

INSPECTION REPORT

**Flore Church of England (Controlled)
Primary School**

Northampton

LEA area: Northamptonshire

Unique Reference Number: 121970

Headteacher: Mrs J Stoppani

Reporting inspector: Mrs S E Hall
21750

Dates of inspection: 1st – 4th November 1999

Under OFSTED contract number: 707668

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

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Information about the school

Type of school	Infant and Junior
Type of control	Voluntary Controlled
Age range of pupils	4 - 11
Gender of pupils	Mixed
School address	The Avenue Flore Northampton NN7 4LZ
Telephone number:	01327 340415
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr F Kay
Date of the previous inspection:	January 1996

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Mrs S. E. Hall Registered Inspector	Mathematics Information technology Design and technology Geography Art Physical education	Under fives Equal opportunities Attainment and progress Teaching Leadership and management
Mr G. Braddick Lay inspector		Attendance Attitudes, behaviour and personal development Support, guidance and pupils' welfare Links with parents and community Efficiency
Mr I. Johnston	English Science Religious education History Music	Special educational needs Curriculum and assessment Spiritual, moral, social and cultural development Staffing, accommodation and resources.

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- By the end of both key stages pupils achieve above average standards in English, mathematics and science. A significant proportion of older pupils achieve standards that are well above average in several subjects.
- Pupils make good progress in English, mathematics and science throughout the school and especially at the end of Key Stage 2.
- The quality of teaching across the school is consistently good and the teaching of the oldest pupils is very good. Teaching is a strength of the school.
- Most pupils with special educational needs are well supported and make good progress towards the targets identified in their Individual Education Plans.
- The school provides a broad, well-planned curriculum. The quality of extra curricular activities including the performing arts is very good.
- The provision for pupils' moral and social development is very good.
- Attitudes, behaviour and relationships are very good.
- The quality of classroom support is very good and this impacts upon the progress pupils make both socially and academically.
- The quality of leadership and management of the school is good. Staff and governors have a shared vision for the school that is firmly focused on raising attainment. Members of the governing body are particularly well informed.
- Staffing, accommodation and resources are used well.
- The school is efficiently run and provides good value for money

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards in information technology are below average at the end of both key stages, and the school is not covering all areas of the curriculum for information technology.
- II. The provision for outdoor play for the children under five is inadequate and the accommodation for playtimes and physical education is very cramped and at times unsafe.
- III. The lack of specific and specialist support for a very small number of children with special educational needs is hindering progress.

Flore Primary School is a good school with many more strengths than weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents, or carers of children in the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made good progress since its last inspection. In the period following the appointment of the current headteacher, progress has been rapid. Attention has been paid to addressing the six main key issues highlighted in the previous report and in addition the quality of teaching has improved considerably. Close attention has been paid to ensuring that pupils are provided with work that will consistently challenge the more able pupils and this is now good.

The teaching of design and technology has improved. The school has improved the co-ordination of curriculum planning in Key Stage 1 to ensure that pupils' learning builds more effectively on what they have learned before. A further key issue was to develop ways of monitoring the standards being achieved and the quality of the learning. The monitoring and

evaluation procedures have been partially improved. The school was required to review the use of accommodation and improve the facilities in the older part of the school. There has been limited improvement in the use of accommodation. The school has ensured that procedures for the registration of pupils' attendance meet legal requirements.

Given the manner in which the school regularly discusses and evaluates the quality of education, it is well placed to improve further still.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in **1998** based on the National Curriculum tests (1999 comparisons not yet available):

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

The information above shows that in the 1998 National Curriculum tests at the end of Key Stage 2, pupils reached standards in English that were well above the average of all schools and those with similar characteristics. The proportion of pupils attaining levels above those expected was very high.

Pupils' attainment in mathematics whilst above the national average was below the average of similar schools, with the proportion of pupils attaining the higher levels being close to the national average. Attainment in science was well above the national average, and above that seen in schools of a similar nature, with a well above average proportion of pupils attaining the higher levels.

Inspection findings indicate that by the end of Key Stage 2, standards are above average in English, mathematics and science. The 1999 end of key stage tests indicate that attainment in English and science has fallen slightly whilst that in mathematics has risen considerably. The relatively small number of pupils in each year group makes direct comparison of such information difficult. The attainment of pupils with special educational needs is appropriate to their prior learning.

At the end of Key Stage 2 standards in religious education are in line with those expected in the Locally Agreed Syllabus. Standards in information technology are very variable and generally below average with attainment in aspects of control and modelling being very limited. Pupils attain very high standards in art. There is above average attainment in music and physical education and standards in design and technology, geography and history are average for the age of the pupils.

By the end of Key Stage 1, standards in English, mathematics, and science are above the

national average. However, by the age of seven the standards of attainment in information technology are below average. Standards of attainment in religious education are as expected.

Children under five make mostly good progress. By the age of five, they attain standards that are above average in personal and social education and in speaking and listening. Their attainment in mathematics, knowledge and understanding of the world, creative and physical development is what is expected of children of this age.

Pupils with special educational needs make good progress towards attaining the targets outlined for them in their individual education plans. However, the lack of specific support for a very small number of pupils is hindering possible progress. There is no significant difference in the attainment of boys and girls in either key stage.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Satisfactory	Good	Good
Science		Good	Good
Information technology		Good*	None seen
Religious education		Good	Good
Other subjects	Good	Good	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.

The overall quality of teaching is good. During the inspection teaching was good in almost 69% of lessons, very good in almost 19% of lessons and satisfactory in the remainder of lessons. The quality of teaching for children under five is mostly good and never less than satisfactory. In Key Stage 1 and Key Stage 2 the quality of teaching was good or better in all lessons seen. The teaching of the pupils in Years 5 and 6 was consistently very good. Across the school, the teaching of literacy is very effective. The teaching of numeracy is good at the end of Key Stage 1 and in Key Stage 2. Pupils with special educational needs are well integrated in lessons and they receive very high quality support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Very good. Pupils of all ages are generally very well behaved, polite and respectful of people and property.
Attendance	Good. However a minority of parents take their children out of school for holidays in term time and a very small number of pupils arrive slightly late for school.
Ethos*	Very good. The pupils have positive attitudes to their work. Relationships are very good. The school community is supportive and the school is firmly committed to promoting high standards.
Leadership and management	Good. The teaching and support staff and governors are all very committed to improving standards in the school. The monitoring and evaluation of pupils' work is satisfactory.
Curriculum	Good. The curriculum is broad and well balanced. The range of extra curricular opportunities including sport and the performing arts is very good.
Pupils with special educational needs	Very good. The quality of support of both teachers and the very high quality of work by the classroom support assistants enables most pupils with special needs to make good progress.
Spiritual, moral, social & cultural development	Very good. The provision for moral and social development is very good and that for spiritual and cultural development is good.
Staffing, resources and accommodation	Good overall. Appropriate number of teachers and support staff. The qualifications and experience of support staff are of a very high order. Whilst the accommodation is adequate there are restrictions in outdoor areas for under-fives, playground space for all pupils and indoor physical education. Resources for other subjects are good.
Value for money	Good.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not Happy about
<p>IV. The majority of parents are pleased with the standards that the pupils attain.</p> <p>V. Most parents believe the school has strengths in art and drama.</p> <p>VI. Parents believe the behaviour of children is good and that the school is a happy one.</p> <p>VII. Parents believe they are encouraged to help in school.</p>	<p>VIII. A considerable number of work given.</p> <p>IX. A small number of very vociferous opinion.</p>

Inspection findings generally support the views of parents. Whilst both the staff and governors have tried very hard to listen to and support parents with complaints, a small number of lingering concerns still remain unresolved. In the period of inspection the use of homework was appropriate.

Key issues for action

In order to raise standards of attainment, the headteacher and staff, with the active support of the governing body, should:

➤. raise the standards in information technology throughout the school by

- . implementing in full all the required aspects of the curriculum through direct teaching of the range of skills (*paragraphs 17, 46, 59, 152*)
- . providing further in-service training to improve teachers' knowledge and skills (*paragraphs 38, 157*)
- . extending the quantity and range of computers, peripheral equipment and software (*paragraphs 91, 157*).

➤. improve the standard of accommodation by;

- . considering all options to enable children under five to have appropriate outdoor play facilities and equipment (*paragraphs 92, 116*)
- . providing spacious, safe and well-supervised play arrangements for all pupils (*paragraph 93*)
- . reviewing the safety aspects of the storage of equipment in the school hall during physical education activities (*paragraphs 92, 192-195*)

The governors should also consider the following lesser issues when preparing its action plan

- . the provision of specialist support for a very small number of children with specific educational needs whose behaviour impinges upon the learning of other children (*paragraphs 21, 40, 71, 86*)
- . improving communications and relationships with a small minority of very vocal parents (*paragraphs 77, 81, 88*)

Introduction

Characteristics of the school

1. Flore Church of England Primary School is in Northamptonshire. The number of pupils on roll during the inspection was 116, which is smaller than the average size of school. There are an almost even number of boys and girls. There were 16 children under five at the beginning of this term. These children attend the school from the beginning of the year of their fifth birthday, initially on a part time basis and within a few weeks on a full time basis. There are no known to be eligible for free school meals, which is well below average. Three pupils come from homes where English is not the main spoken language, but need no additional language support. There are 16 percent of pupils identified as having special educational needs, which is an average proportion of pupils. There are no pupils with statements of special educational need. The school is currently organised into 4 mixed age classes.
2. The school was built in 1852 and two further parts were added during the nineteenth century. Two classrooms and a library were added in the mid 1970's. About 80 per cent of the pupils live in privately owned homes and 35 per cent of the pupils come from outside the school's catchment area. Several parents from outside the school area choose to bring their children to the school in the belief that the school supports children with special educational needs well. The majority of parents own their own homes and are in full-time employment. The percentage of adults with higher education is slightly above the national average.
3. Baseline assessments carried out when the children start school indicate that there is a wide range of attainment. Initial baseline information and observations of the current intake of children indicate that whilst their attainment in personal and social development and speaking and listening is above average, their development in other appropriate areas is average. Virtually all children have attended a local playgroup or private nursery prior to starting school.
4. The school aims "to maintain a community based on Christian principles in which children learn to value tolerance and respect for individuals whatever their cultural background. The staff work in partnership with parents to produce confident and responsible children who are able to make the most of their opportunities and experiences and fulfil positive roles in the community". These aims are generally achieved well.
5. The school's targets for 2001 are that at least 87 per cent of pupils will attain the expected Level 2 in reading and writing, and 93 per cent will attain this level in mathematics and science by the end of Key Stage 1. Key Stage 2 targets are for 82 per cent of pupils to achieve Level 4 in English and mathematics and 88 per cent to achieve this level in science.

6. Key indicators

Attainment at Key Stage 1

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

Number of registered pupils in final year of Key Stage 1 for	Year	Boys	Girls	Total
	1999(98)	5 (4)	13 (10)	18 (14)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	5 (4)	5 (4)	5 (4)
	Girls	12 (9)	13 (10)	13 (9)
	Total	17 (13)	18 (14)	18 (13)
Percentage at NC Level 2 or above	School	94(93)	100 (100)	100 (93)
	National	N/a (80)	N/a (81)	N/a (85)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	4 (4)	5 (4)	5 (4)
	Girls	12 (9)	13 (9)	13 (10)
	Total	16 (13)	18 (13)	18 (14)
Percentage at NC Level 2 or above	School	89 (93)	100 (100)	100 (93)
	National	N/a (81)	N/a (85)	N/a (85)

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
	1999 (98)	12 (8)	7 (10)	19 (18)

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	8 (5)	10 (5)	11 (7)
	Girls	6 (9)	6 (8)	5 (9)
	Total	14 (14)	16 (13)	16 (16)
Percentage at NC Level 2 or above	School	74 (78)	84 (72)	84 (89)
	National	N/a (65)	N/a (58)	N/a (69)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	8 (5)	10 (6)	12 (7)
	Girls	6 (9)	6 (9)	5 (9)
	Total	14 (14)	16 (15)	17 (16)
Percentage at NC Level 2 or above	School	74 (78)	84 (83)	89 (89)
	National	N/a (64)	N/a (64)	N/a (70)

Attendance

Percentage of half days (sessions) missed through absence for the		%
Authorised	School	4.4
Absence	National comparative data	5.7
Unauthorised	School	0.1
absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	18.7
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

6. Educational standards achieved by pupils at the school

Attainment and progress

1. The children under five have a wide range of early learning experiences and recent baseline information indicates that, although in some years the children enter school with attainment that is above the Northamptonshire average, the level of attainment of the current intake of children is broadly average, with many children having above average personal, social and language skills. The progress of children in the lessons observed is satisfactory, but the sample of children's recent work indicates that their progress throughout their time in the reception class is generally good. By the age of five virtually all children attain the desirable learning outcomes, in the six key areas of learning, with several children exceeding these targets and higher attaining children are well launched into the early stages of the National Curriculum.
2. Pupils' attainment at the end of Key Stage 1 in reading, writing and mathematics has shown slightly inconsistent trends in recent years. Over the years the school has admitted several pupils from outside the normal catchment area, some of whom choose to attend the school in the well founded belief that the school supports pupils with special educational needs well. The relatively small number of pupils in each year group can cause some apparent fluctuations in the standards attained each year.
3. Over a three-year period, pupils' attainment in reading in the end of Key Stage 1 National Curriculum tests was generally average but has fallen slightly from previous years. In 1998 pupils' attainment in reading was in line with the national average, but well below average when compared to schools with similar characteristics. The proportion of pupils attaining the expected level in reading was well above average, but the proportion of pupils attaining the higher levels was well below average. The pupils' overall attainment in writing has generally been better than that in reading. Attainment in writing rose significantly in 1998 being very high in comparison with the national average and with school with similar characteristics. The 1999 end of Key Stage 1 National Curriculum tests indicate that the proportion of pupils attaining the expected level in reading and writing has remained similar to that of the previous year, with considerable proportions of pupils attaining the higher levels. Inspection findings are that the overall attainment of pupils at the end of Key Stage 1 is above average in English with the attainment of most pupils being above average in reading and in writing
4. Pupils' attainment in mathematics in the end of Key Stage 1 National Curriculum assessments has often been below that in other subjects. In 1998 pupils' attainment was in line with the national average and below average when compared to similar schools. The 1999 end of Key Stage 1 National Curriculum tests indicate that there has been an improvement in the proportion of pupils attaining the expected level in mathematics and there are considerable proportions of pupils attaining the higher levels. In science, on the basis of the teacher assessments in 1998 the number of pupils attaining the expected level was very high in but a below average proportion of pupils attained the higher levels. Information in 1998 indicated that the attainment of boys in reading and writing was above that of girls with no appreciable differences in mathematics. Inspection findings are that overall attainment of pupils at the end of Key Stage 1 is generally above average in mathematics and science.
5. Pupils at the end of Key Stage 1 have had several temporary changes of teacher and

are now benefiting from a stable teaching situation. The school has introduced both the National Literacy and Numeracy Strategies well and pupils receive consistently good teaching at the end of the key stage. These findings indicate that standards have risen in English, mathematics and science since the time of the previous inspection. The previous inspection noted some under-achievement by potentially higher attaining pupils. This is an issue that the school has tackled and generally resolved.

