

INSPECTION REPORT

Dorrington CE Aided Primary School
Shrewsbury

LEA area: Shropshire

Unique Reference Number:123545

Inspection Number: 186813

Acting Headteacher: Mrs Gill Reynolds

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 8 - 10 November 1999

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Dorrington CE Aided Primary School - 3

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Maintained
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Church Road Dorrington Shrewsbury Shropshire SY5 7JL
Telephone number:	01743 718462
Appropriate authority:	Governing body
Name of Chair of Governors:	The Reverend M Gillions
Date of previous inspection:	December 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Alan Fullwood, RgI	Mathematics Science Geography History	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development Leadership and management Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Curriculum and assessment Efficiency
Pat Edwards, Lay Inspector		
Linda Shatford, Team Inspector	English Under-fives Information technology Art Design and technology Music Physical education Special educational needs Equal opportunities	

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MAIN FINDINGS

What the school does well

- The good standards of pupils' attainment in reading at Key Stage 1.
- Standards of work in art and music at both key stages.
- Teaching is good in approximately a third of lessons.
- Pupils with special educational needs make good progress.
- Pupils are well behaved and have good attitudes to learning.
- Pupils are given good support, welfare and guidance.
- Makes good provision for the moral development of pupils.
- The leadership of the acting headteacher during the prolonged absence of the headteacher.

Where the school has weaknesses

- I. Pupils' standards of attainment in information technology at Key Stage 2 are unsatisfactory.
- II. Lack of planned opportunities for pupils to take responsibility for their own learning and show initiative.
- III. Lack of resources for outdoor play for children under five years of age.
- IV. Not meeting statutory requirements for the appraisal of teachers.

Dorrington CE Aided Primary School provides a sound education for all its pupils and has a number of important strengths. The school is highly regarded by parents and the community and its weaknesses are outweighed by its strengths. The governors' action plan will set out how weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils in the school.

How the school has improved since the last inspection

The school has made sound progress since the time of the last inspection. Standards of attainment have been maintained and standards of work in music at Key Stage 1 have improved. The overall quality of education has been maintained. The school has produced policies and schemes of work for all subjects in line with local education authorities guidance. The school assessment policy has been completed and assessment procedures are good and satisfactorily used to inform teachers' planning. The governing body now minutes all finance committee meetings and has developed criteria for determining governors' spending decisions. The school is satisfactorily placed to make further improvements, especially if the current temporary staffing arrangements are quickly resolved.

Standards in subjects

Due to the small numbers of pupils involved, the attainment of the pupils at the end of Key Stage 2 in English, mathematics and science, varies from year to year. Over the last three years it has fluctuated from well above to in line with national averages. This year it is average. However, attainment in English is above expectations in the other year groups at this key stage. Pupils make good progress in English and satisfactory progress in mathematics and science. Attainment in information technology is below average and pupils make unsatisfactory progress. Pupils make satisfactory progress in achieving standards of work in geography and history that are in line with those normally found in most schools and good progress in achieving high standards of work in art and music. Pupils' standards of work in swimming are above average but below average in gymnastics. There was insufficient evidence to make a judgement of pupils' attainment in dance and games or in design and technology.

The end of Key Stage 1 standards of pupils' attainment in reading, writing and mathematics, have been consistently above national averages over the last three years. In the current Year 2, standards of reading are above average and standards in writing and mathematics average. Standards of work in art and music are above those normally found. Pupils' attainment in information technology is average.

By the age of five, the majority have achieved what is normally expected of children of this age in all the areas of learning. The present small group of reception children are now making satisfactory progress towards National Curriculum objectives. Sometimes their progress is good, especially in reading.

Quality of teaching

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

The quality of teaching is satisfactory overall. It was satisfactory or better in 97 per cent of lessons, of

which 37 per cent were good. It was unsatisfactory in three per cent of lessons. Teachers are hard working and committed and manage the pupils well. The standard of teaching in Years 3 and 4 is particularly high. A weakness in the teaching across the school, is the lack of opportunities for pupils to take responsibility for their own learning and to show initiative. The quality of teaching of pupils with special educational needs is good and they are well supported. The quality of teaching of literacy and numeracy is satisfactory. Time is allocated each day for the development of these skills and is satisfactorily used. Good use is made of homework to consolidate and extend what pupils have learned at school. The overall sound, and often good standards of teaching reported at the time of the last inspection have been maintained.

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	Very good, both in classrooms and around the school.
Attendance	Good; little unauthorised absence. Pupils arrive at school on time.
Ethos*	Good; good attitudes to learning and positive relationships. A commitment to high achievement.

Leadership and management Curriculum	Good leadership and management; supportive governing body. Satisfactory overall; provision for information technology is unsatisfactory for seven to 11 year olds. Good assessment procedures have been established and these are satisfactorily used to plan future work.
Pupils with special educational needs	Good provision and support; pupils with learning difficulties generally make good progress.
Spiritual, moral, social & cultural development	Satisfactory; good provision for pupils' moral development.
Staffing, resources and accommodation	Satisfactory overall; good resources for some subjects. Unsatisfactory accommodation and learning resources for promoting attainment in gymnastics at Key Stage 2.
Value for money	Satisfactory.

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

The parents' views of the school

What most parents like about the school

- V. The attainment and progress of their children, whatever their ability.
- VI. The attitudes and values the school promotes.
- VII. They feel welcome in the school and staff are approachable.
- VIII. The behaviour of the children.
- IX. Their children feel well supported and enjoy coming to school.
- X. The good leadership of the acting headteacher.

What some parents are not happy about

- XI. The cramped accommodation for eating
- XII. The prolonged absence of the headteacher.

Inspectors' judgements support parents' positive views. Although the area used for eating lunch is small the procedures followed work well and no pupils missed any school during the inspection.

Some parents felt some concern about when and if the headteacher would return to the school. However, they felt that the leadership of the school was being effectively promoted by the acting headteacher and that their children's education had not been affected by this absence.

KEY ISSUES FOR ACTION

The governing body, headteacher and staff, with the support of outside agencies as appropriate, should:

- raise pupils' attainment in information technology at Key Stage 2 by:
 - i. making better use of the resources already available; (paragraph 121)
 - ii. improving the resources, both hardware and software, for the teaching of the subject; (paragraphs 66, 119 & 123)
 - iii. ensuring that all aspects of the National Curriculum Programme of Study are fully covered; (paragraph 121)
- raise pupils' attainment in gymnastics at Key Stage 2 by improving the equipment resources available for this aspect of physical education; (paragraph 151)
- provide more opportunities for pupils to take responsibility for their own learning and show initiative; (paragraphs 94, 101, 104, 111 & 114)
- comply with statutory requirements for the appraisal of teachers; (paragraph 64)
- provide resources for outdoor play for the under-fives in order to fully develop the children's physical skills. (paragraphs 66 & 83)

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

- improve the quality of individual education plans for pupils with special educational needs so that:
 - i. they better support teachers in planning work specifically for them;
 - ii. pupils' attainment and progress in relation to their prior attainment can be more readily measured;(paragraphs 38 & 60)
- continue to improve planning for numeracy lessons by:
 - i. making better use of mental arithmetic sessions at the start of lessons;
 - ii. make better use of plenary sessions to consolidate and extend pupils' learning;(paragraph 106)
- to deal with the minor health and safety issue discussed with the school during the inspection;
- include minor statutory omissions in the governors' report to parents and the school prospectus. (paragraph 52)

· **INTRODUCTION**

· **Characteristics of the school**

1. The school is situated in the village of Dorrington, seven miles south of Shrewsbury in the county of Shropshire. The majority of pupils live in the village and come from a mixture of owner occupied and local authority rented accommodation. A small percentage of pupils come from the surrounding area. The school has grown in recent years and there are currently 60 pupils on roll. There are 31 boys and 29 girls. The school now has three rather than two classes as at the time of the last inspection. There is a Key Stage 1 class of 24 pupils, including those who are under five years of age; a lower Key Stage 2 class containing 18 pupils from Year 3 and 4, and an upper Key Stage 2 class containing 18 pupils from Years 5 and 6. At the time of the inspection there were three pupils in the reception year who were admitted to the school in September, the term in which they would be five years of age. They have all reached their fifth birthday.
2. There are no pupils with formal Statements of Special Educational Need but 13 pupils are on the school's register of those requiring some form of additional support. This is in line with the national average. Children enter the school in the term prior to their fifth birthday and the attainment of the pupils on entry to the school, although wide ranging, is broadly average. Twelve per cent of pupils are currently entitled to free school meals, below the national average. Seven per cent of pupils come from ethnic minority backgrounds.
3. The school has a broad set of aims that seek to develop the pupils academically, socially, personally and spiritually. The main targets in the current school development plan are to further develop the work in literacy; implement the National Numeracy Strategy; and review curriculum provision for history, geography and physical education. Targets set for raising pupils' attainment are achievable and realistic and firmly based on the school's analysis of the attainment of the different groups of pupils within the school.
4. At the time of the inspection there was an acting headteacher in place due to the prolonged absence of the permanent headteacher. The Year 5/6 teacher is a supply teacher employed on a temporary basis.

4. **Key indicators**

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised absence	School	5.6
		National comparative data	5.2
	Unauthorised absence	School	0.1
		National comparative data	0.5

4.

