

INSPECTION REPORT

Ingleton CE Primary School
Near Darlington

LEA area : County Durham

Unique Reference Number : 114225

Headteacher : Mrs J Pressley

Reporting inspector : Mrs M K Britton

Dates of inspection : 01 - 03 November 1999

Under OFSTED contract number: 707257

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

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
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs M Walton
Date of previous inspection:	05 - 09 February 1996

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Mrs M Manning, Lay Inspector		Attendance; Attitudes, behaviour and personal development; Pupils' spiritual, moral, social and cultural development; Support, guidance and pupils' welfare; Partnership with parents and the community.
Mr A Taylor	Special educational needs; Equality of opportunity; English; Information and communications technology; Geography; History; Physical education.	Curriculum and assessment; Staffing, accommodation and learning resources.

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MAIN FINDINGS

What the school does well

- The pupils make good progress in science and reading and reach high standards.
- The school makes very good provision for pupils with special educational needs and they make good progress
- The quality of teaching is good throughout the school and as a result, the pupils have positive attitudes to learning. The practical, investigative approach to learning is well developed and is a strength of the teaching.
- Pupils behave very well in lessons and around the school.
- Pupils relate very well to one another and to the adults. The very good teamwork of the staff provides pupils with an exemplary role model for their own relationships.
- The school has a very good and developing partnership with the parents and with the community.

Where the school has weaknesses

- Although the standards pupils attain in writing are satisfactory, they do not reach such high standards as they do in reading.
- The headteacher's role in and responsibility for monitoring the quality of teaching and learning, although satisfactory, is not well developed.
- The impact on standards and quality of education of the time and funds spent on school developments is not evaluated against sufficiently specific criteria.
- Assessment information is not consistently used to set specific targets for pupils' progress.
- The use of the hall for some activities children under five sets limitations on the continuity of their learning and reduces the space available for physical education lessons for pupils in Key stage 1 and Key stage 2.

This is a good school. The strong sense of a shared purpose to provide pupils with good quality education is particularly evident in the excellent relationships between the staff and governors. This indicates that the school has good capacity for further improvement. The weaknesses are outweighed by the many positive features of the school but they will form the basis of the governors action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Satisfactory improvement has been made towards the key issues for action set by the last inspection. There is now detailed guidance for geography and art. The headteacher has started to evaluate the impact of in-service training on teaching and learning through classroom observation. The staff have begun to analyse assessment data but have not used this to measure the effectiveness of spending on standards. Members of the governing body now carry out their monitoring role well. They are aware of the need to develop more rigorous strategies for evaluating the impact of their funding decisions on standards and quality. Pupils of all levels of attainment are well challenged by the tasks and activities and they make satisfactory progress overall. The emphasis on investigative and problem solving approaches to learning has been very successfully developed and makes a positive contribution to pupils' progress, particularly to the progress of the highest attaining pupils. There are now sufficient resources for all subjects.

In addition to working towards these improvements the school has been successful in bringing about a number of other major changes including the appointment and induction of a new headteacher, two teachers and a school secretary. Recently, parents have been consulted and as a result, the school sends more information about the curriculum to them and a 'pupil planner' has been introduced. The school has successfully implemented the National Literacy Strategy and is currently introducing the National Numeracy Strategy. The accommodation has been rewired and repainted this term.

Standards in subjects

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

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

Because the number of pupils assessed each year is so small and the school has an above average number of pupils with special educational needs, the results reflect the diversity of the individual pupils rather than providing a true reflection of the quality of education.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Very good	Very good
Information technology		Good	Good
Religious education		Good	Good
Other subjects	Good	Good	Good

The quality of teaching is good overall. In 36 percent of lessons the quality of teaching is very good, in 55 percent it is good and in the remaining 9 percent of lessons it is satisfactory. The particular strengths of the teaching are the detailed planning and good match of tasks to pupils needs and the investigative approach to learning. The very good quality of teaching in science and reading enables pupils to make good progress and they reach high standards.

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

Other aspects of the school

Aspect	Comment
Behaviour	Pupils behave very well. They are polite and courteous and relate well to one another.
Attendance	Levels of attendance are good
Ethos*	The school has a good ethos evident in the pupils' good attitudes to learning and the staff's commitment to achieving high standards.
Leadership and management	Leadership and management is satisfactory overall. The aims, values and policies are very well implemented. The headteacher has successfully built a high performing team and is developing skills in monitoring and evaluating in order to provide a strategic management plan. The staff give good support and governors provide a strong lead.
Curriculum	The quality of the curriculum provided for all the pupils is good. It is broad and balanced and well planned to provide equality of opportunity and to promote pupils' progress.
Pupils with special educational needs	The school makes very good provision for pupils with special educational needs.
Spiritual, moral, social & cultural development	Very good provision for pupils' moral and social development and good for spiritual and cultural
Staffing, resources and accommodation	Good. A generous number of staff, attractive accommodation and good learning resources.
Value for money	The school gives satisfactory value for money.

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

The parents' views of the school

Before the inspection, 16 parents attended a meeting with the inspectors.

43 questionnaires were sent to parents and of these 30 (70 %) were returned.

The inspectors considered the views of the parents at the meeting and those expressed on the returned questionnaires.

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • The teachers and support staff are very approachable. • The school achieves a high standard of good behaviour • The values and attitudes promoted by the school have a positive effect on their children. • Their children like school. 	<ul style="list-style-type: none"> • A few parents do not get clear information from the school about what their children are taught. • A few parents do not feel that the school keeps parents well informed about their child's progress. • A very small number of parents do not feel they are encouraged to play a part in the life of the school.

Parents at the meeting said that the school is very vigilant in identifying pupils with special educational needs. They like the caring family atmosphere of the school that is promoted by all the adults who work with the children. Written comments indicate that parents are pleased with the school's response to their request for more information about what their children are taught.

The inspectors agree with the parents positive views of the school. As a direct result of the parents' request, the amount of information about what children are to learn has increased this term. The inspectors judge that the school now gives a good amount of information about the curriculum. The inspectors judge that parents are given sufficient opportunities to find out about their children's progress through the parents' evenings and the opportunity to talk to teachers at a mutually convenient time. The pupils' planners, introduced this term, also provide some information about the children's progress. However, the inspectors agree that the quality of the information about pupils' progress included in the annual reports could be more detailed. Parents and members of the community are given many opportunities to take part in the life of the school.

KEY ISSUES FOR ACTION

The headteacher, staff and governors should now seek to further raise standards by:

Making greater use of assessment information to set challenging targets for pupils in order to help them make even better progress, particularly to improve the quality of their writing.

Paragraphs: 42, 110, 111, 113, 116, 117

Developing an approach to monitoring the quality of education through classroom observation, examination of teachers' planning and pupils' work in order to provide information about the strengths and weaknesses of:

- the quality of teaching;
- pupils progress and attainment;
- the curriculum;

which will enable the headteacher to identify targets for improvement for individuals and groups of pupils and for the refinement of the curriculum.

Paragraphs 74, 75, 78, 117, 129, 143, 157

Devising ways of measuring the impact of developments on the standards of education against specific success criteria.

Paragraphs: 78, 89

In addition to the key issues above, the headteacher, staff and governors should also consider including the following less important issues in their action plan:

As planned, update the training on child protection for all staff.

Paragraph: 67

As planned, further develop the accommodation available for children under five in order to provide them with greater continuity of learning and to reduce the impact of the use of the hall on the curriculum for physical education for pupils in both key stages.

Paragraphs :51, 52, 86, 92, 101, 104, 106, 192

INTRODUCTION

Characteristics of the school

1 The school serves the immediate area of Ingleton village and outlying villages, hamlets and farms. Some families from further afield have chosen the school and a few pupils travel some distance. Many pupils come to school by bus, taxi or car. Most families live in privately owned housing. The number of pupils attending the school has risen steadily and there are now three classes compared to two at the time of the previous inspection.

2 Children are admitted to the school following their fourth birthday and attend full-time. They are taught alongside pupils in Year 1. The results of assessments carried out when children start school in the reception class show that the majority of children reach the levels typical of the age group in all areas of learning. Almost all the children have experience of pre-school education in nurseries or play groups.

3 There are 59 pupils on roll. Of these, seven pupils (12 percent) are entitled to free school meals. This is below the national average. There are 11 pupils (18 percent) on the school's register of special educational needs. This is similar to the national average. Of these pupils eight are identified at Stage 3 of the Code of Practice and three (five percent) have a statement of special educational need. The number of pupils with statements is above the national average. The number of pupils with special educational needs has increased each year since the last inspection.

4 There are three classes in all. Children under five and Year 1 pupils are taught in one class and pupils in Year 2 and Year 3 in another. The third class includes pupils in Year 4, Year 5 and Year 6.

5 The school's aims state the intention to give children opportunities to: develop academically, spiritually, physically and emotionally within a positive and caring atmosphere in which Christian values are understood and encouraged; experience a quality curriculum which includes all the subjects of the National curriculum and religious education and develop an awareness of their own skills and talents and respect for a wider world. The development of close links with parents and the community is identified as an important aim for the school.

6 The school's current development plan targets include the introduction of the National Numeracy Strategy; the development of resources and teaching of information and communications technology; the development of pupils' personal skills through the 'Buddies' initiative and the pupils' planner and various improvements to the building and grounds.

Key indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1998	4	3	7

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1998	2	3	5

Results are not reported because of the low numbers of pupils and the possibility of identifying individuals.

Attendance

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

		%
Authorised Absence	School	2.1
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	36
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

7 When children start school in the reception class, baseline assessments carried out by the school show that the majority reach the levels described as typical for four year-olds in all six areas of learning. Children make good progress over time in language and literacy, mathematics, knowledge and understanding of the world, and personal and social skills and satisfactory progress in physical development and creative development. By the time they are five years old, almost all reach the levels described by the desirable learning outcomes in all areas of development and some reach levels within the programmes of study for Key Stage 1. Children's strengths and weaknesses are identified early and they are given appropriate support. The good quality of the teaching and the children's positive attitudes are major factors in the progress they make.

8 The national end of Key Stage 1 test results and the teacher assessments for 1998 show that pupils attainment was above the national average in English. The results from 1999 show pupils' attainment to be in line with the national average. In mathematics, the results of the 1998 tests and assessments showed that the number of pupils who reached the nationally expected levels was broadly in line with the national average. The results in 1999 showed standards to be above the national average. In science, the results of the 1998 end of Key Stage 1 teacher assessments are very high in comparison with the national average and an above average number of pupils attain levels higher than those expected nationally for seven-year-olds. The results from 1999 show pupils attainment to be in line with the national average.

9 The national end of Key Stage 2 tests and assessments for 1998 showed that the number of pupils who reached the nationally expected levels in English was close to the national average. In 1999, the results suggested attainment was a little below the national average overall but that standards in reading were above average and in writing, standards were average. In mathematics, the results of the 1998 tests and assessments showed that pupils' attainment was above the national average. In 1999, the number of pupils who reached the nationally expected levels was close to the national average. A similar pattern is seen in the results for science. In 1998, the results showed that standards were well above levels higher than those expected for eleven-year-olds. In 1999, standards were close to the national average.

10 These variations from year to year in both key stages illustrate the difficulty of establishing a trend when the number of pupils assessed is small and the school has a high number of pupils with special educational needs. For example, in 1999 five of the seven pupils assessed at the end of Key Stage 2 and three of the five at the end of Key Stage 1 were on the school's register of special educational needs. Three of these pupils were new to the school during the academic year.

11 The inspection evidence shows that, by the end of Key Stage 1, the majority of pupils attain levels that are broadly in line with the national expectation in English and mathematics. They reach levels above those expected nationally in science. In information and communications technology, pupils reach the levels expected nationally. In religious education, they reach the levels required for seven-year-olds by the locally agreed syllabus.

12 The inspection evidence suggests that by the end of Key Stage 2, pupils attain levels in line with the national expectations in English and mathematics and higher levels in science. They reach the levels expected nationally in information and communications technology. In religious education, they reach the levels required for eleven-year-olds by the locally agreed syllabus.