6. In the end of Key Stage 2 National Curriculum assessments pupils' attainment in English, mathematics and science has again shown inconsistent trends in recent years. However, whilst there are fluctuations, overall attainment at the end of Key Stage 2 has generally been above average. However in 1998 overall attainment was generally below that of some previous year groups. The relatively small numbers of pupils in some year groups can again result in fluctuations.
7. In English over a three-year period, the end of Key Stage 2 National Curriculum tests show that pupils' attainment was well above the national average. In the 1998 National Curriculum assessments, pupils' attainment in English was well above average in comparison to all schools and those with similar characteristics. Pupils' attainment in mathematics was above the average of all schools but below average when compared to similar schools. Attainment in mathematics fell considerably in 1998 from that of previous years when it had been high. However, whilst there have been fluctuations, over a three year period the pupils' performance in mathematics was well above the national average. In 1998 pupils' attainment in science was well above average in comparison to all schools and above average in comparison to those schools with similar characteristics. Overall attainment in science over a three-year period has been very high in comparison to the national average.
8. The 1999 end of Key Stage 2 National Curriculum tests indicate that standards in English and science are similar to the previous year. However, these tests indicate a marked improvement in the proportion of pupils attaining the expected level in mathematics. There are currently no national comparisons available for 1999. Inspection findings are that the attainment of pupils at the end of Key Stage 2 is above average in English, mathematics and science. A significant proportion of pupils attain levels above those expected. The school has introduced both the National Literacy and Numeracy Strategies with enthusiasm and pupils receive consistently good teaching throughout the key stage and very good teaching at the end of the key stage. These findings again indicate that standards have risen in English, mathematics and science since the time of the previous inspection. The previous inspection again noted some under-achievement by those pupils of potentially higher attainment. This is an issue that the school has tackled and resolved.
9. In English standards in speaking and listening are average at the end of Key Stage 1 but improve by the end of Key Stage 2 to being above average. Most pupils use an appropriate vocabulary and listen and respond well. By the end of Key Stage 2 many pupils have a wide vocabulary which they use with good levels of understanding in the range of subjects. Pupils ask and answer questions thoughtfully and in detail. In reading standards are above average at the end of Key Stage 1 and are high at the end of Key Stage 2. In Key Stage 1 pupils read a range of fiction and non-fiction texts, often with fluency and expression, with most pupils using an appropriate range of strategies to work out words that they are not familiar with. In Key Stage 2 most pupils are reading at levels that are well above average, they read with expression and imagination and with high levels of skill. In writing, skills in Key Stage 1 are above average and in Key Stage 2 skills are well above average. Younger pupils learn to

write in sentences and use capital letters and full stops quite accurately. In Key Stage 2 pupils produce lively work particularly in poetry and in writing across the curriculum. Pupils in both key stages make good progress in English and the progress of some higher attaining pupils is very good.

10. In mathematics good progress is seen in the development of mental mathematics strategies particularly in Key Stage 2. Throughout the school pupils can use number cards to indicate their answers to a range of calculations and are using increasingly larger numbers with confidence. Most pupils make good progress in the development of number skills though occasionally their progress in developing problem solving skills is restricted by the lack of open-ended tasks. In science pupils make good and consistent progress and develop their scientific vocabulary well. Pupils in both key stages learn about the human body with younger pupils finding out about their senses and older pupils about the skeleton and the work of muscles.
11. Pupils' attainment in information technology is generally below average at the end of both key stages. This shows a fall in attainment since the time of the previous inspection. The school is not currently fulfilling all the requirements of the National Curriculum especially in the areas of control and modelling. Whilst the school has made rapid recent strides in the quality of teaching in information technology the overall rate of pupils' progress is generally below what it should be.
12. In religious education, pupils' attainment is in line with the expectations of the Locally Agreed Syllabus at the end of both key stages and the progress that the pupils make is satisfactory. Pupils have an appropriate understanding of Christianity and other religions. Younger pupils learn about festivals and celebrations and have an appropriate knowledge of Bible stories. Pupils in Key Stage 2 learn more about stories in the Bible and consider features of religion in art.
13. Pupils in Key Stage 1 attain appropriate standards for their age in all foundation subjects with the exception of art, where their attainment is well above average and where they make very good progress. The progress made by pupils in all other foundation subjects is satisfactory.
14. In Key Stage 2 pupils' attainment in art is again well above average with progress being very good. Attainment in music and physical education is above average and progress in these subjects is good. Attainment in design and technology, geography and history is appropriate and progress in these subjects is satisfactory.
15. The overall progress of pupils is good. Pupils enter the school with largely average attainment and leave the school with attainment that is often above average. This is best in core subjects and at the end of both key stages and in particular at the end of Key Stage 2. This is linked to the quality of teaching. Children under five generally make good progress in most areas of their development. Most pupils with special educational needs make good progress in relation to the academic and social targets which are set for them in their individual education plans. Their progress is reviewed on a regular basis and very good quality classroom support considerably enhances the progress that pupils make. However, the progress of a very small number of pupils is restricted due to the insufficient level of support available for pupils with specific educational needs. Whilst some assessment information indicates the progress of boys in Key Stage 2 has been better than that of girls there appears to be no specific reason for this to have occurred. In the current cohort of pupils there appear no significant differences in attainment.

21. Attitudes, behaviour and personal development

16. The attitudes of all pupils towards learning are very good and the very high standard of behaviour has been maintained since the last inspection. Personal development, relationships and the quality of supervision are also good. These characteristics are among the school's strengths.
17. Pupils show interest in their work and apply themselves determinedly to the task in hand. They listen well to their teachers and take pride in their work. Most pupils enjoy learning and sustain good levels of concentration. They readily involve themselves in lessons, which is exemplified by their eagerness to answer questions. Pupils make good use of classroom resources and respond positively to new challenges. However, pupils have very little opportunity to select appropriate resources for themselves or make choices in their learning. Pupils work well independently and collaboratively when required
18. The behaviour of pupils of all ages, in class and about school, is very good, which benefits their learning. Time is not wasted by teachers trying to establish discipline and good order. At playtimes and lunchtimes the pupils play and behave sensibly together and the older children show a caring attitude towards the younger ones. At the end of playtimes pupils line up promptly and enter the school quietly. Pupils behave well in the hall when eating their packed lunches.
19. Behaviour off-site is very good as noted when the pupils visit the local church. Pupils, including children under five, and those with special educational needs, know right from wrong and respond accordingly. No inappropriate behaviour was observed during the inspection and bullying is not a problem. There were no exclusions during the last academic year
20. Pupils are trustworthy and show respect for other people's property. They are courteous to each other and respectful towards their teachers and adults. During the inspection, whenever a pupil was near, doors were held open for adults to pass through.
21. There are limited opportunities for pupils to show initiative, although there are opportunities to take responsibility and pupils are keen to take these whenever the occasion arises. Pupils involve themselves in the school's daily routines, including taking registers to the school secretary, assisting in assemblies, being monitors, helping with playground supervision and tidying classrooms.
22. Pupils show concern for those less fortunate than themselves by collecting for charities. There are well considered links with the older members of the local community at Christmas. The personal development of pupils is enhanced by participation in a very good range of extra-curricular activities. Pupils contribute to the life of the local community by involvement in the May Day celebrations and parents are very appreciative of the school performances of Shakespeare plays. The induction procedures for the under-fives are good. Pupils with special educational needs are well catered for.
23. The great majority of parents are very satisfied with the standards of behaviour and the way the school promotes it. The very good attitudes of pupils towards learning and their good behaviour have a positive impact on progress and attainment and the quality of life in the school. The attitudes, behaviour and personal development of

children under five and of pupils with special educational needs are well addressed through the school's inclusive organisation of activities.

29. **Attendance**

24. The level of attendance is good; at almost 96% and this has a positive effect on pupils' progress and attainment. The percentage figure for attendance is about the same as at the previous inspection and slightly above the national average. Unauthorised absence is minimal and well below the national average. No class falls below 90% attendance and there are no regular patterns of absence emerging.
25. Most pupils arrive punctually at school with very few late comers. The late arrival of some pupils was noted in the previous report and the school has worked hard to improve the punctuality of a small minority of pupils. Registration is carried out efficiently enabling classes to commence promptly and without any undue waste of time. Registers are marked correctly at each session and comply with statutory requirements. There are good follow-up procedures in place for any absences. If a child has not arrived at school parents are telephoned within a short period of time after registration. There have been no exclusions in recent years.

31. **Quality of education provided**

31. **Teaching**

26. The overall quality of teaching is good throughout the school. No unsatisfactory teaching occurred. In the lessons observed during the inspection teaching was satisfactory in 12% of lessons, good in 69% and very good in 19% of lessons. There has been a considerable improvement in the quality of teaching from the previous inspection where one in five lessons had shortcomings. Teaching is now a strength of the school.
27. Whilst there is good teaching seen in all parts of the school, the best teaching occurs with the oldest pupils, where teaching is consistently very good. Although the teaching of children under five was good in 50 per cent of the lessons observed and satisfactory in the rest, the sample of pupils' recent work indicates that this teaching is generally good. The teaching of pupils in Key Stage 1 is good with some teaching of the older pupils being very good. Teaching in Key Stage 2 is good with the teaching of pupils in Years 5 and 6 being very good in almost all lessons.
28. The teaching of children under five is generally good and meets the needs of children who enter the school with varying levels of attainment and differing pre-school experiences. Staff have a good understanding of the needs of young children and create a learning environment that is calm, supportive and purposeful. The deployment and effectiveness of classroom support staff is very good and enhances the quality of teaching. Staff plan a suitable range of activities which successfully promote the desirable learning outcomes. Appropriate emphasis is placed on learning through play and this helps pupils develop personal and social skills and supports the development of speaking and listening skills. However, very occasionally such opportunities are not reflected in lesson planning and activities lack focus.
29. Good emphasis is placed on the development of early reading and writing and children under five are encouraged to share a suitable range of reading materials with their families. Staff are keen to retain individual reading activities and this not only extends reading skills but also raises self-esteem. The teaching of mathematics is

satisfactory although very occasionally lacking challenge and requiring pupils to carry out activities which are clearly at a level below their capabilities. Staff use the information gained from baseline assessments reasonably well to organise activities with an appropriate level of challenge. The teaching of the other required areas of learning is mostly good and children under five are fully integrated into the mixed reception and Year 1 group.

30. The teaching of English across the school is good. The school has successfully implemented the National Literacy Strategy. Planning is detailed and learning objectives are clearly identified. The planning of activities is usually for three levels of ability and this provides a good match of task to the pupils' understanding. Teachers are enthusiastic in their approach to literacy and these positive attitudes motivate the pupils. Literacy work links to topic work including geography and science. Well planned activities support the development of reading, writing, grammar and spelling.
31. The teaching of mathematics is good particularly in Key Stage 2. The school has successfully implemented the National Numeracy Strategy and pupils are benefiting from the increased significance placed on mental mathematics. Teachers have been well led during the introduction of the Numeracy Hour. This leadership has encouraged teachers to ensure that mathematics is well integrated into other subjects. Staff organise mental mathematics activities well and this results in activities that challenge and motivate the pupils. The level of challenge in the teaching of the oldest pupils is very good. This is well illustrated in a very good lesson with the oldest pupils where the good management of pupils and enthusiastic style of teaching encourages pupils to use number cards speedily and accurately. This activity is then followed by a well-planned activity where groups of pupils work together plotting number co-ordinates in either one, two or four quadrants with well made teaching points to explain negative numbers to the lower attaining pupils.
32. Throughout the school teachers generally have good knowledge of the range of the subjects of the National Curriculum with the exception of information technology. In the last six months significant re-organisation of the planning of the teaching of information technology has taken place and this has considerably enhanced the quality of teaching provided. In the small number of lessons observed the teaching of information technology is good. However, the sample of pupils' work indicates that this good quality teaching has mainly occurred very recently and previous teaching opportunities have been limited. The very knowledgeable subject co-ordinator now has well considered opportunities to work with other pupils, which is considerably enhancing the specific teaching of the skills of information and communications technology. This was well illustrated in a geography activity where a group of pupils working on a bank of computers were taught how to find and use information on mountain ranges and put this information into a database. However, several staff readily acknowledge having a lower level of subject knowledge and expertise than is necessary particularly in the area of control and modelling.
33. Teachers' understanding of the learning needs of pupils with a range of attainment is good. Teachers consistently identify linked activities at three levels of attainment, which provides a suitable match of task to pupils' ability. A small number of pupils with high levels of attainment work with classes of older pupils. The lack of challenge to the highest attaining pupils was identified as a key issue in the previous inspection and this has been addressed well. Whilst a very small number of parents indicate that they believe there to be some lack of challenge to older pupils, there was no evidence of this lessons observed during the inspection.

