support pupils' learning.
4. At Key Stage 2 teaching is good and producing an improved rate of progress, especially in science, design and technology and French. During the period of the inspection all but one lesson was sound, 80 per cent were good or better, and 25 per cent were very good. Teachers have considerable knowledge and understanding of the curriculum and plan carefully, matching the teaching methods and forms of organisation effectively to the learning focus for the lesson and the needs of the pupils. The quality and use of day-to-day assessment is also good. Teachers identify pupils' strengths and weaknesses, record their observations of standards and progress, and use this information well to plan future learning. Both the management of pupils and use of time and resources are very good.
5. A relatively weak aspect of some otherwise sound lessons is low expectations of what pupils can achieve. This is seen in the acceptance of poorly presented work, in praising work which is below the pupils' capabilities, and insufficient intervention during lessons to improve skills. In the one unsatisfactory lesson seen, insufficient direct teaching of skills and inconsistent strategies for managing the pupils resulted in their making little progress towards the improvement in ball skills that was planned.
6. In very good lessons, as seen in a Year 6 art lesson, the planning was of very high quality with activities matched well to a clear learning focus that was appropriate for the pupils' stages of learning. The content promoted good progress in knowledge about an artist's work and design features as well as the skills of working with media in three dimensions. At the same time it also provided an opportunity for pupils to work creatively and make some of their own choices regarding design and chosen media. The teacher had good subject expertise, particularly in the practical techniques, and was able to give high quality support to individuals to help them improve their standards. The challenging yet achievable

tasks she provided showed her high expectations of their attainment. The pace of the practical lesson was well judged, resulting in pupils working steadily and productively. The opportunity provided for pupils to walk round and examine each other's work helped them evaluate and celebrate achievement during the final part of the lesson, and also to learn from the efforts of others.

7. Numeracy is taught well throughout the school and is having an impact on the high standards achieved in mathematics. Literacy is taught well during literacy lessons, although an imbalance in the English curriculum means that progress in this subject is no more than satisfactory. The overuse of worksheets in some subjects, as seen for example in history, limits pupils' opportunities to manage their own learning, and develop their literacy skills.

The curriculum and assessment

8. The school provides a broad and relevant curriculum for all pupils, though with some imbalance between subjects and within English. It provides sound preparation for their future learning at secondary school. Development of the planned curriculum is making a significant contribution to school improvement and the higher standards now being achieved. The weaknesses in information technology identified in the previous report have been successfully addressed and statutory requirements are met. The major building work since the last inspection means that the school is now able to meet statutory requirements for physical education. Curricular planning has improved, especially in the core subjects of mathematics, science and information technology, with good, detailed schemes of work introduced. The scheme of work for English is founded on National Literacy Strategy planning, but is not taking sufficient account of speaking and listening, and writing. Assessment, a weakness at the time of the last inspection, has improved and is now good.
9. The useful Early Years policy emphasises that children who are under five are essentially pre-National Curriculum, and highlights elements of good practice. Learning through play is emphasised. Until recently no detailed planning, based on the recommended areas of learning, has been available. The co-ordinator has begun this task and developed a document to support work in the autumn term. Further documentation will be introduced for the spring and summer terms. The curriculum provided for children under five is satisfactory, and good in the areas of personal and social development and knowledge and understanding of the world. It prepares children satisfactorily for their move into the National Curriculum. The effectiveness of provision in language and literacy and mathematics is reduced because of the attempt to teach under-five and Year 1 pupils as a single group. Although an attempt is made to meet the differing needs of each group, it is rarely completely successful. The curriculum to promote children's physical development is restricted by limited resources and an inadequate outdoor area. Assessment procedures for children under five are good. Baseline assessments are completed, analysed and the information used well. Additionally, assessment is a regular feature of daily activities; the information gained is recorded carefully and used effectively.
10. The school offers a broad programme for all the subjects of the National Curriculum, which is further enhanced by the teaching of French to pupils in Year 6. Statutory requirements are met. The school has not been completely successful in maintaining an effective balance during the introduction of the National Literacy and Numeracy Strategies. In particular, the distinction between art and design and technology has become blurred in some classes and geography is less in evidence than history. The relative lack of balance is associated with the organisation of time during the school day, a limited awareness of how foundation subjects can support core subjects, in particular literacy, and the fact that the time allocated to subject teaching is below the recommended minimum for both key stages. The National Literacy Strategy has been satisfactorily implemented, although pupils' literacy skills are not developed sufficiently in other subjects. The school is well advanced in the area of numeracy and the National Numeracy Strategy has been effectively introduced. Pupils' numeracy skills are developed well in other subjects, especially in science.
11. Policies are in place for all subjects, although some are outdated and in need of revision. Design and technology is an example of this weakness, and it has already been identified as an area for attention in the school development plan. The schemes of work give a very clear indication of work to be taught in each class and provide good coverage of the National Curriculum Programmes of Study. They reflect the organisation of the school's curriculum, which is based on a four year cycle of topics in Key Stage 2. Science is an exception as the subject is taught in a two year cycle which ensures that the majority of subject areas are covered twice. With the exception of art and design and technology, each

examples are found. A weakness is that the guidance is not always interpreted in a way which ensures that older, more able pupils in the mixed-age classes are challenged consistently, and progression is not always clear, particularly in science. Increasingly planning identifies opportunities for the use of information technology and numeracy across the curriculum, less so for literacy. As pupils are taught in mixed age classes, the use of grouping by ability in English and mathematics is effective in generally meeting the needs of all pupils in these areas.

12. Sex education is appropriately taught within the science curriculum in Years 5 and 6. Science also includes brief mention of drugs. A personal and social education programme, which is to include greater detail about drugs and drug misuse, is planned for this year, but it has not yet been introduced across the whole school. Provision for pupils' growing independence in learning varies considerably from class to class, although overall there is a tendency for teachers to limit opportunities. The overuse of worksheets in some subjects exacerbates this. The curriculum does not prepare pupils sufficiently for life in a multicultural society but the school promotes other aspects of pupils' personal development well. Overall, the school soundly promotes pupils' intellectual, physical and personal development and prepares them satisfactorily for the next stage of their education. The school does not have a separate equal opportunities policy document, although equal opportunities are addressed in other documents. Staff are fully aware of the need to treat all pupils fairly and all pupils have good access to the curriculum provided.
13. Increasing attention is given, especially in Key Stage 2, to providing opportunities for pupils to achieve high standards, particularly in mathematics and science. This does not consistently extend to writing. Differences in attainment of boys and girls are not linked to variations in the way they are taught but are associated with variations among the small number of pupils in each year group. The school has noted that boys tend to attain lower standards in reading than girls and some books more suitable for boys have been bought. The school meets the Code of Practice for pupils with special educational needs. The number of pupils on the register reflects the school's identification of some pupils with relatively minor weaknesses. The individual education plans do not always identify with sufficient clarity a pupil's weakness and, as a result, the precise targets are unclear. Provision for pupils with special educational needs is satisfactory overall and they make sound progress in Key Stage 1 and good progress in Key Stage 2 across the subjects of the curriculum.
14. Extra-curricular provision in the school is very good. Pupils can attend a range of sporting activities, including football and netball. School musicians play in the orchestra and sing in the choir at school events, as well as in the wider community. Pupils' progress in other areas of the curriculum are assisted by other clubs, such as chess and publications, which uses information technology resources.
15. The school's assessment procedures are good. The results of National Curriculum Tests for Key Stages 1 and 2, together with a range of standardised tests for reading and mathematics, are analysed by the Headteacher. Year 6 pupils complete National Curriculum Tests from previous years during the autumn term. The results of these are analysed very carefully and used to identify areas which need to be improved in the remainder of pupils' time in the school. Results of pupils' assessments in Key Stage 1 and subsequent data are used effectively to set appropriate targets in English and mathematics. The targets relate to the performance of each individual pupil. As a result, although the planned trend over a number of years is up, there are fluctuations from one year to the next. Appropriate assessment guidance is developed for each topic. Although these are not used consistently, in the best examples teachers follow the guidance carefully, assess both pupils' knowledge and skills and use the information gained to help planning. There are occasions when assessment of skills is not identified sufficiently clearly and when assessment is not completed during an activity. The information technology programme includes a clear list of skills that pupils should develop as they move through the school and provides a good basis for assessment. In English and mathematics assessment is particularly detailed. In the best examples, day-to-day assessment of pupils' progress is also effective and used to modify the teaching programme, for instance when pupils in the middle of Key Stage 2 showed a weak understanding of fractions, the teacher modified the work planned for the following week. As a result pupils overcame their difficulties quickly.

