

ERRATUM

BLACKFORDBY CE PRIMARY SCHOOL INSPECTION REPORT AND SUMMARY

Lea area: Leicestershire
Unique Reference No: 120117
Date of inspection: 15 - 17 November 1999

On page 39 of the inspection report please amend the Data and Indicators as follows:

Qualified teachers (YR-Y3)

Number of pupils per qualified teacher:	25.38
---	-------

Average class size

Average class size:	33
---------------------	----

On the front page of the parents' summary please amend the average class size to 33.

INSPECTION REPORT

Blackfordby C of E Primary School
Swadlincote

LEA Area: Leicestershire

Unique Reference Number: 120117
Inspection Number: 186490

Headteacher: Miss Susan Vernon

Reporting inspector: Mr Peter Mathias

Dates of inspection: 15 - 17 November 1999

Under OFSTED contract number: 707560

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

© Crown Copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable.

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline

Tel. 0171421 6567

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	Voluntary
Age range of pupils:	4 to 8
Gender of pupils:	Mixed
School address:	Off Main Street Blackfordby Swadlincote Derbyshire DE11 8AB
Telephone number:	01283 217702
Appropriate authority:	The governing body
Name of Chair of Governors:	Mr Roger Page
Date of previous inspection:	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr Peter Mathias, RgI	English	Attainment and P rogress
	Information T echnology	Teaching
Mrs Margaret Davie, Lay Inspector	History	Spiritual, moral, social and cultural development
	Geography	Leadership and M anagement
	Music	Efficiency
	Religious E ducation	Attitudes, behaviour and personal development
	Equal O pportunities	Attendance
Mrs Christine Perrett		Support, guidance and pupils' welfare
		Partnership with parents and the community
	Under- f ives	Curriculum and A ssessment
	Mathematics	Staffing, accommodation and learning resources
	Science	
	Design and T echnology	
	Art	
	Physical education	
	Special E ducational N eeds	

The inspection contractor was:

Full Circle

The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Tel: 01934 412260

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway

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 - 4
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school 5 - 23

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided 24 - 54

Teaching
The curriculum and assessment
Pupils' spiritual, moral, social and cultural development
Support, guidance and pupils' welfare
Partnership with parents and the community

The management and efficiency of the school 55 - 74

Leadership and management

Staffing, accommodation and learning resources
The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	75 - 83
English, mathematics and science	84 - 106
Other subjects or courses	107 - 135

PART C: INSPECTION DATA

Summary of inspection evidence	136 - 137
Data and indicators	

MAIN FINDINGS

What the school does well

- Attainment at the end of Key Stage 1 is above average in English.
- Attainment in mathematics and science is well above average at the end of Key Stage 1. Pupils in Year 3 of Key Stage 1 are well on their way to maintain these standards at the age of 11. ~~in English~~ ~~is~~
- The quality of teaching is good overall; some teaching in all classes is very good.
- The attitudes and behaviour of pupils are good and there are very good relationships within the school.
- The curriculum for the under-fives is good; procedures for assessing children's work are good.
- The provision for pupils' moral and social development ~~are~~ ~~is~~ good.
- Arrangements for monitoring pupils' personal development and for promoting discipline and good behaviour are good.
- Many parents are well informed about their children's learning and are actively involved in it.
- The school successfully puts its aims, values and policies into ~~effect~~ practice.
- There is a very positive ethos for learning.
- Day-to-day administration is good.

Where the school has weaknesses

- I. The role of the governing body as a critical friend of the school is underdeveloped.
 - II. The school development plan lacks sufficient detail to make it a useful tool for school improvement. It lacks ways of enabling governors to judge the success of initiatives the school is undertaking. ~~?. This was also a weakness at the time of the last inspection.~~
- Arrangements for the professional development of staff are not linked to the long-term needs of the school.
 - The information which teachers collect from pupils' previous work is not used effectively to help them plan ahead and judge the standards pupils should achieve.
 - There is no comprehensive written school literacy strategy. The school has chosen not to adopt the National Literacy Strategy in full but has not put in place its own document as it is required to do.
 - The standards of marking across the school do not always match the good quality of marking found in some classes.
 - Older pupils in Year 3 have had little experience in information technology of the areas of control, modelling and monitoring.
 - Children under five do not have sufficient large constructional equipment.
 - There are insufficient artefacts from other religions in religious education and pupils do not have sufficient opportunities to appreciate the multicultural nature of society.
 - Provision for pupils' spiritual and cultural development is not as good as for their moral and social development.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan which will be sent to parents and guardians of pupils at the school.

How the school has improved since the last inspection

- I. Since the last inspection in 1996 the school has generally maintained its high standards and has

- made some progress in addressing the key issues which were raised.
- II. There has been a reduction in the administrative burden carried by the headteacher, and governors have begun the process of assuming more direct responsibility for some areas of school management.
 - III. Shortages in mathematics, information technology and music have been addressed and the school's stock of books have been brought up-to-date.
 - IV. Resources for children under five have improved, although there is still a lack of appropriate large constructional equipment for them to use.
 - V. Links with parents have been extended further and now more parents are involved in the life of the school. Generally parents now feel well informed and that they have a role to play in their children's education.
 - VI. The school now has extensive arrangements to collect samples of individual pupils' work.
 - VII. There are some limited opportunities for co-ordinators to form an overview of the success of teaching and learning in their subjects.

The school has set targets for itself in improving the resources for numeracy and in improving the security of classrooms, in increasing the involvement of governors in the life of the school and in reviewing its curriculum in the light of recent national guidance. Some, but not all of these initiatives have been met, for example, the school is in the process of amending its curriculum having recently received national guidance documents.

Overall, the school has sound potential to improve further, particularly through the establishment of a clear working relationship between the governing body and the school.

Standards in subjects

This table shows the standards achieved by seven-year-olds in Year 2 in 1999, based on the National Curriculum tests. Pupils leave the school at the end of Year 3 when they have reached their eighth birthday and complete the national assessments for 11-year-olds following their transfer to another school:

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

This table shows that, compared to those in all schools, standards are well above average. In reading, writing and mathematics, when compared to those in all schools, standards are very high and very high in comparison to those in similar schools. This shows an improvement in reading since the 1998 assessments.

Standards in English in speaking and listening and reading are above average. In writing, standards are well above average. In mathematics and science, standards are well above average. In information technology, religious education and history, standards are high. In art, design and technology, geography and physical education they are satisfactory. Progress in subjects and in literacy and

numeracy across the school is good and pupils develop these skills consistently well.

The progress of children under five is good in personal and social development, language and literacy, knowledge and understanding of the world, physical development and creative development. They make very good progress in their mathematical understanding. By the age of five, [children's](#) attainment is generally above and in some cases well above the expected levels.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 8 years
English	Good	Very good	Very good
Mathematics	Good	Good	Good
Science	Good	Good	Good
Information technology	Good	Insufficient evidence	Insufficient evidence
Religious education	N/A	Good	Good
Other subjects	N/A	Good	Good

All teaching is satisfactory or better. In 60 per cent of lessons it is good or very good. Standards of good and very good teaching are consistent across the school. The teaching of literacy and numeracy is good.

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	Good, both amongst pupils and between pupils and adults. Relationships between adults and pupils are very positive.
Attendance	Satisfactory.
Ethos*	<u>The school is</u> purposeful, caring and committed to high attainment. Staff are very committed to working together closely for the benefit of their pupils.
Leadership and management	The headteacher is very hardworking and sets a very good example. The governing body is not sufficiently well informed and involved to judge the success of the school and the quality of education in the school.
Curriculum	Provision for under-fives is appropriately planned in terms of the areas of learning considered desirable for children of this age. The planned curriculum for Key Stage 1 and for pupils in Year 3 of Key Stage 2 is satisfactory. There are appropriate opportunities for sport and team games.
Pupils with special educational needs	Provision for pupils with some degree of special educational needs is good and these pupils make good progress.
Spiritual, moral, social & cultural development	Provision for pupils' moral and social development is good; provision for pupils' spiritual and cultural development is satisfactory. <u>The provision for</u> pupils' cultural development does not provide sufficient opportunities for them to be aware of the multi-cultural nature of society and to appreciate the art, literature and music of non-European cultures.

Staffing, resources and accommodation	Staffing levels, including support staff, are adequate. Arrangements for the professional development of staff are unsatisfactory because they are not sufficiently linked to the needs of the school and the priorities listed in the school development plan. Arrangements for headteacher appraisal have lapsed. The provision for children under five is good, with the exception of that there are insufficient large constructional resources. The arrangements to organise and run the nursery are effective. Overall resources are satisfactory and they are good for English, mathematics and science. There are insufficient resources for the study of other religions in religious education, which the school has recognised.
Value for money	The school provides satisfactory 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

- VIII. It Encourages parents to play an active part.
- IX. It is approachable when there are problems.
- X. It informs them about what is taught.
- XI. It keeps them well informed about progress.
- XII. It enables a good standard of work to be achieved.
- XIII. It encourages involvement in more than just lessons.
- XIV. They are satisfied with the work expected to be done at home.
- XV. There are positive values and attitudes.
- XVI. The school achieves high standards of good behaviour.
- XVII. Children like coming to school.

What some parents are not happy about

Twenty-eight responses were received from the 60 questionnaires sent out. The inspectors' judgements support parents' positive views of the school. Only a very small number of parents expressed any negative views of the school. ~~These were not substantiated by the evidence of the inspection~~ These views were not substantiated by the evidence of the inspection.

KEY ISSUES FOR ACTION

The headteacher, staff and governing body, with the support of the local education authority, should:

- i. ~~Put~~ in place a detailed school development plan which has sufficient information in it to enable the governing body to judge the costs and progress of initiatives the school is undertaking and enable it to increase its role as a critical friend of the school; (Para 57)

and

- ~~Relate~~ the long-term strategic needs of the school to the professional development of staff;

- ii. ~~Use~~ the information which the school assembles about what pupils have learnt to plan appropriately ~~challenging~~ work in the future; (Para 36)

- iii. ~~Put~~ in place a comprehensive school strategy for the implementation of the literacy hour; to replace the National Literacy Strategy, which the school has decided not to follow in full. (Para 30)

I

In addition to the key issues above, the following less important ~~relative weaknesses~~ points should be considered for inclusion in the action plan:

XVIII. to provide pupils in Year 3 with more experience in information technology of control, modelling and monitoring; (Para 107)

XIX. make the good standards of marking more consistent across the school; (Para 26)

XX. improve the provision for pupils' spiritual and cultural development so that ~~they are~~ it is more closely matched to the provisions for moral and social development; (Paras 38, 41)

XXI. provide children under five with an appropriate range of large constructional equipment; (Para 68)

XXII. increase the range of artefacts for the teaching of religious education, which the school has recognised as a priority. (Para 68)

The school does not meet the following statutory requirements:

Attendance

XXIII. Attendance registers are not correctly coded and completed at the beginning of each session.

· School Prospectus

XXIV. The school prospectus does not contain a statement regarding the provision for pupils with special educational needs.