4. **Exclusions**

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

4. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	0
	Satisfactory or better	97
	Less than satisfactory	3

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

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

4. **Attainment and progress**

5. The attainment of the children on entry to the school, although wide ranging, varies from year to year due to the small size of pupils involved. The attainment of this term's small group of under-fives children was average on entry to the school.
6. By the age of five, the children have already achieved above what is normally expected of children of this age in all the areas of learning and are making satisfactory progress towards National Curriculum objectives. Sometimes their progress is good. Children make satisfactory progress in their personal and social skills. They quickly settle into daily routines, listen attentively and behave well. Children are generally confident, show interest in their work and sustain their concentration very well. They demonstrate confidence in answering questions but are less secure when asking questions. Children have good recall of stories and join in enthusiastically in whole-class reading. The highest attainers read familiar, simple texts confidently but others are reluctant to talk about pictures and the stories they have read. They know the initial sounds of letters and use this knowledge when copy-writing. Progress in reading is good and satisfactory in speaking, listening and writing. In mathematics, children can count to ten and sometimes beyond. They can say which number comes before and after a given number up to nine and use these numbers in simple addition sums. They know the names of simple shapes, such as circles, triangles, squares and rectangles. Children make satisfactory progress. Children's knowledge and understanding of the world are developed as they learn about different places and periods of time, and observe changes through heating of everyday materials. Children are learning to operate the 'mouse' when using simple computer programs. Progress is satisfactory. Children make satisfactory progress in using their imaginations when responding to stories, music, imaginative play, and when developing their physical skills.
7. Within English at Key Stage 1, attainment in speaking, listening, and reading is above national averages and in line with the national average in writing. Pupils make good progress in speaking, listening and reading but progress in writing is satisfactory. Pupils confidently talk in a range of situations and listen attentively to their teachers, other adults and their peers. They are accurate readers and demonstrate good understanding of a range of texts when discussing characters. Pupils develop a range of strategies for reading unfamiliar words, including using phonics. They are able to find information in non-fiction texts using the contents and index pages. In writing, whilst a high number of pupils attain Level 2, the expected level for their age, the number of pupils achieving beyond this is low. By the end of the key stage, pupils demonstrate sound handwriting skills and accuracy when copying writing and a few higher attaining pupils join their letters. Their spelling is accurate and pupils independently use wordbooks and dictionaries to help them. Pupils generally structure their writing but make repetitive use of joining words, such as 'and' and 'then'. They lack confidence when writing independently. Pupils make satisfactory progress in writing. The good standards in English, noted at the time of the last inspection, have been maintained. The end of Key Stage 1 tests for 1999 show pupils to be achieving above the national averages in both reading and writing when compared to all and similar schools.

8. In mathematics at the end of Key Stage 1, pupils' attainment is in line with national averages. Most pupils add and subtract and order numbers to 100 and higher attainers work with much larger numbers. They understand simple fractions and use money to make amounts up to £1. Pupils draw and interpret simple graphs and know some of the properties of plane and three-dimensional shapes. Pupils make satisfactory progress overall and their progress in number work is good. However, pupils are very reliant upon their teacher when carrying out mathematical investigations and lack confidence putting forward their own ideas. Pupils with special educational needs make good progress due to the extra support they are given. In the 1999 national tests, pupils' overall attainment was below average when compared with all schools and schools who take their pupils from similar backgrounds. There was an upward trend in pupils' achievement between 1996 and 1998. Standards have been maintained since the time of the last inspection.
9. In science at Key Stage 1, pupils' attainment is in line with national averages. By the end of the key stage, pupils have a good knowledge and understanding of life and living processes, materials and their properties and physical processes. However, they are generally not confident in using their previous knowledge to apply to new situations or carrying out practical science investigations independently from their teacher and other adults. In the 1999 compulsory teacher assessments, all pupils achieved Level 2, the expected level but the percentage of pupils achieving the higher Level 3 was below average. Standards have been maintained since the last inspection.
10. By the end of Key Stage 1, attainment in information technology is in line with national expectations and pupils make satisfactory progress. Pupils develop sound skills in using the 'mouse' and keyboard as they use a range of simple programs. Their word-processing skills are developing appropriately as they write and make use of the shift and delete keys. With support they can save their work or enter data to produce simple graphs. They have experience of control technology as they enter commands to make a programmable toy follow a simple route. Standards have been maintained since the last inspection.
11. By the end of Key Stage 1, pupils make good progress in achieving standards of work in art, music and the gymnastic aspect of physical education. Satisfactory progress is made in geography and history. Standards have been maintained since the last inspection and improved in music. There was insufficient evidence to make a judgement about attainment in design and technology.

12. Within English, throughout Key Stage 2, attainment is above expectations in all aspects of the subject, but in line with national averages in the present group of Year 6 pupils. They do not display the levels of confidence found in other year groups and need encouragement to give their ideas and opinions. They listen well but sometimes need further explanation to understand what they need to do. Their speaking skills are good as they use a wide vocabulary and make appropriate use of standard English in formal situations, such as when talking to inspectors. As pupils move through the key stage they develop expression when reading and the ability to discuss texts in more detail and to summarise what they have read. The current group of Year 6 pupils lack confidence when discussing texts, although they read accurately a range of complex texts. Higher attaining pupils understand the principle of scanning for information in non-fiction texts. Overall pupils make good progress in reading. Throughout the key stage pupils' presentation skills are generally good. Their spelling is accurate and punctuation skills are well used. Pupils demonstrate a good understanding of grammar and the use of standard English. Higher attaining pupils in Year 5 use more complex sentences. At the end of the key stage, pupils structure their writing and can write in a range of styles but make inconsistent use of punctuation. In other year groups pupils sometimes make good use of well chosen words to create effect. Currently pupils have too few opportunities to produce more extended pieces of writing. Pupils draft and redraft their work but make little use of computers in this process. Satisfactory progress is made in writing. The end of Key Stage 2 tests for 1999 show pupils to be achieving very highly when compared to all and similar schools. However, the number of pupils concerned was only three. Evidence from the inspection, again involving a small number of pupils, indicates attainment to be in line with the national average by the end of the key stage. Overall progress in English is satisfactory in Year 6 and good in other years. Standards in Years 3, 4 and 5 are in line with the good standard noted at the time of the last inspection. However, standards in the current Year 6 are average.
13. In mathematics at Key Stage 2, pupils are confident in their use of times tables, number facts and number bonds to 20. The majority of pupils recognise simple number patterns and have a secure understanding of place value to 1000. They measure accurately using standard units and most pupils use the four rules of number to calculate, including decimals involving tenths. Most pupils make use of graphs, charts and tables when recording their work and make appropriate use of mathematical terminology when explaining what they have done. Pupils, including those with special educational needs, make satisfactory progress and sometimes their progress is good, especially in number work. However, pupils' skills in using and applying mathematics are less well developed. The results of the 1999 national tests show pupils' attainment to be in line with national averages when compared to all schools and similar schools and this is confirmed by the findings of the inspection. Standards have been maintained since the last inspection.
14. In science at Key Stage 2, attainment is in line with national averages. Pupils are knowledgeable about life and living processes, materials and their properties and physical processes. They know the functions of the main organs of the body and the need for a balanced diet. They classify materials according to their properties and how this information can be used in making items like thermos flasks or raincoats. In recording their work pupils make use of a variety of charts, graphs and tables in recording their findings. However, they are very dependent on their teachers when carrying out their own investigations and lack confidence in putting forward their own ideas.

15. By the end of Key Stage 2, attainment in information technology is below national expectations and pupils make unsatisfactory progress. In their word-processing skills pupils are able to change font size and style but not highlight work to move text by using the cut and paste function. Pupils are developing their understanding of programming the computer using a logo program but have no access to CD-ROMs, sensing equipment, the Internet or opportunities to use a fax machine. Many pupils' attainment is significantly below that expected of pupils of this age.
16. By the end of Key Stage 2, pupils make satisfactory progress in achieving standards of work in geography and history that are in line with those usually found in most schools. Pupils make good progress in achieving standards of work in art and music that are above the norm. Standards of work in the swimming aspect of physical education are above those usually found in most schools but below them in gymnastics. Pupils make good progress in swimming and unsatisfactory progress in gymnastics. Pupils' attainment is significantly affected by the lack of gymnastic equipment available to them and limits the choice and range of movements that they can develop. There was insufficient evidence to make a judgement about attainment in design and technology.
17. Pupils identified with special educational needs attain standards just below that of their peers and make good progress. They receive good support from class teachers and the learning support assistant.

17. **Attitudes, behaviour and personal development**

18. The generally high standards found at the time of the previous inspection have been maintained.
19. Overall, children by the age of five, have good personal and social skills. They behave well and always do as they told. They are co-operative, take turns and share equipment. They respond very well to teacher-directed tasks and sustain concentration for significant periods of time. They mostly demonstrate confidence, although sometimes they rely on their peers to confirm or understand fully some tasks.
20. Throughout the school pupils, including those with special educational needs, demonstrate good attitudes to learning which make a positive contribution to their overall progress. They show interest and enthusiasm in their lessons as seen in a Key Stage 1 music lesson where pupils took a pride in rehearsing their own composition to be performed in a forthcoming assembly. Pupils listen attentively to their teachers and persevere and concentrate on their work, for example a Year 3/4 class geography lesson where pupils were co-operating well and valuing each other's contributions when working on maps and grid references. There have been no exclusions during the last reporting year.
21. Parents are pleased with the schools high expectations for their children's behaviour. The standard of behaviour in classrooms and in the playground is very high. Pupils move around the school quietly, calmly and politely. Relationships are satisfactory. All pupils work and play well together whatever their ethnicity. They display a caring attitude and are welcoming to visitors. Pupils show respect for property and for other people's feelings, values and beliefs.
22. The personal development of pupils is satisfactory. They learn to take responsibility for their own behaviour and to play a part in the life of the school community. They help with doing jobs around the school, for instance, assisting with the library and keeping the resource area tidy. Older pupils act as playground friends to the youngest children. Opportunities for pupils to show initiative and take responsibility for their own learning are limited.

