

INSPECTION REPORT

ALL CANNINGS CE SCHOOL

Devizes

LEA area: Wiltshire

Unique reference number: 126296

Headteacher: Mrs Julia Roberts

Reporting inspector: Geoff Burgess
OIN: 23708

Dates of inspection: 14th – 17th February 2000

Inspection number: 183432

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Chandlers Lane
All Cannings
Devizes

Postcode: SN10 3PG

Telephone number: 01380 860676

Appropriate authority: The governing body

Name of chair of governors: Mrs Alannah Riseley - Prichard

Date of previous inspection: 16th – 18th January 1996

Information about the inspection team

Team members		Subject responsibilities	Aspect responsibilities
Geoff Burgess	Registered inspector	Mathematics	Results & achievements
		Geography; History	Teaching & learning
		Music	Leadership & management
			School improvement
Frances Hurd	Lay inspector		Personal welfare & care
			Partnership with parents
			Adequacy of resources
Denise Franklin	Team inspector	English	Attitudes, values & personal development
		Design Technology	Spiritual, moral, social & cultural development
		Art; Religious Education SEN	Assessment & academic monitoring
Peter Buckley	Team inspector	Under fives	Learning opportunities
		Science EO	Strategic use of resources
		Information Technology	
		Physical Education	

The inspection contractor was:

Geoff Burgess Inspections

4, Dodhams Farm Close
Bradpole
Bridport
Dorset
DT6 3EZ

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The Registrar
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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Cannings Primary School serves a mixture of families of mainly British heritage in the rural communities of All Cannings, Etchilhampton and Allington with some coming from out of the catchment. The number of pupils on roll is currently 88 which shows a further small drop from a high of 100 in 1997. Eight pupils are entitled to free school meals and this illustrates the fact that the apparent prosperity of the area is not shared by everyone. About a fifth of pupils are on the special needs register of which two, a high percentage, have statements of special need. With almost all pupils attending some form of pre-school provision, attainment on entry is a little better than that found in most schools.

HOW GOOD THE SCHOOL IS

This is a good school which has been effective in maintaining pupils achievements at a high level and in providing a good quality education. It is very well led and managed and given its income and local context, provides good value for money.

What the school does well

- School leavers achieve high standards in English, mathematics and science
- Staff are very effective in teaching literacy and numeracy skills
- More than a quarter of teaching is very good
- Pupils' moral and social development have a high priority. They are enthusiastic, work hard, behave well and relate very well to each other
- Extra-curricular activities and the support of the wider community make a very strong contribution to extending pupils' learning opportunities
- The work of pupils, staff and the school in general is regularly and effectively monitored and evaluated
- It forms a constructive link with parents and provides them with very regular, clear and useful information
- The head and the governing body have worked extremely hard and very well to bring the school into the twenty-first century with its new buildings, high standards & growing reputation

What could be improved

- Skills learned in literacy and numeracy are not sufficiently exploited in other subjects and the standards of work produced in many of these subjects are below those achieved in English, mathematics and science.
- Pupils do not have sufficient time or opportunity to reflect on their feelings and experiences or discuss spiritual matters, or to study and celebrate the richness and diversity of their own cultural heritage or that of other countries.
- Not all teaching is of the same good standard seen in most lessons

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in January 1996 when the school was found to have many strengths and to be highly valued by parents, All Cannings School has continued to provide high quality education and achieve results well above the national average. All the issues from the last inspection were addressed in the context of the old split site school but the move to the splendid new building has given the school the opportunity to re-focus all its attention and budget on whole school improvement. Teaching standards have risen and the school has been able to widen the scope of what it has to offer. As it settles into its new situation and with the very effective leadership of the head and the powerful backing of the governing body, the school is in a good position to carry on improving.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	A*	A*
mathematics	B	C	A	A*
science	A	C	A*	A*

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

The school achieved outstanding results at the end of both key stages last year with all subjects but reading for seven year olds being in the top 5% when compared with schools in a similar situation. Even reading was well above average. Teachers assessments in science at Key Stage 1 were equally good with every child achieving at least level two and a half level three. The number achieving higher grades, including level six in mathematics for eleven-year-olds, was itself outstanding. This maintains high standards over the past four years in Key Stage 1 and, after a 'blip' to average standards in 1998, restores an improving trend well above the national average for school leavers. The standard of work seen during the inspection indicates that the schools results this year will be almost as high in both key stages and still well above average when compared with similar schools. Four-year-olds are making sound progress and pupils' achievements in the other subjects are similar to those found in most schools but not as good as the core subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls enjoy being at school and are enthusiastic and wholehearted in their approach to their work. They usually try hard and are willing to answer and make their own contributions to discussions.
Behaviour, in and out of classrooms	Pupils' behaviour overall is good and lunchtimes and playtimes are happy social occasions. Good behaviour in most lessons has a very positive impact on pupils learning but occasionally over-enthusiasm leads to learning time being lost
Personal development and relationships	Relationships throughout the school are very good and this is a key factor in the happy, relaxed feel of the school. Most pupils act in mature and sensible ways and are very happy to take on any responsibilities when they are offered.
Attendance	Attendance and punctuality are good with very little unavoidable loss of learning time.

Pupils make a good contribution to the own learning and achievements and to the happy and positive ethos of the school. The quality of relationships between all members of the school community is one of its most significant strengths.

TEACHING AND LEARNING

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

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

All teaching is at least satisfactory with over a third good and more than a quarter very good. Most better teaching is seen in literacy and numeracy lessons in the mornings and towards the end of key stages. Teaching is enhanced by the creative use of staff with particular subject expertise to teach in other classes. Lessons in all classes are well planned with a good range of activities suitably matched to the needs of groups and individuals. Resources are well chosen and usually well prepared. In the best lessons, a high pace of learning is sustained by ensuring that all pupils understand clearly what is expected of them, by firmly established and understood ways of working and by brisk, purposeful interventions by the teacher. Challenge comes from focussed questioning, the expectation that pupils will understand and use technical language and the use of extension activities which give pupils the opportunity to take their learning as far as they can themselves. Some otherwise good lessons are weakened when teachers have difficulty in containing the enthusiasm of their pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and generally balanced curriculum which is much enhanced by the contribution made by parents and the village through community events and extra-curricular activities. Literacy and numeracy are strongly represented but current timetable arrangements mean that the amount of time devoted to other subjects limits the richness and depth which they can bring to children's learning
Provision for pupils with special educational needs	Good provision for pupils who find learning or conforming difficult is made either by specialist teachers or a very skilled support assistant working outside the classroom. Other pupils are well supported in class by their teachers who provide work at the appropriate levels some supported by a classroom assistant. Procedures for identifying need, setting targets and monitoring progress are effective and overall provision and progress are good.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Staff make generally good provision for promoting pupils' personal development with moral and social growth having the highest priority. However, pupils have fewer planned opportunities to reflect on more spiritual matters and timetable constraints mean that little time is spent in studying and appreciating pupils own cultural heritage or the richness and diversity of other cultures or faiths in any depth.
How well the school cares for its pupils	The school takes good care of its pupils and ensures that they are safe and not at any risk. It keeps a close watch on their attendance, progress and personal development and maintains suitable records to record events or trends that may be significant. Teachers and other staff know the children very well and good communications with parents help to ensure that any problems are dealt with promptly.