XXV. Parents are not informed through the prospectus of their rights to withdraw their children from religious education.

XXVI. Rates of absence are not given.

Governors' Annual Report to Parents

XXVII. The governors' annual report to parents does not inform ~~parents~~ them of the progress made in the school action plan following the last inspection.

XXVIII. There is no full financial statement.

XXIX. [Information on S](#)special educational needs ~~information~~ does not indicate the success of the policy. |

XXX. There is no indication of the rate of authorised absences.

· INTRODUCTION

· Characteristics of the school

1. Blackfordby is much smaller than many other primary schools, with 66 pupils on roll. This number includes ten pupils who are under five in the nursery. Children start in the nursery class in the school on a part-time basis generally two terms before they reach their fifth birthday.
2. The school is situated in the village of Blackfordby and, although ~~the school~~ it is designated a primary school, all children transfer to another primary school at the end of Year 3. Pupils come from a range of backgrounds which includes privately and commercially-owned houses. Some pupils attend from outside the area. Parental occupations are mixed. On entering school most children have slightly above average levels of basic skills. No pupils come from homes where English is an additional language. There are no pupils considered eligible for free school meals, which is a well-below-average proportion for schools of this size. Five pupils are considered to have some degree of special educational needs, none of whom are beyond sStage 2 of the statutory procedures required under the Code of Practice for pupils with special educational needs. These figures are below average for schools of this size.
3. The school has a broad statement of aims which stresses the importance of each child achieving his or her potential and developing a tolerant, understanding and compassionate approach to each other.
4. The school has the following priorities for the coming year:
 - i.improve resources for numeracy;
 - ii.improve the security of classrooms;
 - iii.increase the involvement of governors in the life of the school;
 - iv.review the curriculum.
- iv.

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
	1999	7	9	16

iv. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	7	7	7
	Girls	9	9	9
	Total	16	16	16
Percentage at NC Level 2 or above	School	100 (89)	100 (89)	100 (89)
	National	82 (80)	83 (81)	87 (84)

iv. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	7	7	7
	Girls	9	9	9
	Total	16	16	16
Percentage at NC Level 2 or above	School	100 (89)	100 (100)	100 (89)
	National	82 (81)	86 (85)	87 (86)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised absence	School	6.8
		National comparative data	5.7
	Unauthorised absence	School	0.0
		National comparative data	0.5

iv. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

iv. Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	16
Satisfactory or better	100
Less than satisfactory	0

iv. **PART A: ASPECTS OF THE SCHOOL**

iv. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

iv. **Attainment and progress**

1. Attainment within the school is good and there is no significant variation in the relative performance of boys and girls. In the 1999 national tests at the end of Key Stage 1, standards in English, mathematics and science are high in comparison with the national average and with those of pupils from similar backgrounds. In the 1998 assessment results in reading, standards were lower because a higher proportion than usual of pupils assessed were considered to have some degree of special educational needs in reading. In reading, in comparison to those in all schools, standards were average. When compared to those in similar schools, standards were below the average. ~~of those schools.~~ In all other areas results were high. In the three years between 1996 and 1998 results have been, with this exception, consistently above the national picture. In the 1999 national tests of attainment in English at the end of Key Stage 1, an above average percentage of pupils reached above the average level (Level 2) and no pupils achieved less than the average level. In mathematics, standards are above average and no pupils achieved below the average level (Level 2). In 1998, in comparison with those in schools with pupils from similar backgrounds, results were above average, with the exception of results in reading. In 1999 pupils have achieved higher standards in reading and maintained their above-average standards in other areas. Although the school is deemed as a primary school, pupils transfer to another school at the end of Year 3, where they are assessed at the end of Key Stage 2. Currently in English, mathematics and science pupils in Year 3 are making good progress and are attaining above average standards, ~~which suggest that they are maintaining good progress and should achieve above average standards at the age of eleven~~ The school sets high standards and there are realistic targets to maintain them.
2. Most children start school on a part-time basis in the nursery in the term after their fourth birthday. They usually spend two terms in the nursery. They have levels of all-round development and attainment which are slightly above those found nationally in children of a similar age. No child comes from a home where English is an additional language. ~~They~~ Children make good progress in personal and social development, and by the age of five exceed the standards expected for this age. In the area of language and literacy children make good progress and by the age of five ~~children~~ they are attaining higher than average standards, with a few children attaining very high standards. In mathematics children make very good progress and, by the age of five, their standards are above the expected levels. Children make good progress in their knowledge and understanding of the world. ~~Children~~ They make good progress in their physical development and are well able to meet the demands of the ~~n~~ National Curriculum by the time they are five years of age. In the area of creative development, pupils generally make good progress and in most aspects reach above the expected standards by the time they ~~become~~ are five. An exception to this is their experience of using large constructional equipment to build large-scale models. This is because there is a lack of these resources for children to use.

3. Attainment in English is above average at the end of Key Stage 1, and pupils in Year 3 are well on their way to attain above average standards at the age of 11. Pupils' attainment at the end of Key Stage 1 in speaking, ~~and~~ listening and reading is above average. In writing, standards are well above average. ~~In~~At the time of the previous inspection the standards were above average and they remain so. Currently, because of the high standards achieved previously, the school has decided not to follow the whole of the literacy strategy. This approach continues to be successful. Younger pupils quickly come to enjoy books by the age of seven, and many know about the different parts of a book and have well-developed skills for finding out information from books and other sources.
4. Pupils from a young age produce a wide range of work, writing appropriately for a range of different purposes. All pupils take a pride in presenting their work neatly and many by the age of seven have clear joined handwriting.
5. Progress in English is good overall and very good in writing. Pupils in Year 1 receive good support in all aspects of English and they build systematically on their knowledge of letters and sounds. A strong feature is the well-planned way in which they are taught to write correctly and to spell accurately. By the end of the ~~K~~key ~~S~~tage many pupils listen carefully to their teachers and each other. They speak freely and confidently and have a good understanding of grammar. Many can read independently, although not always as expressively as they might. Many pupils benefit from a wide-range of opportunities to compose their own writing both in English and in other subjects. Older pupils are able to use language expressively and sensitively when listening to or writing poetry. Pupils make good progress during the literacy hour and ~~in~~ other opportunities which are regularly provided for ~~pupils~~them to improve their skills in literacy. There are regular opportunities to use information technology as a tool for writing, and older pupils can compose, review, edit and print their own text.
6. Pupils whom the school has identified as having some degree of special educational needs make good progress through the school and are well supported by their teachers and other helpers, who all give good encouragement and purposeful help. They work willingly and effectively.
7. In mathematics, attainment at the end of Key Stage 1 is well above average and pupils in Year 3 are well on their way to achieving above average standards at the end of Key Stage 2. In numeracy, standards are high and pupils use and apply their knowledge well, which is an improvement since the last inspection. By the age of seven, pupils can count quickly in twos, fives and tens, ~~they~~ have quick mental recall and can estimate and measure accurately. They can order number to 1,000 and have a strong, sound understanding of place value, shape, space and measure. They record their investigations in a variety of ways, including the use of information technology to process their data into graphical representations. Overall progress within Key Stage 1 and in the early part of Key Stage 2 is good and pupils of all abilities are appropriately challenged. They make good progress in developing their skills in numeracy.
8. In science at the end of Key Stage 1, standards are well above expectations~~average~~ and pupils in Year 3 are in line to attain well above average standards at the end of Key Stage 2. This subject was a strength of the school at the time of the last inspection and it remains so. A particular feature ~~is~~are the high standards achieved in investigational work in science. Pupils make good progress in Key Stage 1 and very good progress in Key Stage 2.

9. By the end of Key Stage 1 pupils know how to classify animals into groups, ~~they~~ can identify and name parts of the body and know the importance of healthy eating. They know how to conduct a fair test and how to predict sensible results. They know how to make circuits and investigate which materials are good and bad conductors of electricity.
10. Pupils' attainment in information technology is above the level expected nationally at the end of Key Stage 1. Pupils in Year 3 are on their way to reach at least the expected standard in ~~most of the~~ ~~n~~ational ~~e~~Curriculum for information technology, except for control, monitoring and modelling. This is because these pupils have not had the ~~same~~ opportunities which currently exist for younger pupils to develop their skills in this area. With this exception, progress is good. Pupils within Key Stage 1 use the computer keyboard confidently and are developing sound skills in word processing.
11. In religious education, standards are high at the end of Key Stage 1 and pupils make good progress, exceeding the standards expected of seven-year-olds. Pupils in Year 3 are well on the way to maintaining these standards at the age of 11.
12. In art, design and technology, geography, music and physical education, progress is satisfactory. In history, progress is good and pupils benefit from a wide-ranging curriculum which enables them to develop a good knowledge of different times and peoples of the past.
16. **Attitudes, behaviour and personal development**
13. Pupils' attitudes to learning are good. Their behaviour in lessons is also good and this contributes positively to the quality of education.
14. The well-developed work habits of all pupils make a significant contribution to their ability to learn. Pupils work hard in lessons and demonstrate their positive attitudes by listening to their teachers carefully, applying themselves to the task at hand, and setting high expectations of themselves. They are enthusiastic and well motivated and show a clear willingness to learn. They take pride in neat presentation and in the quality of their work, and speak about it confidently. Pupils are keen to improve and are willing to have a go, for example, during experiments in science, and learn from their mistakes. They listen and carry out instructions well, and know what is expected of them.
15. The behaviour of pupils in lessons and around the school is good. They generally move around sensibly and with concern for others and school property. They play together happily and are clear about how to behave in the playground. Pupils are courteous and speak politely to visitors. Parents feel strongly that the school achieves a high level of good behaviour. There have been no exclusions in the past year.
16. Pupils work together very well. The youngest play games co-operatively and share resources well. This is particularly evident when they all are wanting to have a go on the outdoor bikes and tricycles. Relationships throughout the school are harmonious and there is no problem with harassment or bullying. Pupils listen well to each other, particularly in circle-time activities, talking about what they like to do in the playground, and in religious education discussing and showing 'our special things'. ~~The~~Pupils' beneficial relationships with their peers contributes significantly to the quality of education because ~~pupils~~they share ideas happily, and recognise and learn from each other's mistakes.