Pupils' spiritual, moral, social and cultural development

16. Provision for pupils' moral and social development remains a strong feature of the school and contributes significantly to pupils' attainment and progress as it did at the time of the last inspection. The school is successful in meeting many of its aims through this provision. The school makes very good provision for pupils' moral development, good provision for their social development and satisfactory provision for their spiritual and cultural development. This also includes those children who are under five.
17. Provision for pupils' spiritual development is satisfactory. There are some opportunities within the curriculum and assemblies for pupils to reflect on their experiences. Spiritual development is promoted in, for example, English and science, although there are missed opportunities within the wider curriculum and in some assemblies, where the spiritual dimension is not strongly developed. The playing of music when pupils are at work, for example, in art, promotes a sense of spirituality. The focus, through literacy, on poetry, theatre and story also contributes successfully to pupils' spiritual development.
18. The provision for moral development of pupils is very good. Right and wrong are clearly taught through a strong framework of values, which influences all aspects of school life. The strong ethos of the school encourages pupils to take responsibility for their actions. There are class rules and clear policies dealing with behaviour and bullying, which are supported by the parents. Staff provide good role models and the school is successful in fostering fairness, respect and consideration in a caring community. There are high expectations for good behaviour. The school encourages pupils to be polite, courteous and friendly. Teachers build very good relationships with pupils.
19. Provision for pupils' social development is good. The school actively promotes a positive ethos with an emphasis on valuing, caring for, respecting and supporting each other. The provision is particularly effective for the reception pupils. The very good relationships throughout the school are central to the sense of community. There are opportunities for pupils to work together, for example, during literacy hour lessons, when they can share and discuss ideas openly within the group. However, there are insufficient opportunities for pupils to develop independence in their learning and teachers do not always plan well to ensure interaction in mixed gender, rather than single sex, groups. There are class monitors who appropriately carry out a number of tasks. The good personal and social development is enhanced in Key Stage 2 by a successful residential visit. Most parents feel that the attitudes and values promoted by the school have had a positive effect on their children.
20. Provision for cultural education is broadly satisfactory, with a strong emphasis on promoting the pupils' own cultural traditions through, for example, exploring the work of Shakespeare in English, and the Tudor period in history. There are good links within curriculum subjects, particularly music, and a wide range of musical activities is promoted. The oldest pupils are introduced to French during their final year in the school. There is a good range of extra-curricular activities, and pupils visit museums, art galleries and theatres. The school supports a number of charities, and there are strong links with the local churches and visits to other places of worship such as the synagogue and mosque. Although pupils learn about Gambia in their geography work, they have insufficient opportunities to learn about cultural traditions beyond Europe. The school has not fully developed multicultural education, to prepare pupils appropriately for the diversity of cultures that enrich the world they will enter.

Support, guidance and pupils' welfare

21. The school provides very good support and guidance for all its pupils. This provision has improved significantly since the previous inspection and makes a positive contribution to the high standards achieved. Relationships between pupils and staff are very secure and pupils feel confident to approach teachers with any problems or concerns they may have. All staff are accessible and responsive to pupils' needs. The monitoring of academic progress and personal development is good and procedures for assessment have improved considerably since the last inspection. Pupils with special educational needs are well supported and make satisfactory progress towards the targets on their individual education plans.
22. The procedures for monitoring and promoting good attendance are very good. Registers are marked consistently by staff using the appropriate symbols and the secretary checks attendance daily. The school has introduced a system where parents are asked to telephone the school if their children are not attending and if pupils have not arrived by 09.45 hours parents are contacted. Any late arrivals report direct to the secretary who enters them in the register. Parents are made fully aware of the school's policy on attendance and are asked to avoid taking pupils away on holiday during term time.
23. The behaviour and discipline policy is very effective and there is no evidence of bullying, harassment or isolation. Pupils are very aware of school rules and understand the system of sanctions. Behaviour throughout the school is very good. The house point system encourages pupils to gain merit points that are given out for good work, achievement and effort. During the Friday assembly both the leading house and individual pupils from each class who have been particularly deserving are announced

good attitudes to learning.

24. The school follows the County policy on child protection, and the Headteacher is the named member of staff. Although the staff handbook has details of the policy which the staff are obliged to read there are no written guidelines for staff on how to recognise pupils who might be at risk. There is an effective bullying policy and any reported incidents are dealt with quickly and efficiently.
25. Sex education is taught through the science curriculum in Year 5, and in Year 6 the class watch a video together followed by an opportunity for boys and girls to discuss this separately with an appropriate member of staff. Social development and health education are planned within the curriculum to a limited extent. There is no specific drug awareness programme although some advice on substance abuse is available through the science curriculum. The school is working with the county Personal, Social and Health Education team to develop a programme.
26. The school pays careful attention to creating a safe environment. There are three qualified first aiders and the support staff have received basic training. There are clear procedures for dealing with accidents, which are all recorded in a log book. The school discourages medicine being dispensed by staff and at present there is only one pupil receiving medication.
27. Governors carry out an annual health and safety inspection although there was no evidence of a written report being submitted to the Governing Body in order that action on specific items can be monitored.
28. Supervision at playtime is effectively done by teachers and at lunchtime midday supervisors with the help of parent volunteers provide very good care and support for pupils.

Partnership with parents and the community

29. The partnership with parents and the community is good, and continuing to contribute significantly to the quality of school life and pupils' development. Parents receive good quality, easy to read information through the prospectus and governors' annual report to parents. Newsletters go out on a monthly basis and keep parents up to date on school events and activities. Pupils' annual reports provide good information on attainment and progress and set targets for improvement. Parents were consulted on the format for the reports through a questionnaire, the results of which were discussed at a meeting although there is still a small number of parents who would like more detailed personal information on progress. There are two parent consultation meetings each year including one at the end of the summer term which gives parents the opportunity to discuss the annual report. A home-school agreement has been developed and distributed to parents.
30. Several parents help in school on a regular basis, supporting teachers in the classroom and supervising in the playground. There is a strong parent teacher association that holds regular social and fund raising activities. They raised £34,000 for the rebuilding of the school and annually raise in excess of £5,000 which goes towards purchasing equipment and resources. Their contribution significantly enhances the educational facilities of the school.
31. The school has established very good links with the local pre-school group which the Headteacher visits prior to pupils entering the reception class. Initially pupils come into school three mornings a week and full time entry is staggered. A 'Welcome to School' brochure helps parents prepare children for the reception class and transition into school is very smooth. There is also very good liaison with the local secondary school which organises an open evening for pupils and parents, a taster day and a full day induction programme with all the other feeder primary schools. Pupils express no concerns about moving on to secondary education.
32. The school's links with the community have an impact on pupils' personal and social development. There are strong links with local churches which are used to celebrate all the major religious festivals and the end of term and leavers' service. The annual school production is held in the church hall. The school supports elderly residents with gifts of food at Harvest Festival and during the week of the inspection they had invited a group from the Senior Citizens Club for a harvest tea. The school choir also visits a local home for the elderly where they sing to the residents.
33. A regular visitor into school is the police liaison officer who talks to the pupils on the police service, citizenship, crime prevention and safety. She is sometimes called in to talk to families when pupils find themselves in trouble. She is an extremely popular visitor to school who the pupils refer to as 'PC Kate.'
34. The school competes in a wide range of sporting tournaments and competitions which include football, netball, cross country, swimming, rounders and stool ball which is a local traditional game.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

35. The Headteacher continues to provide effective leadership and clear educational direction for the work of the school, and is supported by the Governing Body, Deputy Headteacher and other staff. This is shown in the significant improvement that has been achieved since the previous inspection in addressing the key issues as well as in other aspects including implementation of national initiatives in literacy and numeracy. The school has worked steadily and successfully in recent years towards raising standards, and has sound capacity for sustaining improvement.
36. The Governing Body shows a strong commitment to the school, and is organised into appropriate committees to oversee special educational needs, curriculum, finance and building, and pastoral care. Governors are actively involved in the life of the school, taking part in professional training days and developing links with coordinators. There has been recent improvement in the effectiveness of the Governing Body's contribution to the management of the school, although the monitoring and 'critical friend' aspects of their role are still underdeveloped.
37. The role of the Deputy Head is being developed, and she has helped initiate the newly created Senior Management Team. Though there is some variation, the management and monitoring role of coordinators is largely unsatisfactory, and there has been insufficient improvement since the previous inspection. In some cases, coordinators have little insight into the standards achieved and progress made by pupils in other classes. The procedures coordinators use to carry out their monitoring responsibilities are underdeveloped.
38. There has been effective monitoring, support and development of teaching by the Headteacher, which has resulted in considerable improvement since the previous inspection. There has also been substantial development in the curriculum, which is contributing to the improving standards being achieved. However, arrangements for monitoring the curriculum are less effective, and there are inconsistencies between classes in the time allocation devoted to each subject.
39. The school's aims, values and policies are broadly reflected through all its work. They are valued by the parents, influence the work of all staff and form the basis of a shared sense of purpose. The ethos of the school is positive and reflects the school's commitment to providing an effective learning environment and good relationships. There is a sound commitment to high achievement. There is no policy document to support the stated aims to provide equality of opportunity for all pupils, and no systematic procedures for monitoring the school's practice.
40. School development is planned at a one-year and three-year level, although planning was suspended during the recent reconstruction work on the building. The Headteacher plays a key role in identifying and prioritising areas for development, and there are clear programmes of action to manage planned improvements within the time intended. The procedures for reviewing the outcomes of developments in terms of their impact on standards and progress lack rigour.
41. The Governing Body fulfils its statutory obligations in, for example, teacher appraisal and provision for pupils with special educational needs. The coordinator for special educational needs has developed efficient procedures that take good account of the special needs Code of Practice. Pupils with significant levels of special educational need are well integrated into the school. Plans are in hand to review the policy document and involve parents in planning provision for their children. Detailed individual education plans are produced for each pupil from Stage 2 of the Code of Practice register. Descriptions of needs and targets require greater clarity to support the monitoring of individual progress, and also enable the Governing Body to evaluate the success of its policy effectively.
42. The responsibilities for management at all levels are concentrated too heavily with the Headteacher. This is impacting on the extent to which he can maintain a clear overview of development, and the effectiveness of monitoring all aspects of the work of the school. These responsibilities need to be devolved more widely. In particular, the monitoring role of the Governing Body, and the management role of the co-ordinators, require further development to ensure that agreed priorities for improvement are based on secure knowledge of the actual needs of the school.

