

INSPECTION REPORT

**LINBY-CUM-PAPPLEWICK CE AIDED
PRIMARY SCHOOL**

Linby

LEA area: Nottinghamshire

Unique reference number: 122807

Headteacher: Mrs Sue Winton

Reporting inspector: Mrs Barbara Crane
21227

Dates of inspection: 3 - 6 July 2000

Inspection number: 187480

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Quarry Lane
Linby
Nottinghamshire

Postcode: NG15 8GA
Telephone number: 0115 9634282
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Appropriate authority: Governing body
Name of chair of governors: Reverend Keith Turner

Date of previous inspection: 18 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Barbara Crane	Registered inspector	English, science; areas of learning for children under five; art; history; geography.	Standards and achievements; teaching; care of pupils; leadership and management.
Mr Tom Heavey	Lay inspector		Attendance; partnership with parents; care of pupils.
Mrs Pauline Goodsell	Team inspector	Mathematics; information technology; design and technology; physical education; special educational needs; music; equal opportunities	Attitudes, behaviour and personal development; curriculum.

The inspection contractor was:

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than most schools with 109 pupils on roll. Thirty-two per cent of the pupils are on the school's register of special educational needs, which is above average, but most of these pupils are at the lower stages of the register and there are no pupils with a Statement of Special Educational Need. Six per cent of the pupils are entitled to free school meals, which is well below the national average. All of the pupils have English as their first language. The school has had three classes for some time. Children have usually entered the school at the start of the term in which they are five and have attended the Key Stage 1 class part-time. In May of this year, a fourth class could be accommodated, as a result of extensive alterations to the building, and children were admitted to the new Reception/Year 1 class full-time. Two of the children were under five at the time of the inspection. On entry to the school, the children's attainment shows a wide range, but is broadly average in literacy and numeracy. All of the teachers have been appointed in the previous two years.

HOW GOOD THE SCHOOL IS

This is a very good school. It provides a good quality education and there is a strong commitment to improvement from the staff and governors. The teaching is very good. Standards in English and science are well above average. Standards in mathematics are above average. The headteacher provides very good leadership for the school and is well supported by the staff. The school recognises its strengths and weaknesses, knows what it needs to do and works resolutely towards its targets. The school provides very good value for money.

What the school does well

- The pupils achieve high standards in English and science.
- The pupils' attitudes towards their work and their behaviour are excellent.
- The teaching is very good and the lessons are interesting and relevant.
- The school provides very good opportunities for the pupils' personal and social development and as a result the pupils are confident, mature and responsible.
- The curriculum is well planned so that the pupils use what they have learned in one subject to support their learning in other subjects.
- The school has a strong partnership with parents.
- The leadership and management of the school is very good.

What could be improved

- Some more able pupils in Year 6 could do better in mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the previous inspection in 1996. Standards in English, mathematics, information technology and science have improved. The teaching has improved markedly. The school has improved its assessment procedures and the way in which it tracks pupils' progress. The curriculum has improved and all statutory requirements are met. The role of the curriculum co-ordinators has been successfully developed so that they have a clear overview of standards and teaching. The leadership and management of the school is more effective. The governors play a full role in supporting the school's work.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	B	D
Mathematics	A	A	B	D
Science	A	A	D	E

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

A small number of pupils take the tests each year; there were fourteen Year 6 pupils in 1999. This means that the performance of individual pupils make a significant difference to the school's overall performance in the tests. The 1999 results were affected by those pupils with special educational needs and this explains the difference in the grades between 1997 and 1999.

The results of the tests for 7 year olds in 1999 show that standards in reading, writing and mathematics are well above average both in comparison to all schools and better than in similar schools. The results of the tests for 11 year olds in English and mathematics in 1999 show that standards are above average when compared to all schools but slightly below average when compared to similar schools. Taking the results of the past four years together, standards in English, mathematics and science have been well above the national average.

On the basis of the work seen during the inspection the pupils' attainment in speaking and listening, reading and writing is well above average at the end of both key stages. Standards in mathematics are above average at the end of both key stages. However, standards in mathematics in the current Year 6 are not as high as they could be. While nearly all of the pupils are reaching the level expected for their age in mathematics, there is some underachievement amongst the more able pupils. The results of the 1999 tests for 11 year olds in 1999 show standards in science that are below those seen in most schools and well below the standards in similar schools. The school has improved the curriculum and teaching in science at Key Stage 2 and as a result, the standards seen in science during the inspection were much improved and are now well above average. Investigational work in science and mathematics is a strong aspect in the work.

The school met the targets it set for 2000, which were suitably challenging in terms of the number of pupils expected to achieve at the average level 4 but the school does not look closely enough at those pupils who could do better in mathematics.

Standards in information technology are average at the end of both key stages. Standards in history and art are good. In all other subjects, the pupils achieve standards that are similar to those expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils work hard and are keen to improve. They take pride in their work.
Behaviour, in and out of classrooms	Excellent. The pupils behave sensibly in the lessons and on the playground.
Personal development and relationships	Excellent. The pupils show maturity and willingly take on responsibility. They get on very well together and help each other.
Attendance	Very good.

The pupils are keen to come to school and are punctual. There is no unauthorised absence. The pupils take full advantage of what the school offers and are eager to please the teachers. They are interested in their work and concentrate very well in lessons. Pupils of all ages play well together.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

All of the teaching is satisfactory or better. In 90% of the lessons the teaching is good or better and it is very good in 37% of the lessons. The teachers have a very good knowledge of their subjects and plan lively lessons so that the pupils are interested in the work. The teaching of basic skills is very good. This provides a firm foundation for the pupils' learning. The teachers plan good opportunities for the pupils to use and extend their skills in literacy and numeracy and information technology in lessons. The expectations of what the pupils can achieve in English and science are high and the work is well planned. As a result, the pupils learn at a rapid rate. The expectations of the more able pupils in mathematics in Year 6 are lower, due to the inaccuracy of the teacher's assessment. Warm and supportive relationships are evident in all classes and the pupils are encouraged to try out their ideas and to express their opinions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is interesting and relevant for all of the pupils.
Provision for pupils with special educational needs	Good. The pupils receive good support that enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The rich variety of opportunities provided by the school enables pupils' to reflect on important issues and develop a strong understanding of what is right and wrong. They gain in confidence and display sensitivity to the feelings and needs of others. Their understanding of their own and other cultures is well assured.
How well the school cares for its pupils	Very good. The school puts children first. The staff provide a very good level of support and guidance for individuals.