17. Pupils' personal development is good. They take their classroom and playground duties seriously; for example, carefully and maturely setting out and putting away equipment, and the youngest children pour each other drinks and pass biscuits sensibly. Strong links with the Church and local community, as well as activities such as the annual residential visit for pupils in Year 3, pupils make a positive contribution to children's personal development. The school's fund-raising activities, such as the successful recycling scheme, help pupils to understand the importance of caring for others.

21. **Attendance**

18. Attendance rates are satisfactory and broadly the same as national averages. There were no reported unauthorised absences last year and there is no truancy.

19. Pupils are punctual at the start of the day and most parents feel that their children like coming to school. Time in registration sessions is used effectively.

23. **QUALITY OF EDUCATION PROVIDED**

23. **Teaching**

20. The quality of teaching is good and represents a major strength of the school. Overall, in 100 per cent of the lessons it is satisfactory or better. In 45 per cent of lessons it is good and in 16 per cent of lessons it is very good. The very good teaching is found throughout the school. The good and very good teaching has a clear impact on the standards older pupils attain and the progress that they are making throughout Key Stage 1 and in Year 3 of Key Stage 2. In the previous inspection the quality of teaching was largely good and in some cases outstanding. A particular feature was the high expectations teachers had of their pupils. The current picture is similar. The quality of teaching remains high. The majority of staff were in post at the last inspection and they have maintained their high standards of teaching.

21. The quality of teaching for children under five within the nursery class and in the reception class is good. All teaching staff with the shared responsibilities for this part of the school have a good knowledge of the way to organise lessons for these children and work together effectively to plan and provide a stimulating environment for them. Support staff are deployed very effectively and very good use is made of the day-to-day assessments of what children know and can do to plan future work for them.

22. Within Key Stage 1 and in Year 3 of Key Stage 2 all lessons are satisfactory or better. Overall, in 60 per cent of lessons teaching is good or very good. In the lessons where teaching is very good, which occurs in all of the classes of the school, lessons begin in a lively and purposeful way. The teacher quickly and effectively ~~enthusias~~arouses the pupils' interest by the energetic and lively way the subject of the lesson is introduced. The teacher has very high expectations of what can be achieved in the time and pupils are regularly reminded of these. Pupils are encouraged to find the activities fun and as a result, for example, in a shared reading activity in the literacy hour, they respond very positively, many showing a sense of glee when joining in to read aloud. Questions are challenging and well composed so that pupils are encouraged to think more critically about their own use of language. Pupils are given a large amount of individual attention so that they know that their own efforts are valued and their hard work is recognised. Pupils are regularly reminded of the qualities they should be developing in their work because of the teachers' very good understanding of how to teach the necessary skills; for example, in handwriting. Pupils are given very good opportunities to plan aspects of their work themselves; for example, in planning a science experiment and in drawing their own conclusions from what they have discovered. All teachers have a good range of teaching strategies to make their lessons interesting and effective, and pupils are well managed. They are warmly praised when they answer and all are made to feel that their contributions to discussions are valued. As a result pupils invariably respond very confidently when asked to do so. In the best lessons pupils are regularly reminded of the time they have left to complete their work and what they should achieve. Resources for learning are well organised and the teacher makes appropriate arrangements to ensure that the tasks set are appropriately challenging for pupils of different ages and abilities. Pupils' work is regularly marked and in the best examples teachers emphasise what has been done well or what needs to be done to improve the work further. However, in some cases marking is cursory and does not provide this sort of assistance.
23. In the 40 per cent of lessons where teaching is satisfactory the teacher has not made sufficiently detailed plans and as a result the lesson lacks a lively pace, because there are no clear targets for the teacher to cover during the time. Some opportunities are missed, for example, in geography, to strengthen pupils' understanding of a sense of location, and sometimes ~~pupils~~they are not as gainfully employed as they might be because they are allowed to waste time waiting for their work to be marked.
24. All staff are aware of individual needs and are invariably positive and encouraging. Pupils with some degree of special educational needs are well supported and work with confidence in classes and when being helped individually.
25. Generally teachers plan carefully together what topics they will teach. Currently teachers are in the process of reviewing what they should teach and how they should order their subjects in the light of recent national guidance. This has yet to be completed. Teachers assess pupils' previous work consistently and assemble detailed collections of work pupils have completed. However, this information is not ~~well~~-used well to plan future work and to ensure that all pupils are making progress in all subjects. Appropriate and regular homework is set weekly which includes reading, learning how to spell words and some work in mathematics. There is a detailed homework policy which all staff follow. All pupils are well supported in this and each pupil's individual needs are addressed effectively.

29. **The curriculum and assessment**

26. The curriculum for the children under five is appropriately planned, around the recommended areas of learning to meet the Desirable Learning Outcomes. The school provides a curriculum for the pupils of statutory age that is broad and sufficiently balanced to meet the requirements of the National Curriculum. There is an appropriate emphasis on numeracy and literacy, and religious education follows the locally agreed syllabus. The school has decided not to follow the National Literacy Strategy in full, but has not put in its place its own written strategy for literacy to bring together its separate plans and schemes into one comprehensive document. This is a weakness. The numeracy strategy is well established in both classes, and is having a positive impact on standards, particularly in mental arithmetic.
27. The school meets statutory requirements for sex education, which is successfully taught through the science curriculum. Issues of health and the misuse of drugs are sensitively taught through the topic on 'Ourselves', bearing in mind the young age of the pupils. The school does not have a separate programme of personal and social education, but these areas are effectively taught as part of the religious education syllabus, and in assembly discussions. Satisfactory amounts of time are allocated to all the subjects, but art and design and technology are not consistently planned each week. There are a limited number of computers in the school, but information technology is effectively taught in small groups, linked with other areas of the curriculum. Overall, the whole curriculum effectively promotes the intellectual, physical and personal development of the pupils, and prepares them well for their next school.
28. The curriculum for children under five is appropriately planned around those areas of learning considered desirable for children of this age. ~~They~~ Children experience a good range of role-play, and creative activities, and early reading, writing and number activities. They receive physical education lessons each week, which enhances their physical development. There are no opportunities for the children to use larger climbing apparatus, but the school has bought many large wheeled toys which the children enjoy using. This is an improvement since the last inspection. However, ~~there~~, there is still a lack of large constructional equipment. In the reception class the children move on to the National Curriculum ~~as they become~~ when they are ready.
29. All pupils have equal access to the curriculum, regardless of their gender, creed, background or attainment level. Provision for pupils with special educational needs is good. They receive the same curriculum as their peers, and are well supported in the classroom. Their needs are identified early, and appropriate targets are listed on their individual action plans. The class teacher and the parents regularly review these targets, and new targets are set. Classroom assistants keep good records of work for pupils with special educational needs, and progress is closely monitored. The procedures fully comply with the national Code of Practice.
30. The quality of curriculum planning is satisfactory overall. Teachers effectively plan lessons identifying clear learning targets, to ensure that pupils make progress. Since the last inspection, schemes of work have been developed for all subjects, although there are still weaknesses in those for art and design and technology. These schemes do not sufficiently emphasise the skills needed for the subject, and this has an adverse effect on the systematic development of the subject. In all other subjects the schemes provide a satisfactory framework to help teachers with their planning, to ensure that all areas of each subject are covered, and that the skills, knowledge and understanding in each subject are systematically developed year by year. Homework is consistently set throughout the school, and this has a positive impact on standards.

31. Provision for extra-curricular activities is satisfactory. Good use is made of local facilities, such as the swimming pool, the recreation ground, and the village hall, for physical education. Numerous trips and visits further enhance the curriculum. For example, pupils in Year 3 enjoy a residential stay at a study centre and during this stay the whole school pays a visit. This gives good opportunities for further development of the pupils' personal and social skills.
32. Assessment procedures are good for the core subjects, but there has not been much improvement in assessment arrangements for the foundation subjects since the last inspection. The teachers know their pupils well, and they keep detailed records of what pupils can do in English, mathematics and science. There is inconsistent use of this information to plan future work. Tests for children under five take place as the children start in the nursery, and these results are used to identify any special needs. The nursery staff use the results effectively to plan appropriate work for the children, and the results are used to predict attainment at the end of the ~~K~~key ~~S~~stages. However, there is no systematic and well-established monitoring of individual progress to see ~~if~~whether these targets are being met. The school is in the early stages of addressing this. Pupils take the national tests at the end of Key Stage 1, but there is no formal analysis of the results to identify weaknesses, and set new targets for Key Stage 2. A collection of pupils' work is kept, creating a comprehensive record of work done during the pupils' life in the school, but this is not used to inform planning for any future work. The collection of work does not indicate the standards expected of different ages and abilities within the school.
36. **Pupils' spiritual, moral, social and cultural development**
33. The school makes satisfactory provision overall for the spiritual, moral, social and cultural development of all its pupils, including those children in the nursery class.
34. Provision for pupils' spiritual development is satisfactory. In assemblies pupils are given appropriate opportunities to contemplate the Christian ethics of responsibility and care for others, and to discuss what friendship means and the value of working together. Teachers receive and value their ~~pupils~~pupils' contributions in these discussions and in opportunities in lessons, for example, when discussing ~~the nature of God~~ in a religious education lesson the nature of God.
35. The school makes good provision for pupils' moral development and teaches the difference between right and wrong. Pupils know clearly what is expected of them. Teachers provide very good role models and ensure a calm and consistently caring attitude towards other adults and pupils. They provide good opportunities for pupils to be involved in deciding what is acceptable and unacceptable behaviour. Each class has its own set of class rules which have been agreed between teachers and pupils. Pupils are given good opportunities to be aware of the needs of others in their local community, for example, the elderly.
36. Provision for social development is good. Pupils have a good range of opportunities to work and play together. During their lessons there are many opportunities for pupils to discuss and plan together with their teacher, for example, in the literacy hour, and to share books in small reading groups. They are taught to respect and recognise the views of others and to celebrate each other's achievements. The school places considerable emphasis on providing pupils with a clear understanding of their own responsibilities and the need to show consideration to each other. In physical education and in team games pupils come to respect the needs of others. There is good provision for pupils to develop self-confidence and learn how to be independent through visits, including, for older pupils, a residential stay at a study centre.