Staffing, accommodation and learning resources

43. There has been considerable improvement in accommodation and learning resources since the previous report. The school still has a sufficient number of qualified and experienced teachers to teach the National Curriculum effectively to all pupils including the under fives and those with special educational needs. The recently appointed newly qualified teacher has settled in well and is already an effective part of the teaching team. The support staff are well qualified and experienced and make a positive contribution to the quality of teaching at the school. There are job descriptions for all teaching and support staff.

44. Arrangements for the induction of new staff are good and the school has a mentor system. The most recently appointed teacher has been very well supported by the staff and has found the school very welcoming. Arrangements for professional development are good. Training is the responsibility of the staff development co-ordinator and is linked well to the school development plan and to the professional needs of individual teachers. Support staff have the opportunity to attend courses linked to their specific needs. Procedures for appraisal of teaching staff are in place and self-appraisal and evaluation are used as the basis for interviews. Teaching is monitored through classroom observations as part of the appraisal system.
45. The accommodation provides a satisfactory learning environment for all pupils. The school occupies an extremely pleasant site and the accommodation is very well maintained by the caretaker. There are spacious classrooms which are bright and well decorated with displays and examples of pupils' work. The newly refurbished hall provides appropriate accommodation for assembly, music and choir practice although only adequate space for physical education. Whilst the accommodation has been significantly improved, the library is small, there is no dedicated room for special educational needs and no central resource area. Outside, the school has separate playgrounds for infants and juniors marked out with traditional games as well as a netball court and there is a small grassed games area. These provide adequate areas for outdoor play and games. The secure play area for under fives is too small.
46. Learning resources throughout the school are satisfactory except for the under fives where there is a lack of large wheeled vehicles which limits their opportunities for physical development. Every classroom has a computer with CD ROM, a video player and a television and resources are well labelled and easily accessible by pupils. The range and quantity of books is good although some are in poor condition. There are good texts to support the literacy hour. Resources for history are good and include topic boxes and artefacts brought in by staff. The school makes good use of resources outside the school including the local church, the library and the village to support topic work. The purchase of resources is linked to the school development plan and is based on submissions by staff to the staff development co-ordinator who decides priorities in consultation with the Headteacher.

The efficiency of the school

47. The school has developed good procedures for financial control and administration that give clear support to the central purposes and work of the school. The day-to-day organisation is managed efficiently by the school secretary in her role as administrative officer, using a computerised system that provides accurate information on actual, committed and residual funds to inform financial decisions. The Headteacher plays a major role in monitoring the budget within the school, costing school developments and liaising with the finance committee of the Governing Body. The finance committee is prudent in considering spending priorities in the light of expenditure projections. A lack of clarity over monitoring responsibilities has resulted in a failure to address a minor recommendation on the most recent auditors' report.
48. Financial planning supports school development, as shown by the successful introduction of national literacy and numeracy initiatives, and the steady rise in standards. Effective use is made of specific grants. However, methods for monitoring all aspects of current provision do not provide sufficient information to ensure financial priorities are matched appropriately to the needs of the school. Planned developments are costed, but systems for evaluating financial decisions in terms of the impact on standards and progress are underdeveloped. The school's finances will show a slight deficit at the end of the current year but the Governing Body has satisfactory plans to address this situation over a suitable time scale, without unduly affecting the opportunities for pupils currently within the school.
49. Appropriate use is made of teaching staff generally, although current arrangements for the class release time of the co-ordinator for special educational needs do not make effective use of her expertise and teaching skills. Plans are in hand to extend class release time to curriculum co-ordinators to develop their monitoring roles. Educational support staff are used well to promote pupils' progress, including the ancillary support provided for pupils with literacy and special educational needs. The administrative assistant also makes a valuable contribution to the work of the school. Good use is made of the school's accommodation and learning resources to promote learning across the curriculum.
50. When account is taken of the high educational standards achieved, and the overall good progress made by pupils in relation to its context and income, the school is continuing to give good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

51. Provision for children under five is satisfactory. The children enter the reception and Year 1 class at the beginning of the academic year in which they are five. Older children start full-time, younger ones are part-time during the autumn term and become full-time, either after Christmas or Easter according to their birth date. Attainment on entry into the school is very broad and is about average overall. Some pupils show high attainment in reading and writing; weaker areas tend to be speaking, knowledge of the world and personal and social development. At the time of the inspection there were nine full-time and eleven part-time children under five in the reception class, together with ten Year 1 pupils. The school provides the children with a secure and caring environment with the daily routines firmly established. The planned curriculum is based mainly on the recommended areas of learning for this age, although the problems associated with delivering, in particular, language and literacy and mathematics lessons to mixed reception and Year 1 groups have not been resolved. Children make satisfactory progress and by the time they are five most reach the nationally expected standards, and about half attain levels beyond them in language and literacy, especially reading and writing.

Personal and social development

52. Children's personal and social development is given a good emphasis and as a result they make good progress. Children usually settle well into the routines of the Reception class and most are happy and confident. They work and play happily on their own, although about half are less comfortable when sharing activities with others. Almost half the children, who have only been in class about a month, find it difficult to sit and listen or settle to independent tasks. Achievement in this area is satisfactory. Most of the children are interested in the range of activities, taking part in them with enjoyment. They also respond well to the different adults they meet. Children who are under five work with concentration and persevere well when, for instance, observing fruits and vegetables to draw or cutting up different vegetables for cooking. The present lack of ride-on and push and pull toys prevents aspects of social development associated with their use being promoted. Children's independence in relation to dressing and personal hygiene is encouraged and they know why they should wash their hands before handling fruit and vegetables. Teacher and assistants plan a range of activities to promote this area of children's development and it is taught well. Displays do not provide children with positive images of cultures other than their own.

Language and literacy

53. Children enter the Reception class with language development that is very varied, but about average overall. About half the children already have good reading and writing skills when they enter school, for others they are not well developed. Speaking and listening skills do not cover such a wide range and are mostly average or below. From this starting point children make satisfactory progress in the development of language and literacy skills. By the time they are five, most children attain the expected standards, or above, in reading and writing. The children are provided with a wide range of activities which support the development of language and literacy. The literacy work is often based on the format for the literacy hour, but this is not always effective when the teacher tries to deal with Year 1 pupils at the same time. Staff offer frequent opportunities for children to talk with an adult, for instance when engaged in practical sand and building activities or during role play in the 'Supermarket'. Children learn to handle books carefully and regularly take books home to share with their family. Talking about and sharing books with individuals and groups of children supports their understanding that print carries meaning and that pages are turned from right to left. By the age of five, about a quarter read simple text well and with meaning, but a similar number have gained only a very limited reading vocabulary. They listen with enjoyment to adults reading in class. Early writing skills are being developed and most children copy or trace different letters correctly. By the age of five, about a quarter display good writing skills. They form their letters correctly and use a joined script. The words they write are recognisable and, in the best work, they complete simple sentences. All are aware of the purpose of writing, most write their names and attempt to form their letters correctly. Lower attaining children find this difficult. Many children listen well, but a few find this difficult, especially when they are being taught with Year 1 pupils. Speaking skills develop satisfactorily, but for average and lower attaining children it displays a limited vocabulary. Most children achieve the standards expected for five year olds, and about a quarter beyond this in reading and writing. The quality of teaching for language and literacy is satisfactory, but is not yet organised sufficiently to ensure the needs of all children are met consistently in the mixed age sessions.

Mathematics

54. On entry to Reception, children demonstrate broadly average mathematical skills and they make satisfactory progress. Children are provided with suitable practical activities for the development of mathematical skills. They gain a satisfactory understanding of mathematical language through play activities and games, and when cutting vegetables to include in the chutney the class is making. By the age of five, children are familiar with numbers to ten, and the higher attainers to 15 or beyond. They recognise and copy these numerals, writing them in their books or painting them on large sheets of paper. All can count the number of objects in pictures. During role play in the 'Supermarket', children buy and sell items, including fruit and vegetables, priced in pence. A few higher attaining children, currently mainly boys, develop a knowledge of simple addition and subtraction, and the associated language. By the age of five, children in the Reception classes draw and recognise simple two-dimensional shapes, such as squares, triangles and circles. They use terms such as tall and short, and compare the lengths of objects in pictures they have drawn and coloured. Attainment is average overall. The quality of teaching is satisfactory, but it is not always sufficiently focussed on extending and using children's mathematical vocabulary across the wide range of activities offered.

Knowledge and understanding of the world

55. Many children enter the Reception class with a limited knowledge of the world around them. Opportunities to develop their knowledge of the world around them are good, and interesting discussions, linked to the planned work for topics in Year 1, help children progress. By the age of five, they suggest what conditions are needed for plants to grow, often drawing on their observations in and around the school. They draw simple plan maps of their journey to school, and identify features that can be seen from their home. They observe fruits and vegetables closely, describing some of their features, such as colour or shape, using suitable vocabulary. They know that babies and adults change as they grow older. For instance, they appreciate that babies cannot look after themselves, that as they grow the shape of their face may change, and that hair colour may change including when people grow old. In the development of more technological aspects of learning, they make models from a range of construction apparatus and use skills such as cutting and joining to make models associated with their topic work. The computer was not available during the inspection, but children's work demonstrates the ability to use the mouse and keyboard, for instance by dressing teddy using a drag and drop program. Children's attainment by five reflects the expected level. The teaching of this area is good, and is enhanced by good use of questions and vocabulary during activities.