Parents are very appreciative of the work of the school and especially the high standards it sets and achieves. They feel comfortable in their formal and informal dealings with school and several provide practical help in class and around the school. The information provided by the school for parents is very good

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership & management by the headteacher & other key staff	In her own quietly determined way, the head has led the school very effectively to its present very healthy position. She makes very good use of the talents of her staff in their leadership roles and together they successfully managed the considerable task of moving into the new building without losing any of the high standards everyone now expects.
How well the governors fulfil their responsibilities	The contribution made by governors over the years to ensuring that the children of All Cannings have the high class learning environment they deserve cannot be over-emphasised. They remain a considerable force for good in the school and use the enviable range of talents and expertise in their ranks to good advantage.
The school's evaluation of its performance	Despite the difficulties in doing so in its old split site, the head, staff and governors had already built up a strong tradition of monitoring and evaluating their own performance and the impact that had on standards. The new building is providing them with the opportunity to develop this process further, share good practice and support where necessary.
The strategic use of resources	The head and governors showed very good awareness of value for money and made the very best use of the opportunity presented by the move to substantially improve the schools' resources. The key priority is to maintain four classes and they have been very prudent and creative in their budgeting to make this possible. This has however, meant that, other than for pupils who find learning difficult, very little classroom support is available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Teaching is good, children are expected to work hard and they make good progress • Behaviour is good and the school is helping their children to become more mature and responsible • Staff are welcoming and it is easy to discuss any problems or concerns • Plenty of interesting activities are provided in addition to lessons 	<ul style="list-style-type: none"> • The amount of work children are expected to do at home • The detail in the information about how their children are getting on

Inspectors agree with parents' positive views. The amount of homework provided is at least as much as most similar schools and reporting arrangements are adequate but could be extended.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment in English, mathematics and science for eleven-year-olds was judged to be in line with national expectations at the last inspection in 1996. The school has improved standards in all three subjects year on year for the past four years except for a not unexpected drop in 1998 because of a significant number of pupils with special needs in the year group. This has been achieved largely through better and more focussed teaching and the impact of the early implementation of the literacy and numeracy strategies and national scheme of work for science. Results for seven-year-olds have also improved annually so that last year, the results in national testing at the ends of both key stages were outstanding. Whether compared nationally or with schools in similar situations, all subjects in both key stages were well above average with all but reading in Key Stage 1 in the top five per cent compared with similar schools. The percentage obtaining higher levels was very impressive being achieved by more than twice as many pupils as the national average in both key stages in all but reading, with a level six in mathematics.

2. Baseline assessment indicates that the attainment profile of four-year-olds when they start school is a little above that found in most schools but with annual variations due to the impact of individuals on the small cohorts. Boys and girls are making sound progress and by the time they are five will have achieved the desired outcomes and many will already be working on the National Curriculum. They continue making generally sound progress in year one with higher attainers benefiting greatly from working with year two in literacy and numeracy. Progress in reading is good in the youngest class, with a substantial contribution being made by parents as shown in the high-quality home/school reading records.

3. Pupils in year two are currently making good progress and achieving standards which should again be well above the national average in this year's statutory tests in reading, writing and mathematics. The school is sustaining high standards by matching results obtained in 1999 and in the previous two years. Good progress is maintained in the core subjects through Key Stage 2 with an acceleration in the older class to well above average standards. However, these well developed literacy and numeracy skills are not being used to full advantage in other subjects. Pupils of all ages are able to talk confidently about the structures of language using technical vocabulary such as phonemes and graphemes in a year two class. They are encouraged and expected to explore number strategies and use them as well as recall when working in number.

4. Progress is sound in all the other subjects with pupils achieving generally appropriate standards in most for their ages but not as good as in the core subjects. Improvements in provision associated with resources in information technology, accommodation in physical education and staff expertise in music are having a very positive effect on standards in the younger classes but it too early yet to see the full impact of this when pupils leave the school.

5. Boys and girls make similar progress. The progress of pupils with special educational needs is good overall. Targets on individual education plans are appropriate, well used by teachers and effective in helping pupils to make good progress. Good assessment procedures enable teachers to give early support to enable some to make enough progress to move off the register.

Pupils' attitudes, values and personal development

6. Pupils' good attitudes to learning have been maintained since the previous inspection. Most have a keen interest in their work and are eager to come to school. Their involvement in the range of activities provided by the school is good. Pupils respond well to questions and to challenges set by the teachers. Behaviour in and around the school is good which has a positive impact on standards. Pupils are polite and courteous and show respect for adults. Parents support

these views and are pleased that behaviour is so good. All relationships throughout the school are very good and no incidents of oppressive behaviour were observed during the inspection. Older pupils value each other's ideas and respect each other's points of view. For example pupils in years five and six give their opinions about a range of poems confidently and they listen carefully to each other when talking about love between friends during a juniors act of collective worship.

7. Boys' and girls' personal development is good. They enjoy taking responsibility around the school such as being classroom monitors, and are very proud of their new school building taking a real pride in its appearance. Older pupils undertake tasks such as captains of house teams mainly in the summer and team captains of the school sports teams. Two pupils from year six are chosen each term to act as "Buddies" to help support any pupils experiencing difficulties in the playground. Many are fully involved in fund-raising activities throughout the year such as raising money for the "Wiltshire Air- ambulance" and play equipment for disabled children.

8. School is such a positive experience that any absence or unpunctuality has a very good reason and attendance rates are satisfactory.

HOW WELL ARE PUPILS TAUGHT?

9. All teaching throughout the school is at least satisfactory with more than a third good and a quarter very good. This represents good teaching overall and is a considerable improvement since the last report when teaching was described as sound with some examples of good teaching. The high quality of teaching in the core subjects is the main reason for sustained very good results in national testing. An important factor in this has been the contribution made in most lessons by pupils to their own learning through their good behaviour, effort and enthusiasm for what they are learning. They learn from and help each other and complete tasks in good time. This was complimented in the last report where pupils were praised for their positive attitudes to all activities and confident approach to learning.

10. Although the quality of teaching is generally associated with the teachers involved, the very good implementation of the literacy and numeracy strategies has had a beneficial effect on the teaching of basic skills throughout the school. Remarkably, three-fifths of English teaching is very good while in numeracy, mental mathematics and number strategies have a high priority with consequent good gains in speed and understanding. All the science lessons observed were at least good with a quarter very good. Another important feature in promoting good standards in teaching is the creative use of the talents of teachers with particular expertise, especially in music and physical education.

11. A quarter of teaching in the reception class is good with the rest satisfactory. Lessons are carefully planned and prepared and a good range of activities is provided to take account of the needs of the younger children in the mixed age class. However, with no adult classroom support, those boys and girls not working with the teacher do not get as much out of their activities as would if an adult were available to prompt them and encourage them to talk about their work. A strong feature is the very constructive use of reading 'homework' to ensure that children get regular practice and encouragement with books. The teacher uses a wide range of strategies but sometimes finds it difficult to match the pace of her teaching to the enthusiasm and energy of some of her class and, in otherwise good lessons, time is wasted in bringing them back in line.

