

INSPECTION REPORT

All Saints Church of England First School
Standon

LEA area: Staffordshire

Unique Reference Number: 124274

Headteacher: Mrs J Johnson

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: 1st November – 3rd November 1999

Under OFSTED contract number: 707790

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	Church Lane Standon Staffordshire ST21 6RN
Telephone number:	01782 791234
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs E Wain
Date of previous inspection:	January 1996

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Miss S Ramnath, Registered Inspector

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Science

Religious education

History

Geography

Under fives

Equal opportunities

Aspect responsibilities

Attainment and progress

Teaching

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

Curriculum and assessment

Staffing, accommodation and learning resources

The efficiency of the school

Mrs H Griffiths, Lay Inspector

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Mathematics

Information technology

Music

Physical education

Art

Design and technology

Special educational needs

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MAIN FINDINGS

What the school does well

- The new headteacher provides strong and effective leadership and is well supported by staff and governors. This results in clear direction for the school with effective strategies for continued improvement.
- Teaching is good or better in nearly half the lessons observed and this has a positive effect on literacy and numeracy.
- The school is committed to raising standards and improving the quality of education for all pupils.
- The school's ethos is good. This is having a significant effect on the quality of learning.
- Procedures for assessing pupils' attainment and progress are good.
- The quality of provision for pupils with special educational needs is good and they make good progress.
- The school manages the budget efficiently. It has good financial planning clearly linked to its priorities.
- Partnership with parents and the community is good and parental involvement in fundraising is very good.

Where the school has weaknesses

- I. The activities in the foundation class are not always sufficiently challenging or properly planned and as a result progress is limited in literacy and mathematics.
- II. Attainment in information technology is below the level expected of pupils aged seven and when they leave school at the end of Year 4. Their progress is unsatisfactory and not all skills that pupils need to acquire are taught.
- III. Planning in lessons other than literacy and numeracy does not always identify exactly what pupils will learn or do in the mixed age classes.
- IV. The monitoring of teaching and learning by subject co-ordinators is underdeveloped.

All Saints is an improving school with a considerable number of strengths. However, the weaknesses listed above are important areas for attention. The school has made substantial improvements since the appointment of the new headteacher and now has in place the appropriate systems to improve standards. The governors' action plan will set out how the weaknesses identified during the inspection will be tackled. A copy of the plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The present leadership of the school has successfully addressed all the key issues of the previous inspection within the last year. There are now good procedures to monitor pupils' attainment in all subjects and the information is used well, especially in literacy and numeracy, to plan future work and to report to parents. Records of achievement in English and mathematics are used effectively. Although the school has made good progress in improving curriculum planning across the school, precision is lacking in subjects other than English and mathematics. Planning does not always identify the learning intentions or the needs of pupils in the mixed age classes. A policy for special educational needs is now in place and pupils identified on the school's register have appropriate individual learning programmes, in order to match their needs more closely. Although the provision for children under five has improved, pupils are not well prepared for the next stage of learning except in personal and social development. The school now makes greater use of the library to enhance the curriculum. Job descriptions have been reviewed and the roles and responsibilities of all staff are now clear.

The head, staff and governors have a strong commitment to raising standards and the school is very well placed to make further improvements.

Standards in subjects

This table shows the standards achieved by 7-year-olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			well above average	A
			above average	B
Reading (tests / tasks)	E	B	average	C
Writing (tests / tasks)	E	D	below average	D
Mathematics(tests /tasks)	D	D	well below average	E

This shows, for example, that in reading and writing, pupils attained results which were well below average when compared with all schools nationally and below average in mathematics. However, when compared with similar schools, results in reading are above average, but are just below average in writing and mathematics. However, the test results over the last three years indicate that attainment in reading and mathematics is above average and close to the national average in writing. The significant proportion of pupils with identified special educational needs makes comparison with similar schools unfavourable as this element is not taken into account. The size of school is not considered either and, in this school, the small number of pupils in each year group means that an individual represents a high percentage.

The inspection findings confirm that by the end of Key Stage 1 and when pupils leave school at the end of Year 4, standards are average in English, mathematics and science but below in information technology. In religious education, attainment meets the expectations of the locally agreed syllabus at the end of Key Stage 1 and in Year 4. Progress is being made and standards are rising especially in literacy and numeracy. By the age of five, attainment is below the level expected in the key areas of language and literacy and mathematics.

The difference between inspectors' judgements and the above grades is due to the fact that the inspection looks at this year's pupils and a wider range of work than that assessed in the national tests.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 9 years
English	Unsatisfactory	Good	Good
Mathematics	Unsatisfactory	Good	Good
Science		Satisfactory	Satisfactory
Information technology		Unsatisfactory	Unsatisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

In 90 per cent of lessons observed teaching is satisfactory or better and in 32 per cent it is good. In ten per cent of lessons it is very good or excellent. In ten per cent of lessons teaching is unsatisfactory.