37. Provision for pupils' cultural development is satisfactory. Through the curriculum there are appropriate opportunities for pupils to be aware of their own literature, and their historical, religious, artistic and musical heritage. A particularly good example of this was a recent visit from a well-known illustrator of children's books which provided inspiration for pupils' own writing and work in art. There are good opportunities for pupils to hear and compose their own poetry. Pupils are provided with opportunities to learn how to play the recorder and to participate in a range of musical events related to the local church and community. There are also effective arrangements for pupils to take part with pupils from other schools in dance and drama activities centred around the local secondary school. However, insufficient attention is given to the art, music, literature and cultural traditions of non-European cultures. The school does not give sufficient emphasis to the multicultural nature of society.
41. **Support, guidance and pupils' welfare**
38. There is a high degree of care for all pupils in the school, and parents feel strongly that the school's values and attitudes have a positive effect on their children. This process begins before children enter the nursery, through a system of visits to the children's homes, ~~to~~ which when teachers explain school routines and discuss each child's needs. The youngest children are being well prepared to meet the demands of formal education by learning about the importance of taking turns and sharing sensibly. They are successfully developing good work habits. They take part in school productions and share part of the school's playground, so are becoming familiar with ~~both~~ the other children, the teachers and the routines.
39. Teachers know their pupils very well, and keep detailed records about their development. They use day-~~to~~-day assessment well to ensure that pupils' knowledge is secure before they are moved on. ~~HH~~However, marking of work books is not always helpful and therefore does not always contribute equally to their good progress. Targets on annual reports on progress are generally appropriate. ~~HH~~However, some are too vague to be helpful. All members of staff are responsive to pupils' needs, and this helps to create a caring environment in which they appear happy and can confidently deal with school routines.
40. Visual displays in classrooms and the library are stimulating and celebrate pupils' work. Pupils have sound opportunities to take part in extra-~~curricular~~ activities such as sports and out-~~of~~-school visits.
41. Parents feel that there are effective attendance procedures and are happy that children are not released at the end of the day until a parent or carer has been identified. Because of the small size of the school the headteacher feels able to monitor attendance and pick up problems at an early stage without implementing rigorous procedures. Links with outside agencies are established to help support pupils; for example, with the school nurse and education welfare officer, who will visit the school whenever required.
42. Most parents feel that the school achieves a high ~~standard~~ level of good behaviour. There is a clear policy based on the recognition of pupils' positive achievements and the moral framework focusing on care and consideration helps to create a climate for good behaviour. Teachers use a combination of high expectations and skilful behaviour management in order to achieve an orderly atmosphere in classrooms that enhances the quality of learning; for example, bullying and harassment is discussed with pupils appropriately and dealt with seriously if it arises.

43. The school follows agreed guidelines in matters of child protection. The headteacher, who has been on relevant training courses, is designated responsible. All staff know the agreed procedures. There is a responsible policy for both health and sex education, and these are taught appropriately.
44. Since the last inspection, procedures have been implemented to ensure that a regular risk assessment is carried out, and parents are given a Health and Safety update as part of the Governors' annual report. There are now sufficient staff with first-aid qualifications. The prospectus informs parents of the limited facilities for dealing with illness. However, medicines are securely stored and arrangements for dealing with accidents are satisfactory. Lunchtimes are well managed and, although the outdoor play area is very limited both in size and range of equipment for play, it is well supervised.
48. **Partnership with parents and the community**
45. Partnership with parents and the community is good and makes a positive contribution to pupils' achievements.
46. Parents feel that staff are very approachable, and that the school takes their opinions seriously; and gives them sufficient opportunities to discuss their children's progress.
47. The quality of information for parents is good. There are regular newsletters from the school and from the parents' organisation. They contain information about the curriculum as well as about outings and social events. For convenience, a noticeboard has recently been made by a parent and fixed to an outside wall. The Prospectus and the Governors' annual report to parents are informative. However, they do not give all of the required information. For example, neither contain both authorised and unauthorised rates of absence as required.
48. Parents say they feel well informed about the curriculum, having benefited from both literacy and numeracy workshops, as well as receiving newsletters setting out what their child will study in that term. Formal parent-consultation evenings take place in February and June and parents of pupils with some degree of special educational needs are kept well informed of their children's progress. Annual reports are well written and give parents detailed information about the progress their children have made over the year, as well as their age-related attainment. They do not, however, give the required record of attendance. Homework requirements are clearly set out as part of the home/school agreements, and parents say they appreciate the home/school workbooks.
49. The parents' organisation was formed following the last inspection at the school, and provides very good support, both as from volunteers helping in the classrooms, and organising social and fund-raising activities. They have recently raised sufficient funds to buy a new storage shed and play equipment for the nursery.
50. There are sound links with the local community; for example, with the church and playgroup. Assemblies are held in the local church regularly and school premises are used by the local bodies local bodies use the school premises from time to time. The oldest pupils take part in a residential visit to a study centre in the area and are then joined by the rest of the school for a day of outdoor activities.

54.

54. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

54. Leadership and management

51. There is a clear vision for the school which is well expressed throughout the school's documents. This information sets a very positive tone ~~to~~for the everyday life of the school and establishes a positive ethos.

52. Following the last inspection the governing body ~~have~~has put in place an action plan to address the key issues of the previous report. This has been moderately successful. There has been some reduction in the administrative burden carried by the headteacher so that time saved is effectively used to teach pupils. ~~Resources~~Resources for teaching, for information technology and for ~~the~~ early years, have been improved although there is still a lack of large constructional equipment for children under five to use. Shortages in equipment for mathematics and music have been addressed and the school library has been brought up to date. The school has successfully extended its partnership with parents, ~~and many parents~~of whom now feel that they are well informed and have a role to play in their children's education. The school has extended its assessment arrangements so that there are detailed collections of individual pupils' work. However, the potential of these to inform teachers' future planning is underdeveloped. There are limited opportunities for co-ordinators to form an overview of the strengths and areas for development in teaching by observing teachers teach and the way pupils learn.

53. The format of the school development plan remains unchanged since the last inspection. The weaknesses in it, which were highlighted at the last inspection, have not been addressed. Currently it does not reflect the long-term strategic needs of the school and lacks sufficient detail to be an effective tool for school improvement. For example, the school development plan does not identify timescales, persons with responsibility, implications for resources and the costs involved. There are no clear ways of judging whether or not initiatives have been successful. The governing body is not sufficiently involved in its formulation and in reviewing its progress. The school development plan is not a ~~central~~ document central to the school's management.

54. ~~In~~At the time of the previous inspection, the headteacher was dedicated and very hardworking. ~~These factors~~This remains so ~~are~~is a major element in the overall success of the school. Personal relationships between staff and between staff and the governing body are positive and there is now a sense of shared responsibility for the running of the school between the governing body and the headteacher and to provide all pupils with equal opportunities to a good education. This has been successfully encouraged of late by a new ~~Chair~~Chair of ~~G~~Governors. The Chair ~~Who~~ of Governors has begun the process of establishing procedures within the governing body so that it can be better informed and more actively involved in judging the quality of education provided. Currently the role of the governing body as a critical friend of the school is underdeveloped. While some governors are regularly involved in the life of the school and have an active role in supporting initiatives such as the literacy hour, generally the governing body is not sufficiently involved for it to be well informed and accountable for decisions made.

55. Overall, the school has sound potential to improve further, particularly through continuing the process of establishing a greater sense of partnership between the governing body and the school.

56. The headteacher has a significant teaching load and works closely with other teaching staff to support planning and teaching. All staff share the headteacher's commitment to high standards and sense of dedication. However, in some cases insufficient time is given to long-term planning; for example, the school does not secure the high standards achieved in literacy through a coherent and well-assembled, written literacy strategy. There is no comprehensive plan to take the place of that suggested through the national initiative, which the school has chosen not to follow in full.
57. There are detailed homework and marking policies. While the former is well managed to ensure that pupils receive an appropriate balance of homework, the marking policy is not consistently applied. Some marking does not contain sufficient detail to help older pupils appreciate what they need to do to improve. The school has recognised the need to review its policies and schemes of work in the light of new national guidance and this process has recently begun.
58. The headteacher has successfully encouraged all staff to recognise that they have important responsibilities. All staff have several areas of responsibilities as co-ordinators which they discharge conscientiously within the confines of a small school in which there is little time during the school day to work alongside other teachers. All staff have a clear understanding of the targets the school is setting for itself in literacy and numeracy and the progress which is being made.
59. There is good management and administration of the provision of pupils with some degree of special educational needs so that parents are appropriately involved and kept well informed. Arrangements for the management of children under five are good and work smoothly and effectively. The planning for and introduction of a nursery within the school has been a success. Two teachers effectively share this responsibility with the support of a well-qualified and hardworking assistant. The management of this part of the school is good, although there is still a shortage of large constructional equipment for children to use. The Mmanagement ~~for~~of the introduction of the literacy and numeracy initiatives has been successful.
60. Day-to-day administration of the school is good and unobtrusive. It reflects the school's caring and supportive atmosphere.

The school does not meet the following statutory requirements:

Attendance

- Attendance registers are not correctly coded and completed at the beginning of each session.

• **School Prospectus**

- The school prospectus does not contain a statement regarding the provision for pupils with special educational needs.
- Parents are not informed through the prospectus of their rights to withdraw their children from religious education.
- Rates of absence are not given.

Governors' Annual Report to Parents

- The governors' annual report to parents does not inform parents of the progress made in the school action plan following the last inspection.
- There is no full financial statement.
- ~~Information on~~ Special educational needs ~~information~~ does not indicate the success of the policy.
- There is no indication of the rate of authorised absences.

• **Staffing, accommodation and learning resources**

1. There is an adequate number of teachers and a nursery nurse, who are all appropriately qualified and they work closely with the Class 1 teacher; the arrangements work very well. ~~One~~ The school has an appropriate number of support staff, who make a significant contribution to the work of the school. All classroom support assistants work effectively with teachers to enhance the pupils' learning. Administrative, caretaking, and supervisory staff are dedicated and industrious, and play a significant part in the pupils' welfare and personal development. They make a valuable contribution to the smooth running of the school, and help to make it a pleasant place in which to work and learn. There has been a stable staff for a number of years, and there is a good ethos of teamwork among the whole staff, with a strong commitment to the school and its pupils.
2. There are no procedures for the induction of staff new to the school, as there have been no new appointments for some time. The professional development of the staff is unsatisfactory, as it is not sufficiently linked to the needs of the school, and the priorities listed in the school development plan. The arrangements for the appraisal of the headteacher have lapsed. Appraisal of other staff is informal. Staff meet regularly to discuss their professional development. The school arranges for teachers to attend courses in the light of these discussions. Staff have been appropriately trained in the literacy and numeracy strategies, and this has led to a consistent approach to the teaching in these subjects. The school makes satisfactory arrangements to overcome the lack of staff expertise in music, by employing a teacher to teach singing to the pupils once a week. Other adult helpers enhance the expertise of the staff. For example, a regular helper supports work with computers, a volunteer helps pupils with sewing, and an additional adult teaches games skills to eClass 2. In this way the school is able to offer good expertise in all areas of the curriculum.
3. The buildings have recently been improved and the shortcomings mentioned in the last inspection have been remedied. There is now a bright, welcoming entrance area, which houses the library. The staffroom and office area has been refurbished, and there is now an office which can be used for confidential interviews. The accommodation for the under-fives is now satisfactory for the number of children. In spite of these improvements, the accommodation remains cramped as pupil numbers rise, and there are no additional spaces for group work. There is no hall, but the school uses the neighbouring church for assemblies, and the village hall is used for indoor physical education and the adjacent recreation ground for games. The school makes the best use of the accommodation it has, and of nearby facilities.
4. Resources to support the curriculum are satisfactory overall. There are good resources for English, mathematics and science. The deficiencies in resourcing for English and mathematics mentioned in the last report have been addressed. The library has a small but sufficient number of books, which are all up-to date and well cared for. Resources for religious education are unsatisfactory as there is a lack of artefacts to support work on the world's religions. There is also a lack of multicultural resources for art and large constructional equipment for children under five years of age to use.