12. Two thirds of teaching in both key stages is at least good with a third very good in Key Stage 1 and more than a quarter very good in Key Stage 2. All very good teaching is in the core subjects of English, mathematics and science. A major feature of work in these subjects is the pace and rigour which comes from well-matched work, well prepared and organised activities and resources and pupils who know what is expected and are confident of their own abilities. This was very evident in a very good year two literacy lesson based on the poem 'What is Red?' Very positive and confident pupils were able to discuss with some maturity the implications of the poem and the language uses involved. The teacher related the work to previous learning and used a white board constructively to help pupils to see the difference between phonemes and graphemes.

13. Younger Key Stage 2 pupils working with non-fictional text were quick to pick up the visual cues the teacher used to help them to learn how to skim the text for information. Well-prepared resources and the skilful management of a stimulating activity meant that little time was lost and interest was maintained. However, some otherwise good lessons are weakened when the teacher has difficulty in containing the enthusiasm of her pupils. In the oldest class, the interaction between the teacher and her pupils is very positive which encourages real interest and involvement in what is being learned. Most, inspired by the teacher, are fascinated by number through her ability to get them to think and work out their own ways to manipulate number. This is built on by using skilful questioning to extend pupils of all abilities and all were active and enthusiastic about working with number. In each of these examples, the very good atmosphere was conducive to good learning and real intellectual effort with little need for the teacher to do anything but encourage and prompt.

14. The effectiveness of teaching in the other subjects is lessened by the fact that it all happens in the afternoons after a long and rigorous morning and usually an extended assembly. Pupils are less receptive and the fragmented nature of some of the work means that it is less 'joined up' and progressive than much of the morning work.

15. Specialist teachers and learning support assistants make a good contribution in the area of special needs. They have good working relationships with teachers and the pupils in their charge and constitute an important teaching resource. Their work is usually appropriately identified in planning and when ancillary support is not available, class work is usually matched to the needs of individual pupils and the teacher supports and explains. The children involved work hard for their helpers and enjoy the chance to ask questions they would not ask in a class situation.

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

16. The overall quality and range of learning opportunities is good with a broadly based and well balanced range of subjects taught all of which meet the requirements of the National Curriculum and the locally agreed syllabus for religious education. Overall, a satisfactory amount of time is allocated to all subjects, although the higher than average time spent teaching English limits the time available for the foundation subjects. The daily collective act of worship, at the start of the afternoon, further restricts the amount of time spent on the foundation subjects that take place following it.

17. Since the last inspection the school has continued to develop its curricular planning by incorporating national guidance into the schemes of work and has sustained its very good range of extra curricular activities. With the move to new premises, the school can now deliver the full programme of study in physical education. Provision for information technology has successfully kept pace with the demands of the curriculum.

18. The curriculum successfully promotes physical, social and personal development through policies on behaviour and learning, and those for spiritual, moral, social and cultural development. The strong Christian ethos of a church school is an important feature in this provision. The school has a planned programme of sex education and drugs awareness. Pupils have equal access to the curriculum which promotes intellectual development by providing increasing opportunities, as pupils get older, for personal study. Good provision, through the well-established national literacy and numeracy schemes has a positive effect on standards in reading, writing and number.

19. A very wide range of extra curricular activities including football, netball, craft, gardening, board and computer games, art and dance, enhance the curriculum. Residential visits for years five and six support this and contribute well to pupils' personal development.

20. The contribution of the community to pupils learning is very good. Parents look after the school gardens, assist with the Key Stage 2 games session and run after school activities. The school makes very good use of the District Leisure Services for coaching, equipment and match fixtures. Parents and pupils join together to present musical evenings. The church and the vicar

are important features in the life of the school. A local optician gives financial support to the football and netball teams. Pupils also benefit from a variety of local visits and of visitors to the school. Sound relationships exist between the school and partner institutions. The reception class teacher visits the playgroup and their children visit the school. A designated liaison teacher from the secondary school visits the school and year six pupils have an opportunity visit it.

21. Staff make good provision for pupils with special educational needs. Small groups of pupils are withdrawn during group activity time in the literacy hour for support with a learning support assistant. Other pupils are dealt with on an individual basis but doing work parallel to that in the classroom. The school has recently introduced an innovative daily programme of exercises for a small group of pupils to improve their coordination which is being carefully monitored by the head.

22. The school makes good provision for pupils' personal development with the promotion of their moral awareness and social growth having the highest priority. However, pupils have fewer planned opportunities to reflect on more spiritual matters outside religious education and worship and the limited amount of time spent studying and appreciating pupils own cultural heritage or the richness and diversity of other cultures or faiths limits its impact on their cultural development.

23. A strong caring ethos is encouraged and promoted throughout the school and pupils have a clear understanding of acceptable behaviour, right and wrong. They have good opportunities to discuss moral issues during religious education lessons and in circle time. An effective "Buddy" scheme was introduced a year ago for pupils to monitor behaviour and prevent any bullying, particularly in the playground. Two pupils from year six are chosen each term to act as "Buddies" and all pupils know that they can talk to these pupils if they have any problems. The working of the system is carefully monitored by the headteacher. A planned programme of daily exercises has been introduced to support a small group of pupils with minor behavioural problems. Provision for moral development is good

24. Teachers act as good role models in promoting social development and they ensure that relationships in school are very positive. Pupils are provided with good opportunities to work in groups in lessons such as during literacy hour. Pupils take responsibility in the classroom as monitors and older pupils become sports and house captains. They have opportunities to discuss moral and social issues and develop their social skills during circle-time and are encouraged to support charities and organise fund-raising events.

25. Provision for pupils' spiritual development is satisfactory and they have a clear understanding of the values and beliefs that the school promotes. Daily acts of collective worship are satisfactorily planned to ensure continuity of themes across the year groups. The school has good links with the church and with opportunities to reflect on their experiences and feelings in planned acts of worship, this makes a positive contribution to spiritual awareness. However, little evidence was seen of making or exploiting special times for pupils to reflect on what they see or what they feel through, for instance poetry in English or natural phenomena in science.

26. Satisfactory opportunities for cultural development are provided through the religious education syllabus, planned music appreciation lessons and in art, where pupils have the opportunity to study the works of a range of artists. A variety of educational visits are organised each year, for example the whole school have recently visited an exhibition about Islam in Swindon. Pupils are introduced to a variety of literature during the literacy hour, the school encourages "Book Weeks" and theatre groups regularly visit the school. These opportunities enrich pupils' knowledge and experience of their own cultural tradition and some elements of others. However, the current arrangements where, apart from literature, the more cultural elements of the curriculum are timetabled after a rigorous morning and an extended assembly, mean that little good quality time is left for pupils to celebrate and enjoy the richness and diversity of man's cultural heritage.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school takes good care of its pupils by ensuring that they all have the opportunity to do as well as they can in a secure, safe and happy environment. Every child is very well known by several adults and the new building makes it much easier for an eye to be kept on vulnerable pupils and for information to be shared. Provision for the health and safety of pupils is satisfactory. The deputy head is a fully-qualified first aider and regularly updates the medical supplies. All accidents, however minor, are appropriately recorded. The school has policies on asthma, substance abuse and procedure in the event of an accident for the guidance of teaching and non-teaching staff. The head is the designated child protection officer, and provides guidance for staff based on local authority guidelines. A governor has been nominated as a contact point for parents whose child bullies or has been bullied, and a scheme entitled 'be a buddy not a bully' is intended to encourage older children to support younger ones, particularly at playtime. The children are cheerful and courteous, and show an awareness of school rules such as not running in the corridor. The school has satisfactory, well-established procedures to encourage and monitor good attendance and punctuality. Children with a 100% attendance record receive a certificate at the end of the year.