Creative development

56. Progress is satisfactory in the creative area of learning and the children are effectively prepared to start on the National Curriculum. The class teacher and support staff provide interesting and appropriate activities during the day and a satisfactory balance is kept between free activity and teacher directed work. Children paint pictures of themselves or others, and these usually contain head, body, arms and legs. They know the names of a wide range of colours. Most children shade pictures carefully, but children of below average ability in particular find difficulty in colouring in accurately and have some tendency to 'scribble' over the lines. They handle foods carefully when preparing vegetables to be included in the chutney. Role play is developed satisfactorily through activities, such as working in or buying from the 'Supermarket'. The children enjoy singing replies when the register is being called, and join in singing enthusiastically at other times. During music and movement they listen carefully to the tape and are beginning to appreciate the variety of types and speeds of music. Teaching of this area of learning is generally good, because teachers and adults encourage children to consider what they are doing by asking relevant questions.

Physical development

57. The children achieve satisfactorily in their physical development. Through their work using paint and modelling materials, pencils, scissors and brushes, they show a growing control and ability to manage smaller items. Below average children, however, have difficulty in controlling pencils and crayons when completing drawings and shading them in. Although they are not always careful about how they handle knives. In music and movement they move in time when the speed of the music changes. The current lack of large ride-on and push and pull toys, together with the confined outdoor area and lack of climbing apparatus, restricts opportunities for developing physical skills, such as balance, associated with their use. The quality of teaching in specific physical education lessons, such as music and movement, is good.
58. Teaching for children under five is satisfactory and sometimes good, especially when children are being taught in small groups, separate from older reception and Year 1 pupils. As a result teaching is generally satisfactory for language and literacy and mathematics, but good in many other areas. The reception teacher is working hard to cope with the demands arising from the mixed age class and the number of children present in the mornings when all part-time children attend. Very useful assessment systems have been introduced which enable all adults in the classroom to contribute. The information is used well for planning and identifying children who may have particular needs. Work is planned thoroughly, with a reasonable balance of teacher directed and purposeful child initiated activities. Satisfactory teaching promotes the development of literacy and mathematical skills. Good use is made of books, which are read enthusiastically. The arrangement of lessons, which reflects more the needs of Year 1 pupils, is not fully effective and Reception children receive insufficient attention to ensure their needs are met. On these occasions the support staff and other adults are not used sufficiently in working with either Reception or Year 1, thus allowing the class teacher to focus on the other group. The arrangements for Reception children to attend assembly every day does not exploit an opportunity for teaching to focus on their particular needs. Good teaching about the world around them helps children make good progress, especially in aspects of science and geography. Personal and social development is encouraged, especially when sufficient staff are available to support children in groups. In these circumstances, children are usually managed well, but this is not always the case when the full, mixed age class is taught together. On these occasions young children are not sufficiently involved and those who are least able to cope lose interest. The class teacher has introduced a useful assessment and recording system to cover all areas of learning. The analysis of baseline assessment, which is completed early in the children's first term in school, is used effectively to inform planning and identify those with specific needs.
59. The useful Early Years policy identifies areas of children's learning and emphasises the importance of play. It is not yet supported by a scheme of guidance which covers each area of learning for the year. This is in the process of development; the first term's having been completed. The curriculum provided for children under five is satisfactory, with an appropriate focus on language and literacy and a good introduction to the world around them. It will improve further once all aspects of physical development can be promoted more consistently. Children under five share satisfactory accommodation with other Reception and older pupils. It is well set out to help meet their needs. The outdoor area is inadequate. It is narrow, uninviting and currently houses the potential hazard of the school's waste bins. Resources for indoor activities are good. Little is available for promoting a wide range of outdoor work, including directed play; for instance the few wheeled toys are in a poor state of

repair.

ENGLISH, MATHEMATICS AND SCIENCE

English

60. Standards in this subject are high, and have improved since the previous inspection. Analysis of the 1998 National Curriculum tests, the latest year for which comparable data is available, showed attainment to be broadly in line with the national average by the end of Key Stage 2, although below the average for similar schools. The percentage of pupils reaching the expected level for their age was above the national average, although the percentage who achieved higher standards was below the national average. However, the evidence from inspection showed that standards are high when account is taken of the children's skills in speaking and listening as well as in reading and writing. The proportion of pupils reaching the level expected for their age has been rising steadily each year, and this includes an improvement in the latest tests in 1999.
61. Standards in speaking and listening, and in reading, are higher than standards in writing. By the age of eleven pupils talk confidently, use a well-developed vocabulary, and engage the interest of their listeners. In discussion they listen carefully, making contributions and asking questions that are responsive to others' ideas. They read a range of texts including junior novels, information books and Shakespeare's *A Midsummer Night's Dream*, showing high levels of understanding. They retrieve information from books and computers though are not familiar with library classification systems. The pupils write in a range of forms including instructions, news reports, letters and stories. Only a minority of pupils produce varied and interesting writing, using vocabulary imaginatively and with precision.
62. Attainment at the end of Key Stage 1 is high overall. In the 1998 National Curriculum tests for pupils aged seven, standards were well above the national average in reading, though below average in writing. Compared to similar schools, reading was broadly in line and writing well below the average. However, as at Key Stage 2, attainment is high when account is also taken of their skills in speaking and listening. Standards in comparison with national averages were broadly maintained in the three years to 1998 when account is taken of the variations expected in a small cohort. However, they showed improvement in 1999 with all pupils reaching the level expected for their ages in reading, and 94 per cent of pupils reaching the expected level in writing. The evidence from inspection showed high standards in speaking and listening and in reading, but relatively weaker standards in writing.
63. By the age of seven, pupils listen carefully, talk confidently, and convey meaning clearly to others as seen, for example, in whole class introductions to lessons. They have begun to adapt what they say to the needs of the listener. They read a range of texts fluently and accurately, including simple novels. The pupils read independently, using their knowledge of letters and sounds to read unfamiliar words, and understand the main points in both fiction and non-fiction. They write stories and news reports, describe science observations, and compare modern-day holidays with those in the past. Simple words of one syllable are usually spelt correctly, and most sentences are marked correctly by capital letters and full stops. The extent to which the pupils develop their ideas in writing and choose words for variety and interest is underdeveloped. Most pupils use a joined style of handwriting.
64. Progress in English is sound at both key stages and for all pupils, including those with special educational needs. However, the progress made in writing throughout the school is weaker than that made in speaking and listening, and in reading. Steady development is made in the pupils' capacity to listen effectively and to convey meaning clearly to others in a range of situations. The pupils also show consistent improvement in the fluency and accuracy of reading, in deepening levels of understanding, and in knowledge of a broadening range of texts. Sound progress is made in spelling but is slower in the pupils' capacity to organise and extend their ideas in writing, adapting the vocabulary and style for the purpose and audience. However, by Year 3 the pupils know how to write instructions, to make jelly for example, and Year 5 pupils use letter form appropriately to write to their parents in role as evacuees during World War Two.
65. Pupils show positive attitudes towards their work in English. They approach their activities with considerable self-confidence, and show particularly high levels of interest and concentration during the whole class shared text work in literacy lessons, when they are very keen to answer questions and share ideas with others. In some lessons, however, this attentiveness decreases somewhat when they begin their own reading and writing tasks, and the presentation of written work is sometimes untidy. The pupils behave well, show courtesy and consideration to others, and treat books and other resources with care.
66. There has been improvement in the quality of teaching since the previous inspection and it is now good overall. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2, and is promoting the sound progress made by pupils throughout the school. All lessons are at least satisfactory, and four out of five are good. Teachers have good knowledge of the requirements of the National Literacy Strategy, and plan lessons effectively. They manage pupils well, and make good use of time and resources, so that the pupils work productively throughout each lesson. Shortcomings in the provision for writing are a weakness in the teaching of English. Characteristic features of good teaching were seen in a Year 3 and 4 lesson in which the teacher was skilled in presenting the introductory whole class element of the lesson in a lively and humorous way that engaged the pupils' interest and concentration very effectively, and promoted good progress in their understanding of the conventions of information texts. Her effective strategies for managing the pupils, as well as clear instructions and explanations, meant they moved straight into their

tasks without delay. The teacher had a high level of subject expertise and the focus of the shared reading text was linked meaningfully to the pupils' work in science about the human body. During the group activities, good use was made of other adults, and the three adults monitored the groups well, intervening to extend the pupils' learning.