68. **The efficiency of the school**

5. Financial planning is sound and the school manages its resources effectively. A recent auditor's report was favourable and minor issues raised have been addressed. Day-to-day financial control and administration are good. Procedures for ~~the administering~~ administration and monitoring of spending are secure. However, the school continues to maintain its records of income and expenditure manually and does not use an information –technology financial management system to administer its annual budget.
6. At the last inspection the headteacher had a heavy administrative burden. Since then the governing body has begun a process of sharing some of the administrative responsibilities which were formerly assigned to the headteacher. For example, it has now delegated responsibility for risk assessment and health –and –safety issues to a governor. The administrative assistant has been in post for some time and provides efficient and unobtrusive support to the headteacher and staff which also helps to minimise the administrative burden, so that the headteacher's time is more effectively used for teaching.
7. The school has no pupils with Statements of Special Educational Needs. However, ~~teaching and non-teaching~~ resources are well directed to support those pupils who are considered to have some degree of learning difficulty.
8. Income for staff development has been spent effectively on providing training in those areas which individual teachers have identified for themselves. Spending on this is not related to the overall needs of the school development plan. Curriculum support assistants and those who come into school to work as voluntary helpers, work well alongside classroom teachers. The whole staff is an effective team and works closely together.
9. The school makes best use of its accommodation and learning resources. The school has taken well–thought–out steps to make up for some deficiencies; for example, the school ~~utilises~~ uses a nearby village hall for indoor physical education and engages outside expertise to enhance its provision in music and games.
10. Pupils enter the school with slightly above average levels of basic skills. By the age of five many have made good progress in the areas of learning considered desirable for children under five. At the age of seven many pupils attain well above average standards and older pupils in Year 3 are well on their way to exceed the standards expected of 11-year-olds. Bearing in mind the good progress pupils make, the good quality of education provided and notwithstanding the very high expenditure per pupil, the school gives satisfactory value for money.

74. **PART B: CURRICULUM AREAS AND SUBJECTS**

74. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

11. Children enter the nursery in the term after their fourth birthday, and usually spend two terms in the nursery. They attend for a morning session. They enter the nursery with a range of attainment, which overall is slightly above that expected at this age. They make good progress in the nursery, and transfer to the reception class at the start of the term in which they are five. The curriculum is effectively planned to meet the recommended Desirable Learning Outcomes for five-year-olds, and the children are appropriately introduced to the early stages of the National Curriculum, as they become ready. The reception children form part of Class 1, which contains reception, and Year 1. Two teachers, doing a job-share, effectively manage this class. The reception children receive a curriculum appropriate to their stage of development, sometimes carrying out their own activities, and sometimes joining in with the whole class. All activities are carefully planned to meet the needs of the child, and so good progress is assured. By the age of five, children attain levels above those expected for this age, in all the recommended areas of learning.

Personal and social development

12. The children are polite, behave well, and respond positively to the teachers' high expectations, and to the caring ethos of each class. They enjoy coming to school, settle to class routines quickly, and are clear about what is right and wrong in relation to the school's expectations. They develop good levels of concentration, persevere well, and show pride in their achievements. They are interested in their learning, choose equipment for activities independently, and clear away afterwards. In the nursery, the children have well-developed social skills of eating, drinking, and dressing themselves, and confidently ask for help when necessary. They share equipment amicably, and take turns; for example, when using coloured pens for drawing their pictures. They co-operate, and help each other when using the dressing-up clothes during imaginative role-play. For example, two children helped each other put on cloaks to be the 'wicked witch'. In Class 1, the reception children confidently share their thoughts and ideas; for example, in circle time when talking about their special things. Children learn to sit for long periods on the carpet, listening well to the contributions of others. They move sensibly between activities, showing a mature awareness of others. All children make good progress across the early years, and by the age of five exceed the standards expected for this age. The quality of teaching is good. The nursery nurse and classroom assistant form a good team, complementing each other's skills.

Language and literacy

13. The children in the nursery make good progress in their speaking and listening skills. They listen attentively in circle time, and in small group time. Children are encouraged to contribute to discussions, and the staff use every opportunity to encourage children to use and extend language. Children are able to express their thoughts clearly to adults and each other. For example, when retelling the story of the Three Little Pigs, one child showed concern about the pigs being homeless when the wolf blew their houses down. They use their voices appropriately when retelling the story of the pigs. They enjoy books, handle them correctly with due care, and appropriately 'read' stories using the pictures. They talk confidently about the books they have read, and can predict what will happen. They are able to correctly sequence pictures to tell a story. For example, they identify the nursery rhyme characters in 'Each, Peach, Pear, Plum', and put them in the ~~correct~~ order in which they appear in the book. During the literacy hour in the reception class the children continue to develop their love of books, and know precise terms such as 'title' and 'author'. They know that print is read from left to right, and they read key words from the big book shared with the whole class. An appropriate emphasis is placed on reading in the early years, and children regularly take books home to share with parents. All children are heard to read every day, and this has a very positive impact on the high standards that are achieved by the time the children are five.
14. The children's writing skills are developed well in the nursery. All the children learn to hold the pencil correctly, and they develop the correct formation of the letters well, as a result of regular tuition, and an insistence at all times on correct procedures to avoid bad habits. By the time children leave the nursery, they can all recognise some of the letters of their name, and many can write their name unaided. In the reception, children continue to develop their writing skills, and are encouraged to write freely. They use key words and phrases from the given text to inform their own writing. For example, they recognise and use repeated rhyming phrases effectively from their big book 'Sing a song' to write their own simple poems. Good progress is made, and by the age of five the children are attaining ~~higher~~-~~than~~-~~average~~ standards, with a few children attaining very high standards. The quality of teaching is good, high expectations of ability and behaviour are consistently set and every opportunity is used to further children's learning.

Mathematics

15. In the nursery the children make very good progress in the development of their number work. This is as a result of the good general knowledge of the children, and the very high expectations set. Every opportunity is used to consolidate and develop the children's understanding of number. For example, during story time the children used their counting skills to order the pigs, using the words 'first', 'second' and 'third', and were able to do simple subtraction to discover how many houses were left. As a result, the children generally know their numbers to at least five, and recognise and order them correctly. Many children know numbers beyond ten. They can recognise and name simple shapes such as triangles, circles, squares and rectangles.

16. The adults in the nursery use mathematical language carefully. For example, when carrying out a shelf-stacking exercise, children were encouraged to use terms such as 'corners', 'faces', and 'edges' ~~of~~ in discussing the three-dimensional shapes they were using. The children know the names of simple three-dimensional shapes, and that a cylinder does not have any corners. They effectively sort containers which roll or slide. In Class 1, the reception children learn to count in twos and tens, and are able to do simple addition and subtraction, using numbers to ten. They are learning to calculate simple sums in their head; for example, 'one more than', and some pupils are developing a fast recall of number. By the age of five, standards are above the expected levels, and many children are working at the early stages of the National Curriculum. The quality of teaching is good. Both members of staff in the nursery show considerable skill when dealing with these young children.

Knowledge and understanding of the world

17. Children enter the nursery having had a wide variety of experiences, and some children have a good general knowledge. Few opportunities for development of this area were seen during the inspection, but evidence from photographs shows that the pupils are given many opportunities to develop their knowledge and understanding of the world. The children talk about their families, ~~and~~ know where they live, and use recycled materials to make models of their houses. They easily order the size of prints of their hands and feet to reinforce their understanding of growing. They grow cress seeds, and observe what is necessary to make them grow. They use the cress effectively to make sandwiches for a picnic. They use layers of different coloured soils to make an effective wormery, and watch the burrows that the worms make. They competently use the 'Roamer' to carry the little pigs to their house. They can program the machine to go backwards and forwards, using appropriate estimates of distance. Good opportunities are given for the children to use all their senses, and explore scientific ideas, in the reception. They use their sense of touch to explore different surfaces around the school, and the teacher uses their observations to enhance and extend their vocabulary. Good progress is made; and by the age of five, children have a well-developed knowledge and understanding of the world. The quality of teaching is good. The reception teacher and the nursery staff plan their lessons together and they liaise very closely.

Physical development

18. Children are given good opportunities for physical development. Nursery children have regular sessions when they can run, jump, skip, and use a variety of bats and balls, and large wheeled toys. They change independently for physical education. They run and dodge well, with a developing awareness of space. They are developing a good sense of balance, and co-operate well in games such as the 'bean' game, making their bodies into the appropriate shapes. They handle small apparatus such as beanbags and quoits effectively. They all use small tools, ~~effectively~~, such as scissors, effectively when they cut out shapes, and rolling pins and cutters when they use modelling materials. They demonstrate good control of their bodies, and are well able to meet the demands of the National Curriculum by the time they are five. The quality of teaching is good. Teachers and their assistants plan carefully to ensure that children have a wide range of experience to develop their physical co-ordination.

Creative development

19. Children use paint well to paint boxes to make a large train, and successfully make a large painting of the Grumpy Giant. They create prints of their hands and feet, and mix red and yellow paint to make orange for autumn leaves, and red and blue to make purple as the colour of the week. They use pencils and crayons to make good representations of themselves. They use materials to make models. They cut and stick a good range of resources to make effective collages. Children show an increasing dexterity when using paint, and an increasing ability to use their imagination. For example, they effectively use appropriate colours to depict different moods, such as red and orange for anger. Opportunities for children to develop their creative skills are limited because there is a lack of large constructional resources. However, children reach above the expected standards by the time they ~~become~~are five. The quality of teaching is good.