22. **Attendance**

23. Pupils' attendance is in line with that found at the previous inspection. Attendance rates are above the national average with no recorded unauthorised absence.
24. Most pupils are punctual in arriving for school. Lessons start on time and continue without interruption. All registers are called at the beginning of every session and marked according to legal requirements.

24. **QUALITY OF EDUCATION PROVIDED**

24. **Teaching**

25. The quality of teaching is satisfactory overall. It was satisfactory or better in 97 per cent of lessons, of which 37 per cent were good. It was unsatisfactory in one instance. Teachers are hard working and committed and manage the pupils well. The overall sound, and frequently good, standards of teaching reported at the time of the last inspection have been maintained.

26. The quality of teaching of the youngest pupils who have just become five in the reception class, is satisfactory. Broad learning objectives, recommended for this age, are identified in the teacher's planning but tasks and specific activities are more closely matched to National Curriculum targets. Whilst in fact National Curriculum targets are appropriate to the needs of this particular group of pupils, the under-fives learning objectives in the teacher's planning are too broad for her to assess whether children have achieved them or not. The educational support assistant provides good support for pupils. She has a good relationship with pupils and is sensitive to their needs. The effectiveness of teaching is sometimes constrained by the high pace of learning, which is not allowing pupils time to consolidate the skills, knowledge and understanding gained.
27. The quality of teaching at Key Stage 1 is satisfactory overall and varies from satisfactory to good. It was good in 36 per cent of lessons. The teacher and learning support assistant have established an effective learning environment and good use is made of a range of resources which are readily available. Lessons are appropriately planned and have clear learning objectives that are generally shared with the pupils. There are high expectations of what pupils can achieve and how they should behave. Instructions and explanations are clear and lead to well planned and challenging activities for most pupils. Generally, the teacher makes use of effective questioning. In the better quality teaching the pace of work is brisk and activities sufficiently structured to challenge and motivate the pupils. For example, in a Key Stage 1 science lesson when pupils looked at the changes to a number of foods caused by heating them. Despite their obvious excitement the pupils were well managed and continually challenged by the questions when asked to predict what would happen. The pace of work was maintained throughout the lesson and pupils made good progress in their knowledge and understanding of changes to material. The teaching of art is particularly good at this key stage. The teacher's enthusiasm and good subject knowledge ensure that pupils make good progress and achieve high standards of work.
28. The quality of teaching at Key Stage 2 is satisfactory overall and varies from good to, in one instance, unsatisfactory. It was satisfactory or better in 95 per cent of lessons, of which 37 per cent were good. Much of the good teaching was observed in the lower Key Stage 2 class. Lesson planning is sound and all lessons have clear learning objectives which are shared with the pupils and enable them to know what it is they are to have achieved at the end of the session. Teachers make good use of questioning to involve pupils of all abilities in their work and to ensure they understand the lesson content. The pace of work is satisfactory. In the better quality teaching, good use is made of time and pupils work at a good pace. Effective questioning develops pupils' thinking and evaluation skills not just their knowledge, such as in a history lesson in Years 3 and 4 and a music lesson in Years 5 and 6.
29. A weakness at both key stages is the lack of opportunities for pupils, especially the more able, to take responsibility for their own learning. Investigative work seen during the inspection in lessons and the scrutiny of work was at times too teacher-directed and pupils' skills in organising their own resources and showing initiative in more open ended tasks were limited. Opportunities for more extended writing in English are limited. Consequently many pupils lack confidence in putting forward their own ideas and trying them out.
30. The quality of teaching of pupils with special educational needs is good. Although there are no special educational needs support staff, teachers provide well for these pupils through specially adapted work and by giving extra support. The detailed targets absent from pupils' individual education plans is identified in teachers' planning and ensures that they are able to access subject work at their own level of understanding.

31. The quality of teaching of literacy and numeracy is satisfactory. Time is allocated each day for the development of pupils' literacy and numeracy skills and is satisfactorily used. Teachers make good use of the National Literacy Framework to support lesson planning. Planning is especially good where teachers identify clear learning objectives for the different parts of the lesson. Although there is generally a good match of work to the different ability groups within classes some work is not always sufficiently challenging for the highest attaining pupils. Generally, good use is made of whole-class introductory sessions but the use made of the plenary session is less well developed and mainly involves pupils sharing their work. Assessment procedures are good and the practice of sharing specific targets for improvement with individual pupils makes clear how they can improve their work. The National Numeracy Strategy is at an early stage of development within the school. All lessons begin with a short mental arithmetic session but these are sometimes too short and do not involve all pupils in answering a variety of mental arithmetic questions. Better use could also be made of plenary sessions at the end of lessons to consolidate and extend what pupils have learned.

32. Teachers make sound use of the good assessment procedures that have been established in planning future work. Pupils' work is regularly marked and often contains helpful comments on what pupils could do to improve their work. Good use is made of homework to consolidate and extend what pupils have learned at school.

32. **The curriculum and assessment**

33. Overall the school's curriculum provision is satisfactory. The school has met the key issue identified at the last inspection to provide guidance for National Curriculum subjects to show what is taught and when. This planning provides for a broad and balanced curriculum. Currently, however, the provision for information technology at Key Stage 2 is unsatisfactory. Pupils' attainment is being constrained by the resources available, which limits the school's ability to provide for the full range of the curriculum. Provision for pupils' physical development is also limited, as the school has no hall of its own. Although the school makes use of a community hall, resources to provide fully for gymnastics are inadequate and this has a significant affect on attainment at Key Stage 2. Satisfactory provision is made for swimming.

34. The curriculum provided for children under five is satisfactory. Learning objectives, to meet the Desirable Learning Outcomes recommended for this age, are planned alongside National Curriculum subject objectives for pupils in Years 1 and 2. This planning provides an adequate framework for most areas of learning. Personal and social development is catered for less well, as there are too few opportunities when children can select activities for themselves. The teaching and learning style is very teacher-directed and leaves little room for children to develop independence and confidence in their own abilities.

35. The curriculum at Key Stages 1 and 2 is planned appropriately on a four year cycle. Useful links across the curriculum; typically in history, art and music, contribute to a topic approach, but the curriculum is planned and delivered essentially through specific subjects. Yearly planning identifies appropriately broad themes under the different subject headings. Termly planning details activities to be undertaken or uses key questions as a focus for study. The quality of this planning is satisfactory, it ensures coverage of an appropriate curriculum. Some planning gives better detail; for example, in history where key elements such as 'historical enquiry' are identified. Schemes of work are in place but for most subjects and are built up from teachers' termly planning. Weekly and daily planning identifies specific objectives for lessons and daily planning gives assessment opportunities. In the best practice, in some lessons, this planning is matched well to the needs of different groups of pupils within the class; for example in Year 3/4 literacy lessons.

36. An appropriate emphasis is placed on literacy and numeracy. The school has adopted both national strategies. The literacy strategy has been implemented satisfactorily. The difficulty of matching learning objectives in mixed aged classes is still being resolved. The problem of providing sufficient time for extended writing has also been identified and the school is looking to improve this provision. The school has yet to identify time within other subjects of the curriculum when literacy skills can be developed. The introduction of the National Numeracy Strategy is at an early stage, and although daily sessions of appropriate duration are planned the use of mental arithmetic sessions at the start of lessons and plenary sessions to consolidate learning at the end of lessons, are not always used well.
37. Provision for equality of opportunity is reflected in the school's good ethos. All pupils have equal access to the curriculum. Personal and social education, including sex and drugs education, are planned for appropriately and delivered through subject specific lessons and through integrated topic work. Extra-curricular clubs in sport and music affords interested pupils with satisfactory opportunities to develop their skills and interests. These are well attended, especially by older pupils.
38. Overall, provision for pupils with special educational needs is good. Teachers know pupils well and needs are identified early. They support pupils well in class, their ability to do so is aided by the small number of pupils needing support and the small size of classes. Teachers identify areas of learning where pupils need specific help and set appropriate and sometimes specific targets that are measured easily. However, individual educational plans are not in the same detail and, identification and review documentation is not sufficiently specific to be able to track pupils' progress.
39. At the last inspection the completion of the school's assessment policy formed a key issue. The school has complied with this requirement and has since continued to develop assessment practice to reflect national initiatives. Baseline assessment for children entering school, national assessments at the end of Key Stage 1 and optional standardised tests throughout Key Stage 2, are used effectively to assess pupils' progress and to target-set grades for end of key stage attainment. These are also used to set specific targets for learning, which are shared with pupils and parents. Marking is used effectively across the school to assess progress, inform pupils of progress and set targets. Use of these procedures is satisfactory overall. Teachers have yet to be rigorous and systematic in their use of information gained to match learning to the needs of differing groups of pupils, in particular to challenge the higher attainers.

39. **Pupils' spiritual, moral, social and cultural development**

40. The provision for pupils' spiritual, social and cultural development is satisfactory. The provision for pupils' moral development is good. Provision has been maintained since the time of the last inspection.
41. Opportunities for pupils' spiritual development are satisfactory. Acts of collective worship are well planned. Good emphasis is given to considering moral, social and spiritual issues through a well-planned programme of themes. Pupils are given opportunities for reflection and prayer and knowledgeably join in the Lord's prayer. Pupils have opportunities to study different faiths and festivals in religious education lessons.
42. The provision for pupils' moral development is good. The school teaches the principles which separate right from wrong through school and class rules and consistent application of the school's behaviour policy. Staff provide good role models, fostering positive values, such as honesty, fairness and respect. This applies equally to the provision for pupils under five years of age.