28. Procedures for monitoring pupils' academic progress and personal development are good. In the previous inspection report this area was identified as a key issue for development and the school has worked hard and successfully to improve.

29. The assessment policy clearly sets out the procedures for assessing individual pupils' attainment which has a positive impact on planning work to meet their needs. Good records are kept of standardised test results and results from the optional tests in Key Stage 2. This information, together with twice yearly reading tests, helps teachers set individual targets for all pupils in Key Stage 2 in English, mathematics and science. A National Curriculum record sheet is also completed for each pupil and passed to the next school to be continued up to the end of year nine. Samples of pupils' work are kept in all core subjects and in some non-core subjects with notes on National Curriculum levels of attainment. A range of teacher assessment sheets are well used to track attainment in information technology, speaking and listening and spelling. The school also has a useful individual record, where general comments are made about behaviour, contributions to school life and any particular achievements.

30. All the information gathered is used effectively to guide planning and to help teachers meet the needs of individual pupils. It is also well used to set both individual and school targets. Portfolios of pupils' work in English, mathematics and science support teachers well when deciding National Curriculum levels of attainment. Marking is satisfactory and mainly positive but little written information is provided for older pupils to know how to improve their own work. Reports clearly set targets for pupils and pupils themselves are given the opportunity to comment on their progress during the year. Satisfactory opportunities for parents to discuss their child's progress have recently improved in response to parents' request for two meetings each year.

31. Good use is made of the range of assessment procedures used by the school to identify pupils with special educational needs. Targets set to support their needs are carefully monitored to track progress, reviewed termly and new targets set. A special needs update is clearly displayed in the staff room to keep teachers fully informed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. At the time of the last inspection the school's partnership with parents was good. This is still the case. The parents' association fundraises very successfully for the school and provides essential resources, including most of the recent non-fiction stock in the school library. Individual parents come in to help in school mainly in the first two classes. Parents take a leading role in running after-school clubs. The quality of information sent to parents is very good. Annual reports on each child are particularly well presented and informative, including targets for each child and comments from the children themselves. Equally impressive are the weekly newsletters which are

not only useful and informative but also involve pupils in their content and production. Not to be outdone, the governors' newsletter forms a very positive link between the governing body and parents. The school has held curriculum workshops that were welcomed by parents who expressed a strong desire at the parents' meeting to know more about the content of their children's work.

33. Parents are generally very appreciative of the efforts made by everyone at the school on behalf of their children. They are particularly pleased with the quality of teaching their children enjoy, the fact that they are expected to work hard and behave well and the good progress that they make. Some parents tended to feel that the amount or quality of homework provided did not meet their expectations.

HOW WELL IS THE SCHOOL LED AND MANAGED?

34. Very good leadership and management of the school has led to the present very healthy position of the school in the community and to the high quality of education it provides and standards it achieves. This has taken a good deal of resilience and determination by the headteacher and the governing body, who, in ensuring that future generations will have the benefit of a high class learning environment and a tradition of high standards, deserve the highest praise.

35. Since the last inspection, the head has focused the attention of the school community on driving up basic standards by concentrating on improving teaching and learning. Management roles and the delegation of responsibilities were key issues then and the head has made very good use of the expertise of the staff in working for this improvement. Roles and responsibilities are clearly laid out and coordinators are becoming ever more confident in managing their subjects. The literacy and numeracy strategies were very well implemented and sensible decisions were made about managing the rest of the curriculum in the context of planning for and then making the move into the new building. By maintaining standards and morale through such an enormous undertaking, the head, staff and governors have demonstrated admirable management skills and sensitivity.

36. The governing body continue to act as a considerable force for good in the school and jointly and individually bring considerable energy and expertise to bear on its management. This has been very important over the past two years where their practical and moral support for the teaching head has been crucial. They have a clear vision for the school and decisions are made in the light of the aims agreed with the staff. Very good lines of communication are maintained with staff and the parent body. Full meetings are held in each classroom in turn and the respective class teacher is invited to talk about her work, hopes and challenges to keep governors informed. The governors produce their own very readable newsletter for parents keeping them up to date on the latest national and school based developments.

37. Despite the difficulties presented by the old split site buildings and the necessity for the head to have a heavy teaching load, the school had already built up a tradition of evaluating its performance before the move into the new building. This helped staff to identify ways that they could make the improvements which resulted in the sustained high standards produced. The fact that the school was already producing a detailed and informed school development plan at the time of the last inspection has held the head and governors in good stead and the current document continues to provide a practical agenda for the school with all the necessary elements. Monitoring and evaluating the work of children and staff is infinitely easier in the new school and the head and staff are making very good use of the opportunity to identify what effective learning looks like and share good practice. Very close watch is kept on standards and trends and all staff are very aware of what is necessary in their own class to maintain the high standards set.

38. Overall financial planning to support the school's educational development is very good. In moving in to new premises the headteacher and governors have been particularly vigilant in the planning and monitoring of expenditure. Resources are provided in line with priorities in the school development plan. In the last two years priority has been given to literacy, numeracy and

information technology. In addition resources associated with opening a new school have been identified. The school has, for instance, new gymnastic equipment as there was none in the old building. The arrangements for financial control and administration are very good and audit recommendations have been addressed. The school's administrative officer has effective financial procedures that provide valuable support to the headteacher and governing body. Good use of information technology supports the management of the budget and the school has access to the National Grid for Learning.

39. Specific grants are used for designated purposes. Particularly good use has been made of the grant to small schools to support headteachers in their monitoring of teaching. The 'New School Allowance' has been used wisely especially to ensure that pupils benefit from high quality information technology resources.

40. Although there is no formal policy, the headteacher and governors have adopted best value principles in their decision making during the move into new premises. The number of staff allows little flexibility, but the school does make good use of specialist teachers in physical education and music. Resources are well stored and readily available. Overall, the accommodation is well used with an attractive central area deployed as a computer suite. However, the library is away from the classrooms and is under used.

41. With the recent appointment of a part-time music specialist the school has a good match of teaching staff to the demands of the curriculum. Induction of new staff is informal, reflecting the essential nature of a small school, but supplemented by a detailed, user-friendly, staff handbook. The layout of the school enables the head to keep a close eye on everything that is going on, and she provides mentoring and support for colleagues. A more formal appraisal structure is currently under development. The school's decision to maintain a four-class structure has had the financial consequence that it cannot afford to fund the provision of classroom assistants. This would be particularly valuable for the reception/year one class.