67. The school provides a broad curriculum that meets statutory requirements for the subject, but with some imbalance between the attainment targets for speaking and listening, reading and writing. The National Literacy Strategy has been implemented, and provides the school's planning framework for English. However, this has resulted in a reduced amount of time available for pupils' writing, and is having an adverse effect on the rate of progress in writing. The potential for learning in other subjects to promote literacy skills is insufficiently exploited. Some good examples, however, were seen in history, including research to write about people and societies from the past. Good use is made of computers to support pupils' progress in reading and writing. Many opportunities are provided for pupils to develop their speaking and listening skills, but current planning does not ensure that these opportunities match the differing needs of all pupils as they progress through the school. The curriculum is enriched through the organisation of book weeks, and visits from a theatre group, author and illustrator. The school meets the curricular requirements of pupils with special educational needs as set out in their individual education plans. There are good arrangements for assessing pupils' attainment and progress in English. This information, including analysis of national Curriculum test results, is used well to set targets and plan future learning.
68. The subject is managed well, and there has been considerable development since the previous inspection, including the introduction of the national literacy initiative. There has been significant improvement in assessment procedures, and development of reading resources including the broadening of reading schemes, and addition of big books for literacy lessons. The school has already identified the weakness in writing and is adapting the recommended planning to meet the needs of the school's pupils more effectively.
69. The school is well provided with teaching and support staff to meet the demands of the subject. There are also sufficient books, many of which are of high quality, although the book stock includes some that are in poor condition. There has been recent development of the library, which now has the potential to play a central role in supporting learning in English as well as in other subjects across the curriculum.

Mathematics

70. Pupils in both key stages attain standards in mathematics which are above those expected nationally. Attainment in mathematics in Key Stage 1 has risen steadily over the last three years. Standards were above the national average in relation to all schools in 1998, and in line with those achieved in similar schools. In 1999, all children achieved Level 2 or above, with over one third achieving the more challenging Level 3. Lesson observation provided evidence of above average standards in the current Year 2 group. At Key Stage 2, attainment at Level 4 or above has been well above the national average in each of the last two years. In the end of key stage tests in 1998, the proportion of pupils achieving both the expected Level 4 and the more challenging Level 5 was well above the national average. Standards in mathematics at Key Stage 2 are above those achieved in similar schools.
71. The school places considerable emphasis upon the development of secure standards of numeracy and is successfully implementing the numeracy initiative. Pupils have access to the breadth of the National Curriculum in mathematics and there is a good balance of experience. When pupils enter school they learn to count and sequence numbers. They add and subtract with numbers of increasing size and learn to use the appropriate language, to perform simple multiplication and division calculations based upon familiar tables and to weigh and measure with standard and non-standard units. They recognise time and clock-faces, understand symmetry and produce simple bar charts based upon data that they have collected. There is provision for practical mathematical activities throughout Key Stage 1. The higher attaining pupils are working towards Level 3 and most of the remainder are working at or towards Level 2.
72. The emphasis upon number continues in Key Stage 2. By the end of the key stage, higher attaining pupils work confidently with fractions, decimals, percentages and ratio, long multiplication, the attributes of two- and three-dimensional shapes, area and perimeter of triangles and quadrilaterals, co-ordinates, bilateral symmetry, negative numbers, mean, mode and median, area and circumference of circles and probability. Number topics are covered in a proportion of the weekly sessions for each class. Work on the other attainment targets, including shape and space and data-handling, is covered over time and there is a good balance between the different elements of the mathematics curriculum. Data-handling is covered in part through information technology and there is some evidence of this across the school. This includes the use of bar charts to indicate varied heart beat rates in science.
73. There is occasional use of structured investigative work and practical activity, including basic geometry in Years 5 and 6. There is scope, however, for the implementation of a more challenging programme of investigative activities, particularly for very able pupils in Years 5 and 6 and the school already has plans to extend opportunities for these pupils.
74. Progress is good in both key stages. This is promoted by the clear objectives and the generally brisk pace of lessons. The oldest pupils, in discussion, show a good grasp of tables and of the strategies necessary for accurate mental calculations. Teachers emphasise the importance of such skills and provide regular opportunities for

practice within lessons. The development of mental mathematics has been a focus during the past year. Practical activities are used effectively. In one lesson for Year 3 and 4 pupils, on the attributes of two-dimensional shapes, pupils were provided with a range of templates. Working in small groups with others of similar attainment, they grouped the shapes into sets and recorded their findings. The use of a commercial mathematics scheme ensures progression and the school is currently using the National Numeracy Strategy documents to support teachers' planning. Progress across the school, but notably in Key Stage 2, is weakened overall by the lack of emphasis on the quality of pupils' written work. There is ample evidence, extending through the last school year, that the orderly and structured recording of mathematical procedures is not a priority for staff. This places able pupils in particular at a disadvantage as they prepare to move towards secondary education.

75. Pupils with special educational needs are supported well within classes and make good progress. This is the result of secure planning by teachers who provide work that is carefully matched to their needs.
76. Pupils have very positive attitudes towards mathematics. They are attentive and co-operative. This is evident throughout the school. Attention wanders only when the introductions to numeracy sessions become over extended. Pupils develop a strong sense of self-esteem. Pupils' good behaviour has a positive effect upon their learning.
77. The quality of teaching is good at both key stages. Teaching was good or better in around half the lessons observed across the school. In the remainder it was satisfactory. Teachers have good subject knowledge and their expectations of most pupils are appropriate in some respects. However, in failing to expect higher standards of presentation and overall quality in written work, they are placing the older pupils in particular at a disadvantage. Where teaching is best, teachers communicate their enthusiasm for the subject, so inspiring pupils to greater efforts. This was particularly evident in one lesson on probability for Year 5 pupils. There is effective use of both whole class teaching and group work within each class. Planning is variable in the level of detail recorded.
78. The school emphasises the use and application of mathematics and teachers provide opportunities for the use of mathematics in other subjects of the curriculum. There was some evidence of mathematics in science and in history. Information technology is used to support aspects of the data-handling element of the mathematics curriculum.
79. Procedures for assessing pupils' progress are good. There is regular use of standardised and other test material. Teachers set regular targets for individual pupils and for year groups. Marking of pupils' work is variable in quality. The subject is managed well. The co-ordinator monitors planning and sees pupils' work regularly. Recent professional development is having a positive effect on the quality of provision. The school is resourced well for teaching mathematics. The significant improvement in standards, the greater breadth of experience provided and the use of assessment are significant strengths of the subject at present. The emphasis on presentation, acknowledged in the last report, appears to have diminished. Overall, however, there is evidence that provision for mathematics has improved since the last inspection.

Science

80. In 1998, when pupils left the school at the end of Key Stage 2, attainment recorded in National Curriculum Tests was well above the national average and similar to that of similar schools. Almost 90 per cent achieved Level 4 or above, well above the national average, and 20 per cent Level 5, above the average. Attainment in the National Curriculum tests has improved since the previous inspection, although the results in 1999 were less good. The percentage of pupils achieving Level 4 or above dropped to a little over 70, although those gaining Level 5 was similar. Boys tend to gain better results in science than girls, although the pattern is not clear and the low pupil numbers in each group make analysis unreliable. Teacher assessments, at the end of Key Stage 1 in 1998, indicated that 88 per cent of pupils achieved Level 2 and 19 per cent achieved Level 3, both similar to the national average. Assessments for 1999 suggest that all pupils have achieved Level 2, and 35 per cent Level 3.
81. Attainment of pupils by the end of Year 2 is broadly average, being stronger in knowledge and understanding of science than in investigative skills. The satisfactory progress evident is achieved because teachers offer pupils a broad curriculum which builds soundly on their work in Reception. Pupils in Year 1 recognise changes that occur as a baby grows, noting such things as the change in shape of the face and in hair colour. They observe some of the features of different vegetables, describing them using simple vocabulary. In Year 2, they know some of the main bones of the skeleton and compare the thickness of different bones. They use their numeracy skills well when measuring pupils' heights or the lengths of parts of the body, displaying the data obtained using bar charts. Literacy skills are less well developed because the widespread use of worksheets restricts responses. The range of scientific vocabulary used by the majority of pupils is satisfactory. Progress in pupils' development of scientific skills is satisfactory, but because planning does not identify this area specifically opportunities to emphasise particular ones are missed. Pupils with special educational needs make similar progress as other pupils and join in discussions enthusiastically.
82. During Key Stage 2 all pupils, including those with special educational needs, progress well in science, and attainment is generally above average by the time pupils leave school. Results have improved since the last inspection, although the results for 1999 were less good than those of 1998. Well planned work, which focuses especially on pupils' knowledge, helps pupils extend their understanding of science at a good pace. Their investigative skills also develop at a good pace, although there are few occasions when pupils plan and carry out their own investigations. In Year 6, pupils name the parts of a flower and outline a plant's life cycle correctly. They explain the roles of different teeth, know how circuits work and describe some of the effects of heating materials well. Many average attaining pupils have a

satisfactory knowledge of science across the full curriculum. They know that the earth's rotation causes the apparent movement of the sun, but find difficulty in explaining the phenomenon. All pupils have a good understanding of the area of life processes and living things, but most lower attaining pupils show a limited grasp of the science associated with materials and physical processes. In Years 3 and 4 pupils demonstrate sophisticated observational skills when handling bones from a human skeleton and generalise on the basis of this. For instance, they noted that the upper part of a limb consists of one large bone, while the lower part of a limb has two bones. In Years 4 and 5, pupils explain well the way particles are organised in solids, liquids and gases, and understand terms, such as evaporation or freezing, associated with changes of state. All pupils possess a broad range of scientific skills but do not use them sufficiently to plan their own investigations. Pupils use their numeracy skills well; measuring, recording and displaying data obtained from experiments. Good use is made of information technology skills, for instance to measure temperature, research scientific topics and enter data into spreadsheets and bar charts. The use of a wide range of literacy skills is less well developed. The good progress in developing pupils' knowledge is associated with confident teachers who have a clear understanding of the science they are teaching and great enthusiasm for the subject.