34. Pupils with special educational needs are well taught in the mixed age classes by class teachers and by particularly effective classroom support staff. Pupils are occasionally withdrawn for good quality teaching activities and are very effectively supported in general class activities. Classroom support staff have very high levels of knowledge and understanding of pupils' needs and are very well qualified and experienced in such areas. This support considerably enhances the access of pupils to the curriculum and the good progress that pupils can make. The faith that parents have in the quality of this support is justifiably well founded. This is a strength of the school. However, staff are currently struggling to provide the specialist support required by a very small number of pupils with specific behavioural difficulties. This is hampering the teaching of other pupils.
35. The planning of individual lessons is very good in Key Stage 2 and the planning of subjects such as art is well linked to that of other subjects such as geography, for example when pupils produce samples of work that reflect Indian influences. Plans clearly identify exactly what the learning objectives are and how activities are to be organised. The methods that teachers employ to interest and motivate the pupils are good. These include a good mix of explanation, discussion and practical activity. However, whilst some investigative activities are planned in mathematics and in science these are often teacher dominated and give limited opportunity for pupils to make choices in their learning by using and applying their knowledge in practical tasks and real-life problems. Teachers make good use of questions not only to check pupils' understanding but also to encourage pupils to estimate and describe what they know or think. The organisation of lessons is good and usually includes whole class and group activities at levels appropriate to pupils' understanding.
36. The management of pupils is very good. Teachers make clear their expectations of pupils' good behaviour and this ensures that lessons are conducted in a calm and orderly manner. The use of time is generally good and the teachers of older pupils sometimes set clear and specific time targets for the completion of activities. The pace of some activities is particularly good and sometimes leaves the older pupils disappointed that they cannot continue mental mathematics activities. However, very occasionally the youngest children are required to sit and listen for quite lengthy periods and lose concentration.
37. The use of resources for pupils at the end of Key Stage 1 and in Key Stage 2 is good. This was illustrated in a good geography lesson with Years 3 and 4 where information cards, pictures and display materials were well used to enable the pupils to identify the similarities and differences between their lives and those of children in India.
38. The day-to-day assessment of pupils' work through the quality of verbal feedback to the pupils is good throughout the school. This enables pupils to understand what they have done well and what they need to do to make further progress. Teachers make good use of deserved praise to motivate pupils to try hard. This enables the pupils to feel positive about their efforts and raises their self-esteem. The quality of marking of the pupils' work is particularly effective for the oldest pupils.
39. The use of homework has been a major concern of parents recently. A new system has been introduced with limited parental consultation, which parents feel places pressure upon children. During the period of inspection the use of homework was appropriate and well considered.

45. **The curriculum and assessment**

40. The quality of curriculum planning is good. The school's provision for children under the age of five is appropriately planned according to the recommended areas of learning for that age group. The curriculum for pupils in Key Stage 1 and 2 is broad and balanced, is rich in content and is relevant to pupils' needs. With the exception of information technology, the curriculum fully meets statutory requirements for the National Curriculum and the Locally Agreed Syllabus for religious education. Equality of access to the curriculum is well organised. The school allocates appropriate time for the teaching of each subject throughout the school year. In information technology, there is a good policy and scheme of work, which has recently been developed. However, at the time of the inspection, the school was not planning for the delivery of all aspects of the programmes of study for information technology. Although the school is making rapid progress in the subject, there is not yet any provision for the control and modelling aspect of this core curriculum subject.
41. The planning for children under five is good and is initially based upon the Desirable Outcomes for Children's Learning with a move to planning from the first stages of the National Curriculum. This occurs during the year according to the rate of progress made. Planning covers all the required areas of learning. However, there are some limitations in the planning of activities to extend the children's physical skills due to the lack of appropriate outdoor play facilities to develop motor skills.
42. The school has been very successful in its implementation of the National Literacy Strategy during the last year and this has had a positive impact upon standards of attainment. The school has ensured the continuing development of English across the curriculum so that extended writing and higher order reading and research skills are developed in other subjects such as history, science and religious education. However, the opportunities for pupils to use these skills in school for independent study are still limited.
43. There are appropriate policies and guidance for all subjects. Recently the school has adopted some of the curriculum documents provided by the appropriate national authority and has already adapted the recommendations to match the needs of the school in information technology, design and technology, and geography. The school has developed its own effective schemes for music, art and physical education and follows the Locally Agreed Syllabus for religious education.
44. This year, the school has made a good start in implementing the National Numeracy Strategy and the prime teaching time allocated for this and for the Literacy Hour is appropriate and well used. Teachers are confident with the arrangements. Much of the work undertaken in science and religious education and in the foundation subjects of history and geography in Key Stages 1 and 2 is appropriately organised on a two year cycle to take account of the needs of pupils in mixed age classes. Within this work pupils are given tasks which are well matched to their stages of learning, they consider topics in depth and build upon previous work without any unnecessary repetition. There are regular opportunities for pupils to develop their research skills although times when pupils are able to identify investigations for themselves and seek ways of proving their hypotheses are still limited.
45. There is good provision for pupils' personal and social development. There is a well-considered policy and guidance to support teachers. This effectively promotes a consistent approach to this area of development through the school climate and ethos. There are times during the year when topics to address particular skills are

introduced to each year group. Through these procedures the school makes good provision for sex education and has appropriate ways of raising pupils' awareness of the dangers of the misuse of drugs. The school has made good progress in providing more regular times when pupils can talk freely about their feelings and emotions in a secure environment with their teacher and classmates. These opportunities are particularly effective in art and music as well as religious education.

46. The rich and varied range of extra-curricular activities in sport, music and particularly in drama greatly enhances the curriculum for most pupils in Key Stage 2. The provision for extra-curricular activities is very good. The school has a well deserved reputation for its performances of Shakespeare plays and other dramatic presentations and although no examples were observed during the inspection, video evidence indicates the very high quality of these experiences. Residential experiences such as the visits to the Isle of Wight by the older pupils and other visits to places of interest including Holdenby House and museums, effectively support and extend pupils' learning. The frequent visits by artists, writers, poets and theatre groups are used effectively to stimulate and extend pupils' knowledge and they have a very positive effect upon the quality of pupils' work in art and English and especially in drama.
47. The curriculum, which the school provides, is fully accessible for all pupils with special educational needs. Each pupil on Stage 2 or Stage 3 of the special needs register has an appropriate individual education plan with clearly defined aims and targets. These plans are clearly understood by all teachers and support staff and have a significant impact upon the provision, the standards attained and the progress which is made. The quality of provision for pupils with special educational needs is mostly very high and is a strength of the school.
48. The school has a good programme for pupils' homework. It is set regularly and includes reading, spelling and mathematical tables' practice as well as research and investigation tasks for the older pupils. This research is well used to support further work in the classrooms and it enhances the quality of the work produced by the pupils. During the inspection, pupils in Years 5 and 6 had researched at home the lives of famous people. They had made their own selection of celebrity and these ranged from Shakespeare to David Beckham. The quality of research was good and supported further skill development in writing biographies.
49. The school's procedures for the assessment of pupils' attainment are satisfactory overall and good in the core subjects of English, mathematics, science and information technology. The school establishes baseline assessment when children are admitted to school and uses this information reasonably well to identify needs at an early stage. The results of this assessment procedure, however, are not weighted according to age. This means that children who are almost five at the beginning of the year are graded in the same way as pupils who will not be five until the end of the school year. The school is aware of this and bears the age of the children in mind in some planning.
50. The school has begun to track the results of end of key stage tests to identify trends. With this information teachers are able to set appropriate targets for the future attainment of pupils in each year group and to raise standards. These targets accurately reflect the teachers' analysis of test results. The targets are shared with the pupils who have a clear understanding of what they will need to do to achieve them. In both English and science there are very good profiles of pupils' attainment with clearly annotated examples of pupils' work which are dated and given an accurate

grade according to the expectations of the National Curriculum. The school has a designated co-ordinator for assessment and it is clear that all teachers have a common understanding of the purposes of assessment and generally use the outcomes well.

51. Routine, day-to-day assessment of pupils' work is good. Teachers know their pupils very well and although there is no whole school approach to the recording of information about pupils' ongoing attainment, the teachers have an accurate grasp of what pupils can do and clearly identify the needs of individual pupils. Formal diagnostic assessment, including baseline assessment, helps the school to identify pupils with special educational needs. Their attainment and progress are continually assessed and the information is used well to provide individual education plans. These plans show clear evidence of the use of information from the testing procedures in drawing up appropriate and attainable targets for these pupils. Work and tasks are then planned towards meeting the detailed targets.
52. There is a good school policy for the marking of pupils' work. It gives clear guidance and all teachers follow its recommendations. All marking is good. Much of the work done by the younger pupils is marked alongside them. In the best examples of the marking of older pupils' work, there is an extended dialogue between the pupils and teacher. The comments, which are written on pupils' work, are well considered and provide positive reinforcement and encouragement. They set appropriate targets for future work. The quality of teachers' remarks in the annual reports for parents reflects the depth of teachers' knowledge and understanding.
53. The report of the previous inspection raised no specific issues regarding the curriculum and assessment in the school. However since then, the quality of the curriculum has improved significantly particularly in the provision of extra-curricular activities and the enrichment of pupils' opportunities through drama and visitors to the school who bring their own enthusiasm and expertise. The school has identified the need to continue in its efforts to deliver all aspects of the programmes of study for information technology.

Spiritual, Moral, Social and Cultural development

54. The school's provision for pupils' spiritual, moral, social and cultural development is very good with particular strengths in the provision for moral and social aspects. The parents value the way these aspects are promoted. The quality of the provision represents a significant improvement from that reported at the time of the previous inspection.
55. The provision for pupils' spiritual development, is good. The programme of assemblies is well planned and includes regular opportunities for pupils to reflect on a wide range of appropriate issues. During the inspection the main theme of these assemblies was sharing and caring and the pupils were introduced to stories about saints such as Martin and Francis. They were inspired by the effective way in which the stories were told and the opportunities which they were given to express their feelings and talk about their ideas. Teachers freely share their own feelings and beliefs with the pupils. The pupils are given appropriate time to reflect on what they have heard and the school fully meets the requirement for a daily act of collective worship. Good use of drama in one assembly assisted in pupils' understanding of the issues. There is further provision for pupils' spiritual development in religious education where pupils consider in depth the stories of the Bible and stories from other faiths.

56. The school makes particularly good use of drama and of art in the development of pupils' spiritual awareness and the older pupils have recently considered the spiritual significance of stories including the Good Samaritan from the viewpoint of famous artists like Bassano and Arellano and their pictures. There are well developed opportunities for pupils to express their feelings through poetry. In the youngest classes pupils bring to school treasured toys like teddy bears as part of their history work and talk with feeling about why these toys mean so much to them.
57. The provision for pupils' moral development is very good and is a strength of the school. The agreed code of behaviour was drawn up with the pupils and emphasises respect, consideration and self-discipline. These values are firmly embedded in school life as shown by the very good behaviour of the pupils. They all know the differences between right and wrong. The ethos of the school is very good and opportunities are made to celebrate not only academic success and effort but also pupils' success out of school and pupils' helpfulness and consideration for others. The school provides good opportunities for exploring moral issues through the curriculum. In some English work pupils are considering newspaper reports, and in geography pupils consider the different moral plights of children in other countries and the dangers facing the environment and the need to take care of it. The school has been fully involved in providing foodstuffs to be included in the village's efforts on behalf of the children in an orphanage in Romania.
58. The school makes very good provision for pupils' social development. This too is a strength of the school. Staff provide very good role models. The school ensures that there are good quality opportunities for pupils to exercise responsibility. A group of older pupils are members of the playground committee and help others to play together in a sensible and co-operative manner and to ensure there is a minimum of inappropriate behaviour. Pupils take responsibility for many aspects of school life. They were observed controlling the tape player for assembly and pointing to the words of the song on the overhead projector. The extra-curricular activities provided by the school, such as the residential trip made by the older pupils to the Isle of Wight, make a significant contribution to pupils' social and personal development. Despite this high quality provision there is still insufficient encouragement for pupils to show initiative and take their own responsibility for some aspects of their education through identifying areas of concern and seeking their own solutions to them.
59. The provision for pupils' cultural development is good. Pupils' experience of their own cultural heritage is greatly enhanced through very good quality dramatic experiences including visiting theatres and their own involvement in productions of shortened versions of Shakespeare plays and musical performances including "Hosanna Rock" and "Baboushka". Pupils take part in traditional activities including the May Day celebrations in the village. They have experience of life in other times through their visits to Holdenby House in connection with work on World War II and in other activities experiencing some of the aspects of life in Tudor times. There is an appropriate range of work provided for pupils to understand the traditions and beliefs of other faiths but although pupils make regular visits to the local church for festivals and performances, they have not made any visits to other places of worship. Pupils are given good opportunities to begin to understand the differences between their own culture and that of children in other lands through their work in geography and through newspaper reports of issues in other countries. The richness and diversity of these traditions and their effect upon our society are shown through good quality displays such as the fabrics from India and through work on foods from other communities.