42. At the time of the last inspection the school was on a split site in dilapidated buildings. The school's recent move to its attractive new premises has obviously solved many of these problems. However, the acoustics of the new hall are very poor, making its use for musical or dramatic purposes difficult. Considerable work is still to be done on the landscaping of the grounds to provide a football pitch and sports area. Nevertheless, the accommodation is a vast improvement on the school's previous situation which is making teaching and learning much more enjoyable for everyone.

43. Resources are well labelled and easily accessible. The school has acquired new gym equipment for the hall and four new computers by careful use of its 'new schools allowance'. It was noted in the last inspection that the non-fiction library was limited. This is still the case. A significant proportion of the stock is outdated such as atlases showing the USSR and Yugoslavia, and books about space travel published in the 1970s. Pupils show little knowledge of the library as a learning resource, and are uncertain how to locate books. The school's stock of fiction is good for Key Stage 1 but needs updating for Key Stage 2. Harry Potter could well supplement Narnia.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. To build on the high standards achieved by school leavers in English, mathematics and science and make the most of the opportunities presented by the new building, the governors, head and staff of All Cannings School should

- (1) seek to improve the quality of work produced and levels of understanding achieved in all subjects to match those in the core subjects by
 - making sufficient good quality time available for these subjects within the timetable Paragraphs 14,16, 91
 - exploiting the possibilities of using the areas of study within them to give purpose and relevance to pupils' work in the core subjects Paragraphs 59, 64
 - requiring pupils to use the same effort and care in improving and presenting their work as they do in the core subjects Paragraphs 76, 90
- (2) ensure that pupils have enough opportunities to add depth to their learning, reflect on their experiences and understand and celebrate cultural richness and diversity by
 - looking for opportunities to include these elements when planning work in all areas of the curriculum Paragraphs 22, 25, 26, 76
 - taking opportunities as they arise to develop pupils thinking and awareness about deeper issues and the wider world
- (3) increase the proportion of teaching that is good by
 - reducing the time lost when pupils' enthusiasm leads to inappropriate behaviour such as calling out answers, by re-asserting and insisting on classroom rules and ensuring that the pace of teaching requires pupils to focus at all times Paragraphs 11, 13, 47, 58, 91
 - expecting more of pupils in terms of the amount and quality of their work outside literacy, numeracy and science. Paragraphs 14, 76, 90

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- the lack of adult support in the youngest class inhibits learning Paragraphs 11, 41, 45
- marking is infrequently used to help older pupils know how to improve their own work Paragraphs 30, 59, 64
- the out of date stock of books in the library limits its usefulness as a resource for research Paragraphs 40, 43, 59, 76
- poor acoustics makes the hall a difficult place to use for music, videos or quiet discussion Paragraphs 42, 84, 87

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	8	11	12			

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	88
Number of full-time pupils eligible for free school meals	N/A	8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	19

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	3	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	3	3	3
	Total	9	10	10
Percentage of pupils at NC level 2 or above	School	90 (100)	100 (100)	100 (100)
	National	82 (81)	83 (82)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	3	3	3
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (79)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	10	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	4
	Girls	10	8	10
	Total	13	11	14
Percentage of pupils at NC level 4 or above	School	93 (56)	79 (56)	100 (62)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	4
	Girls	10	9	10
	Total	13	12	14
Percentage of pupils at NC level 4 or above	School	93 (69)	86 (69)	100 (90)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	88
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	0	0
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	19.6
Average class size	22

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	42

Financial information

Financial year	1999
	£
Total income	172738
Total expenditure	178429
Expenditure per pupil	1898
Balance brought forward from previous year	14936
Balance carried forward to next year	9245

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	88
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	45	8	2	
My child is making good progress in school.	46	50			4
Behaviour in the school is good.	38	48	8		8
My child gets the right amount of work to do at home.	16	58	20	4	4
The teaching is good.	42	52	2		4
I am kept well informed about how my child is getting on.	26	40	24	8	2
I would feel comfortable about approaching the school with questions or a problem.	34	48	8	6	4
The school expects my child to work hard and achieve his or her best.	36	54	6	2	2
The school works closely with parents.	24	54	14	4	4
The school is well led and managed.	33	47	20		
The school is helping my child become mature and responsible.	28	58	6		8
The school provides an interesting range of activities outside lessons.	42	48	10		2

Other issues raised by parents

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

45. Children are admitted to the reception class in the September following their fourth birthday. Currently the ten reception age children are in a class with ten year one pupils. At the time of the inspection seven of the reception children were still four. Children have either attended the village playgroup or private nurseries. Links with the playgroup are well established and include a picnic on the village green. The induction programme is thorough, and positive relationships are forged with parents and children. A hard working and caring teacher teaches the reception class. Overall teaching is satisfactory, but weaknesses in the management of pupils and the organisation of activities contribute to lapses in pupils' concentration and off task behaviour. Although the number of children in the class is low, the lack of some classroom support creates organisational difficulties in a mixed age class, especially in the teaching of literacy and numeracy.

46. Attainment on entry is variable, especially with such a small cohort of children. Baseline assessment shows attainment from below the expected levels to slightly above but the profile is usually a little above. The class teacher, with support from the local authority advisory team, has improved medium and short term planning to take account of the areas of learning for four year olds and the National Curriculum programmes of study for year one children. The previous report did not identify any weaknesses in the provision for pupils under five.

Social and personal development.

47. Four-year-olds have well-developed personal and social skills. They are friendly and happy to talk to adults. They can listen carefully to the teacher and each other and take turns, as for example, in circle time. Children expressed their feelings about what they did not like only when they held 'Rosie'. However, class management is not always good, children call out answers, become restless and the pace of teaching is slow. Boys and girls respond well when asked to tidy up and organise themselves and their clothing for lessons such as physical education and art.

Language and Literacy.

48. Children's' achievement in their reception year is sound and their overall attainment in language and literacy is in line with that expected of pupils on entry to Key Stage1. Most children speak clearly and confidently and the teacher encourages them to expand their answers to questions. They are beginning to write, making recognisable letters and words. In literacy lessons, children know the difference between small and capital letters. They trace letters in the sand and they on paper concentrating hard on correct letter formation. Children enjoy books and know that they provide information and entertainment. They enjoy listening to stories, looking closely at illustrations and picking out the details to help their understanding of the themes and characters. Most handle books correctly and some can read simple text.

Mathematics.

49. In mathematics, children's achievements are sound and by the age of five standards of attainment are as expected for five year olds. In the introductory mental mathematics work of the numeracy hour children count aloud together in twos to ten and find one number more or less. They recognise and identify 2D shapes such as squares and triangles and using terms such as flat faces, edges and corners, sort shapes by size and colour. Teaching places a strong emphasis on the development of mathematical language to which the children respond positively. However, occasionally, too much time is spent explaining what to do and pupils lose interest.

Knowledge and understanding of the world.