83. ENGLISH, MATHEMATICS AND SCIENCE

83. English

20. Attainment in English is above average at the end of Key Stage 1 and pupils within Key Stage 2 are well on their way to attain above average standards at the age of 11. Standards were predominantly above expectations at the time of the last inspection and they remain high. In the national assessments in reading in 1999, an above average percentage of pupils reached above the average level, Level 2. No pupil achieved less than the average level. The same is true in writing and spelling. In reading this represents an improvement since 1998, while, in writing, standards have remained about the same and are consistently high. When compared to those in schools which are of a similar size and have a similar social context, these results are above those typically found. In 1998 results in reading were below the current picture. Attainment at seven years of age in the national assessments between 1996 and 1998 dipped slightly in 1998. This was due to a larger than normal proportion of pupils whom the school considered to have some degree of special educational needs in that year. Their performance, judged in this context, was good. Current results suggest that standards have returned to their previous higher levels.
21. In speaking and listening, attainment at the end of Key Stage 1 is above average and pupils make good progress, building consistently on what they have learnt previously. By the age of seven, pupils listen carefully to their teachers and respond very thoughtfully to the questions they are asked. They speak confidently and freely when encouraged to do so, reflecting the good opportunities and praise they receive from their teachers. Within Key Stage 2, pupils talk and listen confidently and think carefully before choosing the right word to express the exact meaning they intend; for example, when describing their own ideas about the nature of God when discussing this in a religious education lesson. They speak confidently and fluently.
22. Pupils' attainment in reading is above average at the end of Key Stage 1 and, in Key Stage 2, pupils are making good progress to exceed the standards expected of 11-year-olds. Younger pupils quickly learn to enjoy books and to appreciate that reading can be an exciting and pleasurable activity. Reading is given a high priority both in literacy lessons and at other times of the day so that all pupils receive good opportunities to learn to read.

23. Many pupils at the age of seven read accurately a range of suitable texts and can pronounce unfamiliar words using their knowledge of sound. They know how to find information from a reference book and they are familiar with the different parts of a book such as the author, the illustrator and the contents. There are well-developed links with parents through a home/school reading arrangement so that all pupils from an early age have well-established routines of taking appropriate books home to read. However, while many pupils reach or exceed average standards, some do not give sufficient emphasis to putting appropriate expression into their reading. As a result, for example, some high-attaining more-able pupils read accurately but do not make the text that they are reading come to life. Older pupils within Key Stage 2 have a growing understanding of authors and the stories which they have enjoyed the most.
24. Pupils' attainment in writing is well above average and is a major strength of the school. The quality of pupils' handwriting is very high, which reflects the rigorous and systematic way in which it is taught from the reception class, and the high expectation teachers have of their pupils. The progress pupils of all abilities make within Key Stage 1 is very good, resulting in all pupils being able to write with a legible, joined hand by the end of the key stage. Older pupils in the early part of Key Stage 2 write quickly and neatly. They complete extended pieces of writing at standards usually found amongst 11-year-olds.
25. Progress overall is helped by the many and varied opportunities provided for pupils to write for a wide range of audiences and purposes. By the age of seven many pupils can write well-formed sentences and have a very good understanding, for their age, of basic grammatical rules. For example, within Year 2 many pupils are aware of and can use exclamation marks and distinguish between direct and indirect speech. Many can explain why, in food advertising, information is expressed in different styles to achieve different effects. Older pupils build very successfully on their previous work so that they can use speech marks accurately and often set out their work in balanced paragraphs. They have a mature and well-developed style and use language sensitively to convey the meanings they want. They can write longer stories; for example, about 'a little puppy' with eyes 'as dark as 12 o'clock' and retell the story of Ruth in detail. They use information technology regularly to compose, edit and print their original and subsequent drafts. Pupils with special educational needs are well supported and make good progress. They are confident and able to express their thoughts in writing. All pupils have very good opportunities across the curriculum to develop their skills in literacy.
26. Pupils' attitudes to English are positive. A particular strength is that from the reception class pupils are able to maintain high levels of concentration and wish to be part of the lesson. They ask and answer questions willingly and, when appropriate, join in enthusiastically; for example, when sharing the text of a story with their teacher. They respond with a sense of enthusiasm and shared fun in what they are doing. Many show good consideration for others and wish to please other pupils and their teachers. They relate well to adults and discuss their feelings and experiences confidently.

27. The quality of teaching is very good. In two out of three lessons seen it is very good. No teaching which was less than good was seen. Where teaching is very good, lessons are carefully planned so that skills are systematically developed during the course of the lesson. This is a particular feature of planning for the literacy hour. As a result the lesson moves forward at a brisk, purposeful pace and teachers have a clear understanding of what they will need to cover in a specific part of the lesson. Pupils are regularly reminded throughout by the teacher's involvement in each individual pupil's work of the standards they should aspire to. These expectations are consistently very high, for example, in learning to write, and pupils respond very positively to the supportive and encouraging way they are taught. Teachers have a very good understanding of their subject, and pupils' initial efforts are recognised and all work is regularly marked. However, the amount and quality of comments which teachers make in this process ~~is~~ are inconsistent. Some marking is detailed and helpful, recognising what pupils have done well and providing guidance on what to do to improve it further. Other marking is cursory and does not provide the same level of support. There is a detailed policy for homework which includes a carefully-organised spelling system. ~~which~~ This is a regular feature of the well-established homework routines. ~~which are well established.~~ These help to support the high levels of attainment generally achieved across the school.
28. The curriculum meets statutory requirements. The school has decided to adopt some aspects of the literacy strategy and to continue with some of its own approaches to the teaching of writing and spelling. While these arrangements are currently successful and the school is maintaining its well-above-standards in English, there is no established overall comprehensive written document in place as the school strategy. As a result the success of the school in English is currently dependent upon the experience and abilities of the present staff and is not underpinned by an agreed overall policy and scheme of work for all staff to follow. There are extensive procedures to assess pupils' work and to maintain a record of the work that ~~pupils~~ they have completed. However, the information gathered in these processes is not used currently to plan what teachers should teach next.
29. The co-ordinator is very hardworking and has pursued several innovative initiatives to encourage parents and governors to be more involved in and knowledgeable about the school's intentions and progress in introducing the literacy hour. For example, a well-planned and effective audit of existing resources has enabled the school to address identified shortcomings prior to the introduction of the literacy hour. A regular 'literacy newsletter' has kept parents well informed. The governor with responsibility for the literacy initiative is actively involved in the introduction of this aspect of the school's curriculum and has provided good support. There are currently good arrangements for this governor to inform the governing body ~~of~~ about standards being achieved.
30. The library has been recently re-located and updated. It provides an attractive if restricted area for pupils to visit and use. Resources are good, and books are carefully coded and stored well, particularly to support the literacy hour. All resources are readily available and well used.

94. **Mathematics**

31. In the 1999 National Curriculum tests for seven-year-olds, standards of mathematics were well above both national averages, and the results attained by similar schools. All pupils achieved at least the expected Level 2, and one third of the pupils reached the higher Level 3. These results were higher than the results in 1998. Pupils in Year 3 are in line to meet well-above-average standards by the age of 11. The standards seen in lessons, and samples of pupils' work, broadly reflect those achieved in the national tests. There has been an improvement in the 'using and applying' strand of the subject as a result of the implementation of the numeracy strategy, and the emphasis put on mathematical strategies used for problem-solving.
32. By the age of seven, pupils can count quickly in twos, fives and tens. They have quick mental recall of doubled numbers, and they effectively link repeated addition with multiplication. They can estimate and measure accurately, using centimetres and metres. They can order numbers to 1000, and have a sound understanding of place value. The majority of pupils can recognise the correct type of calculation needed to solve a problem. They can explain their methods, and know why brackets are used. Pupils in Year 3 use their knowledge of 'arrays' to multiply two digits by one, and use their multiplication knowledge to effectively solve problems. They can add and subtract numbers using two places of decimals, and their understanding of place value using hundreds, tens, and units is secure.
33. Pupils make good progress through both key stages. Pupils start Key Stage 1 with a good foundation of mathematical understanding acquired in the nursery. This is effectively built on throughout the school. The youngest pupils confidently recognise numbers to ten, and recognise odd and even numbers. They can count backwards and forwards to 20 and can quickly recall numbers that are one more than, and one less than, a given number. They recognise simple two- and three-dimensional shapes, and describe their properties, such as the number sides, faces and corners. The higher-attaining pupils in Year 1 complete addition and subtraction sums effectively to 20. As they grow older, pupils handle larger numbers, and pupils in Year 2 pupils confidently use and write numbers up to 100, with some pupils working with numbers to 1000. By the time pupils leave the school, they recognise simple fractions, and successfully add them to make a whole number. They are able to divide two digits by one, and are beginning to appreciate that multiplication is the inverse of division. Pupils with some degree of special educational needs receive effective support in the class, and make good progress.
34. Attitudes to mathematics are good. Pupils are interested, and keen to learn, and concentrate well for long periods of time. They are well behaved, and work collaboratively when required. For example, in Year 1 pupils helped each other when working on simple subtraction, pointing out and explaining mistakes. They are confident and alert in whole-class sessions, and respect the contributions of others. They learn how to take out and put away equipment from an early age.

35. The quality of teaching is consistently good, and has a positive impact on the standards achieved. Teachers have high expectations of pupils' ability, and manage the behaviour of pupils very well. Relationships are consistently very good. Teachers plan their lessons well, using the numeracy strategy, and setting appropriately-challenging activities for the two age groups in each class. Lessons begin with quick mental arithmetic practice, and the teachers successfully encourage pupils to explain their mathematical thinking, and share mental strategies with the class. They work very closely with the classroom assistants, ensuring that they know exactly what the pupils are to learn. Teachers are very aware of the individual needs of their pupils, and in whole-class group sessions, they very effectively use probing questions to involve all the pupils. The more able pupils in Key Stage 2 are given challenging number problems to solve, which successfully ensure that they ~~pupils~~ have a firm understanding of the processes involved. This is an improvement since the last inspection. Teachers systematically assess what the pupils can do, and the results of these assessments give a clear picture of achievement for each pupil. However, assessment is not consistent across both the classes, and insufficient attention is given to the use of assessment to inform future curriculum planning. For example, there is no rigorous assessment of the national test results, at the end of Key Stage 1, to highlight strengths and weaknesses, so that these can inform targets for the future. Predictions are made of pupils' attainment as a result of the ~~B~~baseline assessment done in the nursery, but there is no well-established formal tracking of progress to ensure that these targets are met. They plan appropriate activities for the differing age groups, and differing abilities within the class. However, there are some occasions, when there is no additional challenge set for the most able.

36. The co-ordinator works closely with other teachers to ensure that there is a consistent approach to the teaching of mathematics. ~~H~~However, there are only limited opportunities for the co-ordinator to work with teachers in their classes to judge the quality of teaching and learning. The implementation of the numeracy strategy is having a positive impact on standards, particularly in the quick mental recall of number. The resource deficiencies mentioned in the last report have now been addressed. Teachers make good use of mathematical apparatus to clarify understanding, but computers are underused as an alternative approach to learning. Good use is made of homework to consolidate class learning, and to practise multiplication tables.