83. Pupils enjoy their science and are excited when they hear new facts. Behaviour is often very good, including when pupils have to listen or join in discussion for some time. They are keen to answer questions, and are not afraid to ask if they do not understand something. Pupils in Year 2 responded positively when discussing and handling bones from a lower limb. The presentation of pupils' work and the handwriting are often untidy, and this detracts from the quality of science that many produce. Older pupils in particular are naturally inquisitive and respond well to challenges set, including using information technology to find out about an area they do not understand. The quality of teaching is never less than satisfactory; it is satisfactory in Key Stage 1 and good in Key Stage 2. Minor weaknesses in Key Stage 1 relate to a relatively slow pace and some insecurity in the use of precise scientific terms. The best teaching, for instance in Years 3 and 4, is based on good subject knowledge and enthusiasm for the subject. In Years 4 and 5, good teaching features the effective use of a wide variety of demonstrations and games to illustrate scientific principles. Insufficient attention is given to planning the development of pupils' scientific skills. Much of the recorded work is teacher directed which limits opportunities for pupils to develop independence. The use of numeracy and information technology features highly in lessons, especially in Key Stage 2, but teachers do not plan to use, and develop, pupils' literacy skills sufficiently.
84. The pupils follow a broad curriculum, but the development and use of pupils' skills is given insufficient attention. The time allocated to science is about average and lessons are of sufficient length for the full curriculum to be covered to a suitable depth. Teaching in each class is supported by a good scheme of work, which builds well from the National Curriculum. Subsequent planning does not always take sufficient account of the wide range of attainment in each mixed age class and how a topic builds across the year groups. The tendency to overuse worksheets can add to this problem especially as some of the commercial material is undemanding and sometimes unclear. Occasionally the work of pupils in Key Stage 1 is extended by the use of material drawn from the Key Stage 2 Programmes of Study, rather than by ensuring pupils' scientific skills are developed further.

Assessment of knowledge is good and used effectively to focus teaching. The assessment of the development of pupils' skills is less systematic, but there is some identification of areas to be considered. Science makes a sound contribution to pupils' spiritual, moral, social and cultural development, but their personal development and independence are not promoted sufficiently. In the Years 3 and 4 class, the enthusiasm of the teacher and her observations, such as 'think how big the femur of the dinosaur was', help pupils reflect on the wonder of science and promote their spiritual development well. The co-ordinator is not sufficiently involved in monitoring planning or evaluating teaching and pupils' work. Accommodation is good and resources are adequate, except for good support through information technology.

OTHER SUBJECTS OR COURSES

Information technology

85. The previous inspection report indicated that insufficient evidence was available to make a judgement about standards of attainment, although it was stated that National Curriculum requirements were not fully met, particularly in the areas of control technology and monitoring of external events. Planned provision has improved and the school now meets statutory requirements fully and, based on the evidence available, attainment is now about average.
86. During the period of the inspection, no lessons in information technology were timetabled and little direct teaching was observed. Computers were in use in all classrooms, sometimes by a classroom assistant or pupils working on their own or as part of a small group and, in the best cases, integrated to support learning in other areas of the curriculum. Further evidence was gained by scrutiny of displays and pupils' work, and discussions with staff and pupils.
87. Pupils' attainment by the end of Year 2 is broadly average. They understand the use of the computer to word process text, including the use of arrow and delete keys, and print the text they have typed. Most are familiar with the layout of the keyboard and use the keys correctly. They retell stories, such as 'Little Red Riding Hood' or 'The Three Little Pigs', printing the text and displaying it with their drawings. Throughout the key stage, all pupils, including those with special educational needs, make satisfactory progress. The youngest pupils in the key stage are becoming confident in using the mouse when trying a range of 'drag and drop' programs. Older pupils input simple weather data into tables.
88. All pupils in Key Stage 2 make satisfactory progress and by the time they leave the school their attainment is broadly average. They understand the value of computers to speed operations, to handle data and enhance its display, and its use as a source of information. Younger pupils in the key stage develop the weather data to include the production of simple bar charts. Those in Years 3 and 4 demonstrate suitable skills when using different art programs to illustrate autumn features such as leaves and trees. They produce interesting weather maps and show well developed word processing skills when interpreting these maps. Pupils in the middle of the key stage understand the value of using probes to measure the temperature of water during a science investigation studying the effectiveness of different insulators, and how this provides more and better information than a thermometer. They also make good use of the research facilities available, such as to find out about the state of water in clouds, when studying solids, liquids and gases. By the end of the key stage pupils enter data about heart rates into spreadsheets and display the information correctly in the form of a bar chart.
89. Pupils' attitudes when working with computers are good. They appreciate the value of information technology to improve their work across the curriculum. When working together on computers, they co-operate well, taking turns and making suggestions. Pupils are confident in using computers without direct teacher support and persevere when they do not immediately get the answer they require. Considerable care is taken when handling computers. Little direct teaching was observed, but pupils' progress indicates that it is at least satisfactory. Subject knowledge of teachers is quite

variable, some is particularly good, others are less secure but becoming gradually more confident. In the best teaching, information technology is incorporated into a wide range of subjects, which helps pupils to appreciate its value across the whole curriculum.

90. The Headteacher, who is currently co-ordinating the subject, has been instrumental in ensuring that information technology has developed well since the previous inspection. He provides good leadership and has been responsible for the production of a good scheme of work, which provides detailed guidance on the development of pupils' skills throughout each year. All areas of the subject are identified and statutory requirements are now met. Planning in other subjects sometimes identifies aspects of information technology that can be used to enhance provision, and this is done particularly well by some teachers. The curriculum time allocation of five per cent, identified in the Headteacher's form, is rarely achieved, since there are few occasions when all pupils are taught together for information technology and at other times only a few pupils are engaged in the subject. Good assessment guidance is found in the additional material included with the scheme of work. This focusses on the skills to be developed as pupils progress through the school. Planning does not identify sufficiently clearly how the skills of older, higher attaining pupils in the mixed age classes, and those with good skills learnt at home, can be extended sufficiently. The publications club further extends pupils' skills. Resources available in the school are good. Sufficient numbers of computers are available and older machines, that still provide relevant experiences, are used sensibly. The school has a good range of programs and CD-ROMs to support learning. The use of these resources will be further enhanced when the school's network is fully operational and teething troubles with new resources overcome.

Art

1. Pupils throughout the school, including those with special educational needs, make sound progress in art. This represents a slowing down in the rate of progress since the previous inspection and is largely due to the impact of national literacy and numeracy initiatives on the time made available for the subject. However, satisfactory development is seen in investigating and making as well as in the pupils' knowledge and understanding of the subject.
2. There is steady improvement in pupils' accuracy and attention to detail when they draw and paint chosen features of the world around them. Year 2 pupils, for example, carefully observe a fruit bowl to produce a recognisable drawing, whilst Year 6 pupils add considerably more detail when drawing natural objects such as leaves, twigs and bark found in the hedgerows around the school. The pupils show growing knowledge of the work of artists. This is seen in, for example, Year 1 pupils' successful attempts to paint flowers in the style of an impressionist artist, Year 3 pupils' exploration of the techniques used by Andy Goldsworthy, and Year 5 pupils' knowledge and understanding of the key principles underlying the designs of Clarice Cliff. Good progress is made in the pupils' knowledge of the techniques of working with media in three dimensions, including clay, salt dough and ceramics, and in the level of skill they display in this work.
3. The pupils show positive attitudes to their experiences in art, and behave well. They pay careful attention to instructions and try hard to carry them out correctly. Pupils work effectively with each other when required and value each other's efforts. They approach their tasks with high levels of self-confidence, and show obvious enjoyment of the practical activities. This results in most pupils remaining deeply engaged in their work throughout the lessons.
4. Teaching in this subject is satisfactory and promotes the sound progress made by pupils. However, in the few lessons seen during the inspection the quality of teaching was at least good, and two in three were very good. A significant strength is teachers' knowledge and understanding of practical techniques. As a result of this, when teachers monitor individuals and groups during lessons they can provide high quality support to resolve difficulties and help pupils' improve their standards. Teachers also manage pupils well and make good use of time and the resources available, so that pupils work productively throughout the lesson. Teachers' expectations of attainment are broadly appropriate, but high in the quality of work in three dimensions.
5. Characteristic strengths of very good teaching were seen in a Year 5 and 6 lesson in which pupils worked with clay and ceramics in the style of Clarice Cliff. High quality resources were carefully organised prior to the lesson. The chosen tasks were matched effectively to the learning outcomes planned, and allowed scope for creativity and choice in design, media and the technique chosen. The teacher had good subject expertise, particularly of the practical skills required and was able to give good support and advice to improve standards. The activities were challenging, attainable and appropriate for all the pupils, showing the high expectations she had of their standards. The lesson was managed at a good pace so that the pupils worked productively without having to rush. The opportunity for them to walk round the room to observe each other's efforts was part of effective planning for them to evaluate their work and learn from the efforts of others at the end of the lesson.
6. The school provides a broad and relevant curriculum for art, and a scheme of work is being developed based on guidance provided by the local education authority (LEA). Provision is good for working with media in three dimensions, including claywork, ceramics and weaving. There is appropriate planning for pupils to learn about the work of other artists, though opportunities for them to work imaginatively and to develop and express their own ideas and feelings are less well developed. The implementation of national literacy and numeracy initiatives has reduced the time and emphasis given to this subject. Work in art is not given a high priority in each class, and is sometimes linked inappropriately with work in design and technology. Arrangements for assessing pupils' attainment and progress are satisfactory.
7. The co-ordinator has had responsibility for the subject for a year, and helped to produce a new policy that is currently in draft form. The co-ordinator role is underdeveloped. She is not given responsibility for a budget and has limited oversight of provision and progress across the school. The school has an appropriate number of suitably experienced teaching staff to meet the demands of the subject, and is well resourced. Displays around the school are used well to celebrate pupils' achievement.