13 By the end of both key stages, pupils' standards in English are broadly in line with those expected nationally for their age. Standards in speaking and listening are at the level expected and pupils contribute with confidence in all lessons, showing an awareness of the audience and using an appropriate vocabulary. Pupils attain above average standards in reading at the end of each key stage. Analysis of the results for reading and writing at both key stages shows that standards are generally higher in reading than in writing. Although the impact of the good standards in reading is evident in the pupils writing and they reach the levels expected for their age, there are shortcomings. For example, at Key Stage 1 pupils often change the voice or the tense in the middle of a sentence and at Key Stage 2, pupils do not re-read and re-draft their writing with the needs of the reader in mind.

14 In mathematics, pupils at the end of Key Stage 1 reach the levels expected nationally for seven-year-olds in all areas of mathematics. They work with numbers to 100 using addition and subtraction and use multiples of two, five and ten. They identify halves and quarters of simple shapes and whole numbers. By the end of Key Stage 2, pupils reach at least the nationally expected levels. They use mental arithmetic to calculate problems which involve addition, subtraction, multiplication and division, understand the relationship between fractions and percentages, draw and measure angles and collect and interpret the information in graphs and pie charts.

15 In science, pupils at the end of Key Stage 1 reach at least the levels expected nationally for seven-year-olds and many reach higher levels. They make predictions and carry out investigations to test out their ideas, know how electricity is used in their homes and understand how shadows and reflections are created. By the end of Key Stage 2, pupils use skills that are more sophisticated when planning an investigation and recording their findings. They understand gravity, friction and air resistance and know that water can exist as a solid, a liquid and a gas. The majority reach levels above those expected nationally.

16 In information and communications technology, pupils at the end of both key stages reach the levels expected nationally for their age. Pupils in Year 2 confidently choose appropriate tools and options from a menu and use a word processor to organise text. Pupils in Year 6, use technology to present and search for information. They make changes to text and pictures and use a computer-controlled sensor to log changes in temperature.

17 Standards in religious education are consistent with the expectations of the locally agreed syllabus for pupils at the end of both key stages. Pupils in Year 2, for example, know the importance of places of worship and ceremonies to the members of the Christian and Jewish faiths. Pupils in Year 6 know some of the major beliefs, symbols and observances of members of Christian, Hindu and Jewish faith groups.

18 Pupils of all levels of attainment at both key stages make satisfactory progress overall. Pupils make satisfactory progress in speaking and listening, writing, information and communications technology, religious education, design and technology, geography and music at both key stages and in physical education, at Key Stage 1. Pupils make satisfactory progress in history at Key Stage 2. No physical education lessons were observed in Key Stage 2 and there was insufficient evidence of history at Key Stage 1 so it is not possible to judge pupils' progress in these subjects at these key stages. Pupils make good progress in both key stages in reading, mathematics, science, and art and good progress in swimming at Key Stage 2. The good progress is the result of the good quality of teaching, the well-structured schemes of work and the pupils' positive attitudes to learning. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans.

19 Pupils make good progress in reading and satisfactory progress in speaking and listening and writing. They are increasingly able to speak with an awareness of their audience, using interesting vocabulary and contributing with confidence in whole class activities. Pupils make good progress in reading throughout the school. Key Stage 1 pupils learn to use their knowledge of sound and letter relationships to their reading and are increasingly able to check their reading against the sense of the passage. At Key Stage 2, pupils continue to apply their knowledge about letters, words and grammar to decode texts, which are increasingly complex and sophisticated, and accuracy and fluency continue to improve. Writing skills develop satisfactorily. Pupils use words well, creating interesting effects that intrigue the reader and organising their stories into a convincing narrative with a clear structure. However, at both key stages there are shortcomings in the use of correct grammar and punctuation.

20 Literacy is given appropriate attention and the Literacy Hour is well implemented in both key stages. The teachers follow the National Literacy Strategy, and adapt some of the activities to meet the needs of the pupils. This is having a positive impact on pupils' progress for example, their ability to discuss the style and structure of text in fiction and non-fiction. Pupils are required to use their literacy skills in all subjects. For example, in science Key Stage 2 pupils record their investigations using an appropriate style of presentation and pupils in Key Stage 1 write poems about rainbows inspired by their work on light.

21 In mathematics, pupils in Year 1 learn to count in twos and tens both forward and backward. They double and halve numbers to 50. In Year 2, pupils learn to recognise odd and even numbers, and to identify patterns of digits arranged in grids with different numbers of columns. In Key Stage 2, pupils learn to use addition, subtraction, multiplication and division to solve problems, use coordinates, use halves, quarters and tenths and begin to learn about the relationship between fractions and percentages. Pupils make good progress throughout the school.

22 The school has made a good start on implementing the National Numeracy Strategy and the mental mathematics is already having a positive impact on pupils' progress. Pupils' numeracy skills are used appropriately across the curriculum. For example, pupils in Key Stage 2 make good use of graphs and tables, measurement and calculations in their work in science.

23 In science at Key Stage 1, pupils visit a farm to study the young animals, and investigate a stream and rock pools to learn about different environments. Pupils learn that light cannot pass through solid objects and investigate 'pushes' and 'pulls'. At Key Stage 2, pupils learn about the skeleton, the characteristics of solids, liquids and gases and carry out investigations to learn about balanced and unbalanced forces. The effective use of practical investigational methods has a positive impact on the progress pupils' make and the standards they reach.

24 Pupils with special educational needs make good progress towards the targets outlined in their individual education plans. The targets are in general precise and detailed and clearly influence the teaching that pupils receive. The quality of this teaching, whether from class teachers or from specialist support assistants, is consistently good and this has a positive impact upon the progress made. Scrutiny of the school's special needs

register indicates that the staged procedure is used effectively to address pupils' needs and provides evidence of the good progress that is made.

25 The standards achieved by different pupils indicate that the commitment to equality of opportunity in the school is effective. No patterns of under achievement are evident in the tracking of pupils' attainment undertaken by the school. Pupils with special educational needs achieve well and make good progress, given the difficulties identified in their individual education plans.

26 There is a strong link between good quality of teaching good progress in lessons. The well-structured schemes of work provide a secure foundation for plans for lessons and make a good contribution to pupils satisfactory and sometimes better progress throughout the school.

Attitudes, behaviour and personal development

27 Pupils' attitudes to their learning are good. They are generally attentive and concentrate well. Where pupils are involved in practical tasks, such as in a Year 2 science lesson on electricity, they are enthusiastic and ready to offer ideas. Younger pupils respond very well to instructions and settle down well to complete tasks within a given time limit. For example, pupils were asked to cut out paper 'fruit' and 'leaves' so that they could take part in decorating a traditional shelter in a religious education lesson.

28 Behaviour in school is very good. Pupils are polite and courteous to visitors. They behave sensibly when together in large groups such as when they have assemblies or are in the dining hall for lunch, although sometimes this can get a little noisy. They move around school in an orderly fashion, are careful with property and there is no litter around the school. Parents are happy with the standards of behaviour that the school achieves.

29 Pupils make very good relationships with each other. They relate very well to all adults in school, teachers, non-teaching staff and the volunteers who come in to help them. In practical lessons, such as art and science, they are very good at sharing resources and at taking turns in tasks. They work cooperatively in pairs, for example, as was seen in a Year 2 physical education lesson. They play well together when in the playground and older pupils look after younger ones, encouraging them to play games. They are tolerant of each other's differences, helping to make the school a harmonious community.

30 By the time pupils reach Year 6, they have developed a good level of maturity and show self-assurance in their ability to be independent. Older pupils respond well to the opportunities to help others such as through the 'Buddies' scheme and are confident to train pupils in Year 5 to take over from them when they leave. A group of Year 6 girls showed that they can work independently by performing in a group with their clarinets and flute at an assembly at their own suggestion, organising it and rehearsing without intervention from adults. Younger pupils happily accept the responsibility to act as group leaders, under supervision, as was seen when they questioned a group of business people from the community about the work they do.

Attendance

31 Attendance at the school is good in comparison with schools nationally. There is no unauthorised absence. Pupils arrive in good time and lessons get off to a prompt start. Routines are well established.

QUALITY OF EDUCATION PROVIDED

Teaching

32 The quality of teaching is good throughout the school. In 36 percent of lessons, the quality of teaching is very good, in 55 percent, it is good and in the remaining 9 percent of lessons it is satisfactory. The school has maintained the good quality of teaching reported by the last inspection. The quality of teaching is a significant factor in the progress pupils' make and an indicator of the school's ability to maintain and further raise

standards.

33 The quality of teaching for children under five is good overall. What is to be taught and what is to be learnt is clearly stated in the plans for teaching and lessons move at a good pace so that the children's attention and concentration is sustained. The staff use very appropriate practical and play activities to enable the children to make progress towards the desirable learning outcomes. The teacher and the nursery nurse work very well together to ensure that the children under five and the pupils in Year 1 who are taught in the same class are able to make progress. The nursery nurse makes a good contribution to the progress of children under five by providing relevant learning activities, giving clear instructions and explanations and asking relevant questions.

34 The quality of teaching for pupils in both Key Stage 1 classes is very good in 50 percent of lessons, good in 40 percent and satisfactory in the remaining 10 percent. Particular strengths of the teaching are in the quality of the plans for lessons, the management of pupils and the problem solving approach to much of the learning.

35 The quality of teaching for Year 3 pupils in Class 2 and for the remaining Key Stage 2 pupils in Class 3 is good in 57 percent of lessons and very good in 43 percent of lessons. The strengths of the teaching in Key Stage 2 are in the very good plans for teaching, the management of pupils, secure subject knowledge and the very good use made of their own time and the pupils' time. Teachers' employ a wide variety of methods and strategies, which include practical activities, discussion, question and answer sessions and visitors into the school. For example, in a history lesson, an excellent range of teaching and learning strategies were used when pupils were asked to take on the role of Ancient Egyptian embalmers and apply their knowledge of mummification. The pupils made very good progress in this lesson.

36 The quality of teaching for pupils with special educational needs is good throughout the school. Classroom work is well judged to support the specific needs of individual pupils; activities and interventions are at the appropriate level and are clearly based upon the teaching programmes identified in individual education plans. For example in one English lesson observed, pupils with special educational needs were supported to develop their knowledge of story sequence through a well-planned activity at the computer. Classroom work is very well supported by individual and group teaching offered by a skilled and specialist assistant. The range of opportunities provided by her and the skills she brings to the teaching make a significant contribution to the progress pupils make. Other volunteer helpers also enhance the range of teaching offered. Teachers, assistants and helpers are all well aware of the work each undertakes and effective teaching is based upon both expertise and good communication. .

37 Where the quality of teaching is very good, the teachers' planning includes clear learning objectives that are shared with the pupils. Well chosen activities enable the pupils to make good progress in acquiring knowledge, skills and understanding. There is a good balance between direct teaching and pupils tasks and activities. For example, in a Key Stage 1 science lesson where pupils investigated how air can be used to move objects, the teacher introduced the activity succinctly. The pupils worked in small groups for most of the lesson supported by adults who asked challenging questions. The teacher drew the learning together very effectively in the last few minutes of the lesson. Pupils made good progress in the lesson because they were able to test their ideas in a practical situation.

38 Where the quality of teaching is good, the activities are well planned and purposeful and build on the pupils' prior attainment. The teacher organises the resources and activities efficiently and manages the pupils well. For example, in a mathematics lesson where pupils learn to identify odd and even numbers, the lesson built well on the pupils' prior knowledge. They were able to make good progress because the well-matched tasks allowed them to consolidate their understanding and then move on to deal with new challenges. The teacher told the pupils what they would learn in the lesson and posed a question at the end, which provided a good link for the next learning.

39 Where the quality of teaching is satisfactory, the teachers have a good rapport with the pupils and have high expectations for their attitude to work, lessons are appropriately planned and resources are well prepared and organised. Shortcomings occasionally occur in these lessons, for example in a physical education lesson when opportunities were missed to involve pupils in evaluating their own performance in order to identify how they might improve.

40 The teacher of the children under five has a good knowledge and understanding of the age group and provides a relevant curriculum. The teachers of pupils in Key Stages 1 have good knowledge and understanding of the subjects of the National Curriculum and they promote high standards. Teachers of pupils in Key Stage 2 have very good subject knowledge and understanding particularly in English, mathematics and science.

41 Teachers' expectations for pupils' behaviour and attitudes to learning are high. This results in pupils having a positive attitude to learning. Teachers use the school's system of rewards and sanctions consistently and unobtrusively. Pupils generally respond well although a few pupils in Key Stage 1 occasionally find it difficult to listen attentively as part of a large group.