The teachers know the pupils very well. Most of the teachers' assessments of what the pupils can do are well used to plan the next steps in their learning. A weaker aspect is in the assessment of the Year 6 pupils work in mathematics and this leads to some underachievement by the more able pupils. The school has established a very good partnership with parents and they are clear about how they can help their children to learn at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a strong lead and her influence is evident in the school's daily work. The headteacher is very well supported by the deputy head and teachers. They work very well together as a team.
How well the governors fulfil their responsibilities	Very good. The governors provide high quality support for the school. They are knowledgeable and hard working. They share the staff's commitment to bring about improvement.
The school's evaluation of its performance	Very good. The school looks closely at its performance, recognises its strengths and weaknesses and takes appropriate action. The headteacher does not monitor the accuracy of the teacher's assessment of the Year 6 pupils in mathematics as effectively as other subjects.
The strategic use of resources	Very good. The school seeks the best value in its expenditure. It budgets carefully to achieve the targets set in its planning for development.

The school's staffing, resources and accommodation are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good and the children are helped to become more mature and responsible. • The school is well led and managed and works closely with parents. • The teaching is good and the staff are approachable. • The school expects children to work hard. • They receive good information. 	<ul style="list-style-type: none"> • A few parents feel that they are not well informed about their child's progress.

The inspection findings support the parents' positive views. Parents receive good information about their child's progress through the annual reports but these do not always set targets for improvement. The school is reviewing this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of the tests for 7 year olds in 1999 show that standards in reading, writing and mathematics are well above average both in comparison to all schools and better than in similar schools. The results of the tests for 11 year olds in English and mathematics in 1999 show that standards are above average when compared to all schools but slightly below average when compared to similar schools.
2. On the basis of the work seen during the inspection the pupils' attainment in speaking and listening, reading and writing is well above average at the end of both key stages. The pupils are very competent readers. They understand what they read and gather information efficiently. The pupils enjoy stories and poetry and show a fascination with words and the ways in which they can be used to create effects. Their writing reaches a very good standard and is carefully presented. The pupils use and extend their skills in literacy in other subjects. Pupils of all abilities achieve well and nearly half of the present Year 6 are working at a higher level than expected for their age in all aspects of English.
3. Standards in mathematics are above average at the end of both key stages. The pupils have a good facility with numbers. The pupils' ability to solve problems is very well developed. They try out different ways of finding solutions to problems and can clearly explain what they are doing. However, standards in the current Year 6 are not as high as they could be. While nearly all of the pupils are reaching the level expected for their age, there is some underachievement by the more able pupils. The school has analysed the results from standardised tests and has established target levels for each pupil. However, there are a few occasions when the lack of accuracy of teacher assessments leads to lower expectations of what the more able pupils can achieve and the targets for these pupils are not sufficiently challenging. Consequently not all of the pupils who are capable of reaching Level 5 are doing so.
4. The 1999 teacher assessments in science at the end of Key Stage 1 indicate standards that are well above average. The results of the 1999 tests for 11 year olds show standards that are below those seen in most schools and well below the standards in similar schools. The school analysed the results of these tests to identify areas of weakness and has used the information effectively to adapt the curriculum and teaching. As a consequence, the standards seen in science during the inspection were much improved and are now good at Key Stage 1 and well above average by the time the pupils leave the school. Nearly all of the present Year 6 are working at the level expected for their age and over a third are working beyond this level. A strength in the pupils' work in science is the pupils' ability to devise investigations to test out their ideas and the recording of their findings so that others can understand the process, their findings and conclusions.
5. The pupils with special educational needs make good progress in literacy and numeracy as a result of the good teaching and careful planning to meet their needs.
6. Standards in information technology are average at the end of both key stages. The pupils use computers well to support their learning. Standards in history and art are good. In all other subjects, the pupils achieve standards that are similar to those expected for their age.

Pupils' attitudes, values and personal development

7. This is a strength of the school. The pupils have very positive attitudes to school. At the beginning and end of the day they are secure and confident with the school routines. The pupils enjoy coming to school and demonstrate a keen interest in learning; they co-operate and collaborate well in lessons. They listen carefully and reply confidently to the teachers' questions. They find the lessons interesting and respond positively to the praise and encouragement of the teachers.
8. Behaviour in the school is excellent both within and out of lessons. There is a good behaviour policy that is fully implemented; in addition the pupils have opportunities to devise their own class rules. The pupils recognise the need for discipline and the importance of good behaviour in enabling effective learning to take place. The parents have very positive views about the high standards of behaviour, and about the clear effect this has on the pupils' learning. There have been no exclusions.
9. The pupils' personal development is very good. They undertake a range of responsibilities that involve them in the organisation of the school's routines, for example when serving dinners to groups of younger pupils the older pupils provide a calm, relaxed atmosphere for the pupils on their table. They display a caring and responsible manner towards each other and they provide an example of mature and confident behaviour. Recently, the Year 6 pupils devised and organised the school's sports day. During the inspection a group of older pupils devised a dance and rehearsed it independently; they performed confidently in assembly. The pupils use computers with self-assurance and they show an awareness of environmental concerns such as the recycling of rubbish, the care of their own local environment and issues connected with the production of food in the Third World. The pupils are friendly, helpful and polite to one another, to adults in the school and to visitors. They have good conversational skills and in discussions with inspectors displayed maturity and self-confidence. The pupils understand the impact of their actions on others and this helps them to develop the good relationships observed between pupils and between the adults who work in the school and pupils. The pupils with special educational needs are encouraged to take part in school activities and are fully included in all aspects of school life.
10. The pupils are keen to come to school and their attendance is very good. They arrive punctually and there is no unauthorised absence.

HOW WELL ARE PUPILS TAUGHT?

11. The high quality of the teaching is a strength of the school. Nine out of ten lessons are good or better and in nearly four out of ten of the lessons the teaching is very good. The teachers have high expectations of the pupils' behaviour and, as a result, the atmosphere in the classrooms is calm and conducive to learning.
12. The very good features of the teaching for children under five include the thorough teaching of reading and writing and mathematics and the opportunities provided for the children to practise what they learn. The teacher understands the needs of young children very well and plans very effectively for the children to develop their personal and social skills. The lessons are lively, interesting and fun. The children develop self-assurance and confidence because they know their opinions will be valued.
13. Teaching is very good in English at both key stages. The pupils catch the teachers' enthusiasm for books and are given very good opportunities to use and extend their skills in reading and writing in English lessons and other subjects. The teachers provide a very good model when they read to the pupils and in their writing. Consequently, the pupils achieve high standards of

presentation and read with very good expression. The Literacy Strategy is well used to support the teachers' planning and the work is challenging and relevant.