100. **Science**

37. In the 1999 National Curriculum tests for seven-year-olds, standards were well above both national averages, and the results attained ~~by~~in similar schools. All pupils achieved at least the expected Level 2, and over one third of the pupils reached the higher Level 3. These results were considerably higher than the results in 1998. Pupils in Year 3 are in line to meet standards well above average attainment by the end of Year 6, with a substantial number achieving at the higher level. The standards seen in lessons, and samples of pupils' work, broadly reflect those achieved in the national tests. At the time of the last inspection, science was reported to be a strength of the school, and this remains so. This is because of the particularly good teaching for older pupils, and the many opportunities given throughout the school for pupils to investigate for themselves.

38. At the end of Key Stage 2, pupils can classify the animal kingdom into the known groups. They know how humans change as they grow, ~~they~~ can identify and name body parts, and know how important it is to have a healthy diet. They carry out their own investigations into which cleaner is more effective to remove red ink from material. They have a very clear understanding of the need to change only one variable in a fair test, and predict sensible results based on their previous scientific understanding. By the time pupils leave the school, they know the parts of a plant and their functions. For example, they know that the stem supports the leaves and keeps the plant upright, and that the roots provide anchorage for the plant, and take water and nutrients from the soil. They know how to make circuits, and investigate materials that act as conductors and insulators of electricity and heat. They plan very effectively their own investigations, identify what apparatus they need, make sensible predictions, and decide on the best way to record results. Pupils have a very good understanding of the investigative and experimental strand of science by the time they leave the school.
39. Pupils make good progress in Key Stage 1, and very good progress in Year 3. In Key Stage 1, pupils are given good opportunities to discover for themselves, and use their senses effectively to sort and classify materials according to their observable properties. In their topic on 'Ourselves' they learn about the skeleton and joints, and that the skeleton supports the body and makes it move. They learn that medicines have useful properties, but that their misuse can be dangerous. Within Key Stage 2, pupils know the characteristics of invertebrates and vertebrates, and effectively classify animals, using a simple key. They investigate the properties of materials, ~~and~~ make judgements as to whether the material used is fit for the purpose, and give sensible reasons for their conclusions. For example, plastic is used for a chair because it is light and strong and can be shaped. Pupils use information technology appropriately to make an effective database and to chart their findings. They represent their results graphically. Pupils with special educational needs do the same activities as their peers, and, as a result of the focused support they receive in lessons, they make good progress.
40. Pupils enjoy their science lessons. They are keen, well motivated, and ~~are~~ proud of their discoveries. They are obedient, listen attentively, confidently contribute to class discussions, and concentrate well. Pupils present their work neatly, using appropriate headings. They approach their investigations in a mature way, working co-operatively in pairs and small groups. The pupils discuss their plans and findings sensibly, valuing the contributions of others. All pupils show respect for equipment, and choose their own equipment sensibly and use it carefully; for example, when they were handling heavy weights during their experiment on force.

41. The quality of teaching is good, with some very good features. In both the lessons seen, teachers were well prepared, the lesson had a clear focus, and activities were appropriately challenging for the age group and ability of the pupils. Teachers use the support staff well to support the groups within the class, but keep a clear overview of all the pupils. Very good opportunities are given for pupils to discover for themselves, particularly with the oldest pupils. Pupils plan and carry out investigations themselves. They make their own predictions using their own scientific knowledge, and choose suitable activities and equipment to prove their hypotheses. Pupils are encouraged at all times to follow through their own ideas, and learn from their mistakes. In this way pupils constantly evaluate what they are doing, and alter procedures in the light of their findings. For example, a group of pupils in Year 3 investigating whether all pupils' arms exert the same force, thought that there was a relationship between age and force. When results did not confirm this, they rethought and decided it had more to do with size and strength, ~~rather than~~ with age. Searching questioning by the teacher very effectively developed this progression of thought.
42. There is strong curriculum leadership for the subject. The co-ordinator has good subject knowledge, and considerable expertise. There is good support for other teachers to ensure a consistent approach throughout the school. All the elements of the subject are covered through a cycle of topics, to accommodate the two-year age range within the classes. Teachers currently use a collection of commercial schemes to plan and teach their topics. This approach is being reviewed in the light of recent national guidance. Pupils' work is regularly assessed in detail. However, the current system of assessment is inefficient, which the school has recognised. The co-ordinator is currently exploring different methods to ensure that assessment is manageable and useful. Teachers mark work conscientiously. There are some good examples of marking so that pupils know what they need to do to improve. Some marking lacks this element and is too brief. Resources for the subject are good, and good use is made of the immediate environment.

106. **OTHER SUBJECTS OR COURSES**

106. **Information technology**

- 106.
43. Attainment in information technology is above the level expected nationally at the end of Key Stage 1. Pupils within Key Stage 2 are on the way to reach at least the expected standard in most of the National Curriculum for information technology. An exception to this is in the area of control, monitoring and modelling, where older pupils have not had the same opportunities as those currently offered to younger pupils in Key Stage 1 to learn how to control devices for a purpose and to plan a series of activities for the device to complete.
44. Younger pupils in Key Stage 1 can confidently use the main keys and icons of a computer. They are able to open software and change font. They can compose, edit and print their writings. Older pupils use programs to handle data collected in their work in science, for example, about themselves, and express it in graphical form. They can use the computer to interrogate a CD-ROM and are aware of the Internet as a source of information and an aid to rapid communication. They use information technology well to help illustrate their work in English, for example, in their own 'fireworks' poems.

45. No direct teaching of information technology was observed during the inspection. However, the school has a valuable long-standing arrangement to involve outside help from the local community so that pupils have good opportunities to work individually on computers. This was also the case in the last inspection. Since the last inspection the co-ordinator has worked effectively to address most of the shortcomings identified in the last inspection; for example, there was a lack of resources in information technology, which was a key issue. Currently there is a CD-ROM in each class and arrangements are well advanced to link the school to the Internet. There is now a comprehensive range of software and the school is in the process of acquiring additional laptop computers. Generally staff are confident and plan carefully for information technology to be part of many lessons so that it is used effectively to support other learning, particularly in English and science. There is a partially-completed scheme of work based ~~around~~on the recent national guidance. The school has in place arrangements to record the opportunities pupils have ~~received~~had to use software. However, these records do not indicate how much each pupil has gained from each activity. Pupils' involvement in keeping their own records is underdeveloped.

109. **Religious education**

109.

110. Standards in religious education are high and pupils make very good progress. At the end of Key Stage 1 pupils more than meet the expectations of the locally agreed syllabus. Those within Key Stage 2 are well on the way to exceed standards set for 11-year-olds. Pupils from the reception class onwards have a well-developed understanding of the major Christian festivals of the year. They have a strong sense of belonging to their school and to their families. They know the meaning of friendship and are familiar with examples in the New Testament, such as the story of Zacharias, where these principles are illustrated. They know the significance of the Ten Commandments and some of the stories of the Old Testament. For example, they write in detail about the story of Ruth. They take a pride in setting out their work neatly. They write at length about Noah and 'God's Promise'. Older pupils have a very well-developed understanding of the nature of God as a guide and protector, and often express their ideas clearly and effectively. They choose language carefully.

46. Pupils within Key Stage 1 and Key Stage 2 know the story of Rama and Sita from the Hindu tradition and the importance of special religious symbols and clothing. However, pupils have very limited opportunities to learn about other world religions at first hand.

47. In the small number of lessons observed at Key Stage 1 the quality of teaching is good. The teacher uses a good subject knowledge to plan carefully so that work is well matched to the range of age and abilities within the class. Pupils with some degree of special educational needs are encouraged warmly and all pupils are given good support to think deeply about their own images of God and to express them clearly. ~~Good Opportunities are well taken~~provided through a series of questions for pupils to think critically about their writing. ~~Pupils'~~Their efforts are valued and there is a very positive tone to the way ~~pupils~~they are encouraged to discuss and share their work.

48. Pupils in return respond well. They are enthusiastic and work willingly. Throughout the lesson they maintain their concentration well and discuss in pairs and in small groups purposefully. They have a mature attitude to their work. They are anxious to please.

49. Since the last inspection the co-ordinator has put together a brief policy which sets out the aims for the teaching of the subject within the school. There is also brief guidance on the way subjects should be taught. The school has continued to develop close links with the local church which is adjacent to the school, and the vicar visits regularly to help enrich the curriculum. There is an adequate number of reference books for pupils to use. However, the range of artefacts for the study of other religions is limited and, while the school has identified the need and set funds aside for the purchase of a selection of religious artefacts, currently these have yet to be purchased.

114.

114. **Art**

50. Only one lesson was observed during the inspection. A scrutiny of work around the school suggests that progress throughout the school is generally satisfactory. As at the last inspection, pupils' work is well displayed, reflecting the value placed upon it by staff. However, there is insufficient variety of work in these displays.

51. Pupils throughout the school are given opportunities to explore the use of pencils, crayons, felt-tipped pens, and paint. Key Stage 1 pupils use paint to create pictures about the things they like; for example, riding a bike. They also effectively draw skeletons, using white pencils on black paper. They use a variety of materials appropriately to make collages. For example, they use wool for hair, and a piece of an egg carton for the nose, on collage faces for their topic books. Older pupils continue to use paint effectively to make posters linked with their topic on 'ourselves', and make very effective observational representations of skulls, using pastels.

52. In the one activity observed, pupils showed positive attitudes to their work, concentrated hard on the task, and were well behaved and obedient. They took out and put away well their own equipment.

53. There was insufficient evidence to judge the overall quality of teaching as only one lesson was seen. Although there is a policy and scheme of work, which is an improvement since the last inspection, this does not pay attention to the specific skills needed for the subject, and how they are to be built on year by year. This was the position at the last inspection, and it remains a weakness. In this inspection there is no evidence of three-dimensional work. The balance between the elements of the subject and two- and three-dimensional work remains uneven, a weakness mentioned in the last report. As in the last inspection there is no clear leadership for the subject. Art is not currently a priority for development, and general resources for the subject are satisfactory. However, there is a lack of prints and artefacts from differing cultures for from which pupils to learn about the art of other peoples.