65. Support, guidance and pupils' welfare

60. The school's provision for the support and guidance of its pupils is good and is illustrated by a caring environment. The headteacher, staff and governing body are very conscious of their collective responsibilities for the protection of the health, safety and the well being of the pupils, and carry out these responsibilities well. The teaching and non-teaching staff know the pupils well and relationships between the teachers and the pupils are very good.
61. The good support given to children under-five has been maintained since the last inspection to ensure pupils are happily settled into school during their first days. They benefit from a planned induction programme, which involves the parents and gives them adequate information to help to prepare their children for school. The school has good procedures for the smooth transfer of its pupils to the secondary school. Reciprocal visits are made between schools to familiarise pupils with their future teachers and environment.
62. The quality of the school's behaviour policy is satisfactory and the staff are aware of relevant issues. The procedures for monitoring and promoting good behaviour and discipline are good and include using stickers and a merit award system. Pupils know right from wrong and respond positively to the school's system of rewards and sanctions. Celebration and reward for good work and behaviour are shared in assemblies. Bullying is rare. However, should any such incidents occur there are established procedures in place to deal with them and appropriate records are kept. The majority of parents agree that the standard of behaviour is very good.
63. Registers are marked correctly at the start of each session. There are good arrangements for monitoring attendance and following-up any absence. The school has access to the Education Welfare Officer whenever it is appropriate.
64. At the present time the school has no policy for pupils' personal and social development. Year-end reports do not contain a section for pupils to state their strengths and weaknesses.
65. The school has effective measures to ensure the early identification of pupils with special educational needs. The teachers and support assistants provide very good levels of support, which have a positive impact on pupils and enable them to make good progress towards achieving the targets set in their individual education plans. The recommendations of the Code of Practice are fully met with regard to monitoring and periodic reviews. Parents and all relevant supporting agencies are kept fully informed and involved with the decision making process. However, despite the high quality of support for most pupils the school is currently struggling to provide specific support for a very small number of pupils with behavioural difficulties. Equal opportunities are generally offered to pupils.
66. The school has an appropriate Child Protection policy, which is based on the Local Education Authority guidelines. The deputy headteacher is the designated person and has received recent training in this subject. The staff are aware of the procedures for identifying and reporting pupils who may be at risk. The school maintains good levels of contact with all the relevant external agencies.
67. The school has a health and safety policy, which is satisfactory. The deputy

headteacher has responsibility for its implementation, which is accomplished through the curriculum, particularly in science, design and technology and physical education. The school does all it can to promote awareness of safety issues among its pupils. Members of the governing body and the staff carry out an annual risk assessment of the premises, equipment and working practices. Fire drills are carried out each term.

68. There are two trained first-aid personnel who receive regular refresher training. First-aid packs are in each classroom and are accessible. They are suitably stocked and checked regularly. Accidents are logged. There are satisfactory routines for informing parents of any injury to their children. The majority of the parents are pleased with the way the school looks after the pupils when they are ill and appreciate that it will support those children who need to take medication during school hours.
69. The good levels of support and guidance provided by the school add significantly to pupils well being and contribute to a happy and safe environment.
75. **Partnership with parents and the community**
70. The school's partnerships with the parents and the community are satisfactory. Parents are welcomed into the school and encouraged to be partners in their children's education.
71. The information provided for parents is of a good quality and the majority of parents are satisfied with the range and frequency of the information received. This is provided through newsletters, the school brochure, pupils' and governors' annual reports, parents' evenings, policies and notice boards. However, there is a small minority of parents who feel the school does not give them enough information regarding their children's progress and what is taught. The same minority feel it is not easy to approach the school with problems or complaints and that they are not encouraged to play an active part in the life of the school. Nevertheless, there are parents in this minority that are staunch supporters of the "Friends of the School" who do sterling work. The school operates an 'open door' policy for parents and is always ready to make an appointment for parents to discuss their children's progress at greater length.
72. Parents are encouraged to take an active part in the life of the school and those who have the time respond enthusiastically giving help in the school library, at sporting events, general classroom duties and on educational visits. There is an active "Friends of the School Association". This group organises social events and raises substantial sums of money for the school, which have, for example, paid for the rental of four computers for the school and access to the internet, giving the school better access to information technology.
73. The school is situated in a small village and it has forged good links with the local community and playgroup. For example, it performs maypole dancing in the village on May Day and has had its African art work, produced by the pupils, touring the county as part of an anti-racism exhibition. There are good links with the local church, which is used to celebrate the usual Christian festivals. The Rector often comes into school to take assembly. The school makes good use of the local area for educational visits including a farm, rugby club and church, which, together with the many other visits, enrich the pupils' personal and social development.
74. The school supports families of pupils with additional needs well. Families of pupils with special educational needs feel well informed and involved in all arrangements. There is a very small number of families whose first language is not English.

Communication with these families is satisfactory.

75. A very small number of parents are very critical of aspects of school organisation and management. Although some parents are unhappy with the class sizes being too large and believe that the playground facilities could be improved, the general consensus of parents is that they are very pleased with what the school provides. Several families, who live outside the catchment area, emphasise this point by saying they have chosen to place their children at Flore School because of its high reputation.

81. The management and efficiency of the school

81. Leadership and management

76. The overall quality of the leadership and management of the school is good. The school has recently improved in most major areas including the quality of teaching and curriculum planning. The headteacher has provided strong and determined leadership through a period of many changes. She has a very clear grasp of the priorities for school development and has a major influence in ensuring the necessary and rapid progress in several key areas. The headteacher, with the clear support of the staff and governing body, has been instrumental in establishing a clear educational direction for the school that is firmly based upon the raising of attainment. She has been instrumental in helping the school move from the comfort zone of satisfactory development to that where school improvement is good. School development planning is good, and the capacity for further school improvement is also good.
77. The headteacher has a part-time teaching role, mainly in one class, but also in providing time for the deputy headteacher and special educational needs co-ordinator to fulfil their roles in working with other pupils. This not only enables the senior members of staff to support the curriculum, as in information technology, but also enables the headteacher to have first hand knowledge of the standards in three of the four classes. This is good practice, although it does not allow all staff equality of professional development and has allowed some slight lack of challenge to remain in one class. The role of curriculum co-ordinators in monitoring planning is satisfactory but there is limited opportunity for them to monitor teaching in the subjects for which they have responsibility. Subject co-ordinators are generally aware of the standards of work produced through 'drawer trawls' of pupils' work and through discussion with colleagues. However, procedures for the monitoring and evaluation of subjects is sometimes on an informal basis and not to a set criteria.
78. The governing body undertakes its duties in a very effective manner. Many governors are very knowledgeable about educational matters and have a very high level of commitment to the school. Many governors visit the school on a regular basis and are well informed of school developments. Governors have undertaken training in many areas and those with particular responsibility for English, mathematics and special educational needs have a very good grasp of their responsibilities. Unusually these governors with additional responsibilities are often teachers in other phases of education. They have taken part in the monitoring of literacy, numeracy and support activities in the school with a very high level of understanding and commitment to their roles. The school staff appreciates such support and all concerned in such activities believe these to be mutually beneficial. The Chair of the governing body has led the group through a period of important change and has provided considerable support to

the school. The governing body is involved in school development planning and, through the committees, and in full meetings, it fulfils its responsibilities well. The development of a committee to monitor and support special needs education in the school is particularly valuable. The quality of the governors' annual report to parents is good.

79. The aims, values and policies of the school are very good. These have been established in a corporate manner and all staff and governors are fully committed to the raising of attainment. School policies are reviewed on a regular basis. The school is intent on providing a stimulating learning environment and is very successful in this aim. This is exemplified in the recent development of an information technology suite. The establishment of this and the major focus on the further development of the subject has recently been very good. The school attempts to provide equality of opportunity and is aware of issues of pupil withdrawal from some lessons for private music tuition and is wisely monitoring the current position with concern.
80. The overall provision and management of special educational needs support is very good. Staff and governors value the contributions of every child and provide a very good level of support for all pupils. The governors are justifiably very proud of the high quality of support provided by classroom support assistants for all pupils including those with special educational needs. Governors take their responsibility to provide support to pupils with specific learning difficulties very seriously and are fully aware of the issues of behavioural management of a very small number of pupils, which are currently unresolved.
81. The school has successfully implemented both the National Literacy and Numeracy Strategies very well. The staff has enthusiastically embraced these and good levels of professional development have been undertaken in these areas. Whilst the school has recently made rapid progress in the development of information technology, particularly through the recent appointment of a very enthusiastic and knowledgeable deputy headteacher, the rate of progress in the subject until very recently has been slow. The development of religious education has been satisfactory.
82. Parents generally support the school very well. Those who come into the school to help and many of those spoken to during the period of inspection feel that recent school improvement has been notable. Whilst parental concern over changes in the school's homework policy were noted in the pre-inspection parents' meeting, such concerns have largely been addressed since this time. However, an acknowledged area of concern noted by the staff and governing body and raised in the inspection meeting with parents is the very vocal criticism of the school by a very small minority of parents. The headteacher, staff and governing body have spent considerable amounts of time listening to and trying to support parents and pupils as seen during the inspection week. All concerned are aware that the headteacher was appointed at a time of major change for the school and has found it difficult to overcome some opposition. The staff and the governing body all share a deep commitment to the school and continue to seek ways in which to address the matter.
88. **Staffing, accommodation and learning resources**
83. The school has a good complement of appropriately qualified and experienced teachers and support staff to meet the needs of the curriculum and they work together to provide a good standard of education for the pupils. All teachers are committed to their work and are very hard working. Curriculum responsibilities are effectively shared

amongst staff in accordance with their qualifications, interests and experience. They are well informed and they enthusiastically promote their subject and responsibility areas. The support in classrooms and for pupils with special educational needs is of very high quality indeed. Support within the classroom is effective and well managed. Their support is invaluable and contributes significantly to the quality of learning. Although there are no newly qualified teachers on the staff at present, the school has appropriate procedures for the induction of new teachers and the deputy headteacher is the appointed mentor.

84. The school has appropriate arrangements for the appraisal of teachers and other members of staff, and the record of professional development opportunities shows a good range of in-service training although, of necessity, much of the recent provision has been in preparation for the Literacy and Numeracy Strategies. The headteacher has a very positive attitude to supporting staff and there is a clear link between provision and the priorities of the school development plan. The staff work well together and in-house professional development opportunities, where co-ordinators raise colleagues' awareness of curriculum changes and developments, have been very successful. This has a significant impact upon raising teachers' confidence particularly in tackling revised schemes of work as a result of new national initiatives. The school has a conscientious and supportive bursar who ably contributes to the smooth running of the school and the buildings are kept in a clean and tidy condition by a committed cleaning staff.
85. The school buildings generally allow for the effective delivery of the curriculum. The classrooms are of appropriate size and are well organised and provide satisfactory opportunities for specialist teaching. The interior of the building is well decorated, largely as a result of ambitious, self-help projects by the staff. The school has recently developed an attractively laid out computer suite where groups of pupils have access to a range of computers and printers. Some have CD ROM facility and are connected to the Internet. However, the number of computers per pupil is relatively low and the school has clear plans to extend this provision. The school now has a very welcoming and interesting library area which is both well equipped with appropriately stocked shelves and magnificent displays of art work by the pupils from their class work on Tudors and as a result of a visit from an artist in residence. The library is used on a very regular basis and pupils can borrow any book by visiting the library before and after school. This development has already had a significant impact upon pupils' use of books both for leisure reading and for the development of research skills. The room to which pupils are withdrawn for additional teaching is close to the library area. It is comfortable and well decorated and provides the appropriate, secure atmosphere where pupils who have learning difficulties are happy to work. The whole environment of the school is enhanced by attractive and colourful displays of pupils' work.
86. The school hall, however, is small and difficult to manage particularly when a large class of older pupils is using the equipment for physical education. In this situation the accommodation is cramped and the storage of dining furniture presents a potential safety hazard. The shape of the hall also makes supervision of these activities difficult. The school has no secure outdoor play area for the children under the age of five. Similarly there are no large, wheeled toys for these children to use in regular, structured play opportunities. This lack of provision has a negative impact upon children's opportunities to develop their motor skills and to enhance their physical and social development. Accommodation issues were raised in the previous inspection report and the school has not yet found a solution to the problem.
87. The outdoor accommodation of the school is spacious. It is a sloping site with mature

gardens and grassed area with a useful raised paved area, which is used for outdoor performances. There is also access to a field for team games and other activities nearby on another site. However the hard-surfaced play area near the current reception classroom is very small for over 100 pupils who use it during the morning playtimes when the grass is wet. This limits pupils' opportunities for more robust activities and poses safety issues especially for the younger children due to the congested space. At lunchtimes there are appropriate arrangements to use another, smaller hard surfaced area when there are more adult supervisors and in the afternoon only the youngest pupils have a playtime.

88. Resources are generally satisfactory in quality and there are sufficient to meet the needs of the curriculum. Recent injections of resources for literacy and numeracy, the new computers, the stock for the new library area, the design and technology tools and equipment and musical instruments from other lands have enhanced provision. The school has made good use of local museums and places of interest for artefacts associated with pupils' work. Classrooms have an appropriate range of books to support reading development and sufficient resources for most activities in mathematics. The school has an appropriate range of materials to support the needs of pupils with special educational needs. Other resources are tidily stored, clearly labelled and readily accessible to staff. However the layout of the storage often hinders pupils' opportunities to select resources for themselves.
94. **The efficiency of the school**
89. The school's financial planning and controls are good and well managed. This largely maintains the position noted in the previous inspection. The governing body and headteacher work well together to ensure educational developments are supported through sound financial planning linked to the school development plan and budget. The school buys into the Local Education Authority support for budgeting. The staff are brought into the budgeting process at its initial stages, when their views are made known. The school works within a balanced budget and monitors any carry forward carefully.
90. All recommendations made in the school's most recent audit have been complied with. The school's procedures for evaluating the cost effectiveness of expenditure are satisfactory, although relatively informal.
91. The governing body, through its finance committee, is fully involved in all the school's financial concerns and is kept well informed by the headteacher on such matters. The governors have a clear grasp of funding issues, budget setting and the allocation of expenditure.
92. The teaching and non-teaching staff are well deployed. The non-teaching staff make a particularly valuable contribution to the support of the pupils, including those with special educational needs. Classroom assistants and volunteer helpers work closely with the teachers and bring valuable expertise to the classroom. Their skills and time are well used as seen during the inspection when supporting a small number of pupils with very specific educational needs. The money received for pupils with special educational needs is appropriately spent to raise their standards of attainment.
93. Overall the school makes good use of its resources and accommodation. However, the school is wisely considering the use of parts of the school buildings with a view to re-organisation and improvement. Overall the financial management, controls and accounting procedures are good. The school bursar uses the computerised accounting system very efficiently.