43. The school makes satisfactory provision for the social development of its pupils. Pupils relate well to one another and show respect for each other's beliefs and feelings. They show courtesy when meeting visitors and respect other people's property. However, provision for developing initiative and taking responsibility is not well developed and pupils are heavily reliant on their teachers when carrying out their work. Pupils are given satisfactory opportunities to be involved in extra-curricular activities, such as taking part in school and area sports events and community activities. Children under five behave well and are co-operative, taking turns and sharing equipment. However, there are too few opportunities for children to select activities for themselves and develop independence and confidence in their own abilities.
44. Satisfactory provision is made for pupils' cultural development. Pupils appreciate their own cultural traditions through visits to places of interest, including theatres and museums. Pupils have opportunities through the curriculum, for example art, history and geography, to study other cultures and in religious education to learn about other religious beliefs.
44. **Support, guidance and pupils' welfare**
45. The high standards of care reported at the time of the previous inspection have been maintained.
46. Parents are happy with the support and guidance offered to their children. They feel teachers know their children well and that they are happy in school and valued as individuals. Satisfactory assessment procedures are in place and used to support pupils in their learning. Targets are discussed with pupils to help them make further progress. There are good procedures for monitoring pupils' personal and academic progress.
47. Pupils with special educational needs are well supported and this has a positive impact on their progress. The school has good links with outside agencies. Attendance is monitored consistently and all absence is carefully followed up. The education welfare officer visits the school termly.
48. The discipline policy is very effective in promoting good behaviour. It is used consistently by all the staff working in the school. Most parents are happy that bullying is not an issue in the school and that any incidents reported are dealt with swiftly and effectively by the staff.
49. The child protection policy follows the procedures laid down by the area child protection committee. The acting headteacher is the named member of staff with responsibility for child protection issues. The child protection procedures are well known to all members of the staff.
50. Effective procedures for promoting the pupils' health, safety and well-being are in place. The school has a detailed health and safety policy and regular risk assessment is undertaken. All the necessary checks on fire appliances and electrical equipment are up to date. The arrangements for first aid and recording accidents and informing parents are good. The arrangement for Key Stage 2 pupils to use the village hall for physical education lessons accompanied by only one adult is unsatisfactory.
50. **Partnership with parents and the community**
51. The good links with parents and the community found at the previous inspection have been maintained.

52. The quality of the information provided for parents is good. There are regular newsletters giving details of school events; two parent-teacher meetings and an open afternoon are regularly held each year. Extra meetings are held when particular issues are being addressed, such as literacy and numeracy. Most parents are happy with the information provided and find it easy to approach the school with questions or concerns. The pupils' annual written progress reports are clear and informative with targets for improvement included. Parents of pupils with special educational needs are kept well informed of their child's progress through annual reports. The school prospectus is detailed but omits information on annual attendance figures. The annual report to parents from the governing body is unsatisfactory and omits information on the provision made for pupils with special educational needs, the arrangements for admission of disabled pupils and details of the professional development of teachers.
53. Parents have been able to comment on the draft home-school agreement and the draft homework policy before their ratification by the governing body. Parents are happy with the homework provided for their children. Parents make good use of reading diaries both to hear their children read and as a means of communication with the school. Although few parents assist in class they do assist with swimming and on trips. There is an active parent-teacher association which raises funds to help resource the school.
54. There are good links with the private nursery, which shares the same site, and the village play group. The school is well regarded by the community it serves. Pupils go carol singing in the village and visit the local home for the elderly. There are strong links with the local church with clergy visiting the school regularly and pupils attending services in the parish church. Pupils take part in music festivals and local residents have visited the school to talk to the pupils about their experiences in World War II and their hobbies, for example bee keeping. These links together with visits to places of educational interest and the knowledge and skills of invited visitors enrich pupils' learning and enable them to gain experience of life in the wider world.

54.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

54. Leadership and management

55. The leadership and management of the school are good and effective in raising standards. The good standard of management reported at the time of the last inspection has been maintained. Given the long-term absence of the headteacher through sickness, this is a substantial achievement.
56. The governors are very supportive of the school and are led by a well-informed chairman who has considerable expertise and experience in education. Weekly visits to the school by him and the vice-chairman have ensured that the acting headteacher and staff feel well supported and valued. The composition of the governing body has changed considerably in recent months and the number of parents represented on it has increased. An appropriate committee structure is in place, and the finance and personnel committee is experienced in monitoring spending and giving support to the staff. The school is awaiting a response from the Department for Education and Employment before it can resolve the current situation affecting the permanent headteacher. Most governors visit the school on an irregular basis but there are no formal procedures in place for the governing body to monitor the work of the school, except in literacy and numeracy. Statutory requirements are met except with regard to the appraisal of teachers.

57. The acting headteacher has a clear vision of the future educational direction of the school over the next year but is of course constrained by the temporary nature of her position. She has successfully overseen the appointment of a new member of staff and the appointment of a temporary teacher to carry out the headteacher's teaching commitment. She has been successful in maintaining a positive learning ethos within the school and has the support of staff, parents and pupils, in her endeavours. The acting headteacher has satisfactorily implemented the introduction of the National Literacy Strategy and is overseeing the National Numeracy Strategy. In consultation with staff she has further developed the target-setting process and effective procedures for reaching these targets. The targets set are achievable and realistic and firmly based on the school's analysis of the attainment of the different groups of pupils within the school and what they need to raise their achievement. She has monitored the school's progress over the last year in responding to the issues raised at the time of the last inspection.
58. The staff feel well supported by the acting headteacher and work well together as a team. Their teaching of literacy and mathematics has been monitored by the acting headteacher and it is planned to monitor numeracy lessons in the next term. Local authority advisory staff have also monitored teaching in each class. All teaching staff have a number of subject areas to co-ordinate and through the joint planning procedures used, monitor this planning and make suggestions to improve it. Parents and pupils are happy with the quality of education and the welfare and support the school provides.
59. School development planning is thorough and involves all staff and governors in discussing priorities and setting future development targets. Targets have clear success criteria, timescales, budget allocation and who will be responsible for monitoring progress towards meeting a particular target. Through her detailed headteacher reports to the governors, they are kept well informed about progress to date.
60. The management of provision for pupils with special educational needs is good. There are effective procedures for identifying pupils with special educational needs and individual education plans are in place for all relevant pupils. However, these plans lack detail and are, therefore, of limited value. Generally teachers add effective detail to the provision for special educational needs pupils in their planning. The progress pupils with special educational needs make is good in relation to their previous attainment. School procedures comply with the statutory requirements of the Code of Practice.
61. The school's aims and values are strongly promoted and reflected in much of its work. There is a positive learning environment where pupils have good attitudes to their learning and get on well together. There is a commitment to high achievement. Staff are aware of the targets set for pupils' attainment in literacy.
62. The school is satisfactorily placed to make further improvement.
62. **Staffing, accommodation and learning resources**
63. Overall the findings of the inspection are broadly in line with those found at the previous inspection.

64. The school has a sufficient number of teachers for the number of pupils on roll. They are appropriately qualified and experienced to match the demands of the National Curriculum. The qualified support staff provides effective learning support for the Key Stage 1 class. All teachers and support staff work well together. The support provided for new staff is informal but works well in practice. A detailed staff handbook provides helpful information. Teacher appraisal procedures are awaiting the implementation of the government initiative. Staff development arrangements are satisfactory and meet the needs of individuals and the school. They are linked effectively to the identified priorities in the school development plan.
65. The accommodation is inadequate for the needs of the National Curriculum. There is no school hall although good use is made of the village hall for gymnastics lessons. There is a spare classroom used for music lessons which is just adequate for whole-school assemblies but is not large enough to invite parents to attend. However, staff make good use of the space available to mount attractive displays of pupils' work, creating a stimulating learning environment. The accommodation is well cared for, clean and tidy. The playground is in good condition and well marked out for games. The school has use of a field to the rear of the school for sport.
66. Learning resources across the school are sufficient overall for the school's curriculum and range of pupils. They are appropriately stored and are accessible to staff and pupils. They are good in English, science, history, geography and mathematics. They are adequate in music and art. At present resources are unsatisfactory for information technology but they will be satisfactory for this area when the expected new equipment arrives and is installed. There is no equipment for the teaching of gymnastics. Resources for under-fives are satisfactory overall. A lack of outdoor play equipment; ride-on toys and climbing apparatus, limits children's personal and social development, as well as opportunities for physical development. The use of the library and the quality of books is satisfactory. Good use is made of visitors to the school such as community police officer, road safety officer, authors and artists.
66. **The efficiency of the school**
67. Overall, the efficiency of the school is good; this is an improvement since the last inspection. The key issues identified have been implemented successfully and the governors see these improvements as helpful to the workings of the governing body. The school development plan identifies priorities for the coming year, with costs identified appropriately. In common with small schools generally, the school is unable to plan financially for the longer term. A fluctuating school roll and high budget share to staffing makes longer-term planning very difficult. The governing body, through the work of its finance committee, is effective in its work. They are involved appropriately in the budget setting and monitoring process. Expenditure is firmly based on improving educational provision; such as the decision to employ a trained nursery assistant to support the needs of under five children in the Key Stage 1 class.
68. The use of teaching and support staff is good. All staff are deployed effectively, with support for children under five being targeted well. Good use is made of available instrumental music tuition, along with after-school clubs this adds significantly to the quality of music provision. Effective use is made of the available accommodation and learning resources. The recent provision of a second demountable classroom has enabled a small classroom in the main school building to be used for assemblies and extra teaching space. The school makes good use of this space for assemblies, music lessons and for storage of resources. Having no hall of its own or grass playing areas, the school is fortunate to have access to community facilities. Grants from central government for improving resources for literacy and numeracy have been well spent.

69. The efficiency of financial control and school administration is satisfactory. The new school secretary is efficient in her administration of day-to-day procedures. The very recent auditor's report identifies a number of minor action points to ensure administration runs smoothly and effectively with appropriate checks in place. Some of the points have already been acted upon. Financial information is not always readily available as the school is not yet on-line. Information coming from the authority is often at least a month behind and consequently the school has to rely solely on its own procedures for reconciling the budget.