118. **Design and technology**

54. No lessons were seen during the inspection, but a scrutiny of pupils' work, an examination of teachers' planning, and talking to pupils confirm that pupils make satisfactory progress throughout the school. This is similar to ~~that~~what was reported after the last inspection.
55. A ~~S~~scrutiny of the pupils' work shows that pupils in Key Stage 1 effectively use card, pipe cleaners and split pins to make skeletons with movable limbs. They successfully join materials such as paper and card, using glue, to make model cats. Pupils use construction blocks to make the tallest tower, adjusting their models in the light of experience. For example, they discovered that the base had to be wider to support the tower, ~~otherwise~~ it toppled over. Pupils in Key Stage 1 have good opportunities to make sandwiches for their picnic. They also use cutting and joining skills well with recycled materials to make lunch boxes for their food. By the time pupils leave the school, they use a variety of tools to make simple frameworks, and use their knowledge of electrical circuits to enhance their models. For example, a pupil designed and made a lighthouse with a flashing light. Higher-attaining pupils draw designs of their models, and adjust these to improve the finished product. Older pupils work effectively with textiles to sew a sampler, using a variety of patterns and stitches.
56. The curriculum is broad, but insufficient attention is given to the process of designing. There is a policy, and the teachers use the newly-acquired recent national guidance documents as a scheme of work for the subject. This is an improvement since the last inspection. However, the skills necessary for the subject are still not clearly identified, so there is not a clear focus for lessons or for assessing progress. The co-ordinator manages two other areas of the curriculum, and has no time to give a strong lead ~~for~~in the subject. This situation is the same as at the last inspection. Resources are satisfactory in quality and range, but there are only enough tools for small groups of pupils to use.

121. **Humanities (geography and history)**

121.

57. In the last inspection standards in geography were good. In history there was insufficient evidence to make a judgement about standards. Currently, in geography, standards are sound at the end of Key Stage 1 and pupils are on the way to making appropriate progress by the age of 11. In history, standards at the end of Key Stage 1 are good and pupils within Key Stage 2 are well on their way to achieving high standards by the age of 11.
58. In geography younger pupils in the reception class know where their local bus goes. They know that the climate changes, and that some clothes are more suitable for hot weather and others for cold. They have a good sense of direction, for example, in following the route of Katie Morag in their topic. Older pupils at the end of Key Stage 1 and in the beginning of Key Stage 2 can identify specific points in their village from a map and follow the map to locate buildings and other features. They know something of the life of the Yanomani tribe in the American rainforest and the incidence of such forests around the world. Their work is well set out and well illustrated.

59. In history the younger pupils in Key Stage 1 know that means of transport have become more sophisticated and can organise the sequence in which these changes have occurred. They are aware of the historical significance of some of the buildings in the local area and can produce well-drawn sketches of them. Older pupils benefit from a wide curriculum so that they know something of the way of life of the ancient Egyptians, the Tudors and the Victorians. A particular feature ~~is~~are the very-well-taken opportunities to link work in history with literacy so that pupils not only know, for example, about the differences ~~in~~between the quality of life ~~between~~of the rich and poor in Tudor England, but also have very good opportunities to write about what they have learnt. They compose lively, well-presented letters from Florence Nightingale during the Crimean ~~w~~War describing vividly the conditions at the hospital at Scuteari. The learning is well supported by visits; for example, to the nearby site of the Battle of Bosworth Field and to local museums.
60. In the very small number of lessons seen the quality of teaching is satisfactory. The teacher prepares the resources which will be needed thoroughly so that each pupil is able to carry out the work effectively. There is a detailed explanation of what is expected from the lesson, and pupils are encouraged to observe carefully and to work neatly and accurately. Teaching assistants are well deployed and purposefully assist individuals to complete their tasks. The teacher provides a brief opportunity for pupils to review their work at the end of the lesson, but this is not sufficiently ~~well~~-taken up to assess what all pupils have gained from their work. Teachers set homework from time to time in the form of findings out more information about topics being studied in school. Many older pupils produce finished work in both geography and history which has a high standard of handwriting and general presentation.
61. In the previous inspection there were no policies or whole-school schemes of work for both subjects. Currently the situation has not changed, although the school is reviewing the way in which the geography and history curriculum is planned. It is beginning to use national guidance to decide what aspects of the ~~n~~National ~~e~~Curriculum in both subjects it intends to teach and how to go about it. However, there are no procedures to assess pupils' work or to indicate the standards to expect from different age groups.
62. In the last inspection, while there was good use of the local area and well-planned study visits in geography, in history there was a shortage of books, documents and artefacts. Since then the co-ordinator has worked hard to maintain the good opportunities which existed in geography; for example, for older pupils to take part in a residential visit, and to address the shortcomings in history. There is now a good range of reference books on history which are attractively arranged. These are augmented from time to time by additional resources through a local resource service to which the school subscribes. There are also some well-taken opportunities to use programs in information technology to enhance lessons; for example, in locating places using the Katie Morag theme. Currently there are very limited opportunities for the co-ordinator to formally review the way teachers teach and the quality of learning in classrooms. However, staff plan and discuss pupils' work regularly on an informal basis. As a result the co-ordinator is well informed about the strengths and areas of development for both subjects.

127.

127. **Music**

63. During the inspection no class music was seen. However, from a scrutiny of pupils' previous work, ~~through discussions~~ with staff and pupils and a review of teachers' plans and other documentation it is clear that standards are satisfactory overall. In the last inspection standards of singing were unsatisfactory while standards were generally satisfactory overall. Currently the same is true at the end of Key Stage 1 and pupils within Key Stage 2 are on their way to reach satisfactory standards by the age of 11. Younger pupils can investigate and select a range of sounds and complete simple compositions. They listen carefully to brief musical pieces; for example, when waiting for an assembly to begin. However, few pupils in the assemblies sing confidently and many ~~pupils~~ sing without flair or obvious enjoyment. There is inadequate ~~accompaniment~~ accompaniment to help them maintain the tune.

64. In the limited opportunities available, pupils were restless and easily distracted, ~~they~~ and did not respond enthusiastically to their teacher. ~~However~~, the school has made a concerted effort to make up for a lack of expertise and competence amongst the permanent staff. For example, arrangements have been made for a teacher with musical qualifications to visit the school for one afternoon per week. This arrangement has been in place for some time and through this initiative pupils have good opportunities to perform and to learn to play the recorder. Pupils are regularly involved in musical productions involving the local family of schools based around the secondary school and in singing in the church and for a range of community events.

65. The school follows the local education authority's planning and resources document and now has a music policy. In the last inspection the key issue was to improve resources in music; ~~There is an adequate range of tuned and untuned instruments. The school has also improved the range of pre-recorded music. This is readily available.~~

130.

130. **Physical education**

66. During the inspection, observations were limited to games' lessons, although gymnastics, dance and swimming receive appropriate coverage over the year. Overall, pupils make satisfactory progress in both the key stages in the development of games' skills.

67. Pupils in Year 1 can effectively run, skip, and hop on one leg, with appropriate awareness of the presence of others, and the space available. They know that the heart is affected by exercise, and that it beats faster. They display good controlled movements, and are developing their aiming skills well. They are beginning to evaluate their own performance, and identify their faults. For example, pupils know why a bounced ball was difficult to catch because it was bounced too hard. Pupils in Key Stage 2 develop ~~hand-to-hand~~ passing skills with increasing accuracy. They use these skills effectively, playing small games with due attention to rules.

68. Pupils show enjoyment of and enthusiasm for the subject, and work hard during the whole of the lesson to improve their skills. They obey commands promptly, and work co-operatively in pairs and small groups.

69. Teaching is good overall, with some very good teaching observed. The majority of the teaching is done by the co-ordinator, who has good subject expertise, and engenders ~~an~~ enthusiasm for and love of the subject. The co-ordinator has high expectations, and encourages all the pupils to perform at their best. Lessons are well planned, with an appropriate progression of activities to continuously develop the pupils' skills. An additional adult is employed to teach pupils in Years 2 and 3 ~~pupils~~ each week, and this builds on the skills learnt earlier.
70. Since the last inspection, swimming time has been reduced, and only pupils in Year 2 and Year 3 now swim. However, standards remain high. All pupils learn to swim some distance by the time they leave the school, and are therefore well on the way to achieve the standards expected by the end of Key Stage 2. Gymnastics and dance are taught in the local village hall, as the school has no indoor facilities for ~~this~~ them. The school makes best use of these facilities. The subject is well led by the enthusiastic co-ordinator. The scheme of work is used well to ensure that all the strands of the subject are taught and there are good opportunities for pupils to participate in team sports and athletics. Resources are generally satisfactory, with the exception of large gymnastic apparatus. The provision of a new outdoor store has improved the overall availability of resources since the last inspection. ~~overall~~ The accommodation for physical education is unsatisfactory. The school has no hall or grassed areas. Best use is made of the available playground facilities, and the public recreation ground, swimming pool and village hall.

135. PART C: INSPECTION DATA

135. SUMMARY OF INSPECTION EVIDENCE

71. This inspection was conducted over a period of three days by a team of three inspectors, including a lay inspector.
72. During the inspection inspectors observed approximately 28 lessons or parts of lessons. Samples of pupils' work representing a cross-section of pupils' attainment were scrutinised. Many pupils were heard to reading and the team talked and listened to pupils. Discussions were held with the headteacher, the Chair of Governors, and teaching and non-teaching support staff. Fifteen parents attended a meeting with the registered inspector, and 28 parents returned a questionnaire expressing their views about the school. Documents including the school development plan, action plan, policies and teachers' planning and financial statements were all examined.

137.

137. DATA AND INDICATORS

137.

137. 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 – Y3	66	0	5	0

137. Teachers and classes

137. Qualified teachers (YR – Y3)

Total number of qualified teachers (full-time equivalent):	2.6
Number of pupils per qualified teacher:	23.5

137.

137. Education support staff (YR – Y3)

Total number of education support staff:	5
Total aggregate hours worked each week:	75

Average class size

Average class size:	23.5
---------------------	------

137.

137. **Financial data**

Financial year:	1998 – 99
	£
Total income	126,861
Total expenditure	123,870
Expenditure per pupil	2,252
Balance brought forward from previous year	3,000
Balance carried forward to next year	5,991

137.

PARENTAL SURVEY

Number of questionnaires sent out: 60

Number of questionnaires returned: 28

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	39	50	7	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	82	18	0	0	0
The school handles complaints from parents well	57	29	14	0	0
The school gives me a clear understanding of what is taught	46	50	0	4	0
The school keeps me well informed about my child(ren)'s progress	61	32	4	4	0
The school enables my child(ren) to achieve a good standard of work	75	25	0	0	0
The school encourages children to get involved in more than just their daily lessons	29	36	29	7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43	46	11	0	0
The school's values and attitudes have a positive effect on my child(ren)	64	36	0	0	0
The school achieves high standards of good behaviour	64	36	0	0	0
My child(ren) like(s) school	71	25	4	0	0