94. Taking into account the generally average attainment of pupils on entry to the school, the relatively high cost of educating pupils, the good standards of education achieved in most core subjects, the good progress made, and the good standard of teaching, the school provides good value for money. This indicates an improvement in the standards of efficiency since the previous report.

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

100. **Areas of learning for children under five**

95. At the time of the inspection most of the sixteen children attending the reception class were under five years of age. Children enter the school at the beginning of the year of their fifth birthday and for the first few weeks attend on a part time basis and then as full time pupils. A baseline assessment is carried out in the first half term to establish the attainment of children and this information is used to group children for some activities. The children have a wide range of early learning experiences and recent baseline information indicates that some cohorts have children with attainment that is above the Northamptonshire average, whilst others, including the current intake, are generally average. The attainment of the current reception group of children is generally above average in social and personal development and in language and literacy and generally average in other areas. The progress of children in the lessons observed is satisfactory, but the sample of children's recent work indicates that their progress throughout their time in the reception class is generally good. By the age of five virtually all children attain the desirable learning outcomes, in the six key areas of learning, with several children exceeding these targets and higher attaining children are well launched into the early stages of the National Curriculum.
96. In the reception and Year 1 class is a group of pupils who remain in the class for a second year and work alongside the reception class children. The decisions as to which group the pupils in Year 1 move into is taken in consultation with the parents. The school has very recently established the need to track the attainment of pupils in all groups to establish that equality of access to the curriculum is assured.
97. The overall standard of teaching of children under five is good. In the lessons observed during the inspection, teaching was satisfactory in half of the lessons and good in the remaining lessons. However, the sample of children's work in the past year indicates that teaching has usually been good. Whilst the previous inspection made no specific judgement about the quality of teaching, the progress made by children under five was seen to be satisfactory. The teacher of the under fives has a good understanding of the needs of young children and provides a safe and happy environment where children can adjust to life in school. Planning is initially based upon the Desirable Outcomes for Children's Learning with a move to planning from the first stages of the National Curriculum. This occurs during the year according to the rate of progress made. The teacher has a very calm and supportive manner, which encourages children and helps them to build their self-esteem.
98. Children also receive very high quality support through the deployment of very effective classroom support assistants and voluntary helpers. During the period of the inspection a governor of the school provided very good support to a very small number of pupils with specific educational needs. This has been a very effective short-term measure to enable the majority of other children to make good progress.
99. The school has established an effective induction programme for children and parents and this contributes to the good standards of personal and social development of the children. After only a few weeks in school the children are well settled into school routines and are happy and confident. Children relate well to the adults around them and work well with children within their own class. Most of the children enjoy the opportunities to mix with older pupils in assemblies and whole school activities. However, playtime opportunities when the whole school play together on one netball court are not always appropriate for children under five.

105. Personal and social development

100. The children are mostly very well behaved. They follow the good example of the older pupils in school and have a good understanding of what is acceptable or unacceptable behaviour. Most understand the convention of putting up their hands to answer a question. The majority of children show good levels of concentration and listen carefully to their teacher even in quite lengthy introductions to activities.
101. The children's personal and social development is an on going priority for the under fives. Many opportunities are provided for them to develop and practise social skills when working in groups and in informal role-play activities. Children enjoy playing with sand and water and do so without supervision. Most take their turn when answering questions in a circle, share equipment happily and are beginning to appreciate the feelings of others. They enjoy school and are enthusiastic to join in all activities. The attainment of children in this area is generally above average and the progress made is good. Teaching in this area is also good.

107. Language and literacy

102. By the age of five, most children exceed the desirable learning outcomes in this area of learning. The speech of many children is well developed and they communicate effectively with staff and their classmates. Most children speak in sentences with the higher attainers having a good vocabulary. Many can give full and detailed answers to questions, and express their own ideas clearly. Several children are willing to initiate conversations with adults. Whilst some children have less well-developed speech their needs are well met through a range of appropriate language activities. All children are encouraged to join in activities in a circle as an introduction to most lessons. Whilst almost all children listen and respond well, occasionally some children lose concentration when these introductions are too lengthy. Most enjoy listening to stories and taking part in singing activities. Whilst children have the opportunity to take part in role-play activities these are often on an informal basis and are rarely well structured or clearly planned.
103. Almost all children know that writing and pictures convey information and a small number of children have begun to use simple reading books and recognise a small number of words out of context. Most can follow text in books from left to right and turn pages at appropriate points. Many of the pupils who have recently left the reception group can read very well and show that the progress that they made as under-fives was good and sometimes very good. Children with below average attainment can describe some of the detail in pictures in their books. All children are keen to take home their reading books each night and share these with their families.
104. By the age of five virtually all children can write their own name and can copy letters and simple words. The work of pupils who have recently left the reception group shows that many are able to write sentences with quite good understanding of spelling and sentence construction, so that they can record their own news or their visit to a farm. Such pupils can identify and copy words that rhyme and write captions to pictures they have sequenced. The children's handwriting develops into a neat and well-formed standard of presentation. The well-staged approach to reading and writing in the reception class helps children to make good progress and the teaching of language and literacy skills is good.

110. **Mathematics**

105. By the age of five the attainment of most children achieve the desirable learning outcomes in the mathematical area of learning. The quality of teaching is sound and the progress children make is satisfactory. However, very occasionally tasks lack sufficient challenge for all pupils, as seen when sticking pieces of paper to a number 6. In a circle activity many children can count how many children are present and individual higher attaining children can work out how many children are present if two are away from the total of 24. Most lower attaining children can count and accurately use numbers to five, average attaining children count to ten and higher attainers to twenty and beyond. When making towers of cubes most can make these to an appropriate number. Lower attaining pupils can roll a dice and with support put markers onto a number line to indicate how many they have scored. Higher attaining children can count the spots on a T. shirt and can identify cards, which are more or less than the number. When playing a game with a support assistant, higher attaining children can sometimes identify the numbers to twenty and cover this number with a beanbag. Children have ready access to sand and water and use these in informal activities to acquire an understanding of bigger and smaller, full and empty. However, as with role-play activities during the period of inspection these were largely unplanned and lacked focus.
106. The sample of children's recent work shows that higher attaining children recognise larger numbers to 50 and 100 and recognise and name simple two and three dimensional shapes and that they carry out simple measuring tasks and use coins to buy items in a class shop. The sample of children's work shows the very wide use of worksheets, which do not consistently allow for open-ended problem solving activities.

112. **Knowledge and understanding of the world**

107. The majority of children enter the school with an average understanding of the world in which they live and they make satisfactory progress in this area where the teaching is sound. Most children know that humans need food and water to stay alive and healthy. They know that there are different kinds of food and record whether foods are meat, rice, bread, cheese, fruit or vegetables in drawings and charts. In design and technology activities leading to the children designing their own fruit salad, children examine fruit and vegetables carefully. Most can identify where the seeds of an apple or pepper are and understand what seeds are. The sample of recent work shows that children identify sounds and smells that they like or don't like. When working in the school grounds they identify several plants and animals. When examining a range of materials children identify whether lollipop sticks or rubber bands stretch. In the children's first history lesson they make satisfactory progress in their understanding of the passing of time. They understand that their teacher's teddy bear is older than theirs is and that dolls that are a hundred years old are made of different materials from their toys.
108. By the age of five most children demonstrate a reasonable level of curiosity in their immediate surroundings. However, some children appear dependent upon the teacher to direct them and the sample of pupils' work shows that most activities are teacher directed and there is little opportunity for experimental and investigative activities in which the children make choices.

114. Physical development

109. The development of pupils' physical skills is in line with the desirable learning outcomes and the progress children make is sound. Teaching in this area is satisfactory. The vast majority of children have an appropriate awareness of space and move around the classroom with purpose and accuracy. Most children develop a good range of fine motor skills so that they have good control of pencils, scissors and paintbrushes. Children take part in a range of physical education activities including games, gymnastics and dance. By the age of five most move around the school hall reflecting the mood of music and choose appropriate sequences of movement to show pushing and pulling.
110. The school has no specific outdoor play area for the development of climbing, swinging, riding, pushing or pulling skills. Whilst children have access to the large-scale physical education apparatus in the school hall this is not always appropriate to the needs of the youngest children. The lack of outdoor facilities for the under fives was noted in the previous inspection, little has been done to address this issue. The lack of such facilities is unsatisfactory and not only hinders the development of physical skills but also limits the opportunities for further personal and social development particularly of the lower attaining pupils.

116. Creative development

111. Children attain the desirable learning outcomes in the creative area of learning, and a significant number of children exceed the expectations in art. Overall progress is satisfactory, as is the quality of teaching, with the progress made in art being good. Displays of recent work show that pupils can paint with thick paintbrushes, they can produce vibrant bright yellow and red pictures and can cut a range of papers to make swirling shapes. A display in the school hall shows they can use shades of blue paint to make pictures of 'cold colours'. The sample of children's work in various subjects shows that children draw with appropriate skills and produce generally accurate representations of figures and things they have observed. Photographic evidence also shows that children have worked in the style of famous artists. Some of this work is very bold and attractive and well displayed around the school. This is good practice and enhances the children's self-esteem.
112. Children take part in a range of musical activities although it was not possible to observe these during the inspection. Children take part in whole school assemblies and hymn practices and attempt to sing along to familiar choruses.

118. English, mathematics and science

118. English

113. The results of the National Curriculum assessment tests in 1998 indicate that, in comparison with all schools, the percentage of pupils who attained the nationally expected standard at the end of Key Stage 1 is well above the national average in writing and close to the national average in reading. In the results for 1998 National Curriculum tests for 11 year olds, the percentage of pupils attaining the expected level 4 was well above the national average. The percentage of those pupils who attained the higher level 5 was similarly well above the national average. In comparison with schools in similar contexts, this school's results were very high in writing and well above the average in reading, and at the end of Key Stage 2 the school's results are

well above the average. The results over the three years since 1996 show a picture of consistently above average attainment in reading at the end of Key Stage 1 with steady improvement in writing. At the end of Key Stage 2 the performance of pupils has been consistently well above the national average. Over those three years the performance of girls has exceeded that of the boys although with small cohorts of pupils in each year these differences should be interpreted cautiously.

114. The results of the 1999 National Curriculum tests show similar percentages to 1998 at both key stages but, at the time of writing this report, no national comparisons are available. The school's assessment of the potential attainment of the present Year 6 is high with a significant number of pupils on target to attain levels which are above average. The inspection findings reflect these figures. The school has raised the standards at the end of both key stages noted during the previous inspection.
115. In speaking and listening pupils' attainment is at least in line with national averages by the end of Key Stage 1 and above the national average by the time the pupils reach the age of 11. At the end of Key Stage 1 pupils speak clearly and confidently and listen attentively. They can talk about their work in appropriate detail for their age. They have a secure knowledge of a suitable vocabulary supporting their work in English, mathematics and science. During shared text work in literacy they show an understanding of the main points being discussed and they make appropriate responses to questions and challenges.
116. By the end of Key Stage 2 pupils listen with concentration and they discuss their work with the teacher and with each other thoughtfully. They use a sophisticated vocabulary and have a good knowledge of the technical vocabulary associated with their work in science, mathematics and English. They question other pupils' ideas. In a science lesson in Year 5 and 6 there was a good debate about the use of force meters and in their Literacy Hour pupils discussed and put forward sensible theories about ways of presenting information in a biographical summary. In discussions they talked enthusiastically about their work in history and religious education. The quality of the discussion was very high and pupils listened to each other with respect for differing opinions.
117. Pupils make good progress in Key Stage 1. A significant number of pupils come to the school with undeveloped speaking and listening skills. The progress they make brings them in line with other pupils of the same age by the time they are seven. The good progress is maintained throughout Key Stage 2 building on previous learning and experience.
118. In reading at the end of Key Stage 1 the attainment of most pupils is above the national average. The pupils can read and understand simple stories and a range of non-fiction. The more able pupils read with fluency and expression. They can answer questions about what they have just read and make sensible predictions about the rest of the story by looking at the pictures. Their reading skills are well developed and all but the lowest attainers confidently use appropriate strategies for decoding unfamiliar words. These pupils are already regular users of the school library and are able to make their own selection of reading material from colour coded shelves in their classroom. Throughout the key stage pupils make good progress. This progress is consistent and builds upon previous learning with increasing challenge, as pupils become more competent. They improve their understanding of the layout of books and by the end of the key stage are using the contents page and the glossary and index confidently and with understanding.