50. Few children were specifically observed in this area of learning, consequently it is not possible to make a secure judgement on attainment. Children have brought to school shiny objects as part of their topic on light and dark and discussed reflection, then taken them into a blacked out room. Learning about the village area that surrounds the school, they look at the play

equipment on the green, draw what they have seen, and use construction apparatus to make a model. In counting the number of cars that pass by they conclude that people must be at work. They visit the local church and talk about Baptism. Planning for the development of pupils knowledge and understanding is sound. However, the organisation and management of pupils does not always allow for the wide age range. In, for example, the lesson on Baptism, too much detail, which the younger children could not follow, made them restless and they lost interest. Children are confident using the computer and have good control when using the mouse to play simple games and draw pictures. They use a concept keyboard overlay to compose sentences.

Creative development.

51. Although no lessons with a specific musical focus were observed, children enjoy singing and know rhymes and jingles. Planning indicates pupils have explored long and short, and loud and quiet sounds with a tambourine and other instruments. In art they print using, bricks sponges and their hands. They role play 'Big Bear' and 'Little Bear' in the theme area arranged as a bedroom to support the text from the literacy hour.

Physical development.

52. Appropriate planned time in the hall for physical education lessons is well used to develop running, jumping and climbing skills. An attractive outdoor play area provides four-year olds with a very good environment in which to test and challenge their skills. Swimming in the local swimming pool further enhances the provision for physical development and is much enjoyed by the children. Teaching is good with children using suitable buoyancy aids to practice constructive confidence building activities with an adult effectively helping them in the water. They have many good opportunities to develop their manipulative skills when they paint, write, draw, glue, put together and take apart construction equipment and use table top toys and jigsaws.

ENGLISH

53. Standards in English at the end of Key Stage 1 and Key Stage 2 are higher than national averages. This is reflected in lessons observed during the inspection, from looking at samples of pupils' work and from the results in the latest national tests in English in which the number of pupils who achieved the required levels was well above the national average. Standards in English have improved since the previous report when it was reported that pupils achieve standards in line with national expectations.

54. By the age of eleven pupils attain well above average standards in speaking and listening and express their opinions clearly in a range of situations. For example pupils in year five and six give good explanations as to why they think the people in the poem used a cart to remove their belongings rather than a removal van. They also discuss the characters in the poem "The Lady of Shallot" or describe the poem successfully. In years three and four pupils answer their teacher's questions confidently and listen well to each other's answers. All pupils across the key stage participate fully in class discussions, giving opinions on a range of issues and confidently talk about their work and everyday experiences. Seven year olds' attainment in speaking and listening is above the national average. They confidently make suggestions for their class poem during a shared writing activity. Most listen well to each other's suggestions. Pupils in year one speak clearly and also express a keen interest in each other's contributions to discussions as when they discuss the characters in a shared story they have read. Most pupils in Key Stage 1 express their ideas logically using a suitably growing vocabulary and their speech is lively and expressive.

55. The attainment of the eleven-year olds in reading is well above the national average. Almost all pupils achieve the expected levels in the tests and many achieve above. Their reading skills are well developed and pupils read confidently for a range of purposes. Many can identify a favourite author and can offer opinions on a range of books. In years five and six they read "The Lady of Shallot" and other poems confidently, discussing characters and using the descriptions in the poems to form an image of the setting. As they progress through the key stage pupils learn to read for information and research using the index and contents pages with increasing skill. Standards in reading reached by seven-year olds are well above the national average. From the earliest stages

pupils learn a range of strategies to help them tackle unknown words. Pupils in year one read confidently with the teacher during a shared text session and by the time the pupils are seven most read a range of text fluently with expression.

56. Attainment in writing at the age of eleven is well above the national average and by the end of the key stage their writing is fluent, interesting and carefully presented. Spellings are mainly accurate and pupils have good experiences of writing for a range of purposes. Pupils in years five and six answer questions relating to the poem “A Removal from Terry Street” well and give concise written opinions about the text. Lower attaining pupils record key points successfully on their whiteboards following support from their teacher. Pupils in year three and four make good attempts at writing short and concise versions of a favourite story. Handwriting across the key stage is joined and neatly formed.

57. Standards at the end of Key Stage 1 are well above the national average. Many younger pupils show good letter formation and reasonably accurate spellings when writing a profile on the bears in their story. Most have a sound awareness of the use of capital letters and full stops when writing. They make good progress and by the end of the key stage most can write simple stories, poems, descriptions and information independently. For example pupils in year two successfully write their own poem, based on “What is Red?” read in class. Handwriting is neat, of a consistent size and many above average pupils are using a joined style.

58. Teaching is good overall with half very good. Lessons are planned well and begin with good introductions. The format of the lesson is often clearly shared with the pupils. Teachers are skilled in questioning and they have good subject knowledge, particularly the format of the literacy hour, which has a positive impact on pupils’ learning. Most teachers have high expectations of behaviour and attainment and pupil management is good. For their part, pupils respond with very positive attitudes to their work, good behaviour and very good relationships with adults and each other. This creates a positive environment for pupils in which they can learn and make progress. Praise is used very well to give pupils confidence to try hard to succeed. Lower attaining pupils are usually supported well by either the teacher or support assistants. Where the pupil management is only satisfactory, unnecessary calling out of answers is allowed, which slows the pace of the lesson, distracts pupils from their task and lessens the impact on teaching.

59. Good assessment procedures include reading tests twice a year, optional tests in Key Stage 2, and collecting samples of pupils work with attainment levels to track individual progress and teacher assessments. The procedures and use of assessment have improved since the previous inspection. It is used well to guide teachers in planning suitable and challenging tasks, thus ensuring all pupils needs are well met. No inappropriate tasks were set as noted in the previous inspection. Satisfactory marking often has positive comments but rarely gives pupils an indication of what they need to do to improve work. A satisfactory range of large books and a good selection of graded reading books are used well to support learning. However the range of fiction for older pupils is limited with more recent authors underrepresented. Some books in the non-fiction library are out of date and the limited range is having a negative impact on practising library and research skills for many pupils. However, information technology is well used for these purposes and for practising literacy skills through word processing. Good use is made of a set of laptop computers as when year threes and fours use them instead of pencils for writing practice. The strong emphasis on developing literacy skills has had a very positive impact on attainment in English but these skills are not used as effectively in other subjects such as history and geography.

MATHEMATICS

60. The last inspection report said that pupils ‘achieve standards that are in line with national expectations and appropriate for their abilities’. Current standards are much better than this and consistent with the results of last year’s national tests being well above average at the ends of both key stages. An indication that this quality is reflected in pupils achievements across the ability range is shown by the fact that at least half of all seven and eleven year olds reached higher levels. Inspection evidence suggests that this year’s results should be almost as good.

61. A key factor in the high standards achieved is the priority which staff across the school give to encouraging and requiring pupils to think mathematically and use appropriate mathematical vocabulary to discuss ways of working. Year two pupils were not only able to exchange coins to pay specific amounts of money but most were eager to suggest ways of recording this or argue why some would not work. The teacher was careful to accept any contribution and left the children themselves to decide which was the best for them. Pupils in year three and four were surprised that what was south-east of them in the classroom was north-east for classmates at the back. The teacher did not provide an answer but allowed higher attainers to work it out for themselves. Assessment and review activities in the top class concentrated on posing questions which required pupils to use other learned strategies than recall to find an answer. The conversation was not about rightness but about how and why a strategy was used. Pupils respond positively, often with rapt attention, sometimes with delight at an idea understood.