14. Teaching in mathematics has some very good features. The teachers have a very good knowledge of the subject and how to teach it. They use an appropriate vocabulary and good questions to extend the pupils' understanding of the topics. There is a good pace to most of the lessons.
15. Many of the very good lessons seen in mathematics, English, information technology, music and science share similar features. The teachers give clear explanations so that the pupils understand what they have to do and settle quickly to work. The teachers encourage the pupils to offer opinions, use their initiative and try out their ideas. They are clear about what will be learned and assess pupils' learning through talking to individuals and groups. A weaker aspect of teachers' assessment is in mathematics with the older, more able Key Stage 2 pupils. This leads to some pupils underachieving in mathematics.
16. The special educational needs co-ordinator and learning support assistants are very clear about the needs of the pupils and work towards targets with carefully structured programmes. In the few lessons where teaching is relatively weaker, the pupils become over excited and noise levels rise. The teacher's explanations are not as clear and so the pupils are not sure what to do. The pace of the pupils' learning is slower.

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

17. The curriculum is broad and balanced, and includes very good provision for the pupils' personal, social and health education. The quality and range of learning opportunities is very good and all statutory requirements are met. The school is giving a high priority to developing the pupils' literacy and numeracy skills and is making good use of the opportunities provided by the National Literacy and Numeracy Strategies. This is having a very good impact on the progress of the pupils in literacy and is beginning to have a positive impact on their progress in numeracy. There are good extra-curricular activities offered to the pupils including a very wide range of sports, the opportunity to learn to play the recorder and to learn to speak French. A wide range of residential and day educational visits, as when the pupils go to see how a supermarket bakery works, have a very positive and constructive effect on the pupils' learning. The curriculum opportunities for the pupils are further greatly enriched and enlivened by visitors to the school. These include local clergy, many friends of the school, governors, actors and sports people. Together with the good use of the teachers' and pupils' own talents, they provide learning experiences that contribute to the excellent personal development of pupils as individuals and members of the community.
18. A key issue from the last inspection was to review the curriculum. This has been very successfully addressed. The teachers have carried out a comprehensive review of all the curriculum documentation. In particular, as part of the implementation of the literacy and numeracy strategies, a review and monitoring of the teaching and learning in English and mathematics has been completed. In the foundation subjects the Qualifications and Curriculum Authority (QCA) schemes of work are being used to plan the work. The plans are monitored on a regular basis by the headteacher and by the subject co-ordinators. The activities are varied and make good use of individual, group, whole class and practical activities. There are very good opportunities planned for the pupils to use and apply mathematics, and to experiment and investigate in science lessons. In literacy and numeracy, lessons are prepared to provide for the needs of all the pupils and this is having a positive impact on the learning of the pupils. A particular strength of the curriculum is the way in which the teachers' good planning enables links to be made between subjects, and pupils are able to use very effectively the learning

achieved in one subject within another. An example of this is when a teacher uses facts discovered about mini-beasts in science to demonstrate the use of an information technology program in a mathematics lesson on data handling.

19. The register of pupils with special educational needs is well organised and the needs of the pupils are carefully assessed. Their individual education plans are reviewed regularly and targets set. The class teachers, the special educational needs co-ordinator and the learning support assistants work closely together to ensure that pupils' individual needs are met. The good work done by the learning support assistants has a significant impact on the progress of pupils.

20. The school makes excellent provision for the pupils' spiritual, moral and social development and very good provision for their cultural development. The school's provision is firmly rooted in a strong Christian ethos. In assemblies and lessons the pupils are given the opportunity to experience the joy of music by listening to pieces in different styles. Time is allowed for quiet reflection and the pupils are invited to participate in prayers. Assemblies are led by a variety of people and follow a theme. During the week of the inspection, the theme was 'that everyone is different but special and that everyone has valued and valuable talents.' The pupils have many occasions to experience excitement and wonder in the natural world, for example, they observe a pair of kestrels nesting and raising their young in a nearby tree. Year 5 and 6 pupils release butterflies into the wild after observing these emerging from chrysalises in the classroom. The younger pupils are amazed by sculptures made from trees and Year 1 and 2 pupils are delighted to discover the correct way to program a 'robot' so that it reaches its intended destination. Throughout the school in literature, music and art the pupils have opportunities to explore feelings and emotions and relate these to their own lives.

21. The pupils are taught about right and wrong and are made aware of what is acceptable and unacceptable behaviour. The school has a clear discipline policy and rules that encourage consideration of others. As a result relationships are very good. All of the pupils are expected to consider the needs of others and to work well together. All the adults who work in the school have high expectations of behaviour, courtesy and honesty from the pupils which are well fulfilled, and an atmosphere of trust and respect is created in which effective learning can take place. There is wide scope for the pupils to take part in tasks to help with the smooth running of the school such as serving lunch, taking part in reading partnerships and in helping teachers to organise resources for lessons. The pupils give very good support to a wide variety of charities, both locally and in the wider community. The pupils prepare gift shoe-boxes for children in Albania and collect for medical supplies for Bosnia. All of these activities make a very positive contribution to the personal development of the pupils.