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	Behaviour is good within the classroom and around the school. Attitudes to learning are mostly good and pupils' personal development is satisfactory.
Attendance	Levels of attendance are satisfactory. Pupils arrive at school in good time for the start of the day. School begins and ends promptly.
Ethos*	Very good; most pupils are keen to do their best. Staff and governors are committed to high standards.
Leadership and management	This is a strength of the school. The headteacher, staff and governors provide strong leadership and have a very clear sense of the school's direction, focusing on improving standards for the school.
Curriculum	Good; Broad and generally balanced throughout, with a clear emphasis on literacy and numeracy. However, not all children under five are ready for the more formal curriculum in Key Stage 1 and not all aspects of information technology are covered. Good progress has been made in improving planning, but further development is necessary, as learning intentions are not always identified. Procedures for assessing pupils' attainment and progress are good, and are used well to guide the work that pupils undertake in English and mathematics.
Pupils with special educational needs	Good provision; sensitive support given within class. The school continually strives to meet their needs even more effectively.
Spiritual, moral, social & cultural development	Good overall; the moral and social development of pupils is very good. Cultural development has improved and is now good. Spiritual development is satisfactory.
Staffing, resources and accommodation	Provision is satisfactory overall. Staffing levels are above average. Good arrangements for the professional development of staff. Resources are adequate. The accommodation is cramped but plans are in place to improve it.
Value for money	The school provides good value for money. Financial planning, the efficiency of financial control and school administration are good.

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

The parents' views of the school

What most parents like about the school

- V. They are encouraged to participate fully in the life of the school.
- VI. The headteacher and staff are approachable when problems arise.
- VII. An appropriate amount of homework is given.
- VIII. Their children enjoy going to school.
- IX. The school encourages pupils to have positive values and attitudes.

What some parents are not happy about

- A few parents expressed concerns over particular areas, especially:
- X. They are not kept sufficiently informed about
- XI. More able pupils are not always challenged
- XII. They would like more information about their
- XIII. Complaints from parents are not always

Overall there was a positive response from parents as indicated by the matrix to be found at the end of the main report. Inspection findings support all the positive views expressed in both the questionnaire responses and at the meeting

with parents. In all instances of parents expressing a negative view, there was a contrary positive view from other parents. The inspection team considers that insufficient information is provided about what is taught. It did not, however, find evidence during the inspection to support the concerns of a minority of parents about progress reports or the handling of complaints by the school.

KEY ISSUES FOR ACTION

In the context of the school's many strengths; the headteacher and staff with the support of the Governing body, should include the following points for improvement in an action plan:

***Raise attainment and progress in information technology by:**

- XIV. implementing a scheme of work which clearly indicates to teachers what pupils should know, understand and do, by the end of each year in order that greater emphasis is placed on planning to ensure that it is actively and regularly used to support subjects of the curriculum; (paragraphs 30, 35, 60)
- XV. ensuring sufficient time is allocated to teaching all aspects of the National Curriculum programme of study; (paragraph 34)
- XVI. increasing staff confidence and expertise through suitable in-service training. (paragraph 66)

Improve the quality of provision for children under five by:

- XVII. ensuring that teachers are confident about the curriculum for the under-fives and set high enough expectations. (paragraphs 72 – 82)

***Implement procedures for the monitoring and evaluation of the school's work by:**

- XVIII. providing clear guidance and training to enable subject co-ordinators to check the quality of teaching and pupils' work within each class. (paragraphs 58, 70)

Improve the quality of curriculum delivery in subjects other than literacy and numeracy by:

- XIX. ensuring that lessons have sharp and clear learning intentions which focus on what pupils of different ages and abilities are expected to learn and do by the end of the session. (paragraph 35)

*(*The school has already identified these issues for improvement which form part of the school's development plan, good progress is being made to achieve the targets set.)*

In addition to the key issues above, the following issues should be considered for inclusion in the action plan to ensure that:

- XX. there are planned opportunities for pupils to develop their own ideas and make independent choices as well as to develop their speaking skills by discussing, questioning and analysing information; (paragraphs 13, 24, 87)
- XXI. parents are kept fully informed about what pupils are being taught and at what levels so that they can judge their own children's performance; (paragraph 52)
- XXII. the information in the prospectus and the governors' annual report to parents fully meets statutory requirements; (paragraph 52)
- XXIII. the length of the school day is at least in line with the recommended minimum for pupils in Key Stage 2; (paragraph 34)
- XXIV. the quality of teachers' marking of pupils' work is consistent and comments always encourage pupils and inform them about ways to improve their work; (paragraphs 95, 102, 125)
- XXV. all pupils receive worthwhile experiences in art and design and technology. (paragraphs 116 – 118)