70. In common with small schools the income and expenditure are above average when compared nationally with all schools. Taking into account the sound quality of education provided with a significant proportion of good teaching; the average standards of attainment, the school provides satisfactory value for money.

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

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

71. The last inspection report did not report on the provision, attainment or progress for children under five, therefore, no improvement judgement can be made.

72. At the time of the inspection there were no children under five. Three children in the reception year were in their first term at school.

72. **Attainment**

73. The attainment of the children on admission to the school varies from year to year. This year it is average. On entry to school these children had already achieved what is normally expected of children by the time they are five in the areas of learning and they are making at least satisfactory progress towards National Curriculum objectives.

73. **Personal and social development**

74. Overall, children have good personal and social skills. They behave well and always do as they are told. They are co-operative, take turns and share equipment. They respond very well to teacher-directed tasks and sustain concentration for significant periods of time. They mostly demonstrate confidence although sometimes rely on peers to confirm or understand fully some tasks. Progress is satisfactory.

75. Whilst the provision for children's personal and social development is satisfactory, as the current group of children have met the requirements expected of this age, there are too few opportunities when children can select activities for themselves. The teaching and learning style is very teacher-directed and leaves little room for children to develop independence and confidence in their own abilities.

Language and literacy

76. Children's attainment is above that expected. They listen well, sometimes following quite complicated instructions. They mostly demonstrate confidence in answering questions but are unsure when asking questions. They have good recall of stories and join in with texts. The highest attainers are reading familiar simple texts using the initial sounds of letters to help them recall the words read. Less confident children are reluctant to talk about pictures and the stories they have read. They know the initial sounds of letters and are developing their ability to use this knowledge when copy-writing. Progress in reading is good overall and satisfactory in other aspects.

77. Language and literacy lessons are planned and delivered appropriately using the National Literacy Strategy. Children participate in part of the whole-class introduction using a 'Big Book' and are then withdrawn appropriately and supported effectively by the educational support assistant. The pace of these lessons is good and they are based on high expectations of what children can achieve. However, insufficient time is given to consolidate learning before moving on to new concepts. Work sampling shows there is an emphasis on written responses in language and literacy, and for work in knowledge and understanding of the world, and in particular an emphasis on copy-writing of some kind. Whilst this is appropriate in many respects, children have too few opportunities to write independently using their emerging skills. Teaching is sound.

77. **Mathematics**

78. Children's attainment is above expectations. They know the counting rhyme 'Five Little Buns' and know they have five fingers on each hand and that altogether they have ten. They can say which number comes before and after a given number up to nine. They are less confident writing the numerals. Work sampling shows children adding single digits and continuing colour and shape patterns. They know colours and simple plane shapes. Overall children make satisfactory progress.

79. High expectations of children's attainment are evident and mostly appropriate for this cohort. Children are involved in whole-class sessions of the numeracy hour and play a part in answering questions. Separate individual activities are provided for them and they receive good support from the learning support assistant. Displays to foster children's mathematical skills and opportunities for informal learning are underdeveloped. Overall, the quality of teaching is satisfactory.

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

80. Children's attainment is satisfactory. They have observed changes in everyday materials through activities such as making porridge, jelly and dough. They know that materials are changed by heating. They draw pictures of traditional Spanish dress, developing an awareness of different places. When dressing a bear on the computer children develop satisfactory mouse control skills. Progress is satisfactory.

81. Overall, children follow the same curriculum as that planned for Key Stage 1 pupils. Tasks are generally adapted and sometimes involve appropriate practical activities. Teaching is satisfactory.

Physical development

82. Overall, children's attainment is above that expected for this age. Children control pencils well and show good dexterity when manipulating stencil shapes and sponges to produce a printed picture. In gymnastic lessons they show sound control of body movements when walking, pacing and balancing on different body parts. Progress is satisfactory.

83. Provision for this aspect of children's development is mostly planned through physical educational lessons. Children are taught with Key Stage 1 pupils, whilst this gives rise to high expectations, opportunities for children to experiment are limited by the considerable amount of teacher direction. There is no access to outdoor play equipment of any kind. Teaching is satisfactory.

Creative development

84. Overall, children's attainment is above expectations. Their drawings show maturity, they print with care making some colour choices within a limited range provided. They sing along with familiar rhymes and play percussion instruments with restraint. They enjoy singing and joining with actions of 'When Goldilocks went to the house of the bears'. Through imaginative play in the 'Home Corner' children have opportunities to act out everyday scenes such as holding telephone conversations and writing down messages.
85. Teaching is satisfactory. Tasks are appropriate but sometimes over teacher-directed. Whilst this can promote good progress in skills, this approach does not always support children's knowledge and understanding, as they follow tasks and instructions with little engagement and are not required to 'think or do' for themselves.

85. ENGLISH, MATHEMATICS AND SCIENCE

85. English

86. The end of Key Stage 1 national tests for 1999 show pupils to be achieving above the national averages in both reading and writing when compared to all and similar schools. The number of pupils gaining the national expectation, Level 2, is very high, whilst the number achieving above this, Level 3, is below national averages in reading and well below in writing. The end of Key Stage 2 tests for 1999 show pupils to be achieving very highly when compared to all and similar schools. The number of pupils taking key stage tests, vary from year to year, making comparisons with national averages mostly unreliable. However, over a three-year period (1996-98) attainment has fluctuated from well above to in line with national averages.
87. The inspection findings judge attainment to be above average at the end of Key Stage 1 and average at Key Stage 2. However, attainment varies through the key stages, with the majority of year groups achieving consistently above average standards in speaking, listening, reading and writing.
88. Overall, the progress pupils make is good. Pupils with special educational needs attain standards just below those of their peers and at both key stages progress is good. This good progress is attributed to teachers' effective support of pupils, made easier by the favourable teacher-pupil ratio found in the school. Overall standards and provision have been maintained since the last inspection.

89. Pupils' speaking and listening skills are above expectations at the end of Key Stage 1. Pupils are confident using a range of talk in a variety of situations. They listen well, often to quite complicated instructions. They listen and respond to contributions made by their peers from an early age. Throughout Key Stage 2 attainment is above expectations, but at the end of the key stage attainment is in line with expectations. Pupils in Year 6 do not display the levels of confidence found in the other year groups. The majority of the year groups need encouragement to offer ideas. They mostly listen well, although sometimes need further explanation to understand more complex tasks. Their use of standard English is good and they make appropriate use of a varied vocabulary.
90. Progress overall, throughout the key stages, is good. Pupils are given opportunities to develop and practise skills, through appropriate planned activities.
91. Attainment in reading is well above average at the end of Key Stage 1 and average at the end of Key Stage 2. At Key Stage 1, pupils quickly become accurate readers and demonstrate understanding by their ability to discuss characters. They develop satisfactory strategies for decoding unknown words. At the end of the key stage, pupils read confidently when joining in 'Big Book' texts in the classroom. They make predictions but some need support finding cues in the pictures and text. At an individual level pupils are generally accurate reading a range of texts but sometimes have difficulty understanding what is read, if the match of book is too difficult. They are not yet able to discuss favourite authors or summarise books read. They are able to find information in non-fiction texts using the contents and index. As pupils move through Key Stage 2 they develop expression when reading and the ability to discuss texts in more detail and to summarise. At the end of the key stage, currently, pupils lack confidence when discussing texts, although they are accurate readers, reading a range of quite difficult texts. Higher attaining pupils understand the principle of scanning for information in non-fiction texts.
92. Overall pupils make good progress in reading, although progress in Year 6 is satisfactory. Diligent support at school and home, with informative diaries, contribute significantly to this good progress. Pupils are challenged appropriately by reading some difficult texts. Sometimes, however, the match is too difficult. When this occurs pupils do not understand what they are reading and this inhibits progress in their ability to discuss texts.
93. Attainment in writing is average. Early in Key Stage 1, pupils learn to write through copy-writing. They demonstrate sound handwriting skills and accuracy when copying. At the end of the key stage pupils generally write with a neat legible print. Some higher attaining pupils are beginning to develop a cursive script. Pupils have above average scores in end of key stage spelling tests. Pupils make independent use of wordbooks and dictionaries. Pupils generally structure their writing well enough but use repetitive sentence connectives and this constrains higher attainment. Throughout Key Stage 2 pupils' presentation skills are good and enhance the quality of their work. On closer examination there are, however, inconsistencies in the fluency of their joined handwriting style. Spelling is accurate and punctuation skills generally good. Answers to comprehension questions and grammar exercises are always written correctly with well-formed sentences. Pupils demonstrate a good understanding of grammar and use of standard English. Story narratives show higher attaining pupils beginning to engage the reader. Year 5 higher attaining pupils are using more complex sentences. At the end of the key stage, pupils structure their writing appropriately to the intended style. Skills are generally at an average level, but sometimes inconsistent. For example, a pupil might use speech marks and commas but not use capital letters for proper nouns. Or they make good vocabulary choices but make use of only basic punctuation. These inconsistencies constrain higher attainment.

Throughout the school pupils make good vocabulary choices when writing poetry and show their understanding of a variety of styles. Recently published work demonstrates particular success in this area.