62. Very good use is made of simple 'instant' recording devices to provide the teacher with quick feedback about the performance of individuals and the class as a whole. Number cards are well used in the oldest class to enable all pupils to show 'a three figure multiple of nine' for instance. In year two number and function cards make it possible for pairs of pupils to express number stories as 'sums'. Individual white boards are used to show simple workings and larger numbers such as 'How do you write 16000?' Simple but very effective home made direction indicators gave all pupils in the years three and four class the opportunity to physically change direction by turning an arrow through parts of a circle and then degrees. The device enabled the teacher to quickly check on who could understand and when to move on in the lesson. Pupils are confident and quick in making their responses in the knowledge that their contribution will be noticed and appreciated.

63. A good range of strategies is used to ensure that pupils of all abilities are challenged at the right levels. Good questioning skills are used to draw out better mathematicians. 'If six and six is twelve – what is six and seven?' – year ones were asked. Supplementary questions enable those who find concepts difficult to work their way to an understanding. The higher attaining year ones very profitably join year two for mathematics while a small minority receive one-to-one support to match targets set in individual education plans. Group work is well differentiated to provide sufficient challenge and good use is made of available adults to stretch higher attainers or support those who need it.

64. Overall, most teaching is good with some very good and none unsatisfactory. The school, prompted by the very effective subject coordinator, adopted an approach similar to the numeracy strategy some time before it became national policy and found implementing the initiative relatively easy. It is now very well developed and having a very beneficial impact within the school as a subject in its own right but less on other subjects where learned skills are infrequently used. Arrangements for assessing pupils work, recording progress, setting targets, monitoring trends and provision are good. Work is marked regularly but more use could be made of written comments to prompt pupils to improve their work. The school is fortunate to have the services of a local authority Leading Maths Teacher as coordinator to provide an example and give support. The impact of her leadership on the development of the subject in the school has been crucial in raising standards to their current high level.

SCIENCE

65. Pupils' standards of work in science at the end of both Key Stage 1 and Key Stage 2 are above national expectations. This reflects the statutory assessment results for seven-year-olds and the test scores for eleven-year-olds.

66. From evidence of past work, pupils are covering all the required elements of knowledge and understanding in the science curriculum. In conversation, pupils were able to show that they remember and understand much of this work. Pupils know the importance of investigations and they use their powers of observation and description well. Year two pupils look at the importance of exercise as part of their study of the body. While watching a video they have specific tasks,

such as, to count how many types of exercise they see. The teacher's clear expectations and well focused questioning after the video contributed to pupils' good quality learning. Pupils understand that blood carries oxygen round the body and that exercise causes the heart to pump faster. Years three and four pupils investigate the ways of wiring light bulbs. They predict the outcome in term of brightness. They use a structured format to record their results that allows for their differing abilities. A group of pupils, working with a student on teaching practice, wire circuits with a switch to turn lights and buzzers on and off, giving reasons for their methods. Years five and six pupils predict, plan and carryout a scientific investigation into solids that contain gases, in this case, Andrew's Liver Salts. Good management and organisation allowed pupils to work through their experiment and have time to explain their prediction and outcome to the class.

67. Since the last inspection the strength in science has been sustained and attainment has improved. Pupils still sustain good levels of concentration and work hard in carrying out experiments and recording their results accurately.

68. The quality of teaching in both key stages is good which contributes to pupils' high standards in science. Teachers handle the subject with confidence, their planning has clear learning objectives and expectations are always high. Resources are always readily available and this contributes to the pace of the lesson and maintaining pupil interest. Teachers challenging questioning, such as in the older class revision lesson, reinforces pupils' learning and enables the teacher to assess pupils' knowledge and understanding. Good collaborative work where pupils discuss their work in pairs or small groups contributes to their social development.

69. The scheme of work has been updated by the co-ordinator to reflect national guidance and resources improved to support this. Teachers assess pupils' work during each topic in the scheme of work and examples of work from each year group are moderated and collated in subject profiles. Work is also annotated and placed in pupils' individual portfolios. Planning is monitored by the co-ordinator and plans are in hand to monitor teaching. The emphasis on accurate scientific vocabulary and the use of data handling to present their work are examples of the effective use of literacy and numeracy, while information technology supported years five and six work on sound when they used a data logger to record sound levels around the school.

ART AND DESIGN AND TECHNOLOGY

70. Standards in art and design technology are as expected of pupils by the time they leave the school at eleven years of age and are similar to those found in the previous inspection. Evidence for this was taken from samples of pupils' work, photographs and from discussions with pupils.

71. In design technology pupils in year two satisfactorily practise a range of sewing techniques in preparation for making puppets and younger pupils in year one design and make playground equipment using "mobilo" construction kits. In Key Stage 2 pupils can satisfactorily design and make a monster whose mouth opens by pneumatic power and build fairground vehicles, which have wheels and axles. They can use tools appropriately and work successfully using wood.

72. Pupils in both key stages demonstrate sound standards in art. For example the whole school listened to a piece of music by "Saint-Saens" and responded by drawing and painting a range of pictures showing a satisfactory progression of skills and techniques. Pupils can paint and use a range of media to produce pictures in the style of a range of artists for example, Georgia O'Keefe, Piet Mondrian and Eric Ravilious. Pupils in year two use clay well to produce pots and in year three and four they design and make tiles in clay, which they decorate attractively. Pupils in year six make close observational drawings and study the works of David Hockney.

73. No judgements can be made on the quality of teaching in art or design technology as only one art lesson was observed during the inspection and no lessons in design technology. Evidence from planning indicates that the curriculum is satisfactorily covered in a two-year rolling programme and good use is made of the scheme of work in design technology, which has a positive impact on pupils' learning.

GEOGRAPHY AND HISTORY

74. No history or geography lessons were available on the days the inspection took place but the youngest class visited the centre of the village as a part of their topic one afternoon. Though the two subjects have enthusiastic and well-qualified coordinators, the evidence of the timetable and pupils' previous work suggests that both have a lower profile than previously. Two year rolling programmes of content based on national schemes of work have been established and there is good evidence that pupils are covering the required elements but the quality and range of work made available for scrutiny is well below the standard of work in the core subjects.

75. Past work in year one includes a traffic survey on the village green when five cars went by with the sensible conclusion that most people were at work. Year two's topic file contains some work on living on an island, a map and an account of the village, Florence Nightingale and seaside holidays in the past. The middle classes have the most work available including worksheets on the Romans, the Saxons and the Vikings, an account of a visit by a Roman 'soldier' and of an Anglo-Saxon Village. The top class started a topic book on the Tudors but this tailed off to become accounts of some rulers and religion at the time. Geographical work included several outline maps of the world onto which pupils had coloured in and labelled physical features. In conversation pupils were able to recall doing the work but found it difficult to answer specific questions or to say very much more about the topics covered.

76. Though probably close to national expectations, this represents relatively low standards when compared with the quality and depth of work produced in English, mathematics and science. Much of the work is poorly presented and sometimes unfinished and it is much less likely to be marked. The limited range and poor quality of books in the library limits the possibility of using it for research though this is mitigated by the increasing use of computers as sources of information. An important unintended consequence of all the above is that the two subjects do not play the role they should in enhancing pupils cultural development especially in celebrating the richness and diversity of the wider world.