INTRODUCTION

Characteristics of the school

1. All Saints C of E First School is situated in the village of Standon near Eccleshall. This smaller than average size school has 57 pupils on roll aged between four and nine years, and there are slightly more boys than girls. The school is organised in three classes which includes a separate 'foundation class' where children who are under five are taught before they move to Class 1 at the beginning of the term following their fifth birthday. Here they join Year 1 and Year 2 pupils before moving on to Class 2. Pupils leave the school at the end of Year 4 when most are nine years old and transfer mainly to the Walton Middle School. The average class size is 24 and the pupil: teacher ratio is 19:1, which is below the national average.
2. At the beginning of each term, children join the foundation class on a full-time basis in the term after their fourth birthday. At the time of the inspection, there were nine children under five in the foundation class and not all children have had pre-school provision. Their levels of attainment on entry to the foundation class and evidence from assessment on entry indicate that a significant number of them in the 1998 cohort had literacy and numeracy skills which were below average when compared with children of similar age in the county. However, currently overall attainment is average but has been variable over the years. The school's admission policy is very clear and eleven places are allocated in each year group.
3. The school serves mainly a rural catchment area and the pupils represent a wide range of backgrounds which are overall average in social and economic terms. There are only two pupils from cultures other than English and no pupils come from homes where English is not the first language. The school has identified nine pupils (16 per cent) on its register of special educational needs, a proportion below the national average. Four of these are on Stage 2 or above; three pupils are on Stages 3 to 5 and one has a statement of special educational needs. This is in line with the national average. The number of pupils eligible for, and claim, free school meals is less than the national average.
4. The school was last inspected in January 1996 and although the number of pupils and its composition has changed little, a new headteacher has since been appointed in 1998.
5. The school has identified priorities for future improvements which include raising attainment and progress; further developing literacy and numeracy within the framework of the current government initiatives; monitoring and evaluating, and continuing the review of policies and schemes of work with a focus on information technology and religious education.
6. The school aims to:
 - Enable each child to achieve full potential and highest possible attainment in the National Curriculum;
 - Create an enthusiasm for and enjoyment of the learning by the pupils and help them to develop lively, enquiring minds, and an ability to question and apply themselves to the task;
 - Create a positive ethos within the school that promotes a clear Christian message of the moral and ethical values for which the school stands;
 - Encourage a community dimension through the educational, spiritual, social, recreational and charitable activities of the school.

1. The school has set the following targets for the year 2000 with the proportion of seven-year-olds achieving the national expectations or better in English and mathematics at 70 per cent.

7. **Key indicators**

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	8	6	14

7. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	6	6	6
	Girls	4	4	5
	Total	10	10	11
Percentage at NC Level 2 or above	School	72	72	79
	National	82	83	87

7. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	6	7	7
	Girls	4	5	5
	Total	10	12	12
Percentage at NC Level 2 or above	School	72	86	86
	National	82	86	87

7. **Attendance**

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	6.0
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

7.

7. **Exclusions**

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

7. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	30
	Satisfactory or better	90
	Less than satisfactory	10

7. PART A: ASPECTS OF THE SCHOOL

7. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

2. Pupils' attainment by the end of Key Stage 1 and when they leave school by the end of Year 4 is average. The previous inspection in January 1996 reported that standards were high by national expectations and good in relation to pupils' abilities. In the years following the inspection, standards in reading were maintained.
3. The results from the 1999 National Curriculum test and assessments by teachers show that in reading and writing, pupils' performance is well below national average, below in mathematics but in line with the national picture in science. When compared with similar schools, pupils' performance is above average in reading and just below average in writing and mathematics. However, the test results over the last three years indicate that attainment in reading and mathematics is above average and close to the national average in writing. National comparisons do not reflect a true picture due to the size of the cohort. In a small school, the small number of pupils in each year group means that an individual represents a high percentage. The significant number of pupils with identified special educational needs also makes comparison with similar schools unfavourable as this element is not taken into account.
4. Currently, attainment in Key Stage 1 is in line with the national expectations in English, mathematics, science and religious education but is below the expected level in information technology. Good progress is made in English and mathematics, satisfactory progress in science and religious education but unsatisfactory progress in information technology. Since the appointment of the new headteacher, initiatives have been put into place to improve attainment. These include: the implementation of the Literacy and Numeracy Strategies, improved planning, a review of policies and the development of schemes of work in all subjects, the setting of pupils in Key Stage 1 for literacy and numeracy, and the analysis of the National Curriculum results and target setting.
5. The attainment of children on entry to the foundation class is below the level expected of children of a similar age. A significant number of them have below average levels in early learning skills. The foundation class offers satisfactory provision in some areas and as a result, children make sound progress in knowledge and understanding of the world, physical, creative and personal and social development. Their progress in literacy and numeracy is unsatisfactory and levels of attainment in these areas of learning are below average. Consequently, children start Key Stage 1 at a level below that expected for their age in the critical areas of literacy and numeracy.
6. Children under five develop well in their personal and social skills. They quickly settle into the routines of school and generally show interest in their work. Children have good listening skills and most make relevant comments and contributions to discussion in class and group sessions. They show an increasing interest and awareness of books; know that print carries meaning and is read from left to right and some recognise simple words by sight. However, their knowledge of the names and initial sounds of letters and their sight vocabulary are undeveloped. In writing letters and numbers, they demonstrate increasing control and some write their own names clearly with well formed and legible letters whilst a few higher attaining children make their own attempts at writing simple sentences. Overall, opportunities for developing children's writing skills using a more structured approach are limited. In mathematics, children know a range of simple shapes and most count up to ten correctly and identify missing numbers in a sequence. Their knowledge and understanding of the world is sound. They know that in autumn, most leaves fall and that seeds need water to grow. The physical and creative development of under-fives is satisfactory. They use apparatus with increasing confidence and develop their manipulative skills well. They experiment with colour and make models using a variety of materials.
7. *By the end of Key Stage 1 and Year 4, standards in English are in line with national expectations in nearly all aspects of the subject except reading, which is above expectations at the end of Key Stage 1. Overall, progress is good. This is due to the positive ethos for learning, good quality teaching, the implementation of the literacy hour and the help which*