119. At the end of Key Stage 2 the pupils' attainment in reading is high. Most pupils are reading at levels which are well above the national average. Even the lowest attainers in the year group are close to the national average at this stage of the year. These pupils have free choice to read any books, which are available to them, and they select appropriate texts including poetry and non-fiction. They have a good knowledge of a range of authors such as Roald Dahl, Jacqueline Wilson, CS Lewis and J K Rowling. They often choose books by author and can talk enthusiastically about favourite books and characters. These pupils are fully conversant with the classification system in the school library and use the books there for reference associated with their classwork. They have well developed research skills although the opportunities for them to exercise these skills in their own research are sometimes limited. These pupils read very well. They are good to listen to as they read with expression and imagination, bringing out the nuances of the text. They enjoy reading and make good progress.
120. The school lays appropriate emphasis on literacy including the development of writing skills. Pupils are systematically taught literacy skills and are given the opportunity to apply this knowledge creatively for a range of purposes and through a variety of subjects. Pupils' extended writing in religious education and some history and geography work is of a particularly high standard. This shows a significant improvement on the standards reported in the previous inspection where the findings showed that there was too limited a range of writing in different forms. The attainment of the majority of pupils at the end of Key Stage 1 is above average and at the end of Key Stage 2 is well above average.
121. Pupils write thoughtfully and produce lively work. This is particularly evident in the extended writing across the curriculum and in the particularly high quality poetry which pupils produce. Sentence structure, vocabulary and punctuation are chosen for effect. Pupils use plans and drafts to improve the quality of their work and the final editions are usually grammatically correct with accurate spellings and are well presented. Pupils with special educational needs attain appropriate standards and are well supported in their work. The quality of handwriting is good and examples of pupils' written work are on display throughout the school. Pupils make good use of word processing skills to produce attractive copies and use desk top publishing programmes skilfully to produce newspapers and the like.
122. Throughout both key stages pupils make good progress. Handwriting skills are taught in a consistent manner and this has a significant impact upon the standard of presentation of pupils' work. As pupils move through the key stages there is increasing challenge in their work and pupils are able to acquire more and more skills as they get older.
123. In all aspects of their English work pupils show very positive attitudes. They enjoy their work and take great pride in what they do. They respond well to the challenges they are given and they enter enthusiastically into the various parts of the Literacy Hour. During the period of the inspection it was not possible to observe the pupils engaging in drama. However, in discussion with pupils they talk about their experiences with excitement and it is clear that this has a very positive impact upon their quality of education and their attitude to the rest of their work in English.
124. The quality of teaching is good and sometimes very good. The National Literacy Strategy has been implemented well and is now firmly embedded in good practice throughout the school. Teachers are secure in their subject knowledge and their enthusiasm for the subject has a positive effect upon their pupils. This, coupled with

teachers' high expectations, is successfully contributing to the high standards which are being attained. Teachers take care to plan for the needs of pupils so that each pupil is appropriately challenged. Lessons have clear learning objectives. The teachers know the pupils well and the good relationships ensure a good working atmosphere, which gets a good response. Teachers give time for pupils to respond and use their answers in the development of the lesson. All lessons meet the aims which have been set out for them. There is a good balance in the work undertaken and teachers make sure that the curriculum beyond the Literacy Hour includes English and extended writing for a range of purposes and audiences. Pupils' work is marked thoroughly and in the class for the older pupils the work is annotated and there is a lengthy comment with encouraging and constructive remarks, which often form a dialogue between pupil and teacher. These comments frequently give precise guidance on what pupils might do next to attain higher standards. The calibre of classroom support is very high and has a significant impact upon the standards of attainment and the quality of learning

125. The school has appropriate procedures for assessing pupils' attainment in an informal day-to-day system so that close attention is paid to the continuous progress which pupils make towards higher attainment.

126. The school library is stocked with an appropriate supply of attractive books. The library itself is a welcoming and interesting place where pupils want to come to borrow books and work. This recent innovation has extended the opportunities for developing research skills. Classrooms have an adequate supply of reading matter, which is easily accessible to pupils. The subject is well led. The co-ordinator has a clear vision for its development. The new library is soon to be opened during the school's book week by the writer David Orme who is the latest of a number of well known visitors invited to the school to stimulate pupils' interest and raise the profile of English throughout the school.

132. **Mathematics**

127. The pupils' overall attainment in the National Curriculum assessment tests in 1998 at the end of Key Stage 1 was average in comparison to schools nationally. However, when compared to schools with similar characteristics the levels of attainment were below average. Information from these assessments shows that within the overall judgement was an above average percentage of pupils attaining the expected level but a below average number attaining at the higher levels. When considering trends in the previous three years, attainment in mathematics was close to the national average though showing only fractional improvement. During this period attainment in mathematics was consistently below that in reading and writing. 1998 information suggests that attainment in understanding of number and algebra was below that in other areas, but this difference no longer remains.

128. The 1999 end of Key Stage 1 National Curriculum assessments indicate an improvement in overall attainment with 100 per cent of pupils attaining at least the expected level compared to 93 per cent the previous year. Inspection judgements are that the attainment of pupils is generally above average and that there is no significant difference in the attainment of boys or girls. This shows a slight improvement on the standards seen in the previous inspection. The progress of the majority of pupils in Key Stage 1, including those with special educational needs, is generally good.

129. The overall attainment in the National Curriculum assessment tests at the end of Key Stage 2 in 1998 showed overall attainment to be above average when compared to all schools but below average when compared to schools with similar characteristics. The percentage of these pupils who attained the expected level was above average whilst the proportion of pupils who attained the higher levels was close to the national average. The trends over the past three years indicate a significant fall in attainment in this period and especially in 1998. School records indicate that attainment in other subject areas also dipped in this period due to a large proportion of lower attaining pupils within the year group.
130. The 1999 tests show a significant rise in the proportion of pupils attaining the expected level. This rose from 72 per cent in 1998 to 84 per cent in 1999. Inspection judgements are that the attainment of pupils is above average with no significant difference between boys and girls. This indicates maintenance of the standards seen in the previous inspection. The progress made by pupils in Key Stage 2 is good and for a significant proportion of pupils progress is very good.
131. By the age of seven, pupils have developed a good understanding of mathematical language and this is used appropriately when discussing their work. This was seen for example, when pupils in Year 1 and Year 2 explain their methods of adding numbers together and counting on. In the numeracy lesson pupils develop reasonable mental mathematics strategies to add two numbers together and can display this when holding up number cards to signify their answer. Most understand that they should start with the larger number and add the other number on. The majority of pupils in Year 2 are able to add 2 numbers to twenty and know which number identifies how many tens and which the number of units. Higher attaining pupils can mentally add three numbers together.
132. The sample of pupils' work shows that most Year 2 pupils have a good understanding of two and three digit numbers and can identify numbers to 100 that end in 4, 8 or 3. Pupils can make several numbers when given three or four digits and can order these numbers from smallest to largest. Pupils can make a repeating pattern of shapes and work out what the tenth part of this pattern will be from the first part of the pattern. They use their understanding of number to work out the calendar for November through understanding the repeated pattern of the days of the week. Pupils recognise and name a range of two-dimensional shapes and identify those with 8 sides and 8 corners. Pupils use coins with a good level of understanding and can work out how much change they will receive if they spend 35 of the 50p that they have. They can identify which coins they will need to buy a range of items.
133. By the age of eleven pupils have considerably extended their skills and understanding of all areas of mathematics. In Years 3 and 4 pupils take part in counting exercises counting in 2's, 5's and 10's. They count forwards at speed to 120 but do this more ponderously when counting back. When practising their mental recall of the 3 and 4 times tables some higher attaining pupils do this well, whilst many have to work this out. Most pupils understand that multiplication is repeated addition and make good progress in their understanding of how to look for patterns in multiplication as a means of working out answers to 9 times tables more quickly. Pupils in Years 5 and 6 and a very small number of younger high attaining pupils working with these year groups, make very good progress in reading and plotting co-ordinates in one, two or four quadrants. They take part in a whole class game where groups of pupils plot numbers including negative numbers onto a large grid. In mental mathematics activities these pupils use number cards quickly to show pairs of factors to 100 and show that if the answer is 24 what the factors are. The sample of these pupils' work shows that they

multiply decimals and can carry out bracketed multiplication. They divide given amounts of money and order fractions from small to big.

134. Pupils' attitudes to the subject are good. Pupils are responsive and particularly enjoy mental mathematics activities and answer questions enthusiastically. They are usually interested in their tasks, as well illustrated in the older pupils' enthusiasm for their group to win in a co-ordinate plotting game. Pupils behave well, generally work quietly and sustain their concentration well. Almost all pupils listen carefully to their teachers, support staff and one another. They make appropriate use of resources to support their learning when it is necessary to do so. Most are particularly enthusiastic when tasks are challenging, when almost all pupils in Key Stage 2 work with sustained concentration.
135. The quality of teaching is never less than satisfactory and is good overall. The teaching of the oldest pupils is very good. Teachers have good subject knowledge and good understanding of how to make tasks relevant to previous learning and with a good level of challenge. The planning of lessons is good and much of this is well detailed with learning objectives very clearly identified. Tasks are usually organised at three levels to meet the needs of pupils who make different rates of progress. The match of tasks to pupils' understanding is usually well considered. The use of time is good in most lessons although occasionally some younger Year 1 pupils are required to listen to lengthy introductions at the expense of practical activity. The pace of some activities with the oldest pupils is particularly good and this together with good relationships and touches of humour motivates the pupils to try their hardest. The marking of the oldest pupils' work is very good and clearly indicates what they are to do to improve their work. The quality of verbal feedback to pupils is consistently good and serves to raise the self-esteem of pupils.
136. The newly appointed co-ordinator has a very good grasp of the issues for the further raising of attainment. Within a very short time of her recent appointment the standards of attainment appear to have considerably improved. She has used her own high level of expertise to set high standards for mathematics teaching across the school and has begun to monitor planning and teaching. The co-ordinator has worked closely with the knowledgeable numeracy governor and has established some monitoring of teaching. All of these monitoring and evaluation procedures, whilst only recently established, have been instrumental in identifying areas for development and in raising teachers' expectations. Staff have begun to use assessment information to track pupils' progress and establish whether equality of access to the curriculum is assured in mixed age classes. The sample of pupils' work shows that the use of information technology to support the mathematics curriculum is under-developed.

142. **Science**

137. In the 1998 National Curriculum teacher assessments for the end of Key Stage 1 all pupils attained the expected level 2 in experimental and investigative science and in life and living processes. In the aspects concerned with materials and their properties and physical processes almost all pupils attained the expected level. This means that the results for this school were very high in comparison with the national average. However, the percentage of pupils attaining the higher level 3 was below the national average. In comparison with schools in similar contexts the percentage reaching the higher level was well below the average. In the tests at the end of Key Stage 2, the percentage of pupils attaining the expected level 4 was well above the national average as was the percentage reaching the higher level 5. In comparison with similar

schools this school's results are above the average. The results for 1999 show a consistently high percentage but national comparisons are not available at the time of writing the report.

138. Over the three years since 1996 pupils have consistently attained standard that were above the national average. This shows a significant improvement over the results recorded during the previous inspection.
139. The findings during this inspection show that pupils coming to the end of Key Stage 1 are attaining levels which are above the national average and they make good progress. A significant number are on target to attain the higher Level 3. In their work on the human body this term, these pupils, already know how much their body has grown and changed since they were born and they know about their senses of touch, smell, hearing, taste and sight. They talk about their work with obvious awareness and use appropriate words to describe what they have learned. The work in their books shows that each pupil is able to record his or her own findings in a way which shows an understanding of the knowledge they have gleaned. The written records give clear evidence of regular and consistent progress as pupils build on prior learning and improve their scientific vocabulary.
140. By the end of Key Stage 2 most pupils are attaining levels above the national average. Pupils in Year 6 have tackled a wide range of topics in considerable depth. During this term so far they too have been considering the human body and know about the skeleton and work of muscles. They have been studying the work of the heart and how the pulse rate changes during and after exercise. Their own recording shows accurate understanding of these studies. The pupils are able to represent their findings in a variety of ways including written reports, extended descriptions, bar charts, graphs and tables. There are good examples of pupils recording their findings using information technology to produce graphical representations. The results are transferred into summaries and pupils reach appropriate conclusions as a result of their investigations. During the inspection pupils in their final year were using force meters to consider the weight of objects in the classroom and then considering the difference between mass and weight. By the end of the lesson many pupils could describe the difference accurately and with understanding.
141. Throughout Key Stage 2 pupils experience a broad curriculum of scientific experience and they make good progress. They develop a sophisticated scientific vocabulary and learn skills and strategies, which build on their previous experiences. They have a wide ranging general knowledge. Throughout the key stage there are appropriate opportunities for pupils to develop investigation skills. However, opportunities for pupils to raise their own hypotheses and seek to prove them in their own way are still limited.
142. Pupils' attitudes are good throughout the school. They take a real interest in the subject. They are keen to learn and they ask sensible and pertinent questions. They are anxious to add to previous learning and use their prior knowledge to estimate and predict. They are enthused by their discoveries. In a lesson with younger Key Stage 2 pupils they were amazed at the effect of the disclosure tablets on a pupil's teeth and gums. The spontaneous excitement was plain to see. The quality of collaborative working is very high and older pupils negotiate sensibly amongst themselves about who does what when they are involved in an investigation with a group of five or six pupils. They listen respectfully to the opinions of others and explain their own ideas succinctly and well. Pupils respond well to challenges and they make their responses confidently. Pupils' work throughout the school is very well presented.

143. The quality of teaching is always at least good and often very good. In the best lessons, teachers plan carefully and have clearly defined aims for the lesson. They are very secure in their subject knowledge. Activities are appropriate, well organised and well managed. Expectations are high and pupils are challenged in their tasks to make them think more deeply, although in some lessons there are insufficient opportunities for pupils to identify the questions for themselves and find ways to answer them. Teachers know their pupils well and the very good relationships are a strong feature of most lessons. Teachers consolidate previous learning by asking searching questions. Tasks are matched to pupils' needs and build on prior learning. Teachers give good support and the quality of marking is exemplary, particularly in the classes of older pupils.
144. The subject co-ordinator is well informed and very enthusiastic. The curriculum provision has been revised in the light of national initiatives and is effectively organised on a two-year cycle, which takes account of the mixed age classes. Teachers are well supported by appropriate guidance. Assessment procedures are good and the school has a very informative profile of pupils' work, which is dated, annotated, and gives clear examples of attainment at each level. The school has an adequate range of resources, to meet the requirements of the curriculum. They are stored centrally in clearly labelled containers and are easily accessible to teachers.