Design and technology

1. During the period of the inspection no design and technology lessons were timetabled. Evidence was gained from scrutiny of pupils' previous work, the school's planning, and discussions with staff and pupils.
2. During Key Stage 1 pupils make satisfactory progress. They learn to handle simple tools, such as knives, when cutting vegetables for inclusion in the chutney the class is making. Pupils consider the design of birthday cards for named friends, with particular emphasis on the visual effect. In Years 1 and 2, pupils understand and investigate satisfactorily different ways of joining components of a skeleton during an art lesson. Year 2 pupils complete their designs satisfactorily, identify the materials they will use and produce appropriate evaluations to indicate what they would like to change. Good teaching, particularly by a subject specialist, enables pupils to progress well in Key Stage 2, and this has been maintained since the previous inspection. Pupils in Years 5 and 6 have developed their design skills well and apply them effectively to designing a new invasion game to be used in physical education. They produce good scale drawings to illustrate the layout of the court, test their ideas and evaluate and refine the games. Pupils identified as having special educational needs make similar progress as other pupils in their class.
3. Pupils' response, as indicated in the work in their books, is positive. They complete tasks with care and older pupils understand the value of taking their time over the design phase. A consistent weakness is the lack of care shown in their writing and presentation. The quality of teaching is generally satisfactory in Key Stage 1, although on occasion there is a lack of clarity between art and design and technology. Pupils spent time designing and making birthday cards, but they were not encouraged to investigate different ways of folding cards or how to produce a 'pop-up' card. Teaching for older pupils in Key Stage 2 is good; it reflects the expertise of the teacher and includes interesting design tasks.

4. A relatively new member of staff, who has just begun her second year of teaching, has taken on responsibility for design and technology. She has good subject expertise and is in the process of revising the outdated policy document and developing a new scheme of work. It is intended that this should clarify the distinction between art and design and technology, help to ensure the gradual development and use of pupils' skills and include further assessment guidance. The co-ordinator also recognises the opportunities the subject presents to develop and use pupils' mathematical skills. The subject is appropriately identified as a target in the school development plan and a clear timetable, which includes opportunities to monitor current practice, has been agreed. Sufficient resources are available to enable the subject to be taught effectively, but the time available, and its close link with art in some classes, limits pupils' opportunities.

Geography

1. Geography was not being taught during the term of the inspection. Some past written work was available relating to Key Stage 1 and a lesser amount reflecting work in Key Stage 2 in the last school year. On the limited evidence available, pupils' progress is satisfactory in Key Stage 1. There is insufficient evidence to make a firm judgement on the progress which pupils make in Key Stage 2 or on the progress of pupils with special educational needs, although documentation for the current school year suggests that the plans for geography meet the current reduced requirements.
2. Pupils develop their geographical knowledge through a variety of work units and first-hand experiences. In Key Stage 1 they undertake a substantial project on weather. This is thorough and well developed. In Key Stage 2, they cover several topics, including studies of an African country and contrasting localities, together with the local area. They study settlements and environmental change. In previous years they have been involved in a practical study of river development during their residential field trip and have undertaken weather studies and work to develop mapping skills. The irregular appearance of the subject on the timetable, although in line with current guidance, does not consistently support the development of pupils' skill base in geography.
3. There is some written work available, but much of this relates to Key Stage 1 and is worksheet based. There are restricted opportunities for extended writing to support the development of pupils' literacy skills. As no lessons were observed, it is not possible to judge pupils' response to geography. However, the quality some of the work samples indicated that a significant amount of time and commitment had been given to their completion.
4. No judgement of the quality of teaching in Key Stage 2 is possible. However, the work available from Key Stage 1 indicates that the quality of teaching for the younger children is satisfactory. There has been no recent in-service training for staff, as the subject has not been a development priority. Resources are just satisfactory, with an adequate stock of reference material organised in topic boxes. The co-ordinator has taken over the subject relatively recently. However, there are weaknesses in the management of the subject. The co-ordinator does not have a clear view as to which topics are being covered by the older children in the school, or the standards achieved, and does not see teachers' planning. The policy is still at draft stage and is incomplete, although detailed documentation is being developed to support the teaching of each unit of work. Assessment arrangements are limited to an end of key stage statement. The last inspection suggested that standards in geography were satisfactory on the basis of observation of a number of lessons in Key Stage 2. Even in the context of the reduced curriculum, there is insufficient evidence to indicate whether this remains the case.

History

1. Although few lessons were seen in this subject during the period of the inspection there is sufficient evidence from scrutiny of evidence and discussion with pupils to show they make sound progress at both key stages, including those with special educational needs. This shows improvement since the previous inspection when progress at Key Stage 1 was judged to be poor. Progress is seen across the elements of history including a developing sense of chronology, knowledge and understanding of particular periods and societies from the past, and interpretations of history.
2. Year 1 pupils, for example, already recognise the distinction between present and past in their own and other people's lives and consider toys and clothes used at different ages from infancy. Year 2 pupils consider how modern day holidays have changed from the past. In Year 4, the pupils show developing knowledge of aspects of life in past societies including Roman clothes and villas, life in a Celtic village, and iron age warriors. Year 5 pupils' understanding of the use of propaganda during World War Two shows understanding of how ideas and events can be represented in different ways.
3. The pupils show positive attitudes towards their work in history. They behave well during lessons, show consideration towards others and treat resources with care. Pupils listen carefully to instructions and try hard to carry out all their tasks correctly, though presentation of work is rather variable in quality.
4. Taking account of the progress made at both key stages teaching is judged to be sound in this subject. However, in the two lessons seen the quality of teaching was good. Teachers have good levels of subject expertise and manage pupils well. Teachers' expectations of standards and progress, their use of time and resources, and

which limits pupils' opportunities to organise their own learning, and to develop their literacy skills. However, there are some good examples of pupils being given opportunities to carry out research, and to organise their ideas in extended pieces of writing.

5. Characteristic strengths of good teaching, as seen in a Year 4 and 5 lesson on propaganda, include a good rapport with the pupils which results in the teacher easily holding the pupils' attention and interest throughout the lesson. Evaluation of learning in the previous lesson was used very effectively to plan further work. The teacher had efficient strategies for moving the pupils from one activity to the next with minimum loss of learning time. He had high expectations of the pupils' capacity to understand a difficult concept and the carefully planned tasks enabled them to do so.
6. The school provides a broad and balanced curriculum through a rolling cycle of topics in each key stage, with activities adapted to meet the needs of the age range within each class. Good account has been taken of guidance from the Qualifications and Curriculum Authority (QCA) to inform planning, and there is current improvement in matching work to a programme of skill development provided by the LEA. The scheme of work is still being created. The curriculum is enhanced through a series of visits and special events planned for the pupils, which promote their enthusiasm for the subject and help bring it to life. These include a visit to a Roman palace, a Tudor music day, and a 'street' party to celebrate the end of World War Two. The pupils were also actively involved in drama with a Tudor theme provided by a visiting theatre group. The school has developed good procedures for assessing the pupils' standards and progress made in history.
7. There has been significant improvement in this subject since the previous inspection and further development is planned. The recently appointed co-ordinator, who has specialist expertise in history, has a clear view of aspects of the subject that require improvement. Plans are in hand for her to be given class release time to develop her management role. The ethos in which the subject is taught reflects the school's aims, particularly in regard to an effective learning environment, good relationships and equality of opportunity.
8. The school is well provided with teaching and support staff for the demands of the subject. The accommodation is satisfactory, though the library area affords only limited space. Display areas are used well to stimulate and celebrate learning. There has been significant improvement in resources since the previous inspection and they are now good. Topic boxes are stored in a hall cupboard, and teachers have access to loaned artefacts. The school uses resources beyond the school particularly well including places of historical interest.

Modern foreign languages

1. Pupils in Year 6 receive 45 minutes French teaching a week. They make good progress and the experience prepares them well for the language teaching they will receive in secondary school. By the time they leave the school at the end of Year 6, pupils know their numbers to 30, the days of the week and months of the year, name different rooms in a house and identify a range of colours. Their understanding of this range of vocabulary enables them to translate from or to French. They rarely write more than simple phrases, but complete missing words in text or crosswords well. Current Year 6 pupils, who have studied French for about a month, greet each other using conventional French phrases and say when their birthday is, although they are still hesitant with pronunciation.
2. Pupils are positive in French lessons. They are happy to talk to each other, especially when in groups, using simple French phrases. They are less confident when speaking individually to the whole class. They all listen well to the French spoken by the teacher, persevere and try hard to understand. Their progress and interest is aided by good teaching. Particularly effective is the use of French throughout the whole session, with very few occasions when English is necessary. This helps ensure pupils' concentration throughout the session. The Headteacher, who leads the subject, has sufficient subject knowledge and an appropriate accent when speaking in French. Lessons are particularly well organised to involve all pupils, which also helps to ensure concentration and good progress. The development of language skills is encouraged by teachers responding positively to pupils who reply in French when the register is called and by the use of many permanent, dual language signs in the school. The teaching of French helps promote pupils' cultural development by introducing them to aspects of life in France. A suitable range of resources, based on material developed by the local authority, is used effectively.