pupils are given at home in reading. In both key stages, pupils' listening skills are better than their speaking skills. They listen attentively to their teachers and understand the rules and conventions of discussions and willingly contribute to class discussions. However, in both key stages, there are too few planned opportunities for pupils to practise and extend their speaking skills across the curriculum. Pupils read a range of texts confidently and accurately and use their knowledge of phonics to sound out or break down unfamiliar words. All pupils are developing good reading habits and enjoy reading. In Key Stage 2, the majority of pupils are competent readers for both information and enjoyment. They confidently talk about the plot and characters and relate them to other books they have read. Generally, pupils apply their spelling, grammar and handwriting skills, to their independent writing in English and other areas of the curriculum.

8. Pupils' attainment in mathematics is average at the end of Key Stage 1 and by the time they leave school at the end of Year 4. Progress is good. This is due to the good quality teaching in both key stages, separate teaching for Years 1 and 2 and the implementation of the Numeracy Strategy. In Key Stage 1, pupils make a good start in developing an understanding of number. They accurately recall addition and subtraction facts to twenty, solve simple mathematical problems and correctly identify two-dimensional shapes. Most measure accurately in non-standard and standard units, order objects to make patterns and higher attaining pupils classify shapes according to mathematical criteria. In Years 3 and 4, pupils develop skills in the use and manipulation of numbers, confidently adding and subtracting two and three digit numbers. They collect and present numerical data and draw simple conclusions about the results and have appropriate knowledge of time, capacity and length.
9. In science, pupils' attainment is average at the end of Key Stage 1 and by the end of Year 4. Progress is good in Key Stage 1 and sound in Key Stage 2. Year 1 pupils know that pushing and pulling are different types of forces and that some materials are better suited for some objects. Older pupils know of the properties of materials, about fair testing and that different surfaces affect the rate of movement of cars down a ramp. They communicate their findings clearly in pictorial and written forms. Pupils in Key Stage 2 extend their knowledge and understanding of forces and know the difference between a mixture and a solution
10. Attainment in information technology is below national expectations at the end of Key Stage 1 and when pupils leave school at the end of Year 4. Progress is unsatisfactory throughout the school because the full programmes of study are not taught and pupils have too few opportunities to use the computer. They lack the expected confidence and competence and examination of their past work shows that use of computers is not yet an integral part of lessons across the curriculum. Overall, the range of understanding and skills and the level of confidence that the majority of pupils have are lower than expected for their age.
11. In religious education, pupils' attainment by the end of Key Stage 1 and by the time they leave school at the end of Year 4 is in line with the expectations defined in the locally agreed syllabus. Progress is satisfactory. Younger pupils understand the significance of special books and know that Christians sometimes go to special places such as churches to pray. However, their knowledge and understanding of other religious traditions and beliefs are underdeveloped.
12. Work in all other subjects of the National Curriculum is appropriate for pupils by the end of Key Stage 1 and when they leave school at the end of Year 4. There was insufficient evidence in art and design and technology to make a reliable judgement about their progress or the suitability of the work for pupils by the time they leave school.
13. The few pupils with special educational needs make good progress and generally attain levels which are below national standards in literacy and numeracy but which are appropriate to their assessed needs in their individual education plans. Their good progress is due to the high level of effective support given to them in their classes by their teachers, small class sizes and the dedicated and competent special needs assistant.
14. There are no measurable differences in attainment between boys and girls over time and cohorts are too small to make any judgements at any one particular time. Teachers work hard to ensure that all pupils have an equal entitlement to teachers' time and support.
15. National test results have been analysed in relation to gender and for pupils' performance in the different

attainment targets. This is an important analysis, which has the potential to provide valuable information to the school for raising standards. In response to this analysis, targets for improvements have been appropriately set in English and mathematics and science. There is every indication to suggest that the school will be successful in meeting the performance targets it sets in English and mathematics and science.