22. The pupils' cultural awareness is very well developed through a range of activities and visitors to the school from their own local community and from further away. A group of children from Chernobyl recently visited the school. Lessons in literature, art, geography and history as well as celebrations of major religious festivals all help to raise the pupils' cultural awareness. The pupils visit a synagogue when they study the Jewish faith. The school makes good use of the immediate area as a resource for the pupils' learning. For example, visiting the parish church, a local farm and maypole dancing in the village are activities that enhance the pupils' understanding of the community and its cultural heritage. Drama workshops are held for all the pupils throughout the year when there are opportunities to explore a range of issues that contribute to the personal development of the pupils, such as drug education and personal safety.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

23. The high level of concern and care for pupils' well-being and safety continues to be a strength of the school. The staff know the pupils very well and give them very good support and guidance. There are excellent procedures for monitoring and supporting the pupils' personal development. The pupils feel comfortable to approach the teachers with any concerns. The school's behaviour policy is well known by the children. The parents strongly support the school in its insistence on high standards of behaviour. The pupils are involved in drawing up the rules and show a very good level of responsibility in keeping to them.
24. The school follows a clear policy for child protection and the staff are fully aware of their responsibilities. The headteacher and governors ensure that the health and safety policy is followed and regular risk assessments are carried out. Good attendance is promoted and parents are clear about their responsibility to inform the school of reasons for absence.
25. The school has made very good improvement in extending its procedures for assessing pupils' attainment since the previous inspection. The progress of individuals and groups is carefully tracked through a useful range of assessments. In most instances, the teachers' assessments are accurate and very well used to plan work at an appropriate level. An exception is in mathematics, where the assessment of what the oldest pupils can do is not as accurate and leads to too much caution in setting targets for some of the more able pupils. This results in underachievement by a small number of pupils.
26. The procedures for identification and assessment of pupils with special educational needs are good. The school uses a range of methods to carry these out, including the use of baseline assessments when the children enter school, together with standardised tests and teacher assessments. The targets in the pupils' individual education plans are appropriate and the pupils' progress is reviewed effectively. There is good liaison between the school and special educational needs staff from a range of external services.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

27. The parents express very strong support for the school and have a high level of confidence in the teaching and the school's management. The parents feel welcome in the school and are comfortable to approach the staff if they have questions or concerns. The staff make themselves readily available, before and after school and the classrooms are bustling places in the mornings as the parents deliver their children. Several parents help in the classrooms and more assist with visits or social events. The Friends of the School help to prepare materials for lessons in consultation with the teachers and co-ordinate fund-raising activities.
28. The school establishes a firm link with parents when children start the school. The parents receive very good information from the school and know what their child is doing and how they can help at home. The vast majority of the parents do so willingly and give strong support by ensuring that homework is completed. The parents of pupils with special educational needs are invited to work together with the school to extend the learning opportunities for their children at home and this has a significant impact on the progress of these pupils. The reports that parents receive give good quality information about how their child is doing but do not always provide targets for improvement.
29. The governors' annual report is readable and informative. It contains all of the required information, as does the school's prospectus. The frequent newsletters are supplemented by parents' notice boards by each classroom entrance. The home/school diary is well used by both the teachers and parents and promotes easy and productive communication.

HOW WELL IS THE SCHOOL LED AND MANAGED?

30. The school's aims are well reflected in all its work. A strong Christian ethos is evident in the school's daily life. The headteacher provides very good leadership for the school. She has managed the changes in staff, alterations to the building and the increase in the number of pupils very well. The headteacher's energy and vision are at the centre of the school's success. While the staff have been together for only a short time, they are very clear about the role they play in taking the school forward and work very effectively as a team. A very good programme of in-service training supports their professional development.
31. The governing body are very well organised and work efficiently through their committees. They know the school well, through the good quality information from the headteacher and also through their visits to monitor the school's work. The governors report back their findings to the full governing body. Financial planning is very good. The school budgets carefully to support its priorities.
32. The school looks carefully at the pupils' performance and identifies areas of weakness. The planning for improvement is effective, as is evident in the school's work over this year to improve standards in science. The school's planning for development ensures that targets are appropriate and focus on raising standards. The subject managers have a very good grasp of the strengths and weaknesses in their areas through the monitoring and evaluation of teaching and learning. The implementation of the Literacy and Numeracy Strategies has been very effectively managed so that all teachers are confident. The headteacher observes lessons and provides good quality feedback to the teachers on how to improve. The headteacher does not, however, monitor the accuracy of the teacher's assessment in mathematics for the Year 6 pupils and consequently a few of the more able pupils are underachieving.
33. The work of the special educational needs co-ordinator is effective; the organisation of the support staff is well managed and appropriate use made of the funding allocated to special educational needs. The governor with responsibility for special educational needs is very supportive of the special needs team. She has a good overview of the work carried out in the school, and this helps to ensure that appropriate emphasis is placed on the implementation of the Code of Practice by the governors.
34. The school uses its finances very effectively to provide a good quality education for all its pupils. The governors seek the best value in their expenditure. The staffing, accommodation and resources are good. The school's planning to extend the building and improve its facilities has been well managed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

While maintaining its many very good features, the school should now:

Improve the progress made in mathematics by the more able pupils in Year 6 by:

- **ensuring closer monitoring and moderation by the headteacher of the teachers' assessments;**
- **ensuring that the work for these pupils is suitably challenging.**

(Paragraphs 3, 15, 32, 50)

In addition to the key issue above, the governors should consider including the more minor weakness in the action plan:

- ensuring that the reports that teachers write on pupils include targets for improvement. *
(Paragraph 28)

* this has been put in place for the 2000 reports issued to parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	37%	53%	10%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	109
Number of full-time pupils eligible for free school meals	6
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	32
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	5	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	5	5	5
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92 (92)	92 (92)	100 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	5	5	5
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	92 (92)	100 (92)	100 (92)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	5
	Girls	5	5	5
	Total	10	11	10
Percentage of pupils at NC level 4 or above	School	77 (83)	79 (83)	71 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	5	5	5
	Total	10	11	11
Percentage of pupils at NC level 4 or above	School	71 (91)	79 (83)	79 (91)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	109
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	27 : 1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	24

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
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	£
Total income	231102
Total expenditure	240096
Expenditure per pupil	2071
Balance brought forward from previous year	36605
Balance carried forward to next year	27611

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	109
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	60	35	2	2	0
Behaviour in the school is good.	73	27	0	0	0
My child gets the right amount of work to do at home.	42	54	4	0	0
The teaching is good.	66	30	4	0	0
I am kept well informed about how my child is getting on.	52	40	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	83	15	2	0	0
The school works closely with parents.	69	29	2	0	0
The school is well led and managed.	76	20	0	0	4
The school is helping my child become mature and responsible.	75	23	2	0	0
The school provides an interesting range of activities outside lessons.	47	47	6	0	0