Other subjects or courses

150. Information technology

145. A very small amount of direct teaching of information technology was observed during the inspection. Judgements are based on an extensive scrutiny of pupils' work across the curriculum, discussions with the pupils and the subject co-ordinator and scrutiny of planning. The samples of pupils' work in all year groups indicate that the school has missed many opportunities to use information technology to promote learning across the curriculum. Attainment at the end of both key stages is below that expected of pupils of a similar age and progress is unsatisfactory. This shows a fall in standards from the previous inspection.
146. Whilst the school has made a very marked improvement in the organisation of teaching of the skills of information and communications technology this has been only very recently. This has been insufficient to raise the standards to an appropriate level in all areas of the curriculum and especially in controlling and modelling where the school is currently failing to meet the requirements of the National Curriculum. The subject is not yet sufficiently well established across the school, although the school has made a very impressive start to rectifying the situation. Information technology figures prominently in the new school development plan and the very knowledgeable co-ordinator has made a very good start at addressing the relevant issues.
147. In the small number of lessons and parts of lessons observed pupils in Years 5 and 6, with support, can interrogate reference materials to find information on mountain ranges as part of their work in geography. They can usually use the mouse and tools well to access information and can then enter information on a relevant database. Most pupils know how to save and print their work. Whilst pupils are generally able to complete this task some of the work is laborious and the good progress made by several pupils is related to their experience of computers at home. Pupils in Years 3 and 4 can use a word processing program to alter the use of adjectives in order to

produce a more descriptive poem. They know how to use the thesaurus to find similar words and how to then delete and enter new words so that for instance they change horrible to dire, dirty to unsanitary and cold to icy. Again the progress made by some pupils is linked to their out of school use of computers. A display of very high quality artwork shows excellent Tudor portraits using an appropriate art program.

148. There was little opportunity to observe pupils in Key Stage 1 or children under five using the computers. However, groups of pupils in Year 1 and those in Year 2 were observed handling data by representing information graphically. The pupils collected data on their age and used this information to make a graph as a prelude to entering the information onto a database.
149. Pupils have good attitudes to information technology. Most are very keen to use computers and do this with enthusiasm. All handle the equipment with respect and they co-operate well in pairs to share source books and access to computers. They take turns well and knowledgeable pupils are happy to share their understanding with less experienced classmates.
150. The quality of teaching in the few activities observed was good. The subject co-ordinator has a high level of subject knowledge, skill and enthusiasm and her teaching of Key Stage 2 pupils is very good. She makes very good use of questions to stimulate pupils to think about what they need to do next, as for instance when seeking different alternatives when editing their poems. She also undertakes the specific teaching of skills in order to ensure that all pupils in group with mixed experiences and a wide range of understanding know how to access the information available. There was little opportunity to observe other members of the teaching or support staff working with pupils. However, whilst staff generally acknowledge that they have sometimes limited experiences using computers, during the period of inspection several staff were observed informally using the bank of computers and new programs.
151. In the past year the school had rightly identified a lack of skill and knowledge within the staff and has recently very successfully appointed a new member of staff with a high level of skill and enthusiasm to develop the subject. The school has spent considerable time and effort very recently in establishing a bank of computers in the very attractive central library area. This has already well enhanced the profile of information technology across the school by signalling to staff, pupils, governors and parents how important this subject is to the school. A recent audit of resources has highlighted that the school has fewer computers than is desirable if it is to complete the plans it has made. The school currently has no resources to teach aspects of control and modelling and has rightly identified this as a priority. The school is pleased with the arrangements as they currently stand but realises that pupils need regular access to computers if they are to make consistent progress. Whilst the arrangements for the assessment of skills are at an early stage of development the school has identified this as an important area.

157. **Religious Education**

152. Pupils' attainment in religious education is in line with the expectations of the Locally Agreed Syllabus by the end of Key Stage 1. By the age of seven, pupils have a sound knowledge of many Bible stories. During last year they learned about the story of Joseph, his being sold into slavery, his time in prison and his dreams. These pupils know about the life of Jesus and have written their own accounts of this story. In their

religious education lessons they are learning about festivals and celebrations. Pupils are also developing their understanding of relationships as part of the work on families.

153. By the end of Key Stage 2 pupils have considered a wide range of topics in great depth. Although, because of timetabling arrangements, it was not possible to see religious education being taught in Key Stage 2 discussions with the pupils and a scrutiny of their work shows that attainment is in line with the expectations of the Locally Agreed Syllabus. Pupils have an appropriate understanding of stories from the Bible, which they can explain and relate with accuracy and enthusiasm. These pupils have considered Hinduism and have a clear understanding of the significant features of the faith, that believers have a choice of gods, the importance of festivals like Diwali and some of the traditions and significance of artefacts. It is some time since these pupils learned about Islam but they know that the holy book is the Qur'an, that the prophet is Mohammed and that the holy city is Mecca. By the end of the key stage pupils have a secure knowledge of the festivals and special days associated with Christianity including Shrove Tuesday and Ash Wednesday and that Jesus went into the wilderness for 40 days. They know about the events of Good Friday and that Christians celebrate Jesus being raised from the dead on Easter Day.
154. Throughout the school all pupils, including those with special educational needs, make satisfactory progress and steadily build on their knowledge and understanding. They become increasingly aware of the relationship between much of the teaching and the way in which they conduct their own lives. They reflect and consider with sensitivity the ways in which their developing ideas relate to their own lives and to others. This is evident in the way they work alongside others with increasing respect, tolerance and consideration for their views.
155. Pupils are well motivated. They are interested in the topics and they listen well to stories. In assemblies they are fully engaged, taking an active part and making valuable contributions to the learning. In one assembly led by a visitor, pupils in Key Stage 1 listened with awe and wonder as the story of St Francis was revealed. In an assembly for the whole school pupils were entranced by the dramatic representation of a small group of pupils during a story about St. Martin.
156. The quality of teaching is good and teachers use imaginative approaches to stimulate the interest of the pupils. In Key Stage 2 pupils have recently been considering stories from the Bible as represented in pictures by famous artists. Pupils in Years 5 and 6 have looked carefully at paintings of The Good Samaritan by both the Italian artist Bassano and the Nicaraguan artist Arellano. These pupils have been given the opportunity to consider the different interpretations and to compare them with their own ideas. This has been extended to consideration of an aboriginal painting on bark by Garrawun depicting the Calling of the Disciples. Pupils were encouraged to see the significance of the footprints, the net, the fish and other icons. Teachers make good links with these stories from past times with pupils' present day life. A scrutiny of planning shows that the curriculum provided is broad and balanced and covers the programmes of study in the Agreed Syllabus. The resources available for teaching this subject are adequate and they are used imaginatively and well.

Art

157. The overall standards are generally well above what is expected of pupils in both key stages and pupils of all abilities make very good progress in art throughout the school.

This shows an improvement since the previous inspection where standards were already above national expectations. The quality of artwork is a feature and strength of the school.

158. Some of the youngest pupils produce observational drawings of their favourite toy and pictures of local houses in the style of Paul Klee with good awareness of shape and perspective. Pupils in Year 1 and 2 produce bubble paintings using shades of green and very good quality screen-printing reflecting the current topic of colour. Recent work has included working in the style of Van Gogh to produce a painting of their school reflecting the bold and swirling colour of the sky. Pupils in Years 3 and 4 produce drawings reflecting symbols from Indian art to enhance their geographical study of Indian life. Pupils study the work of George Seurat and produce work using the pointillist style. Older pupils also work in the style of L. S. Lowry to produce street scenes of the local area. A very attractive display in the school library shows very high quality work linked to the study of life in Tudor times. The display features excellent examples of Tudor portraits, ceramic figures and traditional cross-stitch embroidery. Some of this and other very high quality work, of which the school is justifiably proud, has been exhibited around the county. Pupils in each class have also recently worked with an artist to produce large and vibrant three dimensional textile sculptures.
159. Whilst few art lessons were observed, in those seen the pupils' attitudes to art are good. Although most try hard to master blanket stitch when making Indian inspired collages a small minority lose patience with their own efforts. The sample of work however, shows that the vast majority of pupils take a great deal of care over their work and try very hard to produce very good, careful and neat work. Pupils share resources happily and are appreciative of the work of other pupils.
160. While only a limited amount of teaching was observed during the inspection the sample of pupils' work clearly indicates that the quality of teaching is very good. The extensive range of artwork undertaken indicates that the subject knowledge of teachers is very good. Several teachers, including both the co-ordinator and headteacher, share a love of art that is transferred to the pupils. Teachers have high expectations of what the pupils can achieve and coupled with high levels of individual skill and enthusiasm this motivates the pupils to produce some very pleasing work. This is illustrated in an activity where pupils in Years 3 and 4 are taught the skills of blanket stitch in order to sew around their individual designs for an Indian style collage. Teachers are aware of the need to demonstrate techniques to the pupils in order to improve pupils' level of skill. Teachers organise practice pieces of work well so that pupils have the opportunity to refine their skills before being asked to produce a finished product. The quality of verbal feedback is good and clearly indicates to pupils how to improve their work. Teachers manage pupils well and ensure that lessons are conducted in an orderly manner. Whilst the school has the use of a small design studio this was not seen in use during the inspection and the school is rightly considering the use of this area.
161. The co-ordination of the subject is very good. The co-ordinator has a high level of subject expertise and has worked hard to ensure that the scheme of work and activities undertaken are imaginative and creative. There is a very good balance of the required aspects of the curriculum including textiles, ceramics and work in three dimensions. The organisation of activities working in the style of well-known artists is very good. This is not simply copying the work of famous artists but involves the study of their work which is then adapted into the pupils' pictures of their own environment. The pupils' work is widely and very attractively displayed around the school. The quality of this display is often excellent and considerably enhances the aesthetic

quality of the environment and self-esteem of the pupils and is widely appreciated by parents.

167. **Design and technology**

162. The progress of pupils, including those with special educational needs, in both key stages is satisfactory. Standards are in line with what is expected of pupils of a similar age. This shows an improvement from the time of the previous inspection where standards in Key Stage 1 were seen to be below average. This was a key issue in the previous report. In the period following the previous inspection the school spent considerable time and money extending the resources and teaching practices in school. The school has evidence of pupils using a wide range of tools to construct a range of items including wheeled vehicles. The school has more recently reviewed these practices and the scheme of work now reflects a change in emphasis reflected in nationally recognised curriculum materials. There are now very close links and some overlap with science and art activities.
163. In Key Stage 1 pupils in both classes begin preparatory work examining fruits and vegetables prior to designing a fruit salad and healthy meal. Whilst in the lessons observed there was minimal designing or making of a product, planning indicates how this is to occur. Whilst no specific design and technology lessons were observed in Key Stage 2 there are very close links to the art activities observed especially in the area of designing an Indian style collage and in the subsequent making of this when using sewing materials. The sample of pupils' work shows those in Years 3 and 4 have designed a healthy snack, taking into account the outside, spread and filling. Older pupils have produced a profile examining the colour, lettering and design of packaging. They then went on to develop a biscuit profile by considering the shape, appearance, texture, flavour and cost and have produced a biscuit design. The specification for this design was to produce a biscuit for bonfire night including healthy ingredients.
164. In the few activities observed the standard of teaching was good. Teachers make good use of questions not only to check pupils' understanding but also to encourage them to think of other options. The use of sensory language in describing fruit and vegetables shows good understanding of the cross-curricular nature of such work. The organisation of activities is good and allows pupils to have opportunities to handle a range of items. The management of pupils is good and ensures that lessons are conducted in a calm and orderly manner. The use of classroom support staff and voluntary helpers is particularly effective and ensures, in the sewing activity for instance, that no pupil remains without help for more than a few moments.
165. The co-ordination of the subject is satisfactory. The co-ordinator has worked hard to organise new planning guidelines. Medium term planning indicates a balance of activities to be covered. However, recent work is often more strongly related to science than design and technology with the design and evaluation elements rarely explicit. The resources for the subject are good. The school has a well-equipped design studio but for logistical and supervisory reasons this is rarely used. The use of information technology to support the design element of the curriculum is under-developed.