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

16. The standards of pupils' attitudes and behaviour found in the previous inspection have been maintained and are improving. Overall, the attitudes and behaviour of all the pupils are good and make a substantial contribution to pupils' attainment and progress and the quality of life in the school. Comments from parents, both in the questionnaire and at the meeting prior to the inspection, support this view.
17. Under-fives are confident and secure, and are developing their personal and social skills well. They relate well to each other and generally play co-operatively. They listen carefully to adults, have good levels of concentration and follow instructions well. In the classroom and play areas, they behave well and are developing a sense of right and wrong. They show initiative in helping to tidy away resources in a sensible way and are becoming more independent. They have a happy start to school life.
18. In most classes, pupils' attitudes to learning are good. They are keen to ask and answer questions. They generally listen well to their teachers and their concentration is good. Occasionally, in those lessons where the pace is slow, pupils' attention wanders and they lose concentration, although they generally remain co-operative. Pupils are capable of good collaborative work when they are given the opportunity. Too few planned opportunities are provided for them to develop their skills of independent problem-solving and enquiry. Pupils are able to discuss their work with clarity and confidence.
19. Behaviour is good in the playground and around the school. In assemblies, it is good: pupils listen attentively and are involved. In lessons, pupils' behaviour is good and often very good, although occasionally, pupils are inclined to be talkative. Pupils are open, polite and friendly to visitors. They show respect for their environment. Pupils appreciate the school's approach to discipline, are clear about the school rules and feel they are treated fairly. They are enthusiastic about the school's schemes to encourage good behaviour. No evidence was seen during the inspection to support a few parents' concerns about bullying. Relationships between pupils and their teachers are good and often very good, and make a good contribution to pupils' attainment and progress. Relationships among pupils are good. Older pupils play well with younger. Their behaviour towards those with learning and behavioural difficulties and those with disabilities is tolerant and generous. There have been no exclusions in recent years.
20. Pupils' personal development is satisfactory. Children under five take some responsibility for their own work and activities. Older pupils gladly undertake the limited amount of responsibility offered them with enthusiasm and would welcome the opportunity to undertake more. There are some opportunities for independent research and older pupils use the library well. All pupils are encouraged to do work at home.

26.

26. **Attendance**

21. Attendance rates are in line with national averages. The level of unauthorised absence is well below the national average. The authorised absence rate is above average due to family holidays taken in term time. The educational welfare officer visits regularly. Registers are called punctually and efficiently and dinner registers are filled in correctly. Pupils arrive punctually at the start of the day. During the day, lessons start and finish on time; there is an effective use of time throughout the school day. Pupils' regular attendance has a positive effect on their attitude and standard of attainment and progress

27. **QUALITY OF EDUCATION PROVIDED**

27. **Teaching**

22. The quality of teaching observed is satisfactory or better in most lessons and is good or better in nearly half of lessons. In just under one third of lessons, the teaching is very good and this very good teaching has a

significant impact on the progress made by pupils. The teaching of the under-fives is mainly satisfactory but with some unsatisfactory practice in the important areas of language and literacy and mathematics. The quality of teaching in Key Stages 1 and Years 3 and 4 is predominantly good with the teaching in four out of ten lessons being very good. The teaching of numeracy in both key stages is always good and of literacy it is very good.

23. In Key Stages 1 and 2, the teachers have a sound knowledge and understanding of the subjects they teach and they are successfully implementing the National Literacy and Numeracy Strategies. In most lessons, their subject knowledge enables them to make effective and pertinent teaching points to improve pupils' progress and raise levels of attainment. This was clearly seen in a Year 2 literacy lesson where the teacher gave pupils many useful guidelines on how to write clear and logical instructions in a task based on making an interesting sandwich.
24. Teachers plan their lessons carefully and, where they are available, follow the schemes of work for the subjects they teach. The planning for numeracy and literacy is particularly effective and ensures good coverage of all the aspects of the subjects. In subjects such as information technology, art and design and technology, which do not have schemes of work, the planning is less good and many of the skills are not taught to pupils as they progress through the school. This is unsatisfactory. Where planning is good, the lesson content is matched to the needs of pupils and, where appropriate, a variety of tasks are set to meet the needs of pupils of different levels of attainment, particularly those with special educational needs.
25. Most lessons are efficiently organised and teachers have high expectations of their pupils' work and behaviour. Resources are well used as seen in a Year 1 numeracy lesson where pupils were given an exciting range of number games to improve their counting in twos. Lessons usually move along at a brisk pace to hold the interest of the pupils whilst still allowing sufficient time for reflection and consolidation of learning.
26. Relationships are a strong and praiseworthy feature of the school and all teachers manage their pupils in a calm, friendly and firm manner. They have well established classroom routines to which the pupils respond positively. These routines are in place for the youngest children and are built on as they progress through the school. Expectations of good behaviour are high and this leads to a productive working environment in which pupils feel valued and secure.
27. Teachers listen carefully to and respond well to their pupils. They help them to improve the quality of their work by giving useful and encouraging feedback and praise. In English and mathematics, they regularly assess and record pupils' attainment and progress and have a very good knowledge of the pupils they teach. Good questioning techniques are employed to assess what pupils know and to guide the teacher in planning future work at a level suited to the individual needs of each pupil. In a Year 3 and 4 numeracy lesson on generating number patterns, the teacher regularly assessed the capabilities of the pupils and adjusted the tasks to challenge the more able pupils by giving them dice with higher numbers. The pupils in this lesson made noticeable good progress thanks to the awareness of the teacher to their specific needs. Homework is set regularly and this further improves pupils' progress. Overall, the generally good teaching in Key Stages 1 and 2, particularly in literacy and numeracy, is having a significant positive impact on pupils' progress in these important areas.
33. **The curriculum and assessment**
28. The school provides a broad and mainly balanced curriculum for its pupils and meets the statutory requirements for teaching religious, health and sex education. The statutory requirements for teaching the subjects of the National Curriculum are not fully met as all aspects of information technology are not taught. These include some aspects of data handling, control technology, monitoring of external events with suitable equipment and exploring the effects of altering variables in simulation programs. The curriculum for children under five is less than satisfactory in the important areas of language and literacy and in mathematics. Children under five are not fully prepared for the next stage in their education in these areas although their personal, social, physical and creative development are catered for adequately through the curriculum they receive. The curriculum for Key Stages 1 and 2 covers all subjects of the National Curriculum and the school has successfully implemented the National Literacy and Numeracy Strategies. The weekly teaching time in Key Stage 2 of twenty-three hours and five minutes is below the recommended minimum of twenty-three and a half hours but the school still