42 The quality of teachers' short-term planning and assessment is very good throughout the school. It is clear what pupils are to learn and tasks are well planned to challenge pupils of different levels of attainment. In almost every lesson the pupils are told what they will learn and the learning is drawn together well in the last few minutes. Teachers clearly indicate what is to be assessed and the subsequent plans for teaching take account of the pupils' prior learning. Support staff are well briefed before the lesson and share in the evaluation of the pupils' progress at the end of the lesson. However, the information gathered from assessment is not consistently used to set specific targets for pupils' improvement.

43 The management of pupils in lessons is very good throughout the school. Routines are well established and pupils settle down to their work quickly. Teachers use a wide range of teaching strategies and methods that promote a good pace of learning and cater well for pupils' different learning preferences and for the different age groups within each class.

44 The recent reorganisation into three classes is developing well and the pupils are benefiting from the smaller class size. The methods and organisation used by teachers throughout the school are very good. They provide stimulating and well organised activities for all the pupils, which enables them to make at least satisfactory and often good progress in lessons.

45 Throughout the school teachers make very good use of resources and of the educational time available. Where teaching is most effective, teachers work with specific small groups and individuals for some of the time and teach the whole class or larger groups at other times. Their energy and enthusiasm contributes much to the pace of the pupils learning. Teachers manage support staff well and they contribute a great deal to the quality of education. Resources are well prepared and there is a prompt start to lessons.

46 The plans for teaching clearly indicate what is to be assessed and teachers know the pupils' strengths and weaknesses well. The assessment information is used satisfactorily as the basis for the plan for the next lesson but the quality of the marking is not consistent. It does not always provide pupils with clear comments on their work or indicate what they need to do to improve it.

47 Satisfactory use is made of homework at both key stages. The tasks which teachers set for pupils are relevant and contribute to the progress they make. The homework tasks are generally followed up. The use of the recently introduced 'pupil planners' is having a positive impact on the quality of the homework and provides opportunities for parents to become involved in their child's learning.

48 Teachers are aware of the need to ensure equal access to all elements of the curriculum. Classroom observation indicated that practice is in advance of policy in this area. Teachers are careful to include all pupils in activities but also to accommodate specific needs by making extra provision, for example in relation to children under five or those with special educational needs. Teachers provide good models for their pupils in terms of equal opportunities. They undertake a range of roles and the quality of their relationships is very good, reinforcing the value placed upon each pupil.

The curriculum and assessment

49 The school provides a curriculum which is broad and balanced and which meets statutory requirements. The newly introduced literacy and numeracy strategies have been fully integrated into planning and practice and the other core subjects are given adequate time for teaching and learning. Sufficient teaching time is given to all National Curriculum subjects and long term and medium planning is coherent. Teaching of religious education reflects the locally agreed syllabus for the subject. The curriculum is usefully enhanced by teaching of Personal, Social and Health Education and supplemented by a range of extra curricular activities, including French. Effective long term planning ensures that provision builds upon previous learning; although the recent introduction of a new cross key stage class will inevitably require that long term planning is reviewed.

50 Policies exist for all subjects and there is a timetable for review and development. In general, the policies do not provide an adequate rationale for what is current practice. However, a sensible decision has been taken to postpone review until the new National Curriculum is in place. Subject guidelines helpfully interpret the subject and their implementation in school, although there is much overlap and repetition with policies. Policies and guidelines are a little out-dated and do not properly reflect the practice in the school, changes to the National Curriculum, the needs of a new teaching staff and school reorganisation from two to three classes.

51 A key issue at the previous inspection was to develop policies and guidelines for geography and art. The issue has been fully addressed and the curriculum for geography is properly supported by documentation. The long term planning for the subject is appropriate and whilst no geography was observed during the course of the inspection, scrutiny of work from the past indicates that the policy and guidelines are well implemented. There is now a very detailed and useful scheme of work for art that provides good guidance for teachers and provides an effective framework for teaching relevant skills. The previous report also commented on the inadequacy of the hall for physical education activities. Although the hall is large enough for most physical activities, its current multiple use, including that of providing storage, does limit the quality of provision in physical education.

52 The curriculum for children under five is properly based upon the desirable learning outcomes defined for children in this age group. It links easily with the National Curriculum accommodating children's developing skills and understandings. Good use is made of classroom assistants to provide a curriculum for children under five that is distinct from that of older pupils in the class. For example, children under five are included in appropriate parts of the literacy hour, but then undertake a range of appropriate practical activities. Because this often takes place in the hall, which has a number of other demands upon its use, opportunities to sustain and develop this play are inhibited.

53 The school has sustained its commitment to research based learning. This was particularly evident in work in the knowledge and understanding elements of mathematics and science; pupils are given opportunities to experiment and apply knowledge and to reflect upon what they have found out.

54 The curriculum for pupils with special educational needs is a strength of the school. Provision and practice are securely based on the identified needs of these pupils and individual education plans outline appropriate interventions and specific teaching programmes which have an impact upon pupils' progress. Good use is made of many opportunities to address the needs of pupils with special educational needs, both within class, in withdrawal groups and when individual attention is given by specialist staff. Such is the quality of communication between staff and volunteers with different responsibilities that the various elements of provision are coherent and reinforce each other.

55 The school is committed to ensuring equality of opportunity and this is evident in practice, for example in the treatment of pupils with special educational needs who were integrated into the activities of the class whilst being offered appropriate levels of skilled support. All pupils are offered equal access to the curriculum, for example pupils of both genders were observed cooking with an assistant. Care is taken to include all pupils in the range of activities offered, including the extra curricular clubs.

56 Although satisfactory overall, there is some variation in the quality of the school's assessment practice. The school undertakes a good range of assessment that allows them to identify specific needs and hence address

them. This is particularly evident in reading. The school has begun to use the results of statutory assessments to track individual attainment and to make forecasts about future attainment. Pupils' work is assessed against national criteria. Self-assessment by pupils, both as part of the newly introduced planner and in contributing to their own reports is a positive feature of the practice of the school. The use made of some of these procedures is less effective. For example, whilst the school tracks performance in statutory assessments it is not yet using this information to set challenging targets for improvement, except in reading. Similarly marking rarely identifies specific areas for attention, enabling pupils to know precisely what they need to do to improve. Teachers' understanding of the next steps in development does not yet inform the pupils' target setting in their planners. However, assessment information is used well in planning the work for pupils with special educational needs. This provides a potential model for work in the core subjects of the curriculum, for example, using assessment to identify group targets within guided reading and writing.

57 A key issue for action identified at the last inspection was that assessment data should be collected and analysed for evidence of attainment and in order to evaluate the effectiveness of development. As discussed above, the school has begun to gather information in order to aid its target setting and to forecast results. Expanding this initial work to allow a more sophisticated review of classroom practice and evaluation of its impact on standards achieved would be a valuable addition to the monitoring carried out in the school.

Pupils' spiritual, moral, social and cultural development

58 The provision for pupils' spiritual, moral, social and cultural development is good overall.

59 The school makes good provision for pupils' spiritual development both in assemblies and in lessons. They are sensitively encouraged during school assemblies to reflect on matters that concern them, at both a personal level and relating to current affairs. For instance, pupils think about the effect of the recent cyclone in India. Their work shows that they have spent time considering what God would be like and express their own ideas in thoughtful and poetic language. Pupils in a Key Stage 2 class experienced wonder and showed genuine elation at the results of their experiments. Pupils are also given good opportunities to show proper reverence for the faiths and beliefs of others as when they took their shoes off to enter the classroom for a lesson reminding them of their visit to a Hindu temple. Key Stage 1 and 2 pupils designed and created a cloth using fabric crayons, which will be used to cover the table used during class worship. They show delight in the finished article.

60 Provision for moral development is very strong. Pupils are helped to understand what is right and distinguish it from what is wrong. They are involved in formally reviewing the school rules at the beginning of each year and at regular intervals each term. Teachers set pupils good examples and gently remind them in notices around school asking if they are being thoughtful, sharing, helpful and kind. The 'Buddies' scheme effectively involves pupils in being watchful for and eliminating bullying. The older pupils have opportunities to discuss moral issues such as fox hunting, recording their arguments for and against and formally voting at the end. All pupils are involved in the annual spring clean of the village which gives them first hand experience of caring for the environment.

61 Pupils have very good opportunities to make a contribution socially which helps them to make good personal development. Older pupils take responsibility for a variety of tasks within the classroom and school that help other pupils and the teachers. The 'Buddies' scheme helps them take some responsibility for the well-being of other pupils and they also gain very good experience in training others, passing on their knowledge to younger pupils before they move on to secondary school. There is a good range of sporting activities which the school takes part in with other schools so that they learn to work together in teams and meet new people. The older pupils have the opportunity this year to go on a residential visit in the Lake District along with pupils of another small school and a comprehensive school which will give them valuable social experiences. Pupils in all classes have tasks for which they are responsible for example two of the younger ones are chosen every week to collect the registers and take them to the office. Pupils contribute to a wide range of charities throughout the year, for example, raising money for the Great Ormond Street Hospital and the National Children's Homes.

62 Provision for pupils' cultural development is good. A particularly good example was in the role-play of the wedding ceremony in the parish church and the subsequent wedding breakfast. They visit local museums

and places of religious and historical importance such as Durham Cathedral. Pupils listen to European music such as the work of Pachelbel and their art work shows that they have studied the works of European artists. In history, they have studied the ancient Egyptians and displays of the resulting work decorate the school. A visit to a Hindu temple has helped to deepen pupils' understanding of that faith and culture. Pupils have had the opportunity to work with Sixth form pupils from a local secondary school in creating a mural developed from Chinese stories and this now decorates a cloakroom. The school has welcomed visits from children from other countries and such visits contribute to their knowledge of the wider world. For example, two Russian boys visited the school recently.

Support, guidance and pupils' welfare

63 The school achieves its aim of creating a positive and caring atmosphere. All staff know the pupils well and the very good relationships which exist help to support the aims of the school.

64 The school's procedures for monitoring progress and personal development are sound overall. Although pupils are involved in setting their own targets in the annual reports to their parents, these are very general and do not help the pupils to recognise specific things they need to do in order to improve. Day-to-day guidance from teachers is good and pupils are, to some extent, involved in evaluating their own work in the classroom. For example, this is seen in Key Stage 2 science when they look at the results of an investigation. Teachers and support staff set appropriate targets for pupils with special educational needs. They monitor these regularly and adjust them so that pupils continue to make progress.

65 The school has good procedures for monitoring and promoting discipline and good behaviour. Pupils know what the rules are. Appropriate written notices around the school remind pupils of, for example, the expectations for playground behaviour. Pupils are involved in formulating the rules and this helps to ensure that they understand them. Each class has an effort chart to encourage good work and behaviour and the best pupil in each class has this celebrated in a 'Good Worker's' assembly each week. Pupils' good behaviour at lunchtime is celebrated when the midday supervisor identifies the best table and the best person for that week. On the rare occasions when behaviour is less than satisfactory, the school takes appropriate steps to sort it out, keeping the parents well informed.

66 The school has appropriate systems for monitoring and promoting pupils' attendance. Registers are checked every week and the headteacher monitors the overall attendance giving reasons for any fluctuations such as an epidemic of 'flu'. The headteacher appropriately makes it clear to parents that, although they are legally entitled to take their child away from school for up to two weeks in term time, it is not in the child's best interest to do so.

67 The school's arrangements for having staff trained in child protection procedures need updating. Otherwise, their procedures for ensuring pupils well being, health and safety are good. Any teachers new to the school have clear instructions on the established routines such as fire drills. There are proper arrangements for first aid and for the administration of medicines. Pupils have regular visits from people such as the police to raise their awareness of issues such as substance abuse and 'stranger danger' and the school nurse gives talks on sex education to Year 6 pupils. Premises and equipment are regularly checked for potential hazards. Older pupils are well supported when they move on to the next stage of their education and younger children are well integrated into the school through a good programme that involves their parents.