94. Overall, satisfactory progress is made. The over-reliance on copy writing early in Key Stage 1 contributes to a lack of confidence when pupils are required to write independently. Use of copy-writing as a strategy, and it is recognised it is used in a progressive way, clearly supports the attainment of lower attaining pupils but constrains the attainment of higher attaining pupils. Additionally, the school has recognised it needs to make time for extended writing. Currently pupils have too few opportunities to write independently, at length, at Key Stage 2. A similar picture arises with writing across the curriculum, with an emphasis on copy writing at Key Stage 1, and limited opportunities for extended writing at Key Stage 2. Additionally, at the end of Key Stage 2, higher attaining pupils are not always sufficiently challenged; for example when completing grammar exercises. There is some evidence to show pupils make use of information technology to present their work but not for editing purposes.
95. Pupils' attitudes to learning, including pupils with special educational needs, are consistently good at both key stages. They behave very well. They concentrate and respond well to teacher instruction. Pupils generally work well independently, although some work at a slow pace. On these occasions, tasks to develop understanding lacked challenge for the highest attaining pupils. No occasions were observed when pupils were required to work collaboratively but they are co-operative when sharing resources.
96. The quality of teaching is sound overall with some good lessons observed. No unsatisfactory lessons were observed. Good use is made of the National Literacy Framework to support lesson planning. It is especially good where teachers identify clear learning objectives for different parts of the lesson. Learning objectives are generally well matched to needs of the pupils but tasks do not always stretch more able pupils. When this occurs pupils complete work easily with little active involvement and only consolidate learning. Teachers generally use questioning skills well to target pupils; clearly using their knowledge of pupils' attainment. Other strategies to involve pupils in the introductory part of literacy lessons are satisfactory. The plenary session has yet to be established as a valuable part of lessons. Currently, teachers tentatively use the strategy to conclude the lesson by sharing work.
97. The school has adopted and implemented the National Literacy Strategy satisfactorily. Assessment procedures are good with sound use made of end-of-year standardised tests to target-set for end of key stage attainment. Specific targets are shared with pupils and this is contributing to raising pupils' awareness of how they can improve their work. Teachers mark work diligently, making useful evaluative comment in reading diaries and in writing books. Whilst this information is used at an individual level, to know pupils' strength and weaknesses, it is not always used sufficiently well to inform teaching groups; particularly to challenge the high attaining. The co-ordinator is fairly new to teaching and to the role of co-ordinator. However, she has a clear view of standards and the work of the school, although she has not undertaken any monitoring of teaching. All teachers have been observed teaching literacy by the headteacher and local authority advisors.
98. There are good resources for the teaching of literacy. Each classroom has a good selection of modern children's literature. A good supply of reference books associated with work being currently undertaken is also available in each class. The school has an adequate number of reference books centrally housed in the school library. Pupils make sound use of the library to choose books.

98.

Mathematics

99. In the 1999 Key Stage 1 national tests, the percentage of pupils achieving Level 2, the expected level, was very high compared with the national average and the percentage attaining the higher Level 3, was well above the national average. However, over a third of the pupils, who are on the school's special educational needs register, gained Level 2C at Level 2 and no pupils gained a Level 2A. Therefore, pupils' overall attainment was below average when compared with all schools and schools who take their pupils from similar backgrounds. Although there has been an upward trend in pupils' achievement between 1996 and 1998, this has fallen in 1999. Evidence from the inspection indicates pupils' attainment in the present Year 2, where there is a larger number of pupils than in 1999, is in line with national averages. This group of pupils again contains a high proportion of pupils with special educational needs.
100. By the end of Key Stage 1, most pupils are confident in ordering numbers to 100 and in carrying out addition and subtraction calculations using these numbers. Higher attaining pupils work with numbers to 1000 and can order these numbers and say which is the highest or lowest number. Most pupils understand simple fractions and can calculate half of a given number. They recognise and use coins to make amounts up to £1. Pupils can draw simple bar charts from the data they have collected and interpret their results. They know some of the properties of common two and three-dimensional shapes, such as a square, circle, cube and pentagon.
101. Pupils, including higher attainers, make satisfactory progress overall. Pupils with special educational needs make good progress due to the extra support they are given. Reception pupils make sound progress in recognising numbers to ten and can identify some number words to match the digits. Year 1 pupils make sound progress as they develop confidence in carrying out mental calculations to ten and some can do so with objects to 20. Average pupils in Year 2 make effective progress in developing an understanding of place value to 100. Pupils are very reliant upon their teacher when carrying out mathematical activities and lack confidence in trying out their own ideas and asking their own questions.
102. The results of the 1999 national tests showed that pupils' attainment at the end of Key Stage 2 was below the national average in the percentage of pupils attaining the expected Level 4 but above average in the percentage attaining the higher Level 5. Overall, attainment was in line with national averages for all schools and similar schools. However, the number of pupils who took the tests was very small and caution needs to be taken in interpreting any comparisons with national averages from one set of figures. Over the period 1996 to 1998 pupils' attainment has fluctuated from year to year but never dipped below the national average. Evidence from the inspection indicates that the attainment of the present group of Year 6 pupils is in line with national averages.

103. At Key Stage 2, pupils in Years 3 and 4 show confidence in using the two, three and five times tables to carry out mental calculations. The majority of pupils recognise simple number patterns quickly, such as the three times table or constantly adding a given number, and use these skills to solve number problems. Pupils have a secure understanding of place value to 100 and higher attainers to 1000. By the end of the key stage, Year 6 pupils are able to use their knowledge of their tables well in mental arithmetic tests including division calculations such as what number times six equals 48. They are confident in using a range of standard units of measurement in measuring distance, weight and capacity. The majority of average and higher attaining pupils use the four rules of number to calculate accurately on paper but have not yet learned to use a method of long multiplication and division. Some pupils are beginning to tackle number problems logically, as was demonstrated in a Year 5/6 lesson when pupils were given the opportunity to ask ten questions to determine the size of an unknown number. Most Year 6 pupils draw line graphs and bar charts from data they have collected and can interpret them to answer questions. They understand and use terms such as 'mean' and 'median' when carrying out work involving probability. At present they are able to add and subtract numbers to one decimal place, as was seen in science work involving measuring temperature.
104. Pupils, including those with special educational needs, make satisfactory progress and sometimes their progress is good. Most pupils make good progress in their number work and in learning basic number facts. Pupils make sound progress in using mathematical terminology and early on in the key stage understand terms such as 'multiple', 'less than', 'greater than', and use these terms correctly when explaining their results. However, pupils' skills in using and applying mathematics are less well developed. Although pupils develop their own strategies for solving number problems, by the end of the key stage, they are only just beginning to work in a logical way and lack confidence in trying out their own ideas.
105. Pupils respond well to mathematics lessons and particularly enjoy mental arithmetic sessions. They are well behaved and concentrate well in lessons but their pace of work is slow. No examples of pupils having to work together was seen during the inspection but they do give support and help to one another when required.
106. The quality of teaching is satisfactory and was good in a Key Stage 1 lesson. Lessons have clear learning objectives and these are shared with the pupils at the beginning of lessons. Teachers have a secure understanding of the subject and the activities they provide are generally appropriate to meet the needs of the different ages and abilities of the pupils. A sound start has been made in planning for, and implementing the National Numeracy Strategy. Lessons begin with a short mental arithmetic session which is very much enjoyed by the pupils. However, the time given for mental activities is sometimes too short and good use is not always made of resources, such as digit cards, to fully involve all pupils in answering a variety of mental calculations. All lessons finish with a plenary session involving a whole-class discussion of the work the pupils have carried out. Again, they are often too short and do not always consolidate what the pupils have learned. In the better quality lesson seen at Key Stage 1, good use was made of the time available for pupils to count forwards and backwards to 20 and for older pupils to count forwards and backwards, in tens from different starting points. The lesson moved along at a good pace and all pupils, including higher attainers, were suitably challenged by the activities set. Generally, teachers make satisfactory use of ongoing informal assessments to plan future lessons. Pupils' work is regularly marked and often contains useful comments of how they could improve their work.

107. The subject is well managed by the headteacher, who has had opportunities to monitor her colleagues teaching the subject prior to the introduction of the National Numeracy Strategy. It is planned that she will observe all staff teaching numeracy shortly. Resources for the teaching of the subject are good and good use has been made of government grants to make sure a range of practical resources are available. The co-ordinator monitors teachers' planning on a termly basis and also pupils' work in their mathematics books. Formal assessments of pupils' attainment and progress are made on a half-termly basis and annual statutory and optional national tests are analysed. All staff are involved in this process and the information gained is used to identify strengths and weaknesses in whole-school provision as well as any individual pupil's difficulties. It is planned to begin to set individual targets for improving pupils' achievement as is the current practice in English.

108. The satisfactory standards and good attainment in number, noted at the time of the last inspection, have been maintained.

108. **Science**

109. In the 1999 and 1998 Key Stage 1 compulsory teacher assessments, all pupils achieved Level 2, the expected level. This was very high compared with the national averages. The percentage of pupils achieving the higher Level 3, was above average in 1998 and below the national average in 1999. Evidence from the inspection indicates pupils' attainment, in the present Year 2, to be in line with the national average.

110. At Key Stage 1 by the end of Year 2, pupils name and understand some of the properties of a range of everyday materials such as wood, plastic, paper, metal and wool. They know that water freezes and forms ice and will turn back into water when it thaws. Some pupils are aware that water when boiled will turn to steam. Most pupils are able to use their previous knowledge of materials to make sensible guesses as to what will happen to some foodstuffs, such as eggs, chocolate and corn, when they are heated. They know that some of these changes are reversible but that many are not. Pupils are knowledgeable about the different parts of the human body and the effect of exercise on their bodies. They name the main parts of a flowering plant and can talk about the life cycle of some animals, such as a chicken. They are aware that different animals need different types of habitat to survive in the wild. Pupils are aware of the dangers of electricity in the home.

111. Pupils at Key Stage 1, including those with special educational needs, make satisfactory progress in their knowledge and understanding of life and living processes, materials and their properties and physical processes. However, they are generally not confident in using their previous knowledge to apply to new situations or carrying out practical work independently from their teacher and other adults. They are aware of what it means to make a test fair.