ensures that its pupils receive worthwhile experiences in most subjects. The exceptions are information technology and design and technology which are not taught as discrete subjects and pupils are not given opportunities to acquire many of the skills required to make good progress. The school successfully promotes the intellectual, personal and social development of its pupils. Key Stage 2 pupils are generally adequately prepared for the next stage in their education and the school has particularly good links with the middle school to which many of its pupils transfer, thus ensuring a smooth transition.

29. The school has policies for all subjects and many of these are currently being reviewed. Schemes of work are not in place for a number of subjects including information technology, art and design and technology. This means that teachers have difficulty in providing suitable work which helps pupils build on their subject knowledge, skills and understanding as they progress through the school. Planning is satisfactory although it does not always clearly identify the learning objectives and sometimes just outlines the subject content of the work to be delivered. Planning is particularly good in English and mathematics where teachers are closely following the national strategies and closely matching the work to the abilities of all pupils. This good planning is having a significant positive impact on pupils' progress and attainment.
30. The curriculum is equally accessible to all pupils. The curriculum for pupils with special educational needs meets their specific needs as identified in their individual education plans. These set clear, realistic and relevant targets which are regularly reviewed. Pupils are rarely withdrawn from lessons for individual or group work and when they are, appropriate work, which is parallel to the work in the classroom, is given.
31. The curriculum is greatly enhanced by a commendable number of good quality educational visits and interesting visitors to the school. Of particular note is the Years' 3 and 4 visit to the Standon Bowes Outdoor Education Centre where they engage in map reading, orienteering and team-building activities. The school also has strong links with a local newspaper which helps pupils develop their literacy skills. Extra-curricular activities include gymnastics, recorder and football clubs. The school participates in many tournaments with other local schools in football, bucket ball and athletics. Although these are competitive, the main aim is participation and enjoyment. The school acts as host for a number of these events as well as holding its own well-attended sports day each year.
32. The school now has a number of good assessment procedures in place which are beginning to be used successfully by teachers in their planning of work, closely matched to the abilities of their pupils. This is a significant improvement since the last inspection when no formal procedures were in place. As well as the Key Stage 1 tests, the introduction of optional tests for pupils in Years 3 and 4 has proved to be of particular value as the analysis of such tests has indicated areas for improvement. For example, the school has identified comprehension skills and extended writing opportunities as areas in need of further input and has allocated time to improve standards. The record of achievement kept for each pupil is useful in plotting progress through the school, particularly in English and mathematics. They are particularly helpful when the work is dated and levelled against national criteria. Target setting for individual pupils as well as year groups is also in place and is proving useful in raising standards. Pupils with special educational needs are regularly assessed and the content and targets of their individual education plans are appropriately based on the findings of such assessments. Reports to parents meet statutory requirements and the best ones indicate exactly what pupils can do in a given subject rather than what they have experienced.
- 38.
38. **Pupils' spiritual, moral, social and cultural development**
33. Overall, the spiritual, moral, social and cultural development of pupils is good. The school's Christian ethos creates a closely-knit and caring community which is a major factor contributing to all of these areas. This aspect of the school's provision is a strength of the school and was positively recognised by the earlier inspection.
34. Provision for spiritual development is good. The school provides pupils with knowledge and insight into values and beliefs through assemblies, the planning and implementation of the agreed syllabus for religious education and more particularly, through the caring, sensitive attitude of the staff. Assemblies provide a good atmosphere for celebrating pupils' success and give appropriate opportunities for quiet reflection and prayer and pupils

respond thoughtfully to what they have heard. They are given many opportunities to experience the wonder of nature. For example, on 'Bluebell Day' the youngest children observe the plants and animals, stroke baby animals on their farm visits and watch newly hatched chicks. Pupils develop their understanding of others whose lives are separated by time when they learn about what it is like to live in Roman times or to be a child in Tudor times. Pupils also develop an understanding of the special place of Christianity in their community through links with the Parish Church.