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

35. There were two children who were under five in the Reception class at the time of the inspection. Most of the children start at the school with good skills in speaking and listening but their attainment in literacy and numeracy is average. By the age of five, most children achieve the desirable learning outcomes in all of the areas of learning. The children have previously attended part-time from the start of the term in which they are five, but the creation of a fourth class at Easter has enabled the children to attend full time since then and seventeen new children were admitted in May of this year.
36. The children's **personal and social development** develops well through the very good teaching. The children understand the rules and keep to them. The very good routines help the children to feel secure. They are eager to please the teacher and willingly help to tidy away. The warmth displayed by the teacher fills the children with confidence. They know that their efforts and opinions will be valued. The children take pleasure in each other's success. In a science lesson, a pupil received a gentle pat on the back from a friend, when he remembered four facts from the previous lesson. The children develop a very attitude towards their work. They understand what they have to do, because of the teacher's clear explanations.
37. The children achieve well, in **language and literacy**, because of the good quality teaching. The basic skills are taught thoroughly and reinforced consistently. The children approach books confidently and form letters correctly and remember their sounds. The children enjoy looking at books and describe what is happening in the pictures. They listen to stories avidly and pick out familiar words. The children write their names and learn to spell some common words. They learn to join their letters from the start and practise to improve the flow of their writing. The teacher provides very good opportunities for the children to extend and practise their skills. The displays in the classroom are well thought out and provide good opportunities for the children to learn new words connected to their work. In the 'travel agent's shop' they record messages on a dictaphone and fill in forms to book holidays. They look up holiday destinations in brochures and issue flight tickets.
38. The teaching in the **mathematical** area of learning is very good. The fast pace to the introductory mental sessions ensures that the children's interest and attention is grasped effectively. The children are delighted when they recognise number patterns such as odd and even. The teacher uses counting rhymes effectively and these are well remembered by the children. They recognise the numbers 1 – 20 and can add two numbers under ten. They can work out what is one more or less than a given number. Some higher attaining children count in fives and twos. The children recognise shapes such as a square, rectangle and triangle and can describe how many sides they have.
39. The children's **knowledge and understanding of the world** is successfully extended through a wide range of interesting activities. The teaching is good and well-directed questions encourage the children to think about why things happen and to give reasons. The children have learned that plants grow from seeds and need water and light to make them grow. They observe changes carefully and record these in pictures. From their visit to the local church, the children know that the altar is known as the Lord's table and that the font is used for Christenings. They know that people are buried in the churchyard. The children learn to use the mouse to move the cursor on the computer screen. They build structures with construction kits and make models with junk materials.
40. The children's **creative development** is supported by the teacher's very good planning. They have good opportunities to express their ideas in music, art and role-play. They enjoy singing

together and do so with good expression and rhythm. They take on different roles in the travel agents and warn unwary visitors to the 'beach area' to take care because there are sharks in the water! Their painting and collage work shows a good use of colour and imagination. The children's drawings of lobster shells show close attention to detail.

41. No lessons in physical education were seen, but the children's **physical development** is extended through well-planned lessons that encourage them to express their feelings through movement. The children develop a level of control over tools for writing, gluing and painting that is average for their age. The good teaching ensures that they have plenty of opportunities to learn to use tools in painting, modelling and construction work. They are taught to hold pencils correctly. The large secure area that has just been created provides ample scope for outdoor play.

ENGLISH

42. The results of the tests for 7 year olds in 1999 show that standards in reading and writing are well above average both in comparison to all schools and similar schools. The results of tests for 11 year olds in 1999 show that standards are above average when compared to all schools but slightly below average compared to similar schools.
43. On the basis of the work seen during the inspection, the pupils' attainment in speaking and listening, reading and writing is well above average at the end of both key stages. This represents very good improvement since the previous inspection, when standards were average at both key stages. The co-ordinator has a clear overview of the subject and has ensured that the teachers have confidently implemented the Literacy Strategy through effective training. The assessment of the pupils' performance has been used very effectively to pinpoint areas of weakness and set challenging targets. This has resulted in improved standards.
44. The pupils achieve well in reading and writing because they are taught the basic skills thoroughly and are given good opportunities to use their skills in a range of subjects. All of the teachers use a rich vocabulary and this is reflected in the pupils' use of language when they speak and write. The pupils listen carefully because the lively teaching captures their interest and attention. The pupils use the skills they have learned in literacy lessons very well. The pupils with special educational needs are well supported, both through specialist teaching and in class lessons.
45. The pupils are very competent readers. They catch the teachers' enthusiasm for books. They enjoy reading a wide range of fiction and poetry and find information from reference books quickly. The Key Stage 1 pupils know how to use the contents and index and glossary sections to help them locate information. The Key Stage 2 pupils recommend books to their friends and explain why they like particular authors or types of books. When the pupils read they use good expression because the teachers provide a very good example when they read aloud to the class. When the pupils read together in a group, they show a very good understanding of the plot and characterisation and support their views with examples from the text. The Year 6 pupils skim and scan text efficiently and quickly pick out the relevant parts and identify in which style and form the piece is written.
46. The Reception pupils learn to join their handwriting from the start and form letters correctly. They quickly learn to spell common words and try to work out unknown words by their sounds. Year 1 pupils write a leaflet to give information about sea creatures. A very good standard of handwriting is evident throughout the school and the pupils organise their writing well. Year 2 pupils know how to punctuate speech and use imaginative words to replace 'said' when they write stories. When Year 3 and 4 pupils write about mystery objects, they look for precise adjectives that will help the reader to identify what they are describing. The pupils make notes

that are then expanded into prose. The pupils' spelling is accurate and they are fascinated by spelling rules. One Year 4 pupil, investigating a spelling pattern, put her theory to the rest of the class so that it could be tested and gave several examples to support her idea. The Year 5 and 6 pupils adapt the style of their writing very competently for a good range of purposes. They use complex sentence structures in stories and incorporate dialogue. They choose words carefully and are delighted when they discover new words. In one lesson, a pupil thought he had worked out the meaning of 'quintessential' from the context of a passage and checked the meaning in a dictionary. He then used the word correctly in his leaflet to attract visitors to an ancient ruin. The pupils read through their writing to check that 'it flows' and make any necessary adaptations. When Year 6 pupils write their versions of moral tales based on Aesop's Fables, they incorporate humour and twists at the end of their stories.