Partnership with parents and the community

68 The school makes very good partnerships with parents and the community.

69 The quality of information which parents receive from the school is very good. This includes both very good formal and informal opportunities for parents to talk to teachers about their children's progress. The school sends out well-written formal documentation and regular, pleasantly written newsletters on events which parents need to know about. Parents have been involved during the last school year in reviewing the work of the school and have had good opportunities to find out about current initiatives such as the national strategies for literacy and numeracy. All parents answering the questionnaire felt able to approach the school over any problems and felt that the school would handle any complaints well, should they arise. Parents were fully consulted about the home/school agreement.

70 Parents are involved well in their children's learning. They support the school well through the Friends of School Association. The Association also includes residents of the village. Several local people volunteer to give regular help in school and this support is much valued. Parents listen to their children read at home and make comments in their reading records. It is expected that parents will become more closely involved in the work their children do in school by the recent introduction of pupils' planners which will help to develop home-school communication further. Recently, some parents contributed to lessons such as history by telling their children the kind of toys they used to play with when they were young. The vast majority of parents are satisfied with the amount and type of homework that their children have to do.

71 The school makes very good links with the local community and wider for the benefit of the pupils. Students come in on placements from local colleges as trainee teachers and nursery nurses. Representatives of industry and national services such as the police and firemen give up their time to help pupils think about the different jobs people do in society. The school has very good links with the local churches, both Methodist and Church of England, which support it in promoting the Christian ethos. The school uses resources such as the travelling Planetarium so that pupils can learn about the universe. A drama group has visited the school, sponsored by a national company and a teacher from a small rural school in France spent two weeks in the school. A weaver visited the school and gave pupils the experience of weaving withies after they had visited a tapestry exhibition. There are strong relationships with other small schools and the comprehensive schools in the area. These relationships are well promoted through sporting, social and artistic endeavours.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

72 The governors, headteacher and teachers provide satisfactory leadership for the school. They work very well together to sustain the strengths in the quality of education provided and share an appropriate vision for the further development of the school. The staff team has changed considerably since the last inspection. They have established very good relationships and work well together as a team and, because of this, the school's capacity for further improvement is judged to be good.

73 The governors provide good leadership and have a clear vision for the development of the school. They have a clear understanding of their roles and responsibilities and carry these out very successfully. Governors provide good support for the headteacher and staff in their role as 'critical friend' because they know the school and the staff well through regular visits and the detailed and informative reports provided by the headteacher. This knowledge enables them to make informed decisions about the strategic development of the school. Very good use is made of the committee structures to give issues detailed attention and to streamline the work of the governing body to enable them to consider a wide range of relevant issues. Governors visit the school regularly and are committed to its development. There has been good improvement in the role of the governors in monitoring the work of the school but further development is need in developing strategies for evaluating the impact of their decisions. The governing body fulfils its statutory duties.

74 The leadership provided by the headteacher is satisfactory overall with a number of strong features. For

example, the headteacher has built a high performing team and secured a strong commitment from them and is now in a very good position to develop other parts of her role. She has successfully managed a number of major changes. The previous headteacher left the school just a year after the previous inspection. The present headteacher was a teacher at the school and took on the role of acting headteacher for a year until she was appointed in September 1998. The satisfactory progress towards the key issues is due mainly to her leadership. She has worked hard to manage the many significant changes which have taken place in the school alongside teaching a class each morning and adapting to her new role. For example, a newly qualified teacher and a new secretary were appointed and supported by the headteacher. At the same time, the headteacher took on the responsibilities of being the special educational needs co-ordinator and the literacy co-ordinator. The new staff are now very confident in their roles, the provision for special educational needs is well managed and the national literacy strategy has been successfully implemented. This term, another teacher has joined the staff and major refurbishment of the building has been carried out. The teacher is already making a good contribution to the team because of the support provided by the headteacher and other colleagues. Because of the headteacher's determination and good-humoured management, building work has been completed without major disruption to the pupils' education. The headteacher promotes positive relationships with the children, the parents, the staff and the governors and this has a positive impact on the quality of education provided and is evident in the way in which the staff work so well as a team. The major shortcoming in the headteacher's role is that the use of assessment and monitoring information is not sufficiently well managed to make changes to the curriculum, and to drive up standards.

75 The quality of the monitoring of teaching and of the curriculum is satisfactory. A promising start has been made on monitoring the quality of teaching and learning in the literacy hour. The observations, which have focused on particular elements of the lessons, have enabled the school to identify the strengths of the teaching and identify areas for development. The criteria used for sampling pupils' work and examining teachers' planning are not sufficiently well focused to provide specific information which could be used to further improve the quality of education and promote higher standards. A start has been made on analysing test data and other assessment information to identify strengths and weaknesses in the curriculum and in pupils' progress, but this is not consistently used in setting targets or in providing a strategic agenda for school improvement

76 Responsibilities for aspects of the school's work are delegated and staff are encouraged to use their initiative. However, responsibilities carried by the headteacher and the senior teacher are considerable and the headteacher is aware of the need to review workloads in the future. Staff regularly discuss the quality of the learning opportunities they provide and adjust the curriculum and the method of teaching accordingly. These arrangements are informal and do not usually focus on specific criteria against which to make judgements. The teachers provide good support for their colleagues and their positive and open relationships, commitment and enthusiasm are good indicators of the schools ability to maintain and further develop the quality of education.

77 The governing body, headteacher and staff have agreed and published a very suitable set of aims that describe high expectations for children in all areas of their development. These are very well implemented and this has a positive impact on children's progress, particularly in their personal and social development. The school has appropriate plans to revise curriculum policies to make them more succinct and to reflect any changes on the introduction of the Early Learning Goals and Curriculum 2000.

78 The school's development planning process is satisfactory and provides a useful strategy for improvement. There is a sufficiently long-term view of development. Most issues arise appropriately from the school's self evaluation which involved pupils, parents, governors and staff. All staff and governors are involved in monitoring the progress towards the targets. There are a manageable number of appropriate targets for the current year which have clear objectives and funding and other resources are identified. There are programmes of action, which are linked to the available funds and suitable criteria against which to measure the success of developments. However, there is little indication of how the impact of the developments on standards and quality of education is to be measured. This was part of a key issue for action given by the last inspection that still needs to be developed.

79 The management of special educational needs is effective. The school gives a high priority to addressing the needs of these pupils and provides a well-considered curriculum to address a range of specific needs. The implications of the Code of Practice are understood and procedures are clear and work well. Of

particular note is the coherence of the provision made. All elements of practice reinforce the pupils' overall programme, and the special needs coordinator properly oversees this diverse but effective approach.

80 A commitment to equal opportunities informs the work of the school. Work is underpinned by a policy which although out dated is usefully supplemented by a policy for ensuring a multi cultural perspective in the curriculum and ethos of the school. The headteacher is aware that the equal opportunities policy needs updating to reflect more obviously current practice in the school.

81 The school has a good ethos that is evident in the way in which staff work together to provide a very effective learning environment which demonstrates their commitment to pupils' high attainment. As a result, the pupils have good attitudes to learning, relate very well to the staff and one another, behave very well and make satisfactory progress in all subjects and areas of learning.

82 Considering the extent of the changes since the last inspection, the school has made satisfactory progress towards all the key issues for action identified by the last inspection as well as in a number of other areas.

- There is now detailed guidance for geography and art.
- The headteacher has started to evaluate the impact of in-service training on teaching and learning through classroom observation to monitor the effect of training on the quality of teaching in the literacy hour. The staff have begun to analyse assessment data but have not used this to measure the effectiveness of spending on standards.
- Members of the governing body now carry out their monitoring role well. They visit the school regularly for example, to monitor the lunchtimes, the literacy hour and the numeracy strategy. They also monitor curriculum developments effectively through reports from the headteacher and staff. They are aware of the need to develop more rigorous strategies for evaluating the impact of their funding decisions on standards and quality.
- Pupils of all levels of attainment are well challenged by the tasks and activities they are given in lessons. The careful match of tasks and teachers' high expectations enable pupils, including the highest attaining pupils, to make good progress.
- The emphasis on investigative and problem solving approaches to learning has been very successfully developed and makes a positive contribution to pupils' progress, particularly to the progress of the highest attaining pupils.
- There are now sufficient resources for all subjects. Funding from the National Grid for Learning has been helpful in improving the resources for information and communications technology.

83 The school is judged to have good capacity for further improvement because of the quality of the relationships between the staff, governors and parents and their high expectations for the school.

Staffing, accommodation and learning resources

84 The school has a generous number of staff who are well qualified and experienced to provide a full curriculum for the pupils. The recent initiative to reduce class sizes has allowed the school to establish a third full time teaching group and provided the headteacher with further non contact time for her managerial role. Staff work well together as a team. Responsibilities for subjects and aspects of the work of the school are shared among all staff and are appropriately matched to their expertise and interests. They have undertaken a range of professional training and updating in the recent past, including training in the literacy and numeracy strategies and evidence from observation suggests that this training has had a positive impact on classroom practice. Teachers are well supported by assistants who make significant contributions to group activities and provide very effective individual attention to pupils with special educational needs.

85 The support offered to the newly qualified teacher in the recent past has been effective and contributed to her professional development. Appraisal is in place. The headteacher has monitored the teaching of the literacy hour and given support to colleagues.

86 The accommodation is attractive and well cared for and provides a good environment in which pupils

can learn. Classrooms are of an adequate size for the number of pupils.. Displays are stimulating and informative and include work from every subject of the curriculum. The hall provides sufficient space for vigorous activity in physical education. The hall is used to store equipment and to provide space for role-play and other activities for children under five and; consequently, the area available for physical education is restricted. Groups of pupils and individuals with special educational needs are sometimes taught in the library.

87 There is a good supply of resources of good quality to support the teaching of the National Curriculum at both keys stages and for children under five. This represents a considerable improvement on the last inspection when the provision of resources in some subjects was raised as a key issue. The library and classroom book areas are well stocked with suitable fiction and, to a lesser extent, non-fiction resources. Each classroom is equipped with two personal computers and a printer that allows pupils adequate access to information and communications technology. Classrooms are also equipped for cooking. There is sufficient equipment for physical education. The quality and range of resources for pupils with special educational needs is sufficient and appropriate.

The efficiency of the school

88 The school makes efficient and effective use of the resources available.

89 The standard of financial planning is good. The governing body fulfils its financial planning role very effectively and makes good use of all available forecast information during the annual cycle of budget planning. There is a strong link between the approval of the budget and its use to meet the costs of spending priorities identified in the school development plan. The governors take an appropriately long-term view and consider and plan for any forecast changes to the budget. For example, an increase in the numbers on role has enabled the school to take advantage of national funding to reduce class sizes through the appointment of an additional teacher. The governing body has considered the options available should this source of funding end in order to find ways for the school to continue to benefit from the improved staffing levels. The level of funding is helped by the increase in numbers of pupils attending the school. Spending is carefully monitored and the headteacher and governors have a clear understanding of current and future needs. The shortcoming in financial planning is the lack of clear criteria against which to judge the impact of spending. These tend to be used informally and are not sufficiently rigorous to give the school a clear picture of the effect of spending on pupils' progress and attainment.

90 The headteacher makes good use of the skills and experience of the teachers, nursery nurse and support staff. Responsibilities for subject leadership and other aspects of the work of the school are appropriately delegated to teachers and administrative and support staff. The staff work very well together to complement one another's skills and the teamwork is a significant strength of the school. Support staff make an effective contribution to the quality of provision in the school because they are included in the planning and discussions. This enables them to use their initiative and make very good use of their time. No educational time is wasted; lessons begin promptly and move at a good pace. Volunteers who help in the school and students in training are briefed well by the teachers, are clear about what it is they are to do and this enables them to make a very positive contribution to children's progress. The secretary works efficiently and provides good support for the headteacher and staff enabling them to focus on their work with the children. The caretaker carries out her tasks efficiently and contribute a great deal to the quality of the learning environment and the smooth running of the school.

91 The school raises all pupils' attainment satisfactorily from their entry into the reception year. Pupils with special educational needs make good progress. This is the result of careful planning and the high quality of support offered by the special needs assistant. The special educational needs support assistant makes very good use of her time and of the resources to support individuals and groups of pupils and this enables them to make progress towards the targets in their individual education plans.