35. Provision for moral development is good. The approach and attitudes by the headteacher and staff provide pupils with good guidance on right and wrong and on the values of fairness and honesty. There is a clear code of acceptable behaviour which is understood by pupils, including the very youngest. Behaviour is built upon praise and reward rather than punishment, and pupils' self-esteem is high as a consequence. The spirit of competition and fair play is fostered through games and competitive sporting activities with other small schools. Moral themes are reinforced through well-chosen stories in assemblies and religious education, and opportunities for the discussion of moral issues are offered in personal and social education, circle time, and are explored as they arise in everyday situations. The school's ethos encourages pupils to care for its site and equipment. At the parents' meeting before the inspection and through the questionnaires, parents have expressed their support and appreciation of the attitudes and values which the school promotes in their children
36. Pupils' social development is very good and the school provides many opportunities for all pupils to practise their social skills. From beginning school, pupils are encouraged to relate well to each other, to take turns and to share willingly. All staff provide good role models for pupils and create an atmosphere in which other people are valued and respected. The organisation of classes encourages older pupils to accept responsibility in order to support the younger pupils when appropriate. The school's ethos encourages an acceptance of all pupils with special educational needs. Social skills are also fostered by the provision of opportunities for collaborative work in class and listening to the views of others. The school has a strong involvement in the community which promotes citizenship. For example, pupils are taught about the local community and the needs of the people within it; all pupils join in the school charitable activities and have successfully raised large sums of money to support the work of the National Children's Home and the RSPCA. Senior citizens from the local nursing home share Harvest and Christmas Celebrations with pupils. The well-established links with the 'Stone Small School Group' provide many planned opportunities to promote pupils' social development beyond the school. The residential field trips every year provide older pupils with an invaluable experience to develop their social skills and to take greater responsibility for their own actions in co-operation with others.
37. Provision for the cultural development is good overall. Thoughtful planning has ensured that pupils develop awareness of their own cultural traditions and the culture of others, through wide-ranging activities within and beyond the classroom. For example, pupils take part in an Arts Day, multi-cultural celebrations, dance workshop and listen to musical groups. The appreciation of music is further promoted through enthusiastic corporate singing in assemblies. Through their study of history and geography, pupils learn about their locality and British history, including famous people such as Florence Nightingale. Displays around the school raise pupils' awareness of the cultures and traditions of others as for example, artefacts from other world religions such as Judaism. They study the work of established artists, working in the style of Monet, and have opportunities to visit museums and other places of interest, discussing the work of Eduardo Paolozzi in Key Stage 1.
43. **Support, guidance and pupils' welfare**
38. The school shows care and concern for the welfare, safety and security of its pupils and provides effectively for them. Staff know their pupils and families well. This finding is similar to that of the previous report.
39. The school now monitors pupils' academic progress well, through assessment on entry, continuous assessment, records of achievement, national assessments and annual reports. This is an improvement on the previous report. Pupils with special educational needs are identified early and are well supported.
40. Pupils' personal development is monitored satisfactorily through teachers' personal knowledge, classroom records and through reports, which include self-assessment by pupils and target-setting. The personal and social education scheme (PSHE) is delivered well in assemblies and circle time. Sex and health education are satisfactorily covered in science. There is good input from the local police, the Fire Brigade and the school

nurse. There is an appropriate range of extra-curricular activities, including sport and music. There are very effective programmes for induction and the transfer to the next stage of education. Pupils with special educational needs are well supported and there is good contact with outside agencies.

41. Measures to ensure that pupils behave well are good. There are sensible and clear rules in the school prospectus. Each classroom displays its own rules. The school encourages good work and behaviour through a good system of sanctions and rewards, including certificates. The school has introduced successful measures to combat bullying and no evidence was seen during the inspection to support the concerns expressed by a few parents.
42. Procedures for monitoring and promoting attendance are very good. The school's attendance registers are monitored effectively by teachers and the headteacher to check for patterns of lateness and absence and any unexplained absences are followed up quickly. Measures have recently been introduced to discourage parents from taking holidays in term time.
43. Procedures for child protection and for health and safety are good. The headteacher is the designated child protection liaison officer and has been trained. The school has adopted the county guidelines. There is good liaison with outside agencies. Good training is provided for all staff and written procedures are effective.
44. The school's health and safety policies comply with legal requirements and include crisis procedures. The safety and security of the school building are satisfactory and are shortly to be improved. The buildings committee of the governing body carries out a termly inspection and yearly risk assessments. School health and safety practice is good. Fire drills are carried out regularly and logged. The accident book is properly kept, but the timing of head injuries is not always noted. Procedures to deal with medical conditions are generally satisfactory, although notices about pupils with conditions such as allergies are not easily available to supply staff. Pupils have good knowledge of safety procedures and there is good practice in design and technology and physical education.