47. The teaching is very good. All of the teachers are very clear about what will be learned in lessons and plan work that builds successfully on what the pupils of all abilities already know and can do. They choose interesting texts and use the pupils' knowledge from other subjects so that the work is more relevant. For example, Year 2 pupils work on stories based on characters who live on an island and this links to work in geography and so their understanding of the isolation of the characters is enhanced. The Year 6 pupils use their knowledge from history when they write persuasive leaflets for tourist attractions in Greece.
48. The teachers have high expectations of the pupils' behaviour and work rate. The pupils settle quickly to work because the teachers' clear explanations enable them to understand what they have to do and they have been taught the skills to complete the work. All of the teachers use the Literacy Strategy effectively and reflect on ways in which they can improve the quality of their teaching. They are clear about what has worked and what needs to improve. All of the pupils, for example, have 'writing journals' which have useful words, prompts to self-check their work and individual targets for improvement for each pupil, based on the teacher's assessment of their work. This enables the pupils to approach their writing confidently and focus on areas of weakness. The teachers set time limits for the work to be completed and this results in a good pace to the lessons. The plenary sessions are often well used to assess what the pupils have learned.

MATHEMATICS

49. The results of the tests for 7 year olds in 1999 show that standards are well above average both in comparison to all schools and similar schools. The results of tests for 11 year olds in 1999 show that standards are above average when compared to all schools but slightly below average compared to similar schools.
50. On the basis of the work seen during the inspection the pupils' attainment is above average at the end of both key stages. However, standards in the current Year 6 are not as high as they could be. While nearly all of the pupils are reaching the level expected for their age, there is some underachievement by the more able pupils. The school has analysed the results from standardised tests and has established target levels for each pupil. However, there are a few occasions when the lack of accuracy of teacher assessments leads to lower expectations of what the more able pupils can achieve and the targets for these pupils are not sufficiently challenging. Consequently, not all of the pupils who are capable of reaching Level 5 are doing so.
51. Throughout the school the pupils enjoy their mathematics lessons and confidently offer answers to questions. They work well independently and in small groups. The pupils are given good opportunities use skills of estimation, which they do with confidence, and to solve problems using a variety of numerical operations. The pupils can explain how and why they have reached an answer and they are often able to suggest alternative ways of working out. The teachers take

- good opportunities to use mathematics within other subject areas. For example, in science, a wide range of measures and measurements are used, and in information technology programs are used to support data handling and directional and positional work.
52. The pupils in Key Stage 1 have a very good understanding of place value, they can count in 2s, 5s and 10s, and by the end of the key stage many are able to find which numbers have multiples in common. The youngest pupils can identify odd and even numbers and most are able to make correct coin combinations up to the value of £2.00. By the end of the key stage the pupils know their number bonds to 20 and are able to round numbers to the nearest 10 and 100. They can recognise a range of two- and three-dimensional shapes and can tell the time using $\frac{1}{2}$ and $\frac{1}{4}$ past the hour. In Years 3 and 4 the pupils can use the mathematics they know to work out the costs of staging the school's musical production. The pupils learn to collect data using Venn and Carroll diagrams and to construct and interpret block-graphs and bar charts. In Year 5 and 6 the pupils can measure angles accurately and know the names of different sorts of triangles such as isosceles and scalene. They can measure the perimeter of shapes and apply a formula to calculate the perimeter and area of regular shapes. They are beginning to understand and use ratios in calculations. By the time they leave the school the pupils have a good knowledge of their multiplication tables and are able to use their knowledge to multiply and divide larger numbers to solve problems. The pupils can recognise and extend number sequences, for example square numbers and begin to investigate the relationships between numbers using square roots. They can continue their knowledge of pattern in number when using negative numbers. The pupils can work with equivalent fractions, decimals and percentages to solve problems. They can work out the mean, mode and median of groups of numbers and find and justify probabilities in simple situations such as throwing dice.
53. The quality of teaching is good with some very good features. Where the best teaching is seen teachers ensure that the pupils know what they are to learn and they have high expectations of the pupils' ability to use intellectual effort, to concentrate and explain their answers. The teachers have a very good knowledge of the subject and how to teach it, they use appropriate vocabulary and open-ended questions to extend the pupils' understanding of the topics, and ensure a good pace to the lessons, and the pupils make good progress in learning new numeracy skills and in gaining mathematical understanding. In a very few lessons, the pace of parts of the lesson is too slow, and the effectiveness of the learning opportunities is lessened.
54. The co-ordinator is enthusiastic and well-informed. He has good opportunities to monitor teaching and learning and contributes to an evaluation of the subject. Mathematics is being given a high profile in the school and in all the classes there are interesting and interactive displays to support the teaching and learning. Good use of information technology was observed when Year 2 pupils worked to program and control a floor turtle and when Year 3 and 4 pupils enter information into a program to investigate ways of sorting data. There is an good range of resources for teaching and learning.

SCIENCE

55. The results of the 1999 tests for 11 year olds were well below those seen nationally and in similar schools. The results were much lower than in previous years. The management of the subject is very effectively supporting better standards through the evaluation of teaching and learning. The school analysed the results of the tests and identified the weaknesses in the pupils' performance. The information gained has been used very effectively by the co-ordinator to improve teaching and the balance of the curriculum and the standards achieved. In particular, the over emphasis on investigational work at the expense of the breadth pupils' knowledge across the attainment targets has been addressed. The quality of the pupils' ability to devise experiments to test their ideas, however, remains a strong feature of their work.

56. From the evidence of the work seen during the inspection, standards are above average by the end of Key Stage 1 and are well above average by the time the pupils leave the school. The assessment of what pupils know and can do is very well used to plan what they need to learn next.
57. The pupils in Reception and Year 1 know that plants need light and water in order to grow. Year 1 pupils observe the seeds they have planted and notice that broad bean seeds grow faster than sunflower seeds, although they were planted later. They suggest reasons for this such as 'they have bigger roots to suck up the water'. One pupil defined an experiment as 'when you want to find out something and you find a way to try it out.' The pupils in Year 2 record their observations of the growth of plants in pictures and writing. They predict what will happen if the plants are denied light and test their ideas. They discover that a car will run faster over a smooth surface and know that heat affects different substances and causes changes that can sometimes be reversed. The pupils observe carefully and draw conclusions from what they see.
58. The pupils in Years 3 and 4 have a very good understanding of what is needed to create a fair test. They quickly identify that a test is not fair if some parts of the procedure are not controlled. One Year 3 pupil suggested that an idea put forward by a classmate would not provide reliable results because 'we don't know if it's right because we haven't got anything to compare it with.' The pupils use scientific language, for example the term 'photosynthesis' when they discuss how plants make food from sunlight. The Year 5 and 6 pupils take patterns into account when they draw conclusions from their work with magnets. They make accurate observations and decide how to record their work using tables, graphs and charts when measuring how exercise affects their pulse rate. During the inspection, the oldest pupils were working on life cycles and dissected a wide range of flowers to identify the parts involved in the fertilisation process. They correctly identified the male and female parts of the flowers and understood how fertilisation takes place. When they released the butterflies that they had observed emerging from chrysalises they deduced that the butterfly needed to lay hundreds of eggs as so many of those newly emerged were not completely formed and would not survive to reproduce.
59. The teaching has some very good features. The teachers' subject knowledge is very good and they provide challenging work that encourages the pupils to question assumptions and find out why things happen. The pupils learn at a rapid rate because of the teachers' good questions that prompt them to think more deeply. The teachers use scientific terms and these are reflected in the pupils' explanations of what they see and deduce. The pupils are very interested in the work because of the good range of practical activities that the teachers plan for them. The lessons are lively and the pupils work hard; they are excited by their discoveries and they want to learn more because of the teachers' enthusiasm. The local environment is very well used to support the pupils' learning.