112. In the 1999 national tests at the end of Key Stage 2, the attainment of the pupils was well above average when compared to all schools and schools who take their pupils from similar backgrounds. However, the size of the group of pupils concerned was small and they were all girls. Standards of attainment between 1996 and 1998 have fluctuated but remained at or above the national average each year. Evidence from the inspection indicates that the attainment of the pupils is in line with the national average.

113. At Key Stage 2, Year 6 pupils are knowledgeable about the human body and the function and working of the major organs and systems, such as digestion and respiration. They know that foodstuffs are made up of proteins, carbohydrates, minerals, vitamins and fats and how their bodies need a balanced diet to stay healthy. They classify materials into solids, liquids and gases and how some materials can be separated by filtration. They have practical experience of growing crystals and a recent homework task was to grow salt crystals. Pupils are aware of, and use appropriate terminology, in talking about food chains and how there is a need to maintain a natural balance in the food chain of seashore creatures if they are to survive. They are aware that some materials retain heat better than others and in some recent work on heat insulation were clear about how they made their tests fair and which material was the most successful. Most pupils used a thermometer well to record their results and were able to accurately record temperature to one decimal place. They use a variety of charts, graphs and tables in recording the findings of their investigations.
114. Pupils make satisfactory progress in their knowledge and understanding of the different aspects of science. They are aware of the need to make their tests fair and identify some of the variables that need to be controlled. However, they are very dependent on their teachers when carrying out their own investigations and lack confidence in putting forward their own ideas.
115. Pupils respond well to lessons, listen attentively and are well behaved. They enjoy practical work but are less enthusiastic about recording their findings. They concentrate well during lessons and work well with other pupils in completing their work. They share equipment and take turns.
116. The quality of teaching was satisfactory overall and good in the one lesson seen at Key Stage 1. Teachers have a secure knowledge of the subject and lessons are planned well and include clear learning objectives. Teachers use good questioning techniques to find out what pupils know, understand and can do. In the better quality teaching this questioning is very probing and forces pupils to think for themselves. Teachers make appropriate use of scientific terminology and encourage pupils to make use of it. Plenary sessions are effective in consolidating what pupils have learned during the lesson. The pace of pupils' work is slow at times and teachers are not always consistent in communicating the need for pupils to work faster and complete their work on time.
117. The subject is satisfactorily monitored by a temporary teacher who has not had any opportunity to monitor her colleagues teaching. However, she monitors teachers' planning and subject coverage, and advises her colleagues on an informal basis. Resources for the subject are good and are well organised and labelled. Assessment procedures are good and include the analysis of annual tests to improve curriculum provision. Samples of pupils' work, suitably annotated with teacher comments are kept in individual pupil's Records of Achievement. Pupils' work is regularly marked and often contains useful comments of how they could improve their work.
118. The satisfactory standards noted at the time of the last inspection have been maintained.

118. **OTHER SUBJECTS OR COURSES**

118.

118. **Information technology**

119. At the time of the last inspection standards were judged to be satisfactory at both key stages. Standards are now judged to be in line with national expectations at Key Stage 1 and below at Key Stage 2. Provision, and in particular the provision of appropriate hardware and software, has not kept pace of national developments in the subject. Planned improvements in provision, including funding initiatives through the National Grid for Learning Project, are underway. Currently the school is unable to provide for the full range of the curriculum at Key Stage 2 adequately enough to ensure satisfactory standards. Overall, pupils make satisfactory progress at Key Stage 1 but unsatisfactory progress at Key Stage 2.
120. At Key Stage 1, pupils gain satisfactory mouse and keyboard skills, through using programs that involve moving objects around the screen, as in 'Dressing the Bear'; and using drawing programs, which again require mouse control but also involve pupils accessing the toolbar. At the end of the key stage, pupils are able to use a simple word-processing package. They know how to produce capital letters, to use the delete key and with support, can save their work. They have experience of entering data to produce simple graphs but need support with this activity. They have programmed simple forward and back directions into a programmable toy.
121. At Key Stage 2, pupils continue to have mostly similar experiences and, therefore, do not build on skills gained. Pupils have used the enlarge function on a photo-copying machine to produce a mock-up of a newspaper front page. Word-processing skills are improved slightly as pupils know how to change the font size and style. However, at the end of the key stage even these skills are not secure, with pupils unable use the highlight function. Pupils have satisfactory experiences of using a Logo program. They are developing their understanding of programming the computer with specific instructions to provide a predetermined shape, after first experimenting by 'trial and error'. Pupils have no access to CD-ROMs and, therefore, are unable to search for information, download, cut and paste, or print. Additionally, no sensing equipment is available, no access to the Internet or opportunities to use a fax machine. Some pupils do have these skills as they have access at home. However, for the many pupils, attainment is significantly below that expected of pupils of this age.
122. Too few pupils were observed accessing programs, or accessing other technologies, during the inspection to make a reliable comment on attitudes. In lessons, with no hands-on opportunities, pupils in Key Stage 1 confidently point to the correct key when responding to a question. At Key Stage 2 pupils lack confidence when explaining why their instructions for Logo were successful or not.
123. The quality of teaching observed, in two brief 'review type' lessons, was satisfactory. Good use was made of the time available and teachers developed pupils' knowledge and understanding satisfactorily. Overall, planning for the subject is underdeveloped. Medium-term planning provides insufficient guidance for teachers, however, short-term planning is better. Assessment records identify simplistic gains in skills and do not take into account developments in the subject. Overall, curriculum provision is severely constrained by the lack of appropriate resources and the unreliability of current resources. The school has a satisfactory outline plan for the development of the subject and resourcing difficulties are about to be remedied.

123. **Art**

123.

124. Standards of work in art are above those usually found in most schools for pupils of this age. The high standards noted at the time of the last inspection have been maintained. At both key stages pupils have experience of using a wide range of media and good opportunities to reflect on the work of a range of artists.

125. At Key Stage 1, pupils were observed developing their understanding of pattern. Some pupils drew their own patterns in response to a picture stimuli of the work of Gustav Klimt. Their work demonstrated good pencil control and a clear understanding of pattern, as they drew a variety of irregular and repeating patterns. Others drew patterns, noted looking through a magnifying glass, of natural objects. They were developing their ability to observe and draw simplified shapes. Drawings on display of Henry Moore sculptures, and their own modelling, show pupils develop a good understanding of shape and form. Throughout Key Stage 2 pupils were designing mosaics. Linked to their work in history, they were appreciating the work of different times and places. Some pupils' designs related well to a potentially difficult medium and reflected the need to design with 'squares' of colour in mind. Water colour paintings of the school are good; proportions are good and some show depth, all show good control of the media. 'Mousehole Cat' paintings show a good use of colour and awareness of texture.

126. Overall, pupils make good progress as they move through the school. Pupils make especially good progress at Key Stage 1. The range of media used, focused teaching, and opportunities to work with less guidance, contribute well to this good progress. The varied activities undertaken, such as the responses to the work of Andy Goldsworthy, also support good progress in pupils' ability to appreciate the work of artists and craftspeople.

127. Pupils' attitudes to learning are good. They are confident using a range of media. They can explain what they are doing and suggest improvements to their work.

128. Of the lessons observed, the quality of teaching was good at Key Stage 1 and sound at Key Stage 2. High expectations, demanding activities and focused questioning develop pupils' knowledge and understanding and these were key features of the lesson at Key Stage 1. Early in Key Stage 2, some good intervention through effective questioning raised pupils' understanding of a difficult task. Planning is not always focused sufficiently well; for example, a learning objective which identifies all the visual elements is too broad to be achieved in a single lesson. Overall, curriculum guidance and planning for the subject is sound.

128. **Design and technology**

129. A group of pupils in Key Stage 1 were engaged in a design and technology activity during the inspection but otherwise no direct teaching was observed. There was insufficient evidence, either through talking to pupils or through scrutiny of work, to make a secure judgement on attainment and progress at either key stage. At the time of the last inspection design and technology standards were in line with national expectations.

130. At Key Stage 1, pupils were engaged in designing patterns for the decoration of an egg cosy. They were helped to make appropriate sized designs by sensitive support from an adult volunteer. Pupils have produced collage pictures for food place-mat designs. At Key Stage 2, pupils have made 'bubble wands', with different designs and shapes. Plans indicate pupils are to design the Christmas programme. Discussion with pupils reveal they have designed a pattern for a tile, made cards at various times, cooked using a recipe and made place-mats using Binca fabric.

131. From this evidence there appears to be a lack of emphasis on design and evaluation. Additionally, pupils use a limited range of tools and resources; for example, cutting tools for card and wood have not been used. Satisfactory links are made to other subjects of the curriculum but progression in skills, development of knowledge and understanding in design and evaluation, and a use of a range of materials are not secure.

131. **Geography**

131.

132. Pupils' standards of work are in line with those usually found in most schools for pupils of this age. Pupils, including those with special educational needs, make satisfactory progress throughout the school. Standards have been maintained since the last inspection.

133. By the end of Key Stage 1, most pupils are able to use an atlas to find places in the world, such as Spain and the Caribbean, and mark them on a blank outline map. Most can find the United Kingdom on a map of the world. They find information about the distance to various places from using road signs, and know the names of the countries that make up the United Kingdom. They draw simple maps of their journey to school and aware of attractive and unattractive features in their own and a contrasting locality. Pupils are aware of the similarities and differences between their own locality and Hawkeston Park and can plan a route to get there using simple road maps.

134. At Key Stage 2, pupils are able to find Roman towns on a map and, by the use of grid references, mark them on a blank map of the United Kingdom. They know that the position of the place is identified by a dot rather than where the name is written. Pupils identify where they live on a map of the area and use their own and, later, standard map symbols, in their work. They are aware of why settlements developed at certain places and the need for shops and utilities for people to use. Pupils study the weather and are able to record their findings making use of measurements and symbols. They are aware of the different weather patterns in other parts of the world, such as Italy, and how countries nearer the Equator are often hotter. By the end of the key stage, most pupils have a good knowledge of different places in the world and are able to compare and contrast them with where they live. They study the landuse in their own area and Shipley Park, and are aware of how the actions of people have influenced the landscape. Work on traffic problems in Dorrington village highlighted that this influence is not always beneficial to the environment.

135. Pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding of places and in their ability to draw and interpret maps. They increase their knowledge of the world as they study places further and further afield and apply their geographical knowledge and skills to solving real life problems, such as the speed of traffic through the village. Sound progress is made in finding information from maps, reference books, posters and leaflets.

136. Pupils respond well to lessons, listen attentively and are well behaved. They enjoy learning about the world in which they live and through a range of visits in exploring places new to them. Pupils concentrate appropriately during lessons and work together well in sharing knowledge and resources.

137. The quality of teaching is satisfactory overall and was good in a Year 3/4 lesson seen. Teachers have a sound knowledge of the subject and satisfactorily plan appropriately open-ended activities that meet the needs of pupils of all abilities. Staff manage the pupils well and achieve good discipline. In the better quality teaching, teachers keep up a brisk pace to the work as they challenge and encourage the pupils through good quality questioning. Pupils feel their ideas are valued and are motivated to give of their best.

137.

History

137.

138. Pupils' standards of work are in line with those usually found in most schools for pupils of this age. Pupils, including those with special educational needs, make satisfactory progress throughout the school. Standards have been maintained since the last inspection.

139. By the end of Key Stage 1, pupils confidently use a range of sources to find out about the past. They know something of the history of Dorrington and have found information by the inscriptions on gravestones. They learn about the history of their own school. Most pupils know about similarities and differences between their own times and times from the recent past. Pupils use reference books to find out about the Romans and how they used to live. Through their work linked to geography, they know about the voyage of Christopher Columbus and the discovery of America. At Key Stage 2, pupils use the school log book to find out about its history and a range of sources to find out about the Roman invasion of Britain. They know some of the living conditions of the rich and poor people and the design of Roman villas and towns. Pupils are able to use a variety of sources and from these are aware that people can put different interpretations on past events.

140. Pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding of the past. They make good use of timelines to develop a concept of the chronology of past periods of history they have studied. Progress is good in the Year 3/4 class.

141. Pupils respond well to the subject and listen attentively to their teachers. They behave well and concentrate appropriately when carrying out their work. They enjoy finding out information for themselves and readily work with other pupils when required.

142. No lessons were observed at Key Stage 1. At Key Stage 2 the quality of teaching is satisfactory overall and was good in a Year 3/4 lesson. Teachers have a sound knowledge of the curriculum and identify clear learning objectives for lessons. In the better quality teaching activities focus on the key elements of historical enquiry rather than just the gaining of information about the past.

Music

142.

143. Standards of work in music are above those usually found in most schools for pupils of this age. This represents an improvement since the last inspection when standards were in line with expectations at Key Stage 1.

144. At Key Stage 1, pupils are confident playing percussion instruments to their own notation. They understand the role of a conductor and are developing an understanding of composition. At the beginning of Key Stage 2, pupils make constructive criticisms when evaluating their own and others' compositions. At the end of the key stage, pupils listen attentively and with maturity to the 1812 Overture by Tchaikovsky. They are able to say what mood the music suggests and some tentatively have a guess at the composer; one pupil names the piece. Pupils are confident recalling other works and composers they have listened to, commenting on style in simplistic terms. Higher attaining pupils recognise the terms crescendo and diminuendo. Pupils were heard singing in assemblies. They sing enthusiastically, with good diction and attention to pitch.
145. Pupils, including those with special educational needs, make good progress in music. A good number of pupils learn to play a musical instrument; recorders, piano and brass. The school runs extra-curricular clubs as well as providing opportunities for instrumental lessons. Pupils benefit clearly from this provision, which has a significant, positive affect on standards and progress in the school.
146. Pupils' attitudes in lessons are good and sometimes very good. They enjoy the experiences offered. Early in Key Stage 2, pupils demonstrate their ability to work very well together when taking turns following the instructions of the conductor.
147. Overall the quality of teaching is good and is never less than satisfactory. Teachers are confident in their subject knowledge. They provide appropriate and relevant experiences for pupils. They have high expectations of what pupils can achieve. They question well to develop pupils' understanding but do not always develop pupils' subject vocabulary sufficiently well. The curriculum is linked satisfactorily to topic themes and to planned performances. Resources for the subject are satisfactory and the use of accommodation is good.
147. **Physical education**
- 147.
148. Only gymnastic lessons were observed during the inspection. Pupils' attainment in this aspect of physical education is above that normally found at Key Stage 1, but below at Key Stage 2. The nature of the accommodation, a small community hall with no resources, has a significant, negative affect on standards at Key Stage 2. Whilst not observed, standards in swimming are good. All pupils are able to swim the required minimum standard of 25 metres, often well before they leave the school. Pupils go on to achieve water safety skills, are able to surface dive and swim recognisable strokes.
149. At Key Stage 1, pupils demonstrate good control of body movements when holding balances. They know to extend body shape and to hold body tension to attain a good balance. Early in Key Stage 2, pupils put appropriate sequences of movement together with the aid of direction from the teacher. They use different directions well to add interest but need to be reminded to use different heights. Whilst they control steps, jumps, rolls and slides well, they do not show the good body tension observed at the end of Key Stage 1. At the end of Key Stage 2, pupils work well, collaboratively with a partner to put a sequence of moves together. However, pupils are quite heavy footed, and whilst they can control body movements they too lack the body tension necessary for providing quality movements. Sequences of movements include very simple hops, jumps, slides and sideways rolls. To a significant degree pupils' attainment is constrained by the lack of equipment. Mats, benches and other equipment that would enable pupils to be more adventurous in their choice and range of movements are not available.

150. Pupils' progress in gymnastics is good at Key Stage 1 and unsatisfactory at Key Stage 2. Timely coaching points and opportunities to evaluate others' performance contribute to good progress. Evidence of tests passed, suggests progress in swimming is good. No judgement can be made on games or dance.
151. Overall, the quality of teaching is satisfactory, but varies from unsatisfactory to good. Positive features of lessons include high expectations of what pupils can achieve at Key Stage 1, and a good pace to lessons early in Key Stage 2. It is recognised the quality of the facilities and resources has a negative impact of provision, especially the older pupils become. However, the lack of coaching limits attainment and progress at the end of Key Stage 2.
152. Over the course of the year, pupils receive a balanced programme of the different elements of physical education. Provision has been enhanced recently by activities such as cross-country running and participation in inter-school events. After-school clubs provide pupils with further opportunities to develop their skills and interests. Run by outside agencies, parents and staff, these are much valued by children and parents.
153. The school makes good use of the available accommodation and resources, but has not thought through a health and safety policy, which is much-needed by a subject that takes pupils off the school premises with only one adult in attendance.

153. **PART C: INSPECTION DATA**

153. **SUMMARY OF INSPECTION EVIDENCE**

154. The inspection team consisted of a registered inspector, a team inspector, and a lay inspector. The team spent a total of seven inspector days in the school. During that time:

- approximately 19 hours were spent in direct classroom observation of a total of 30 lessons or part-lessons, with approximately 40 minutes spent on average in each lesson;
- approximately five hours were spent in hearing a representative sample of pupils read and in talking to them about their work;
- approximately 13 hours were spent scrutinising samples of the work of pupils from each class;
- approximately nine hours were spent in discussions with all members of staff and with members of the governing body;
- the operation of the school during lesson times, breaks and lunch-times was observed closely;
- registration procedures were observed in each class;
- a very extensive range of documentation about the school and its work was examined in detail;

1. Eight parents attended a pre-inspection meeting and 15 parents returned questionnaires giving their views on a wide range of topics about the work of the school. These views were taken into account in preparing for the inspection and during the course of it.

155. **DATA AND INDICATORS**

155. **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	60	0	13	7

155. **Teachers and classes**

155. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	3
Number of pupils per qualified teacher:	20

155. **Education support staff (YR - Y6)**

Total number of education support staff:	1
Total aggregate hours worked each week:	21

155. **Average class size in the school**

Average class size:	20
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155. **Financial data**

Financial year: 1998 – 1999

£

Total income	121,061
Total expenditure	119,744
Expenditure per pupil	1,901
Balance brought forward from previous year	5,110
Balance carried forward to next year	6,427

155. **PARENTAL SURVEY**

Number of questionnaires sent out:	34
Number of questionnaires returned:	15

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	33	67	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	33	67	0	0	0
The school handles complaints from parents well	36	57	7	0	0
The school gives me a clear understanding of what is taught	20	60	20	0	0
The school keeps me well informed about my child(ren)'s progress	20	73	7	0	0
The school enables my child(ren) to achieve a good standard of work	47	53	0	0	0
The school encourages children to get involved in more than just their daily lessons	33	40	20	7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	67	0	0	0
The school's values and attitudes have a positive effect on my child(ren)	47	53	0	0	0
The school achieves high standards of good behaviour	53	47	0	0	0
My child(ren) like(s) school	67	33	0	0	0

155. **Other issues raised by parents**

Parents felt that the headteacher's absence had produced some instability as their children worried about who they would have as a teacher. However, they felt that since the introduction of the present staffing arrangements their children had not been unduly worried. Parents felt that the school was good and were very supportive of it.

Parents appreciated the increased involvement of their children in extra-curricular activities and did not feel there was a lot of provision in the past. They thought that the men from the community involved in sporting activities provided a better gender balance. Parents felt that the links with the nursery school and secondary school were very good and ensured pupils transferred easily from one school to another. They congratulated the acting headteacher on doing a good job under difficult circumstances.