INFORMATION TECHNOLOGY

77. No formal lessons on information technology (IT) were observed during the inspection though some pupils were working independently or in groups supported by an adult at a computer. Judgements are based on these observations, scrutiny of work and discussions with pupils and teachers. From this evidence standards of work at both of both key stages are in line with national expectations. The strength of the subject is in word processing and the weakness is in modelling. A few programmes are available for older pupils to encourage them to make decisions, such as using a simulation of life in a pond to help them identify which types of plant and animal could live together after comparing a number of possibilities.

78. Children in the reception class make a good start. They understand the basic keyboard for writing activities and learn the beginnings of mouse control. By the end of Key Stage 1 pupils use computers to write, change, save and print out their work with some adult help. Year two pupils programme a floor robot to follow a set pathway to support their work on angles in mathematics and use simple graphics and data handling programmes effectively to illustrate their work. They look at abstract pictures on the internet and create their own, using a modelling programme, 'Albert's House', to investigate options.

79. Pupils in years three and four design nets of 3D objects with different coloured faces, print and construct them. They can programme a computer to control a set of traffic lights and use sensor pads. Information technology supports older pupils' work on sound by using a data logger to record sound levels around the school. Guided by the headteacher, two pupils per week combine text and graphics to produce the weekly newsletter for parents. All pupils in Key Stage 2 use an appropriate research package to support their learning across the curriculum. They use e-mail to communicate with pupils in other schools and to find out information. Their keyboard skills are enhanced by the regular use of a bank of laptop word processors.

80. The teaching of groups of pupils is effective in delivering the curriculum. Teachers in their planning identify the skills to be taught and how information can be used to other areas of the curriculum. Pupils are well motivated and have positive attitudes. They work well together supporting each other in small groups.

81. Since the last inspection the school has continued to improve its provision for information technology. The new suite of multi-media computers and the National Grid for Learning package with internet connection has ensured that the school maintains pace with developments in information technology. The headteacher, as coordinator, is very enthusiastic about the use of IT and has successfully taken advantage of national initiatives to raise standards in the school. The new scheme of work along with assessment and record keeping incorporates the most recent national guidance. Plans include the integration of IT into other curriculum areas, staff training through the New Opportunities Fund and further purchases of hard and software.

MUSIC

82. Classroom music has been identified as an area for development for some time but with the conflicting priorities of national initiatives and the move into the new building, it has had to wait its turn. With both priorities steadily being resolved and the recent appointment of a music specialist to the staff, the school is in a very good position to substantially improve pupils' musical skills, knowledge and performance levels. The coordinator is already making an impact on the classes she teaches and, by implementing a scheme of work using a commercial scheme as a resource, has started the process of improving planning and teachers confidence in their own abilities to teach the subject.

83. The lessons observed showed that with the expertise and confidence of a music specialist to motivate them, pupils are well capable of absorbing and using musical knowledge and of making music together at a high level. This is best seen with the youngest pupils and it will take a little time for the full effect to work its way through to standards for school leavers. Year two pupils are already able to use a graphic score made up from their suggestions of how to represent sounds. They showed good awareness of rhythm and dynamics in following the score. Older pupils were able to recognise the structure of the music in 'Kalinka' and talk about its instrumentation and origins. They worked well together in pairs using percussion instruments to match the structure and listened to each other appreciatively when performing their compositions. Boys and girls showed lots of energy and enthusiasm for practical music making but sometimes got a little carried away.

84. Amidst all the positive gains in provision for music it is a disappointment for the school that the acoustics of the new hall make it very difficult to use for music making and lessons still have to be held in classrooms. Resources are generally adequate but will need to be updated as the profile of music increases over time.

PHYSICAL EDUCATION

85. Lessons in gymnastics, swimming and dance were observed during the week of the inspection. Pupils' standards in these lessons are in line with that expected of pupils of a similar age. Evidence from teachers' planning shows that all pupils have opportunities to take part in all aspects of the physical education curriculum. All pupils swim weekly for approximately half the school year. A significant majority of year six pupils are able to swim 25 metres. Pupils make sound progress in physical education as they move through the school.

86. The overall standard of teaching at both key stages is good. Features of good teaching are the planning, organisation and management of pupils. In a swimming lesson at the local swimming pool Reception and year one pupils joined those in years three and four and all were very well organised in ability groups, with appropriate challenge, while having space and still not swimming out of their depth. Teachers' subject knowledge and an expectation of what the pupils can achieve is good. For example, in a year two gymnastics lesson pupils made very good

progress in improving their movements in response to teacher expectation. Good use of questioning, for example, when looking at an individual gymnastic performance in a year five and six lesson contributes to improving standards. Good teaching also contributes to pupils' enjoyment of physical education. They listen and respond well to instructions and cooperate when working together on apparatus. Many are able to evaluate their own skills and those of others. Through its emphasis on working together, the subject strengthens the school's provision for pupils' social development.

87. Since the last inspection the strength of the subject in its provision for extra curricular activities has been sustained, and teaching is now good at both key stages. The major improvement has been in provision for gymnastics thanks largely to the spacious and well-equipped hall in the new building though the acoustics makes communicating difficult at times.

88. Although classes in Key Stage 2 are arranged in mixed age groups, the class teachers and two parents teach games to single years. This arrangement contributes to raising standards in games. The co-ordinator works hard to promote physical education, teaches classes other than her own, and uses the valuable support of the District Leisure services for coaching, equipment and match fixtures. Assessment is on going and progress is recorded in narrative form and communicated to parents in end of year reports. Subject planning is monitored but not teaching. The level of resourcing is good overall with some good quality equipment available both inside and out.

RELIGIOUS EDUCATION

89. Standards in Religious Education (RE) have been successfully maintained since the previous report and are as expected according to the locally agreed syllabus.

90. Pupils in year one gain satisfactory understanding of a baptism ceremony from watching a video and talking about some of the aspects associated with christening ceremonies such as a baptism certificate, presents and christening gown. Years three and four pupils understand the importance of the Church within a community. Older pupils discuss significant features of Christian worship satisfactorily. By the time they leave the school most have made sound progress in understanding the importance of Christian religious festivals and gained a satisfactory awareness and understanding of some of the beliefs associated with Islam and Judaism. However, the amount and quality of recorded work does not match those in the core subjects.

91. The quality of teaching is satisfactory and pupils' good response has a positive impact on their learning. Lessons are planned satisfactorily using a scheme of work very recently introduced in the school, following the also new locally agreed syllabus. Sound questioning enables pupils to learn effectively and teachers have a sensitive approach, which promotes discussions. Pupil management is mostly satisfactory but noise levels are sometimes high which gives some pupils opportunities to become distracted and off task. This is noticeably the case when the RE lesson takes place at the end of a long and busy day.

92. The coordinator has given staff some in-service training to support the new scheme but has not had the opportunity to monitor its implementation. Resources are satisfactory and used well in lessons. Assessment procedures have yet to be developed to ensure that pupils are developing the necessary skills and knowledge at an appropriate rate.