ART

60. The pupils' work reaches a good standard because they are taught a wide range of skills and given the opportunity to use these in a wide range of media. The teachers plan interesting work, often linked to other areas of the curriculum. No lessons were observed, but the displays of pupils' work, their sketchbooks and the teachers' plans indicate a good level of expertise amongst the staff that supports the good standards achieved by the pupils. The good scheme of work ensures that the pupils benefit from learning about a range of artists from different times and cultures.
61. The pupils explore their ideas confidently, refining them as they work. The pupils in Reception and Year 1 create sculptures of sea creatures, modelling the shapes confidently after observing carefully and use tools to create patterns and texture. They mix subtle colours when they paint

from life or their imagination. The Year 2 pupils produce detailed watercolour paintings of flowers and plants that capture the form and colours precisely. They show discrimination when they choose materials to weave panels to represent fire in connection with their work on the Great Fire of London.

62. The Year 3 and 4 pupils make sculptures using plaster on wire armatures. These show a good sense of proportion and movement. The Year 5 and 6 pupils use screen printing to produce intricate motifs after studying the form of plants. They are sensitive to different qualities of tone and line and practise in their sketchbooks to refine their skills. The Key Stage 2 pupils often work on large collaborative pieces in which they combine several media, as in the half-relief panel depicting the life of Jesus in which they use collage, paint and modelling. The pupils are proud of their work and keen to talk about it. The displays that celebrate their achievements are carefully presented and enhance the school environment. A strength is the school's inventive use of three-dimensional work, often using ephemeral resources. For example, the pupils create large scale sculptures in grass that has been freshly mown, or leaves that fall in autumn.

DESIGN AND TECHNOLOGY

63. By the end of both key stages the attainment of pupils is in line with national expectations and the pupils make sound progress. Work in design and technology is often linked to topics being studied in other curriculum areas, this has positive impact on the understanding of pupils as to the usefulness of the techniques they are taught.
64. The youngest pupils mark, cut and join a range of materials to make simple puppets as part of their project on the seaside and use them to perform impromptu scenes. In Key Stage 1 the pupils take part in cookery and food activities such as making fruit salad and sandwiches and modelling using recyclable materials. They make kites and a variety of musical instruments. The Year 3 and 4 pupils construct pyramids from card as part of their topic on Egypt. By the end of Key Stage 2 the pupils can design and make slippers using a wide variety of materials and fixing techniques to achieve good results, as when they use a sewing machine to produce firm seams. Throughout the school the pupils test and evaluate their products in design technology. The pupils talk enthusiastically about their work and record the work done to make imaginative covers for the programmable floor turtle, explain how they were made and how improvements were incorporated. They show pride in their finished products and can evaluate the standard and use of the finished articles.
65. The quality of teaching is good. The teachers' planning clearly identifies learning objectives that are carefully explained to the pupils. The co-ordinator for design and technology monitors planning for the subject and ensures that there are suitable resources. There is a good range of tools, materials and equipment to support teaching and learning in the subject.

GEOGRAPHY

66. By the end of both key stages the attainment of pupils is in line with national expectations and the pupils make sound progress. Less emphasis has been given to the subject as the school has devoted more time to the literacy and numeracy initiatives, but the school is in a good position to introduce the full curriculum in September.
67. Only one lesson was seen during the inspection, in the Year 1 and 2 class. The teaching in this lesson was very good and enabled the pupils to extend their understanding of the advantages and disadvantages of living on an island. The teacher's good questions prompted the pupils to sift the information they had and to justify their opinions with the evidence they had to support their views. This led to a very good discussion when the pupils worked in pairs to decide where

they would build a house on the island. By the end of the lesson, the pupils had grasped the essential features of the contrasting locality they were studying and could say whether they would like to live there, with reasons for their opinion. Their geographical vocabulary was extended and used in discussion appropriately.

68. The Key Stage 2 pupils use atlases and CD ROMs to find information. Their sense of place is well developed. The pupils in Years 5 and 6 can interpret maps of different scales and use grid references accurately. They understand how climate varies in different parts of the world and how this affects the lifestyle of the population and the industry of the country.

HISTORY

69. By the time they leave the school, the pupils' work in history reaches a good standard. Pupils in all years achieve well because they are encouraged to find out information for themselves and consider evidence from a good range of sources.
70. By the end of Key Stage 1, the pupils have a good sense of chronology. They know that the Great Fire of London happened a long time before the Victorian era. The pupils in Year 2 can explain how the fire started and why it spread so quickly. They understand that we can learn about the past by looking at pictures, artefacts and reading what people wrote at the time, as in the case of Pepys' diary. They look closely at pictures of a hospital in the time of Florence Nightingale and identify those things that have changed in a modern hospital. A good range of resources and visits supports the pupils' learning at both key stages.
71. By the end of Key Stage 2, the pupils look at a wide range of sources to gather information and form opinions. They research on CD ROM to find out about how the Second World War ended and make useful notes to present the information to the class. In their research into the lives of Victorian children, Year 6 pupils use photographs, books, artefacts and the Internet to gather information and use their notes to write extended accounts. They understand that it is important not to jump to conclusions before all available evidence has been scrutinised. This was demonstrated well in the only lesson seen in the Year 5 and 6 class. The high quality of the teacher's planning ensured that the pupils were clear about what they had to do and that resources were of good quality. The pupils worked in groups to analyse letters and photographs from an archaeological dig from Ancient Greece. The pupils enjoyed discussing their ideas, putting forward their own points of view and listening to others, before coming to conclusions based on the evidence. The pupils are very interested in the subject and enjoy organising their work to present to others. Their skills in literacy are very well used and extended by the subject.