92 Learning resources and accommodation are used very well. Resources are efficiently, and effectively stored. They are accessible to staff and, where appropriate, to pupils. The teachers use a wide range of stimulating resources in lessons. The resources are well cared for by adults and pupils. The accommodation has

recently been improved to create a very stimulating learning environment. The classrooms are well organised to make best use of the space available and to provide attractive areas for a variety of activities. The hall is used for many activities including the provision of play activities for children under five. Although this is in many ways appropriate use of the accommodation, activities are curtailed by for example, assembly, lunchtime and physical education lessons. The role-play equipment limits the space available for physical education lessons for older pupils. The accommodation provides an attractive learning environment: It is very well maintained and is enhanced by high quality displays of pupils' work. The grounds have been thoughtfully developed to include areas for planting and further appropriate developments are planned.

93 The standard of financial control and school administration is good. The accounting systems and checks are used efficiently and effectively. Adequate and accurate information is available for the headteacher and governors to help them monitor the budget. Administrative tasks are carried out efficiently and the day-to-day organisation of the school is unobtrusive and the school runs smoothly.

94 When children start school, the majority achieve typical levels for four year-olds in all areas of learning. Pupils make at least satisfactory progress throughout the school and by the time they leave at the end of Year 6, almost all pupils attain levels in line with the national expectation and some reach higher levels. Throughout the school, the quality of teaching is good and pupils have good attitudes to learning. Standards of behaviour in the school are very good and pupil's personal development is good. Levels of attendance are good. Considering the satisfactory progress the pupils make throughout the school, the good quality of education provided and the reasonable costs, the school is judged to provide satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

95 The educational provision for children under five is good. The children under five are taught in a class with Year 1 pupils. At the time of the inspection, the class included 11 children under five, one child aged five and in the reception year and 11 Year 1 pupils. Most children attend a nursery or playgroup before they start school. A few children have only had experience of the toddler group. Children start school full time at the beginning of the school year in which they have their fifth birthday but admission can be delayed if parents and the school believe this to be in the best interests of the child. There is an appropriate induction process. Parents and children visit the class several times in the term before admission to school.

96 During the children's first half term in the reception class, the staff carry out a baseline assessment which shows that the majority of children reach broadly typical levels for four-year-olds in all areas of learning. The children, including those with special educational needs make at least satisfactory progress in their first year in school particularly in personal and social skills and in language and literacy skills.

Personal and social development

97 When they start school, the majority of children reach typical levels for their age in personal and social skills. They make good progress in the reception class and by the time they begin Key Stage 1, the majority reach at least the levels described by the national desirable learning outcomes for five-year-olds in personal and social development. Children quickly learn to work as part of a group and become increasingly aware that their actions can affect other people. They learn to share resources, take turns in games and take some responsibility for tidying away. Most are confident to ask for help in putting on an apron or accessing resources. Children handle resources with care and show respect for the equipment in the classroom. Some children show a preference for playing alongside one another and relate little to their peers, whilst others talk to one another about their activities and play together imaginatively for example, in the role-play area. Children make independent choices of some of the activities and materials available. For example, they choose to work on the computer, to make a face using collage materials or work in the water trough. Positive remarks and praise from staff promote the children's self-esteem and confidence and they make good progress in this area of learning. By the time they are five years old, they achieve the national desirable learning outcomes for children aged five.

Language and Literacy

98 When they start school, children's language and literacy skills are assessed and the majority reach typical levels for their age. Some children have good language skills and exceed the typical levels for the age group. Children enjoy stories and are learning to listen attentively for longer periods. They generally listen to and follow instructions well. Children talk with confidence about their activities for example, when they recall making 'porridge' in the water trough. They use an appropriate range of vocabulary in their play, when they answer questions or suggest their ideas in group discussion times. They practise their skills in speaking in role-play situations such as the 'Three Bears Cottage' and accurately recall the events in the story of 'Goldilocks'. Children learn to recognise their own names and attempt to write them on paintings and drawings. A few write their names confidently in clear, well-formed script. They make good gains in early reading skills and are eager to share a book with an adult. Children handle books well and use the pictures well when they act as readers to 'read' the story. Most children know some letter sounds and use them to decode simple words. Most hold their pencils correctly and copy their names or trace over letters and are improving their skills through systematic teaching and regular practise. By the time children are five they have made good progress in developing skills in speaking and listening, writing and reading. The average and higher attaining pupils read with confidence and use their knowledge of letter sounds well to help them to decode unfamiliar words. The lower attaining pupils read simple texts accurately. All children reach levels in reading which are higher than the expectations described by the national desirable learning outcomes for children aged five. The good quality of teaching and purposeful activities provided promote pupils' progress well.

Mathematics

99 When children start school, the majority reach at least the levels described as typical for the age group by the baseline assessment materials. Children practise counting and sorting in their play and learn about number and numerals in playing games with the nursery nurse. They know a variety of number songs and rhymes in which they practise counting. Most children recognise numerals up to 10 and count out objects accurately. They draw the correct number of objects in a set in response to a numeral. Some higher attaining children have a good grasp of number order and write the numbers accurately. Children learn to use mathematical vocabulary such as 'bigger than' and 'smaller than' when they compare numbers to 10. They compare the lengths of objects and accurately identify the longest and the shortest and when holding objects they say which is lightest and which heaviest. They make good progress in mathematics and achieve at least the levels described by the desirable learning outcomes for five-year-olds by the time they transfer to Key Stage 1. Higher attaining children reach levels within the Key Stage 1 programmes of study for mathematics.

Knowledge and understanding of the world

100 Children's knowledge and understanding of the world is broadly typical for the age group when they start school. They learn about themselves, and to recognise and name body parts. They learn about the importance of a good diet in staying healthy. Children learn about their senses when they listen to sounds and identify smells that they like and dislike. They learn about pushes and pulls as part of their work on forces. They explore the properties of sand and water as part of their play and concentrate for significant periods of time when using construction toys. Children use information technology with increasing confidence and the majority use the mouse to locate, drag and drop objects on the screen to dress a bear. Children make good gains in understanding some of the key ideas in this area of learning. By the time they move into Year 1, they reach the targets described by the national desirable learning outcomes for five-year-olds. Some children achieve higher levels.

Physical Development

101 When children start school in the reception class, their physical skills in climbing, running and jumping and in controlling small tools and equipment are broadly typical for their age. There is no outdoor classroom for the children under five to use climbing equipment, control wheeled toys or engage in other more vigorous activities as part of their learning. Opportunities for children to develop physical skills are limited to physical education lessons and playtime. In physical education lessons, children move with confidence and have some control over speed and direction of movement when they explore various ways of moving and balancing on different parts of the body. Children's use of space is less well developed and they are not always aware of the space needed by others. Children generally control tools and small equipment well. When they work in the water

tray, they pour the water carefully and accurately from one container to another showing good coordination. Many write their name, other letters and some numbers showing good control for their age. Children complete jigsaws, manipulate construction toys and use scissors with confidence and increasing skill. They generally make good progress and by the time they are five years old, the majority achieve the levels expected by the national desirable learning outcomes for children aged five in this area of learning. The lack of an outdoor learning area limits pupils' progress in physical development.

Creative Development

102 Children make good progress and by the time they are five, the majority reach the nationally described levels. They use a variety of media in painting, modelling, collage and model making. Most children use colour well and record things they remember or imagine when they draw or paint. Children develop imaginatively in role-play in the 'Three Bears' Cottage' In a physical education lesson, children are imaginative when they invent ways of moving and then balancing on different parts of their body. Children behave well and work hard. They respond promptly to instructions and concentrate well on the activities. They are often absorbed by the activities. The children respond well to the Christian ethos of the school that underpins all teaching and learning and places an emphasis on caring for each other, good behaviour and a mutual respect between children and teachers.

103 The quality of teaching is good in all areas of learning. The adults foster children's personal and social development and promote speaking and listening skills well by joining in their play, sharing books or playing a number game. This interaction and intervention in the learning is effective in maintaining a good pace to the learning. The adults have high expectations of the children's behaviour and ensure that the children know what is acceptable and unacceptable behaviour. Lessons are planned carefully to build on children's prior learning and what is to be taught is clearly described. The nursery nurse, who takes responsibility for the children under five for a considerable amount of the time, is fully involved in the planning for their learning and provides good quality intervention and interaction for them. The staff have good knowledge and understanding of the age group and plan appropriate activities.

104 The school has more children under five than usual which has led to the creation of a third class this year. The staff are still adjusting to having a class in which there are equal numbers of children under five and Year 1 pupils. They have made appropriate arrangements to provide a curriculum that is relevant to the children under five but now recognise that there are strategies they need to review. For example, use is made of the hall to provide certain activities at some times in the day but these activities often have to be cut short. The routines for the Key Stage 1 pupils and the use of the hall for assembly, physical education lessons, lunches and other events mean that continuity of learning is often disrupted.

105 The children benefit from the good quality of the curriculum. Very good links are made with the Key Stage 1 programmes of study and this enables children to be challenged and ensures continuity and progression in children's learning. Volunteers are always welcome and provide valuable support for the children because they are well briefed by the teacher. Assessment is thorough and individual pupils' profiles are comprehensive and updated regularly. A formal report is sent to parents annually and there are opportunities for informal and formal meetings for parents throughout the year.

106 The indoor accommodation is satisfactory. The classroom is a good size and provision is improved to some extent by the use of the hall to provide children with experience of role-play and large construction materials. Because the area has to be vacated for assembly, for lunchtime and for any other use by the other classes, more time than is desirable has to be spent on tidying up and moving back into the classroom or setting up the activities again. This arrangement also limits the space available for physical education lessons for older pupils. Appropriate plans are being considered to enclose an outdoor verandah area to provide more space for activities for the children under five. There is a good supply of appropriate learning resources of good quality. The classroom is enhanced by attractive displays of the children's work, which are used very effectively to value children's efforts. There is no outdoor play area and this is a shortcoming in the provision.

107 The children join Key Stage 1 and Key Stage 2 pupils for collective worship, playtime and lunchtimes. This arrangement is positive in that it provides opportunities for the children to become part of the school community but has shortcomings, particularly at the beginning of the year when it is not an ideal arrangement

for children under five.

108 On entry to school, children are assessed using the local education authority's baseline assessment test during their first half term in the reception class. This provides useful information which is used to create a baseline profile and record of children's progress throughout the reception year. Children with special educational needs are identified early and are given appropriate support.

ENGLISH, MATHEMATICS AND SCIENCE

English

109 Standards in English are consistent with the national average at both key stages. Pupils make satisfactory progress throughout the school, although progress in reading is good overall. Teaching is good and has a clear impact on the standards achieved and progress made in reading.

110 Statutory assessment in English in 1998 suggested that at the end of Key Stage 1 pupils' attainment was above average. By contrast, results from 1999 were at the national average. Such variation graphically illustrates the difficulty of establishing a trend when the number of pupils assessed is small. In these circumstances, one pupil with special educational needs can have a considerable impact upon the percentage figures. For example, in 1999 three of the five pupils assessed were included on the school's special needs register. However, examination of the results does suggest some variation between attainment in reading and writing even within the same year group. In 1998 for example whilst half the pupils assessed achieved the higher level 3 in reading only 12% achieved it in writing. In 1999 whilst 80% achieved the expected level, level 2, in reading, only 50% achieved it in writing. It would be wrong to over interpret because of the small number of pupils assessed. Nevertheless, lesson observation, interview and a scrutiny of pupils' work confirm that standards are higher in reading than in writing at Key Stage 1.

111 A similar pattern is evident at Key Stage 2 although the same qualifications have to be made about the size of the cohort and its impact upon statistics. In 1998 results in statutory assessment at the end of Key Stage 2, suggest that Year 6 pupils' attainment is close to the national average. In 1999, the results suggested attainment was a little below the national average. In particular whilst all but one of the pupils attained the expected level 4 in reading, less than half achieved the same level in writing. Again, observation evidence would confirm above average standards in reading and average standards in writing. Even whilst recognising the success that the school has with pupils with special educational needs, it is evident that some pupils could achieve higher standards in writing.