Music

1. At the time of the last inspection standards in music were satisfactory, with pupils achieving particularly well in performing and composing. Teaching was satisfactory in the infants and better in the juniors. The current inspection findings confirm these judgements in part. However, only one lesson was observed in Key Stage 1 and none in Key Stage 2. No lessons taken by class teachers were observed.
2. On the evidence available, pupils make satisfactory progress in Key Stage 1. It is not possible to make a judgement on progress in Key Stage 2, including the progress of pupils with special educational needs. However, progress for those children who choose to be involved in the range of extra-curricular musical activities provided is often good. In the Key Stage 1 lesson observed, pupils were making good progress in securing their understanding of rhythm. Such progress related directly to the good subject knowledge and brisk pace sustained by the subject co-ordinator. Skills in singing are satisfactorily developed, with attention given to developing control of diction and to musical elements. This was evident in a whole school hymn practice observed. Pupils are encouraged to develop a range of expression. Singing is developed through assemblies, but on occasion the timing of the assembly leaves insufficient time for singing. There is an appropriate emphasis on listening to the

music playing as pupils enter and leave assemblies.

3. There was no opportunity to observe pupils playing tuned and untuned percussion instruments in the context of a class lesson. Planning does indicate, however, that this takes place from time to time and that pupils have regular opportunities for composition. The quality of performance achieved by pupils who are involved in activities such as the school band is good.
4. Pupils enjoy music and take part with enthusiasm and interest. This is particularly evident when the teacher has the necessary skills to hold their attention and to build upon their commitment.
5. Only one class lesson was observed. This was taken by the co-ordinator who is a specialist musician and regularly supports the Key Stage 1 teachers. It is not possible to judge the quality of provision for class music lessons in the rest of the school when these lessons are taken by class teachers. Some planning was seen and this indicates an emphasis upon the teaching and systematic development of musical skills.
6. Music is effectively managed in the school, although it has not been a priority area since the last inspection. There is still no policy document, but good use is made of guidance provided by the local authority to support teachers in their planning and to ensure pupils make progress. Assessment procedures are limited to end of year statements in pupils' records. Music, however, has a high profile in the wider life of the school. There is a large choir which performs regularly at school events and outside. The school band meets weekly and includes adults and friends of the school. Around thirty pupils are involved in peripatetic lessons taken by specialist teachers. These include guitar, violin, woodwind and brass instruments.

Physical education

1. Pupils throughout the school, including those with special educational needs, make sound progress in physical education (PE). Pupils at Key Stage 1 practise and perform simple skills safely and link actions together. Year 1 pupils, for example, explore stretched and curled shapes, holding their positions and creating a simple sequence. By the age of eleven, pupils explore rotating movements in a gymnastics lesson and plan a sequence of four linked movements. They work alone, in pairs, in groups, and as members of a team, sustaining energetic activity over appropriate periods of time. In Year 4 the pupils learn the advantages of teamwork, and team tactics. Weaker progress is made in the extent to which pupils improve and refine their performance, repeating series of movements they have performed previously with increasing control and accuracy.
2. In the lessons seen the pupils' response ranged from unsatisfactory to very good. In most lessons they behave well, try hard to carry out instructions and are considerate towards each other and to adults. They often show obvious enjoyment of the physical activities. On occasion, however, a few pupils are inattentive and behave in an immature manner. In a Year 5 and 6 gymnastics lesson seen the pupils showed very positive attitudes. They behaved very well, were confident and showed intrinsic interest in their activities. They worked well with a partner, showed consideration towards others, and valued each other's efforts.
3. Teaching in this subject is sound and, in the lessons seen, all but one were at least satisfactory and 3 in 4 were good. Strengths of teaching include the use made of time and resources, and the quality of planning. This is seen in the well-balanced range of individual and co-operative activities within each lesson that is matched well to the pupils' interests and stages of learning. A weakness within unsatisfactory teaching, as well as in lessons that are otherwise sound, is insufficient intervention by the teacher to help children improve their skills.
4. Features of good teaching were seen in a Year 1 and 2 movement lesson that was planned with clear and appropriate learning intentions that met the needs of the pupils. The class teacher provided a good role model by wearing appropriate clothing for PE, joining in many of the activities herself, and showing her own enjoyment. She had good subject expertise and monitored individuals well, encouraging and praising them but also challenging them to promote further progress in attainment. Pupil demonstrations were used well to share ideas with others and also provide a model of the standards expected. She kept careful control of all pupils throughout the lesson and had high expectations of their attainment and progress.
5. The PE curriculum is broad and balanced and shows a considerable improvement from the previous inspection, and now meets statutory requirements. All pupils have regular experience of gymnastics, games and dance, and the school meets statutory requirements for swimming at Key Stage 2. The school is using guidance from the LEA to develop a scheme of work, though this process is not yet finalised, and it is unclear whether planning meets the needs of all pupils as they progress through the school. Very good provision is made in PE for pupils with a physical disability, who are encouraged to participate in all activities as fully as they are able. The curriculum is extended by opportunities for Key Stage 2 pupils to join extra-curricular activities such as football, netball and cross-country clubs. They also take part in competitions against other schools including an area stool ball competition. There are no agreed arrangements yet for assessing and recording standards and progress in PE.

6. Management of the subject is broadly satisfactory. There has been significant improvement in provision since the previous inspection in planning, in the accommodation and resources available, and in ensuring that statutory requirements are met. However, there is no policy document for the subject, and the co-ordinator's role is underdeveloped in monitoring standards and progress, and in planning development for the subject.

7. The recent reconstruction work on the school building has made a considerable improvement to the facilities available for PE, notably in the hall space, which is now sufficient for whole class lessons. The school has a hard surface and grassed area outside for games lessons, and is endeavouring to extend and improve the space available. There has also been significant improvement in the range and quality of resources, including recently acquired balls, bats and bean bags. Appropriate use is generally made of staffing, accommodation and resources, though better use could be made of the enthusiasm and expertise of the PE co-ordinator.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

1. The team consisted of four inspectors, including a lay inspector, who spent a total of ten inspector days in school. The inspection team:
 - . spent 23 hours observing 34 lessons and reviewing pupils' work;
 - . attended a sample of registration sessions attended assemblies and a range of extra-curricular activities had lunch with the pupils on several days;
 - . observed pupils' arrival at and departure from school;
 - . observed nearly all teachers at least once and most several times;
 - . had discussions with the Headteacher, teaching and non-teaching staff, the Chairman of Governors and other governors;
 - . reviewed all the available written work of a representative sample of three pupils from each year group;
 - . held informal discussions with many pupils;
 - . analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - . the school prospectus;
 - . school policies;
 - . the Governors' Annual Report to Parents;
 - . minutes of governors' meetings;
 - . financial statements;
 - . the School Development Plan
 - . subject policies and planning;
 - . pupils' reports and records, including special educational needs records;
 - . held a meeting attended by 16 parents and considered 59 responses from parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	130	1	40	5

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	6.30
Number of pupils per qualified teacher	21.59

Education support staff (YR – Y6)

Total number of education support staff	3
Total aggregate hours worked each week	39.5

Average class size:	27.2
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Financial data

Financial year:	1999
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	£
Total Income	210,991
Total Expenditure	223,106
Expenditure per pupil	3,455
Balance brought forward from previous year	6,475
Balance carried forward to next year	-5,640

PARENTAL SURVEY

Number of questionnaires sent out:

97
59

Number of questionnaires returned:

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	47.5	45.8	3.4	3.4	
I would find it easy to approach the school with questions or problems to do with my child(ren)	45.8	47.5	1.7	3.4	1.7
The school handles complaints from parents well	19.3	45.6	21.1	12.3	1.8
The school gives me a clear understanding of what is taught	10.2	59.3	16.9	13.6	
The school keeps me well informed about my child(ren)'s progress	25.9	55.2	12.1	3.4	3.4
The school enables my child(ren) to achieve a good standard of work	37.3	54.2	6.8	1.7	
The school encourages children to get involved in more than just their daily lessons	34.5	48.3	12.1	5.2	
I am satisfied with the work that my child(ren) is/are expected to do at home	24.1	56.9	10.3	6.9	1.7
The school's values and attitudes have a positive effect on my child(ren)	44.1	45.8	8.5		1.7
The school achieves high standards of good behaviour	49.2	42.4	8.5		
My child(ren) like(s) school	47.5	45.8	1.7	3.4	1.7

Other issues raised by parents

A small minority of letters and comments on the back of the questionnaires raised concerns about a variety of matters including playground and lunchtime supervision, and the lack of rewards given on sports day. The evidence from inspection showed no cause for concern in the school's arrangements. Others wrote to express their appreciation of the work of the school.