INFORMATION TECHNOLOGY

72. A key issue for action from the last inspection was to ensure that National Curriculum requirements are met. This issue has been very well addressed and standards have improved. By the end of both key stages standards are in line with national expectations. The pupils make good progress and in some areas, for example word processing and assembling multimedia presentations, achievement is higher than that expected nationally.
73. Throughout the school, the pupils are introduced to a wide range of computer programs that support their work across the curriculum. The youngest pupils are able to put text into a picture, and they learn to create a simple representation of a real or fantasy situation using a paint program. In Year 2 the pupils use a programmable robot and understand the need to enter the correct data in sequence to achieve their objectives. They concentrate well, persevere with enthusiasm and enjoy the session. The pupils use the computer to present information in

different ways including showing survey data as a bar chart, block graph or pie chart. Using a paint program the pupils create pictures of butterflies. They are able to use computer programs for a range of mathematical and spelling practise. All of the pupils are taught appropriate word processing skills in using the mouse to point, click and drag items to the correct position and are able to print out their work independently. They can delete and correct work and use the keyboard with confidence. The pupils learn to use capitals and how to move to the next line and they are able to use word processing skills to write stories.

74. In Key Stage 2 information technology is used well as a tool to enhance the pupils' learning across the whole curriculum. The pupils use word processing to record their work with increasing confidence as they move through the key stage. They collect information and present it in pie, bar, line and three-dimensional graphs. They are able to research information for history topics from CD-ROMs and by accessing the Internet. The older pupils use a program to compose a tune. By the end of the key stage they are able to create a multimedia presentation combining drawings, icons, scanned and imported pictures and sound effects. They understand the importance of acknowledging the source of the material they use.
75. The standard of teaching is good; the teachers' planning is detailed and based on the model scheme of work. The teachers give very good demonstrations so that when the pupils work independently, they know what to do or try out. This enables the pupils to be well prepared, challenged, and to take responsibility for their own learning, attempting to solve problems before seeking adult help. The teachers ask appropriate questions to extend the pupils' understanding and have high expectations of what the pupils can do.
76. The subject is very well managed by the co-ordinator, who is the headteacher and both the teachers and the pupils are very well supported. The school has a detailed and comprehensive plan for the development of information and communication technology area of the curriculum and as part of this it has decided to retain the computers within the classrooms rather than creating a discrete computer suite. This reflects the school's aim of the work in information technology being part of the pupils' everyday experience in lessons.

MUSIC

77. The standards of attainment by the end of both key stages are in line with those expected nationally. All the pupils are provided with a wide range of well-planned experiences that enable them to make good progress in music. Music and singing are very much positive features of the school and are enjoyed by all of the pupils.
78. By the end of Key Stage 1, the pupils have learned to sing songs with the correct tempo and dynamics. Many of the pupils can clap rhythms and sing at the same time. They know the names of a variety of instruments. The pupils can sustain rhythms and keep to a beat whilst listening, playing or singing. Throughout Key Stage 2, the pupils have opportunities to compose music, play a range of tuned and untuned percussion instruments and to sing together. They make good progress in learning, understanding and applying musical terms such tempo and dynamics, and they are beginning to use and understand simple notation.
79. Throughout the school the pupils enjoy singing and sing tunefully and with expression. They know and can perform a good range of songs, including songs in parts. The pupils are provided with opportunities to listen to a wide variety of musical styles both in lessons and in assemblies. In some classes music plays quietly while the pupils are working. These opportunities extend the pupils' listening skills. The pupils' response to music is good, they are eager to become involved in the singing and instrumental activities and they remain focussed and attentive throughout the lessons. They handle the instruments well and treat them with care and respect.

80. The overall quality of the teaching in music is good with some very good teaching seen. The school has two specialist music teachers who have good subject knowledge; they explain the objectives of the lessons clearly and have high expectations of pupils' participation and attainment. Teachers extend the pupils' musical opportunities by providing recorder tuition out of lesson time. All the pupils take part in various performances such as the musical play 'Who is this Jesus?' All of these features ensure that the musical curriculum makes a very good contribution to the pupils' spiritual, social and cultural development. There is a good range of percussion instruments available, and good use is made of information technology as when older pupils compose music using a computer program.

PHYSICAL EDUCATION

81. During the inspection one games lesson was seen at Key Stage 2. Judgements are based on the observation of this lesson, a scrutiny of teachers' planning and discussions with the headteacher, the physical education co-ordinator and the pupils. In addition, the pupils were observed at lunchtimes playing tennis, football and skipping. A group of older Key Stage 2 pupils performed a dance in an assembly. Throughout Key Stage 1 the pupils have opportunities to learn to swim and to improve their strokes and stamina. The Key Stage 2 pupils continue to attend the lessons until they can swim 25 metres. All of the pupils who are in Year 6 are able to swim. By the time they leave the school the pupils have achieved standards in line with national expectations and have made good progress in physical education.
82. The curriculum includes gymnastics, dance, and swimming together with outdoor education activities. All of the pupils, including those with special educational needs have equal opportunities to take part in activities. The pupils are able to talk confidently about the work in lessons; they are often pleased with their performances and achievements. The pupils can run, jump, and skip with accuracy. The Year 5 and 6 pupils are able to catch, throw accurately and hit a ball, they are able to participate in games of basketball and to organise themselves into games of tennis. The pupils can evaluate the standard of their own and others' work and suggest improvements.
83. The teachers' planning has clear learning objectives. The teachers' detailed planning indicates that all aspects of physical education are covered over the year. The quality of teaching in the games lesson seen was good. The warm-up exercises were used effectively, and the teacher used demonstrations well to encourage good practice and improve the fielding and hitting skills of the pupils.
84. There is a very good range of opportunities for pupils to take part in sports outside of lessons. This makes a significant contribution to the good breadth of the curriculum offered and to the pupils' personal development. There are many links with local sports clubs and good use is made of coaching schemes in basketball, football, rugby and cricket. The management of the subject is good. The co-ordinator actively promotes sports and games throughout the school. The school recently took part in a Jump for Heart sponsored event and the pupils have continued their skipping routines with enthusiasm. The resources available for physical education are good, they are well stored and cared for.