112 Pupils make good progress in reading throughout the school and at the end of each key stage, they attain standards that are above the national average. Throughout Key Stage 1 pupils learn to apply phonic knowledge to their reading and are increasingly able to check their reading against the sense of the passage. Year 2 pupils are beginning to self-correct and observe punctuation, noticing the effect that it has on meaning. Higher attaining pupils are making good progress in learning to read with fluency and to express preferences. They are able to make use of indexes and contents when reading information books. Pupils also make good progress in reading at Key Stage 2. Pupils continue to apply their knowledge about letters, words and grammar to decode texts, which are increasingly complex and sophisticated, and accuracy and fluency continue to improve. Pupils with special educational needs make good progress too; their needs are identified early and the quality of provision improves their accuracy so that by the end of the key stage, most are achieving at the average standard. Higher attaining readers are beginning to infer and deduce detail about characters, although not all can reference their opinions closely to evidence in the text. Pupils also make good progress in learning to explain complex vocabulary and interesting ideas in the books that they read. The literacy hour has clearly had an impact upon pupils' ability to discuss books using the appropriate terminology, for example in a lesson about instructional texts, pupils learnt about 'sequential stages' and how these were expressed in print. Opportunities to reflect on longer class novels, for example 'Why the Whales Came' by Michael Morpurgo, have also enhanced pupils' ability to articulate ideas about books.

113 Pupils make satisfactory progress in developing their writing skills throughout the school. Pupils at all stages use words well, creating interesting effects that intrigue the reader. However at both key stages, pupils

make errors that limit the impact of their writing. For example at Key Stage 1 many Year 2 pupils are able to make lively choices of vocabulary but do not sustain the voice of their pieces, changing pronouns mid sentence on occasions, or mistakenly changing tenses. At Key Stage 2, higher attaining pupils use words effectively and are increasingly able to organise their stories into a convincing narrative with a clear structure. At times, work loses its effect because sentence grammar is not sustained and punctuation is inaccurate. Whilst the impact of high reading standards is evident in pupils' writing, for example in the word choices that are made, there is also evidence that pupils are not re-reading and reviewing their own writing. In effect, they are not writing with a reader in mind. Teacher's marking does not consistently give pupils sufficiently clear guidance of what needs to be done to improve an initial draft and the use of guided writing activities does not specifically focus upon how to enhance the quality of writing. Nevertheless, standards are at the level expected at both key stages.

114 Pupils make satisfactory progress in developing their speaking and listening skills throughout the school and by the end of each key stage standards are at the level expected. Opportunities are provided for young pupils to listen to stories and listening skills are rightly emphasised in all lessons at Key Stage 1. Pupils contribute with confidence in shared whole class activities within the literacy hour and are increasingly able to speak with an awareness of their audience, using interesting vocabulary. At Key Stage 2 pupils continue to make satisfactory progress, as in a history lesson where pupils spoke in role as Ancient Egyptian embalmers. Here they contributed with increasing confidence, adapting how they explained about their 'work' to the situation of being 'interviewed' by their teacher in role as a journalist.

115 Pupils enjoy their work in English and respond positively to it. Almost without exception, all pupils spoke with interest about the books they had read and older pupils at Key Stage 2 were enthusiastic about favourite authors. Response in lessons is good throughout the school. In lessons observed at Key Stage 1, concentration was good and pupils were quick and willing to respond to questions. In general, they behaved well. At Key Stage 2, pupils also concentrated well and contributed fully to their lessons. Behaviour was very good. Pupils listen well to each other, for example where pupils report to the whole class on what they have achieved. Pupils took genuine interest and pleasure in each other's work.

116 Teaching of English is good at both key stages. Throughout the school teachers are well planned, provide a range of interesting activities for their pupils and sustain a good pace to their lessons. Activities are well differentiated, particularly so for those pupils with special educational needs in English. Behaviour and learning are both well managed, as in a lesson where Year 2 pupils learnt about instructional texts, and resources and questions are well used to stimulate and challenge pupils' thinking. Teachers have a good working knowledge of the Framework for Teaching. They are developing a range of strategies for use in different parts of the literacy hour. They present good models themselves as language users and have clear subject knowledge. The choice of books used with older pupils at Key Stage 2, for instance, is imaginative. Marking, whilst responsive, is not so well focused on pupils' specific needs and consequently does not always have an impact on the quality of writing. Insufficient use is made of opportunities in guided writing.

117 The literacy strategy has been carefully introduced into the school and has been properly adapted to accommodate the needs of mixed age classes. It is beginning to have an impact on the progress pupils' make; objectives are precise and are communicated to the pupils in all classes. The methodology of the literacy hour is also in place and teachers are becoming increasingly confident in making best use of its different aspects. However, more explicit planning for guided work, particularly in writing, would help focus attention on improving the quality of pupils' work. The headteacher has begun to monitor the literacy hour but this monitoring is not sufficiently focused on the quality of teaching and learning. Resources for reading are good and the library is well stocked and attractive.

Mathematics

118 The 1998 National Curriculum tests showed that pupils' attainment in mathematics at the age of eleven was above the national average. The results of the 1999 tests and assessments show that standards are close to the national average, even though a high proportion of pupils were on the school's register of special educational needs.

119 At the age of seven, pupils' attainment in 1998 was broadly in line with the national average. The results of the 1999 tests and teacher assessments show that standards are above the national average even with a high proportion of pupils on the school's register of special educational needs.

120 The small number of pupils in each cohort means that results vary from year to year because of the attainment of individual pupils. However, standards have been maintained over the last four years even though there has been a high proportion of pupils with special educational in some cohorts. This is evidence of the good provision made for pupils with special educational needs which enables them to make good progress.

121 By the end of Key Stage 1, the majority of pupils attain at least the levels expected nationally for seven-year-olds. Throughout the key stage, there is an increasing emphasis on mental arithmetic concentrating on simple number bonds and multiplication facts. By the end of Year 2, pupils use simple diagrams to record their findings about for example, sets of toys that involve making two decisions. They order numbers to 100, recognise odd and even numbers and understand that digits placed in different positions in numbers to 100 have different values. Pupils investigate numbers to discover multiples of two, three and five and are familiar with multiples of four. They identify and use halves and quarters. They solve problems that involve the addition of money using coins of all values. They try different approaches to mathematical problems and are beginning to organise their work and check their results.

122 By the end of Key Stage 2, most pupils work at levels in line with those expected nationally. A few reach higher levels. Mentally, they carry out activities using addition, subtraction, multiplication and division using three figure whole numbers. The highest attaining pupils invent methods for multiplying and dividing three digit numbers. Pupils understand the relationship between fractions and percentages. They apply their knowledge of angles to regular and irregular shapes, measure angles and draw them. Pupils of all levels of attainment collect data using a tally sheet and then present the information as a bar chart and pie chart. Pupils understand probability in terms of chances and use coordinates to plot points on a variety of grids.

123 During Key Stage 1, all pupils, including those with special educational needs, make good progress. They build on the good start in the reception year and develop strategies to manipulate and use numbers to 100. For example, pupils in Year 1 learn to count forward and backward in twos and tens and halve numbers to 50. In one lesson, pupils made good progress in learning to recognise numbers that are greater than or less than another did and to use the correct comparative language. By the end of the lesson, the majority could confidently say that, for example, 15 is greater than 12 and that 15 comes after 12 but before 17. Pupils begin to develop an understanding of place value. and practise adding numbers to 50 and record the problems clearly. They learn to use the correct mathematical names for simple two-dimensional shapes and begin to use standard and non-standard units to measure length. In Year 2, pupils learn to recognise odd and even numbers, and to identify patterns when the numbers are arranged in grids with different numbers of columns. They count in twos, fives, and tens and know which number comes before and after all two digit numbers. They progress from using non-standard measure to understanding the purpose for standard measures and learn to measure using centimetres, grams and litres. They learn to recognise the time on an analogue clock.

124 All pupils, including those with special educational needs, make good progress at Key Stage 2. In Year 3, pupils learn to use addition, subtraction, multiplication and division to solve problems involving numbers to 50. They develop the use of symbols and diagrams in presenting their work and learn the multiplication tables for two, five and ten. In Year 4, pupils learn about Pascal's triangle, and use coordinates to plot and draw two-dimensional shapes. Pupils develop their understanding of fractions and use halves, quarters and tenths in their work. They begin to learn about the relationship between fractions and percentages and know for example that 50 percent and one half have the same value. They investigate angles and learn how to calculate the area of a regular shape. In Year 5, pupils continue to build on their knowledge and understanding of number using the four number operations to solve increasingly complex problems and checking the reasonableness of their

answers. They learn to use fractions and percentages to describe the proportions of a whole and develop an understanding of equivalent fractions. Pupils recognise angles and label them as, for example, obtuse, reflex or acute. They learn to measure and draw angles to the nearest degree.

125 Throughout the school, lower attaining pupils, including those with special educational needs, are well supported and are able to make good progress in all areas of mathematics because of the well matched tasks they are given. Similarly the highest attaining pupils are well challenged by their work and are able to make good progress towards higher levels of the National Curriculum. The good progress throughout the school is the result of the good quality of teaching, particularly teachers' use of assessment to plan challenging tasks for pupils and the pupils' positive attitudes to the subject. The daily mental mathematics sessions implemented in the numeracy hour are having a positive impact on pupils' progress at both key stages.

126 Pupils' numeracy skills are used well across the curriculum. For instance, pupils use their knowledge of tables and graphs to support their work in while collecting, recording and collating data in science.

127 Pupils' response to their work is good overall. Pupils are generally attentive and concentrate well throughout the lessons including when working independently. A few pupils at Key Stage 1 find it difficult to concentrate during question and answer sessions but settle quickly to the written tasks and work hard. Pupils at Key Stage 2 enjoy the challenge of the mental maths and are confident to contribute answers. Pupils work collaboratively in groups and cooperate well to share resources. Relationships are very good. Pupils take pride in their work and present it well. In response to the teachers' well prepared lessons and positive support, pupils demonstrate a commitment to doing their best.

128 The quality of teaching is good overall. Lessons at both key stages are well planned and there are clear learning objectives for pupils of all levels of attainment. This provides pupils with a good challenge and they are able to make good progress. The brisk pace set in the mental maths session is well maintained throughout the lesson. The teachers' make good use of their time to teach groups and individuals and deploy the support staff very well. A particular strength of the teaching is the way in which pupils are encouraged to explain their methods and approaches to problem solving. Occasionally, teachers miss opportunities to involve pupils fully in evaluating other pupils' methods and answers.

129 The curriculum is good and includes a good range of opportunities for using and applying mathematics as well as developing knowledge and understanding in each of the programmes of study of the National Curriculum. Staff have appropriately begun to base lessons on the structure of the National Numeracy Strategy which is being implemented during the academic year. Teachers use their assessment of individual pupils' progress in lessons well and satisfactory use is made the data gathered from end of unit tests and other teacher devised tests. The staff know the pupils' strengths and weaknesses well and use informal opportunities to monitor standards well. The subject coordinator provides good leadership and support for colleagues. . The role of the coordinator in monitoring teaching and learning is not sufficiently well developed. Formal monitoring of the quality of teaching and learning in the Numeracy hour is appropriately planned for this term.

130 Resources are good and used effectively. Particularly effective use is made of the skills of the support staff. They are fully involved in planning and assessing the pupils' work and, as a result, are able to contribute a great deal to the progress pupils make.

Science

131 The results of the 1998 end of Key Stage 1 teacher assessments are very high in comparison with the national average and very high when compared to the results of pupils in similar schools. An above average percentage of pupils attain levels higher than those expected nationally for seven-year-olds. In the 1999 end of key stage teacher assessments, the percentage of pupils who attained the expected levels is close to the national average even though three of the five pupils assessed were on the school's register of special educational needs. The school has maintained high standards over the last four years.

132 The results of the 1998 end of Key Stage 2 national tests and teacher assessments indicate that

attainment was well above the national average and well above the standards attained by pupils in similar schools. An above average percentage of pupils reach levels above those expected for eleven-year-olds. The results of the 1999 end of Key Stage 2 tests and teacher assessments show that 78 percent of pupils reached the levels expected nationally which is close to the national average even though five of the seven pupils assessed were on the school's register of special educational needs. The school has maintained high standards for the last four years.

133 By the end of Key Stage 1, pupils have a good understanding of the process of scientific investigation. Pupils make simple predictions based on their prior knowledge and understanding and carry out experiments to test the predictions. They know that when they test their hypotheses they need to limit the variables so that the test is fair. Pupils know some facts about electricity and how it is used in their homes. They are aware of some of the dangers. They know that the sun, lightning and fire are sources of light and that reflections can be seen in a mirror, spoon or the surface of still water. They use their knowledge about living things to name the parts of a flowering plant and to investigate a local stream and rock pools.