171. **Geography**

166. Progress in geography in both key stages is satisfactory overall though with a significant proportion of older pupils, including those with special educational needs, making good progress. The standards achieved are similar to those found in most schools. This indicates the maintenance of findings of the previous inspection.
167. No geography lessons were observed in Key Stage 1. Whilst there was a limited amount of pupils' work available planning very clearly indicates that work is carefully planned in termly blocks on a two year cycle and covers all the required areas of the curriculum. The sample of pupils' work in Key Stage 1 shows that they have recently studied the local environment around the school. They have looked at the school building and buildings in the village. Pupils have discussed the use of land and buildings in the village and match pictures of activities to where they occur, such as playing football matched to pictures of the playing field. They identify things they like to look at and those they don't and have drawn pictures of the school. Planning also indicates work on how to make the local area safer and links to history work when finding out what homes were like in the past. Planning also indicates that pupils find out about contrasting localities of an island home and the seaside.
168. Pupils in Years 3 and 4 are currently finding out about life in a village in India. When using maps pupils can name the continents and can mark the position of the village of Chembakolli on a map of India. When using a set of picture cards and photographs pupils can identify things they think are good such as being able to make medicines from herbs and that families could live in the forest. Whilst several identify bad things connected with life in Chembakolli such as limited education with many people being unable to read. Pupils can identify similarities and differences in their lives and those of children in the village including the amount of traffic and the range of foods they have available. They know that the main differences are related to the climate.
169. Pupils in Years 5 and 6 find out about mountain environments and identify mountains over 800 metres in the United Kingdom and around the world. Pupils can describe how mountains begin and make good use of computer based information to build up a database of mountain peaks. They find out the height of mountains and where they are situated. Pupils use atlases and CD-ROM to look up information to answer specific questions. Planning for pupils in Key Stage 2 again indicates that all appropriate areas are covered in the curriculum cycle, which includes a residential visit to the contrasting locality of the Isle of Wight.
170. The attitudes of pupils in Key Stage 2 are good. Pupils are interested in carrying out research into mountains and enjoy the opportunity to interrogate the CD-ROM. Pupils work well together not only sharing ideas but those skilled in using computers happily help those with less confidence. The sample of pupils' work in both key stages indicates that pupils take a pride in the presentation of their work, which is usually neat and carefully produced. The behaviour of pupils is good and pupils maintain concentration well.
171. Whilst it was not possible to observe teaching in Key Stage 1 the sample of pupils' work indicates that teachers have good subject knowledge and that the work is well matched to the attainment of the pupils. In Key Stage 2 the quality of teaching is good. Teachers again have good subject knowledge and make particularly effective use of resources to interest and motivate the pupils. The organisation of lessons is good with whole class introductions and activities where pupils can work together in pairs to discuss issues of life in India or work together on computers. Lessons are well planned and tasks organised to meet the needs of pupils who make different rates of progress.

172. The co-ordination of the subject is good. The geography scheme of work has been modified to take account of recent changes in the National Curriculum. The school carefully plans that all appropriate areas are covered, and makes good use of the local community as a base for practical activities. The specific use of teacher expertise to teach the older pupils including when using computers is well considered and enhances the quality of teaching.

178. History

173. All pupils, throughout the school, are developing an appropriate awareness of the past through their history topics. The pupils in each class, including those with special educational needs, are making satisfactory progress in both key stages. Pupils in Key Stage 1 consolidate their early learning and acquire new knowledge and skills. Pupils are provided with a good variety of experiences through their learning about famous people including Christopher Columbus, about famous events such as the Great Fire of London or historical occasions like the Coronation of Queen Elizabeth II. There are good links with other subjects and pupils are provided with stimulating experiences including the opportunities to talk with a playtime supervisor about her memories of the Coronation. These pupils in Year 2 had assembled a list of their own questions and recorded the responses in an accurate and careful manner. Pupils had added to this record an example of their own family tree and their free writing on all of the topics shows an appropriate depth of understanding.
174. Historical understanding develops well as pupils move through Key Stage 2 and by the age of eleven they are accomplished in their use of research and enquiry skills. Pupils have a very secure knowledge based on interest and enthusiasm. They have confidence in using the library for secondary sources of information and they can engage in research tasks to a considerable depth. They have clear recollections of significant facts from their work on Ancient Greece and Egypt. They have a secure knowledge of life in Tudor England and more recently of the main features of World War II. They have a good understanding of the differences between times past and life in the present day. Here again pupils have had the opportunity to talk with people who remember the War and were touched by the emotional memories which their conversations evoked. Pupils' understanding has been well established through these visitors and during visits to places of interest connected with their topic such as Holdenby Hall where they experienced a wartime meal made from food available on rations. These pupils have an accurate impression of what it must have been like to have been an evacuee or what it might have been like for a village such as Flore to take these children in. Pupils' sense of chronology is good particularly when talking about the passage of time between more recent events.
175. Pupils are well motivated and talk enthusiastically about their work. They clearly want to know more about the passing of time and events. They speak confidently about what they know and they enjoy sharing their ideas and impressions about events which happened in the past and what it might have been like to be there. Collaboration is of high quality in group work and behaviour is good at all times.
176. The quality of teaching is good and teachers are well supported in their planning by an appropriate scheme, which guides them in both topics, and in ways of approaching the subject with each age group. Teachers use a variety of approaches to stimulate and motivate the pupils. They are interested in the subject and they pass on their enthusiasm to the pupils effectively. Lessons are well managed and pupils are given ample time to consider their responses to questions. Relationships are very good. The teachers know their pupils well and match the work to their current needs. They value pupils' responses and skilfully use them to develop the lessons and to add challenge to the tasks which are set. Although the resources available within the school are adequate to meet the needs of the curriculum, good use is made of local resources to support the teaching such as the Tudor experience at Abington museum and the use of visiting speakers. There are very good links to other subject areas including art, and the display of very high quality work on the Tudors enhances the pupils' self-esteem.

182. **Music**

177. Throughout both key stages pupils, including those with special educational needs, make good progress in their knowledge and understanding of music and their appreciation of what they hear. They perform well with increasing skill and dexterity.
178. In Key Stage 1 pupils learn a range of songs and nursery rhymes which they sing enthusiastically and tunefully. They echo phrases accurately when learning new songs and they know the difference between rhythm and beat. Some pupils can clap the rhythms of nursery rhymes and these can be identified by other pupils. These pupils know the words to a wide selection of rounds, including "Merrily, Merrily". All of the pupils in the class except one could identify and maintain the beat whilst they all sang "The Grand Old Duke of York".
179. By the end of Key Stage 2, this sense of rhythm is even more developed. Pupils in Years 5 and 6 can successfully maintain a rhythm against a beat and they have an appropriate understanding of the graphical symbols for crotchet, quaver and minim and can interpret these successfully using percussion instruments. These pupils can compose their own sequences of music using tuned and un-tuned percussion. The resulting performances show an appreciation of tone and texture using the instruments to good effect. Pupils are able to control and use dynamics of volume and staccato or ostinato sounds to produce an interesting result.
180. Pupils really enjoy their music lessons. The younger pupils work in a secure atmosphere, which gives them confidence to perform on their own. They listen well and are keen to show their skills. Pupils are always respectful of the efforts of others. They collaborate well in group work and in one lesson the Year 2 pupils joined together in helpless laughter when they were told the answer to a particularly puzzling rhythm. Older pupils remain on task even when working in unsupervised groups in the hall and classrooms. Their collaborative work in groups of six when composing sequences of sound was of very high quality. They listened to each other's ideas and negotiated the instruments that each should play. Pupils are confident and perform well. The rest of the class listens appreciatively and spontaneous applause breaks out at the end of each performance. Their behaviour is very good at all times.
181. The quality of teaching is always good. Lessons are planned well and teachers bring a lot of fun and enjoyment to the challenging tasks. They use a range of activities to encourage the pupils and maintain a happy but stimulating atmosphere where pupils want to learn. Teachers are secure in their subject knowledge and have clear aims for each lesson and make sure that these aims are met. They have high expectations of what the pupils will be able to do. Lessons are well organised to give all pupils equal opportunity to take part. They give good support to pupils who are less confident.
182. The school has recorder groups open to all pupils. There are visiting teachers for brass, woodwind and stringed instruments. This provision is through the local music service and parents of pupils who take advantage of this pay for the tuition. The school is wisely monitoring the amount of time this takes from teaching core subjects. The range of resources available is adequate to meet the requirements of the curriculum and there is a good selection of percussion instruments including some from other countries. Music makes a good contribution to the school's provision for pupils' spiritual, moral, social and cultural development. The co-ordinator is enthusiastic and well informed. Along with the teaching staff she has developed and written a scheme for music throughout the school, which ensures appropriate coverage of the programmes of study and a steadily increasing challenge as pupils

move through the school. Music is an important feature of the school and is a regular feature of school productions and performances for village functions and festivals.

188. Physical education

183. Pupils in Key Stage 1, including those with special educational needs, make satisfactory progress, and demonstrate similar standards of skill and knowledge in physical education to other pupils of the same age. Pupils in Key Stage 2 make good progress and they generally have a level of skill that is above that expected of pupils of this age. This maintains the position reported in the previous inspection.
184. The youngest pupils in Key Stage 1 take part in dance activities and perform appropriate movements to express feelings reflecting the mood of the music. They choose appropriate sequences of movement to show pushing and pulling. Whilst it was possible to observe only one lesson in Key Stage 1 further observation of pupils' levels of skill were observed at other times. In the playground pupils use bats and balls and skipping ropes with reasonable skill. They can run and turn, and many can hop and skip with reasonable skill.
185. In Key Stage 2 pupils in Years 3 and 4 use a range of games apparatus well. Many can shoot at a netball ring with good levels of accuracy and many can skip with a rope with a good level of skill. Most pupils use bats and small balls to maintain the ball in a rhythm either alone or with a partner. Those using plastic hoops often use these in a 'hula hoop' manner and again can maintain the rhythm of such movements well. In gymnastic activities pupils hold a balance on body points or patches for at least 10 seconds. They hold balances on different levels and travel carefully from one balance to another. The work of most of these pupils in such movements is good and that of several pupils is very good. Pupils in Years 5 and 6 travel on the gymnastics apparatus following pathways with changes of speed, level and direction. Most balance, hold position and land well. They devise sequences of actions in straight, curving and zigzag pathways.
186. The attitudes of pupils are consistently good. Pupils are keen to take part in the range of activities and most try hard to improve their own performance, as well illustrated in the balances of pupils in lower Key Stage 2. Pupils generally listen carefully to instructions and respond appropriately. The behaviour of most pupils is very good and is a major contributory factor to the school being able to teach such activities in the school hall. Older pupils have a particularly good appreciation of the need for safety when working in cramped conditions. The very good behaviour almost always ensures that activities are conducted in a sensible manner.
187. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Younger pupils with special educational needs are well supported in physical education activities. Lessons are well planned with clear learning objectives and there are good expectations of pupils in Key Stage 2. The subject co-ordinator often teaches all pupils in Key Stage 2 and this ensures a teacher with a good level of subject knowledge teaches all pupils. This teaching is enthusiastic and pupils are encouraged to improve their performance through the good use of verbal feedback. Good use is made of pupils' performance to demonstrate effective practice. Teachers manage pupils well. This is particularly vital when large classes of older pupils work in the very cramped school hall. Very good care and attention is given to pupils' safety.
188. The co-ordination of the subject is good. The school has produced a well-considered

policy and scheme of work that includes gymnastics, dance, games, athletics and swimming. The school has good after school opportunities for the older pupils including netball and football. The school is an active participant in local sporting activities, which help to raise the self-esteem of pupils. Parents appreciate such activities taking place and are aware of the staff time given to supporting these activities. The school makes good use of off site facilities including the village playing field.

189. A major concern noted by staff and parents and observed during the inspection is the potential health and safety risk of pupils using the very cramped school hall. The inherent difficulties of large classes in a small and unusually shaped hall are greatly exacerbated by the problem of the storage not only of physical education equipment but also particularly by the extensive storage of tables and chairs. This is not good practice and the school is very wisely seeking other alternatives to the current situation. This issue was highlighted as a key issue in the previous inspection and the school has been slow to resolve it.

195. **Swimming**

190. The inspection of this school included a focused view of swimming, which is reported below. Unfortunately whilst it was planned to observe swimming with the Year 3 and 4 pupils transport did not arrive. The school was in no way at fault in this matter. School records indicate that during the last 2 years all pupils could swim at least the required 25 meters and most could swim well. Whilst the arrangements made for swimming are satisfactory the school and parents are concerned that the pupils receive fewer hours of tuition than in the recent past.

196. PART C: INSPECTION DATA

191. Summary of inspection evidence

- .A team of three inspectors carried out the inspection, one of who was a lay inspector.

- .A total of 10 days was spent observing classes, sampling pupils' work and talking to pupils.
- .A total of 34 lessons or parts of lessons was observed, with two short observations being included in this total.
- .All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- .A sample of registration periods was observed.
- .Discussions were held with the bursar about the procedures for monitoring attendance.
- .Pre-inspection meetings were held with the staff, governors and parents.
- .Discussions were held with the headteacher.
- .Samples of pupils' work were scrutinised across all year groups.
- .Pupils from each year group were heard reading aloud.
- .An additional meeting took place in the week of the inspection with the Chair of the Governing Body and several other governors with specific responsibilities.
- .Discussions took place with pupils of all ages about their learning and achievements.
- .Inspectors observed lunchtime behaviour.
- .Some playtimes were observed.
- .Inspectors attended some assemblies.
- .Additional documentation was scrutinised including long-term curriculum planning, minutes of governors meetings and some finance documents.
- .An inspector made a detailed tour of the site to inspect the accommodation.

1. Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	116	0	19	0

7. TEACHERS AND CLASSES

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	4.6
Number of pupils per qualified teacher	25:1

Education support staff (YR – Y6)

Total number of education support staff	3
Total aggregate hours worked each week	60
Average class size:	29

FINANCIAL DATA

Financial year:	1999
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	£
Total income	193,373
Total expenditure	190,710
Expenditure per pupils	1,538
Balance brought forward from previous year	6,100
Balance carried forward to next year	8,763

PARENTAL SURVEY

Number of questionnaires sent out:

86

Number of questionnaires returned:

37

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	30	57	3	11	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	24	65	0	11	0
The school handles complaints from parents well	5	43	24	19	5
The school gives me a clear understanding of what is taught	16	57	5	16	3
The school keeps me well informed about my child(ren)'s progress	22	46	5	16	5
The school enables my child(ren) to achieve a good standard of work	27	49	8	11	3
The school encourages children to get involved in more than just their daily lessons	22	51	14	11	0
I am satisfied with the work that my child(ren) is/are expected to do at home	14	35	8	22	16
The school's values and attitudes have a positive effect on my child(ren)	24	51	11	11	3
The school achieves high standards of good behaviour	30	59	3	8	0
My child(ren) like(s) school	46	46	3	3	0

Responses rounded to nearest decimal point. Not all parents chose to answer every question.

Whilst there is a higher level of parental disagreement than is usually seen, some of the issues of concern including the use of homework have been addressed since the parents Meeting.