134 By the end of Key Stage 2, pupils have a very good understanding and knowledge of all strands of science. When carrying out investigations, for example to measure friction, they are able to give reasons for their predictions, plan experimental procedures and control appropriate factors. Pupils devise methods for recording their observations and measurements and understand the value of repeated measurements for secure data. Pupils have a good understanding of gravity and up-thrust and can explain clearly why a boat shaped piece of plasticene will float but a ball of plasticene sinks. They know that air resistance slows moving objects and investigate parachutes of varying sizes. Pupils understand the changes brought about through evaporation, condensation and freezing. They use their knowledge of living things to describe how diet affects health.

135 Pupils make good progress throughout the school. This is a direct result of the good quality of teaching, particularly the clear planning and the reinforcement of pupils' knowledge and understanding through carefully planned practical and investigative work.

136 At Key Stage 1, pupils learn about life processes. They visit a farm to study the young animals, visit a local stream to investigate what creatures live there and then compare those creatures with those they find in a rock pool. Pupils investigate their shadows, and learn that light cannot pass through them. They investigate 'pushes' and 'pulls' by using the swings and the slide in the park. When they bake, they learn about changes to materials when they are mixed together or heated. During a lesson, Year 1 pupils discover that they can use air to move objects. They choose from a selection including a balloon pump and a fan and predict which source of air will move a variety of objects furthest. They test out their ideas and by the end of the lesson they have a better understanding of a fair test and know that the stronger the wind, the greater the force.

137 Pupils continue to make good progress in Key Stage 2. In their study of living things, they learn about the skeleton and dental care. They learn about the properties of solids, liquids and gases and look at the ways in which some materials are recycled. Pupils learn more about electricity, particularly about the dangers. Pupils carry out research into the planets and present the information in very attractive booklets. Throughout the school the pupils are encouraged to present their work in a scientific style. Early in Key Stage 1, for example, they begin to produce simple labelled drawings and tables so that as they progress towards the end of Key Stage 2 their diagrams and tables become more sophisticated. Pupils also make good progress in scientific reporting and gradually take more responsibility for devising their own ways of collecting, recording, processing and presenting data. Good use is made of computers in science. For example, in a Key Stage 2 lesson, pupils were introduced to sensors and were able to track the changes in temperature as water was boiled and ice melted. At the end of the lesson they were able to identify some of the strengths and weaknesses of this method of measurement.

138 Pupils' attitudes towards science are very good. Pupils watch and listen attentively and offer suggestions confidently and enthusiastically. They generally wait for their turn before answering questions but a few pupils in Year 2 find it difficult to listen to others. Pupils throughout the school work hard in lessons and are absorbed by the investigations. They co-operate well in pairs and small groups, sharing the resources and sharing their ideas and findings. They are trustworthy and get on sensibly without direct supervision. They take pride in their work and present it neatly. They handle scientific equipment carefully and are conscious of the need for safety when doing experiments.

139 The quality of teaching is very good overall. Teachers start by explaining the purpose of the lessons to the pupils. This focuses the pupils' attention on the task and the pupils know what they have to do to make progress. The plans for teaching include very clear learning objectives, well matched to the needs of the pupils. Teachers make very good use of questions to gauge pupils understanding and knowledge and to challenge their thinking. Teachers intervene in the learning at appropriate point and are able to move lessons on at a good pace. At Key stage 2, good opportunities are given for pupils to ask questions. Resources are well prepared for the interesting and challenging activities. Classroom support assistants are very well deployed and are able to make significant contributions to pupils' progress because they are fully involved in planning the activities and assessing pupils' progress.

140 The scheme of work for science is very good and provides clear guidance for non-specialist teachers so that pupils' knowledge, skills and understanding build progressively throughout the school. Pupils' investigation skills are assessed during the lessons and teachers' assessments of units of work are used appropriately to keep records of pupils' progress. Oral feedback to pupils in lessons is good because it helps pupils to understand what they need to do to improve. Some examples of pupils' work have been collected to illustrate the standards reached in each attainment target but these are not consistently dated or annotated.

141 The teaching of science contributes much towards the pupils' spiritual and social development. Pupils develop a respect for living things and natural phenomena such as their own shadows and rainbows. Regular use of small group and paired work gives good opportunities for pupils to learn to collaborate with others.

142 The science co-ordinator provides good leadership for the subject and knowledgeable support for colleagues. Formal use of classroom observations to monitor the quality of teaching and learning is not developed but the co-ordinator regularly examines colleagues' plans for teaching and discusses the progress of individual pupils. The subject benefits from good resources that are easily accessible. The school grounds and local environment are used effectively to support the teaching of science.

OTHER SUBJECTS

Information and communications technology

143 Although no discrete information and communications technology lessons were observed during the inspection, there was sufficient evidence from group activities integrated into other lessons, and from the scrutiny of completed work to be able to conclude that standards of attainment are consistent with the national average at both key stages. Pupils make satisfactory progress throughout the school.

144 Younger pupils at Key Stage 1 can communicate information and ideas using information technology. Year 2 pupils continue to make satisfactory progress and learn to operate different hardware confidently, for example a mouse and a printer. They are increasingly confident and competent at selecting different tools or options from a menu of possibilities, making choices that are appropriate to the task. They are able to use a word processor to re-organise text.

145 At Key Stage 2 pupils make satisfactory progress. Year 4 pupils for example are developing their ability to present information graphically and then to ask questions of it and can manipulate and change text on a screen with increasing confidence. By the end of the key stage, pupils have improved their skills. They use information technology to present work attractively and to add to and amend information that presented technologically. They learn how to use computers to both sense and measure physical data in a range of tasks across the curriculum. For example, in a science lesson they used a computer controlled sensor to measure changes in temperature and compare results with those registered on a thermometer.

146 Pupils have positive attitudes to information technology activities throughout the school. They enjoy their work, respond with enthusiasm and interest to demonstrations by their teachers and can work sensibly and cooperatively when required to complete work in small groups. They are committed to their work and describe what they do with interest. Pupils at both key stages work with concentration and sustain tasks until they were completed.

147 Teaching of information technology is good. Whilst as yet this hasn't had an impact upon standards achieved or the progress that pupils make, such effective teaching is having an impact upon pupils' confidence and positive attitudes towards the subject. All teachers are confident in their own use of the computer and plan effectively to integrate information technology appropriately in a range of subjects across the curriculum. These activities are planned to both develop information technology skills and pupils' knowledge in the particular subject. Teachers can demonstrate how best to undertake a task and question well to challenge pupils' understanding. Good use is made of the possibilities for repetition and reinforcement offered by computer technology when teaching pupils with special educational needs. .

148 At the last inspection, the school was asked to improve the resources available for teaching and learning in information technology. Since then resources have improved considerably. Each classroom now has two personal computers and a dedicated printer, and these are used well to enhance learning opportunities.

Religious education

149 Judgements are based on one lesson in each key stage, teachers' planning and a sample of pupils' work.

150 Pupils' attainment in religious education is consistent with the expectation of the locally agreed syllabus at the end of both key stages.

151 By the end of Key Stage 1, pupils know that religious communities have different places of worship such as a church or a synagogue. Pupils understand that these buildings are used for special ceremonies. They know that food has a place in some ceremonies. For example, pupils enact a wedding and a christening ceremony showing their understanding of the importance of the events and the symbols connected with them. They join in a wedding breakfast complete with wedding cake after role-playing the ceremony in the local church. They make Hallah bread and learn about importance to those of the Jewish faith. Pupils have a good knowledge and understanding of Bible stories and festivals such as Christmas, Easter and Sukkoth. They visit Durham Cathedral and add to their understanding that there are places that are special to members of faith communities.

152 By the end of Key Stage 2, pupils have knowledge of some of the major beliefs, symbols and observances of Christians, Hindus and Jews. They know the names of the different articles found in a Hindu shrine and can describe their use, purpose or meaning. They know the vocabulary specific to the world religions and use it correctly in their oral and written work. They have a good knowledge of the events in the life of Jesus.

153 Pupils make consistently good progress throughout both key stages. In Key Stage 1, pupils hear stories for example, about special people such as Mary Jones or St. Cuthbert. They learn about the importance of belonging when they hear, and then record in their own words, some of the stories from the life of Buddha. They learn how a prayer wheel is used. When they take part in constructing a Sukkoth shelter, pupils learn about the similarities between this Jewish festival of thanksgiving and the Christian 'Harvest Festival'.

154 At Key Stage 2, pupils develop an understanding of the reasons for choice in religion and gain respect for other people's faiths. They learn the major stories and central beliefs of major world faiths. For example, in collective worship, Key Stage 2 pupils tell the story of Rama and Sita and the Hindu festival of Diwali. Pupils learn about the symbolism of light in many religions including that Jesus is spoken of as 'the light of the world' by Christians. Pupils learn how each article on a 'puja' tray is used in Hindu worship.

155 Pupils listen attentively to stories and contribute sensibly in discussions. Key Stage 1 pupils readily identify with people in the stories and enjoy role-play. Key Stage 2 pupils settle to the tasks quickly and take pride in their work by presenting it neatly. They show an interest in the subject, particularly when they are involved in practical activities such as writing prayers to be used to decorate the Sukkoth shelter.

156 The quality of teaching is good throughout both key stages. Lessons are well prepared and teachers have secure knowledge of the subject and of the locally agreed syllabus. Teaching methods and strategies include direct teaching, discussion and independent and group activities. The use of questioning helps pupils to

understand and reflect on the artefacts and ceremonies. Teachers base their lesson plans on the detailed scheme of work which enables reinforcement of previous work and revisiting topics either at different levels or from another perspective. This is effective in ensuring that pupils make progress in their knowledge and understanding of the subject.

157 Teachers make good use of opportunities to promote pupils' spiritual, moral, social and cultural development through religious education lessons. Pupils learn to respect members of other faith groups and the importance of their own faith in the culture of the village. Through studying for example, the use of light in other faiths, pupils are helped to be aware of the spiritual element of their own worship.

158 The subject coordinator has good knowledge of the subject and of the locally agreed syllabus and provides good support for colleagues. There have been no planned opportunities to monitor the quality of teaching and learning through classroom observations but the school has identified this as an area for further development across the curriculum. A good range of high quality resources is used well to help the pupils' understanding. Very good use is made of visits to local places of worship and practical role-play. This has a positive impact on pupils' progress. Pupils' interest in the subject is stimulated by attractive displays of their work, visits and events.

Art

159 Only one art lesson could be observed during the inspection but the evidence from the sample of work suggests that pupils make good progress throughout the school.

160 At Key Stage 1, pupils learn to use a wide range of materials, which includes wax resist, string and block prints, collage and paint. They learn a variety of techniques when they mix colours using powder paint or pastel crayons. Pupils experiment with different thicknesses of paint including placing thin paint on a wet surface to create a 'wet into wet' effect. They produce work on a variety of scales including large paintings of the Nativity to support their work in religious education. Collage is used to create well observed landscapes and a mixture of collage and print techniques is used to decorate fabric bags. Pupils in Year 2 work carefully to produce detailed pencil drawings from their close observations of plants. Pupils study the work of artists such as Lowry and Monet, identify the key features of the artists' work and use them in their own work.

161 Pupils at Key Stage 2 further develop their skills. They use paint to make observational studies of poppies that are then used as a stimulus for writing. They use wax crayons to make well-controlled rubbings in which the colours are layered. These are very effective. They create small-scale landscapes using tones of one colour. These demonstrate the good control the pupils have over the materials and a careful approach. Pupils use thick paint to create the subtle shades of a landscape and work imaginatively to create the impression of a bonfire and fireworks. They make careful studies of glass bottles, observing the shadows and indicating the three-dimensional shape.

162 The quality of pupils' work in the sample and photographs of previous work suggests that pupils have very positive attitudes to the subject. This is supported by their response in the lesson observed and in the pride they show when talking about their work which is displayed around the school.

163 Evidence from teachers' planning and the pupils' work suggests that the quality of teaching is at least satisfactory and probably good. In the lesson observed, the quality of teaching was very good. The teacher has good subject knowledge and is enthusiastic. The good quality of the feedback they receive from the teacher helps pupils to improve their work.

164 At the previous inspection, the development of a policy and more extensive planning for art was raised as a key issue for action. A set of detailed guidelines, based on those of the local education authority, has been produced and is fully implemented. This is a useful document and it has a very positive impact in the way in which pupils are taught the skills and are given opportunities to experiment with a variety of materials and techniques. Pupils at both key stages are encouraged to try out their ideas in sketch books and study the work of other artists. The school has made good progress towards the target for improvement set by the last inspection.

165 Art is used well to enhance pupils work in other subjects. For example, pupils in Key Stage 2 use collage and pastel crayons to create portraits of Mary Tudor and Queen Elizabeth I as part of a history topic. The school's policy on display is used well. Pupils' art work is presented attractively and imaginatively and enhances the learning environment. Art makes a good contribution to pupils' spiritual, social and cultural development. For example, during the lesson observed, pupils made drawings of plants and these drawings were then adapted to decorate a panel for a quilt using fabric crayons. The panels were then joined together to make a cover which was used the following day as a focus for class collective worship. The pupils were thrilled with the vibrant finished article.

Design and technology

166 Although no design and technology lessons were observed during the inspection, scrutiny of work and teachers' planning suggests that pupils make at least satisfactory progress throughout the school.

167 At Key Stage 1, pupils learn to join materials together for example, when they make jointed figures to support their work in science. They design and make fabric bags that they decorate with printed designs or collage. Pupils have worked with a professional weaver and have learnt how to make simple woven items using paper and fabric. They have then used the same principle to add detail to the 'withy' people and animals they have made. At Key Stage 2, pupils have experimented with recycling paper and making new sheets of paper. The thick sheets of paper were then made into frames for pictures. These are carefully made and finished with paint and collage decorations.

168 Given the limited sample it is impossible to make any secure judgement about the quality of teaching or pupils' attitudes to design and technology at any stage of the school.

169 There is a detailed and useful scheme of work that maps out a progression of skills for pupils throughout the school and is supported by useful guidance for teachers. Pupils learn to use card, wood and recycled materials and to create and use textiles. Food technology is also taught. Good links are made with other subjects to provide purposeful and interesting design problems for the pupils. For example, in the summer term pupils in Key Stage 2, designed and made musical instruments from recycled materials in order to play Caribbean music. Similarly, pupils used their knowledge and understanding of magnetism when they designed and made a game. Appropriate attention is given to teaching pupils to handle tools and resources safely. There is a good range of resources of good quality.

Geography

170 Although no geography lessons were observed during the inspection, scrutiny of work suggests that pupils make satisfactory progress throughout the school.

171 At Key Stage 1 pupils make satisfactory progress; pupils are learning to recognise features of their local environment and can answer questions about it. They are increasingly able to identify features that characterise places, for example, that there are fields near their houses because the village is in the country. They also show a growing confidence in making judgements about the quality of the environment, commenting on features of their village that they like and dislike.

172 At Key Stage 2, pupils learn to make connections between the physical characteristics of a place and the human activities that are carried on there, as in a unit of work on the Caribbean Island of St Lucia. The work showed a developing ability to explain their ideas about a place. These ideas are increasingly geographically appropriate and justified by reasons. Pupils' skills also improve. They are learning to make plans and maps, use a technical vocabulary with increasing exactness and make comparisons and draw conclusions from their investigations, for example in their work on the products of the island.

173 Given the limited sample it is impossible to make any secure judgement about teaching or pupils' attitudes to geography at any stage of the school.

174 At the previous inspection, the development of a policy and more extensive planning for geography was raised as a key issue for action. Policy and guidelines are now in place and planning allows progression, continuity and curriculum coverage to be mapped and monitored.

History

175 Although only one history lesson was observed in the course of the inspection, scrutiny of pupils' work would confirm that pupils are making at least satisfactory progress at Key Stage 2. In the lesson observed imaginative teaching had an impact on pupils' knowledge and understanding of Ancient Egypt and of the specific role and activities of an embalmer. Work scrutinised suggested a good understanding of how history can be interpreted and re-presented from a specific point of view, for example, when writing in role as John Cabot and describing his journeys of discovery. Topic work about the Tudor period showed most pupils developing a good factual knowledge of the period, for example of the names and fates of the wives of Henry VIII. Other work on display suggested that older pupils at Key Stage 2 are able to apply their research, for example in to the characteristics of Egyptian Gods, in order to write interestingly about the culture and characteristics of the time.

176 There is insufficient evidence to make a judgement about the progress pupils' make at Key Stage 1. Year 2 pupils have begun a study of Ancient Egypt. Earlier in the term, they had undertaken work about the toys and games that their parents had played. However no lessons were observed and the limited work available for scrutiny makes a secure judgement impossible.

177 Pupils at Key Stage 2 have positive attitudes about history. They responded enthusiastically in the lesson observed, working carefully and collaboratively whilst researching from information books and contributing fully in the subsequent role-play. Written work is carefully done and well presented.

178 Teaching of history is good at Key Stage 2. Again, there is insufficient evidence to make a judgement about teaching at Key Stage 1. At Key Stage 2 teaching was imaginative and lively in the lesson observed. It was well prepared, included a good range of activities to reinforce the key objectives and was well paced. Pupils were introduced to the topic effectively and their research was both stimulated and supported effectively. Good use was made of different teaching strategies, including role-play, to focus pupils' thinking and challenge their understanding. Scrutiny of planning and pupils' work indicates good subject knowledge; the range of tasks undertaken extends pupils' knowledge of different historical topics.

179 Planning for the subject is useful. For example, it is possible to trace the range of activities, key elements and skills to be undertaken in both Key Stage 1 classes. The policy for the subject is dated but guidelines are more helpful. However, how the various key elements of the subject are included within the different units of work is not clear. A recent innovation, which collects photographic evidence of work undertaken in the different historical topics, is potentially of great value but would benefit from annotation and linking more obviously to the work achieved by pupils.

Music

180 It was possible to see only one lesson during the inspection but evidence from pupils' performance and appraisal of music in assembly, and teachers' planning suggests that they make at least satisfactory progress throughout the school.

181 Pupils in Year 1, sing simple musical phrases in response to the teacher's sung questions such as 'Can you tap your fingers?' They improve the accuracy of their singing during the lesson and learn to keep a steady beat as they tap or clap their hands in response to the teacher's stimulus. Pupils are learning to discriminate between notes of high and low pitch. They know a range of simple songs and are learning to maintain a tune whilst other pupils sing an accompaniment consisting of a repeated rhythm sung on one note. Pupils are well behaved and concentrate throughout the lesson. They clearly enjoy singing.

182 When pupils sing in the whole school assembly, they sing tunefully and with attention to the musical

phrases. Diction is clear and they vary the tone and volume to express the mood of the music. Pupils in Key Stage 2 recognised music by the composer Pachelbel which was played at the start of assembly. They say why they like it and suggest that it conveys a sad yet peaceful mood. Some pupils who play the clarinet and the flute remembered that they knew a piece by the composer. They organised themselves to practise together at playtime and then performed the piece in assembly.

183 Teachers' planning indicates that pupils listen to and analyse music from many cultures. Recently they have heard Caribbean music as well as music from the Western European tradition. During one assembly, pupils listened to music from the Indian tradition as the stories of Hindu gods were told. The subject makes a good contribution to pupils' spiritual and cultural development. There are sufficient resources of good quality.

184 Pupils are given the opportunity to learn to play the recorder and some pupils in Key Stage 2 learn to play the clarinet or flute. They occasionally play together in assemblies or for school productions.

185 As it was only possible to observe one lesson, the sample is too small to support a judgement on the quality of teaching throughout the school.

186 There is a detailed scheme of work of good quality that promotes the acquisition of skills and concepts and provides good guidance for teachers. The school has recently adopted the 'Voices' approach to music that is having a positive impact on the quality of singing. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. For example, at the time of the inspection, Key Stage 2 pupils were rehearsing for the regional 'Hallelujah Millennium Concert' where they are to sing as part of a choir of five thousand children.

Physical education

187 Pupils make satisfactory progress in developing their physical education skills at Key Stage 1. Unfortunately, no lessons were observed at Key Stage 2 so it is impossible to make a judgement about progress at that stage of the school. However, evidence provided by the school suggests that pupils make good progress in swimming.

188 At Key Stage 1 pupils improve their work by practising and refining their movements and actions, for example when making different body shapes or when experimenting with different ways of travelling across a mat. In both lessons observed, pupils improved their control over their actions, for example, actions became more definite and the contrast between different movements more pronounced. They made progress too in linking actions more fluently and precisely, for example when moving from a roll to a more upright means of travelling. Pupils also learnt about how physical action has an impact upon their bodies, for example, speeding up their heartbeat.

189 The most significant factor in the progress made by pupils at Key Stage 1 was the quality of teaching; there is a consistent focus on improving work. This focus influences both the quality achieved and pupils' attitudes to what they do. In both lessons observed teachers maintained a good pace to activities, instructions were clear and praise and demonstration were used effectively to reinforce and model good practice. In particular, good control was maintained, ensuring that pupils were kept involved.

190 Pupils at Key Stage 1 make a satisfactory response to their physical education lessons. They can organise themselves and cooperate effectively, as when working in pairs on gymnastics mats. The teachers' insistence on good behaviour improved the level of concentration as both lessons developed.

191 In the last inspection report, comment was made about the adequacy of the hall for vigorous physical activity. Whilst little can realistically be done to extend the size of the hall, the use of space could be improved in order to allow more room for movement, gymnastics and dance. At present, most corners and several edges of the hall are used for other purposes and this restricts the space available. Whilst there are obviously competing demands upon the valuable space provided by the hall, staff might well consider present storage arrangements in order to maximise the space for physical education.

Swimming

192 The inspection of the school Pupils at Key Stage 2 make good progress in developing their swimming skills. In each of the last two years, all pupils have achieved the 25 metres standard. Whilst no judgement can be reached about the quality of swimming teaching, as no sessions were observed, the school clearly makes satisfactory provision for this aspect of the physical education curriculum. Pupils' progress is closely monitored to ensure that skills are established and reinforced; this element of provision is good. Attitudes to swimming are uniformly positive amongst pupils at the end of Key Stage 2.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

193 A team of three inspectors carried out the inspection over a period of three days. The team:

- observed 22 lessons or parts of lessons;
- listened to pupils in each year group read;
- scrutinised samples of pupils' work;
- talked to pupils about their work;
- examined the school's register of special educational needs and pupils' individual education plans;
- discussed aspects of their work and school life with the pupils;
- attended collective worship;
- observed out of school clubs;
- examined the current school development plan and school policy documents;
- studied teachers' planning and pupils' records;
- interviewed the headteacher, staff and members of the governing body;
- analysed the school's budget;
- checked the attendance registers and observed the daily registration of children;
- examined the school's Annual Reports to Parents.
- held a meeting prior to the inspection which 16 parents attended;
- analysed the responses in 30 completed questionnaires returned by parents;

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	59	11	3	7

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

4

Number of pupils per qualified teacher

15

Education support staff (YR - Y6)

Total number of education support staff

3

Total aggregate hours worked each week

51

Average class size:

20

Financial data

Financial year:

1998/1999

	£
Total Income	123,769
Total Expenditure	117,142
Expenditure per pupil	2,055
Balance brought forward from previous year	2,746
Balance carried forward to next year	11,263

PARENTAL SURVEY

Number of questionnaires sent out:

43

Number of questionnaires returned:

30

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	31	55	7	7	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	47	47	7	0	0
The school handles complaints from parents well	27	50	23	0	0
The school gives me a clear understanding of what is taught	14	57	14	14	0
The school keeps me well informed about my child(ren)'s progress	13	67	7	10	3
The school enables my child(ren) to achieve a good standard of work	31	62	7	0	0
The school encourages children to get involved in more than just their daily lessons	30	6	7	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20	70	7	3	0
The school's values and attitudes have a positive effect on my child(ren)	47	37	13	3	0
The school achieves high standards of good behaviour	40	53	3	3	0
My child(ren) like(s) school	50	40	7	3	0

Other issues raised by parents

194 Parents at the meeting said that the school is very vigilant in identifying pupils with special educational needs. The school provides a caring family atmosphere that is promoted by all the adults who work with the children.

Summary of responses

195 Parents are pleased with the school's response to their request for more information about

what their children are taught.