50. **Partnership with parents and the community**

45. Partnership with parents is good and has a direct positive influence on pupils' learning. There are clear lines of communication. The majority of parents who responded to the questionnaire were supportive of the school's ethos and felt able to approach the school with suggestions or complaints. Inspection evidence does not support the views of the small number of parents at the meeting who were dissatisfied with the school's approach handling complaints. The finding of this report shows improvement in several areas since the earlier inspection and supports its positive findings.
46. The quality of information provided for parents is satisfactory. However, the prospectus does not comply with requirements, since there is little information on the curriculum and parents are not informed of their right to withdraw their children from religious education. The governors' report to parents does not contain full information on provision for pupils with disabilities. There is a useful booklet for parents of new pupils but this is out-of-date. Regular newsletters are provided but there is no advance information about future topics. The school provides a satisfactory range of parent consultation meetings, which are well-attended, and arrangements for discussing pupils' work have improved. Meetings on the Literacy and Numeracy Strategies were arranged to inform to parents and home/school agreements were drawn up after consultation with parents. The format for reporting pupils' attainment and progress at the end of the academic year has improved. They now provide good information, set targets and allow for comments by parents and pupils.
47. Parents are supportive of their children's learning and home/school books provide effective links between home and school. Homework is set consistently and parental response to the pre-inspection questionnaire about homework was very positive. Parents of pupils with special educational needs are now appropriately involved in reviews, an improvement since the last inspection.
48. A small number of parents help in school on a regular basis and they feel that their efforts are appreciated. The school regularly sends out a questionnaire to parents to discover what skills they can offer. A good number of parents accompany pupils on trips. Most parents find it easy to approach the school with problems or complaints. All parental concerns were investigated and all issues were dealt with satisfactorily.
49. A very supportive Friends Association has raised substantial sums to enable the school to buy equipment to

enhance pupils' learning. The wide range of social and fund-raising events contributes effectively to the community spirit of the school.

50. Many very good links have been made with the local community, including the police, the church and the newspaper. These links extend to a local young offenders scheme, which made furniture for the under-fives' classroom. Good use is made of local farms, and of outdoor residential centres. Links with other small schools in the cluster and with the local middle school are excellent. Local senior citizens are invited into school for services and plays, and food from the Harvest festival is distributed to the local community. There are effective links with local agencies. There is a good programme for students on work experience and students on teaching practice. These findings reflect those of the previous report.

56. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

56. **Leadership and management**

51. The quality of the leadership and management of the school is good and has a positive effect on the quality of education provided. The headteacher was appointed in September 1998, has an extremely strong commitment to the school and its pupils and generates a clear educational direction for its development. Since assuming responsibilities, she has successfully addressed the key issues from the previous inspection which were unresolved. Her team approach to leadership, where all contributions are valued, has helped to develop a cohesive team who share a common purpose. Teachers and support staff work well together and new members are quickly assimilated into the team.
52. Through example, the headteacher appropriately provides a model of good teaching. Her class teaching commitment and recent focus on improving the systems and procedures within the school has limited the amount of time available for monitoring and evaluation. Although there are curriculum co-ordinators for each subject area, staff, with the exception of the recently qualified teachers, have several areas to cover and two work part-time. Co-ordinators are satisfactorily informed about their subject areas, recognise the need for monitoring and are keen to make improvements. However, they are new to their areas of responsibilities and lack experience in this role.
53. The school plans well for change and its development plan is a useful document covering a period of one year in detail set within a three-year span. Priorities are clearly identified, based on a thorough analysis of the school's needs and through consultations with staff, governors and parents. Since the previous inspection, the headteacher and governors have improved the quality of the development plan by including costing. This now enables the school to plan the budget in line with the identified priorities. These are monitored by the headteacher and all are on schedule.
54. Not all policies and schemes of work are in place for all curriculum areas in order to guide and support teachers in their planning. The lack of detailed schemes of work in some areas of the curriculum has an adverse effect on pupils' attainment and progress in subjects other than English and mathematics. However, an appropriate rolling programme for the review of subject policies and schemes of work has been closely followed over the past years and incomplete ones for the current year are clearly set out in the school development plan. The school has very successfully introduced the National Literacy and Numeracy Strategies.
55. The governing body makes a good contribution to the effective running of the school. Governors take their responsibilities seriously and are committed to improving standards. They have in place a suitable range of committees which gives them a good oversight of the school. They meet regularly and are kept well informed by the headteacher's very detailed reports. Some governors have undertaken training to develop greater understanding of their role for example, the numeracy and literacy governors. This is a positive development. Governors make significant, individual contributions to school life through visits, leading worship, accompanying journeys and helping in classes. The chair of governors is a constant, supportive presence. The governing body fulfils its statutory obligations except for the full range of required information in its annual report to parents and in the school prospectus.

56. The school's leadership is committed to promoting equality of opportunity for all pupils, and it provides good support for pupils with special educational needs. However, less attention is given to the needs of higher attaining pupils in the mixed age classes in subjects other than literacy and numeracy. Provision for pupils with special educational needs is well organised and the management of individual education plans, annual review and communication with parents is good. Records are organised methodically and the school now has effective arrangements for identifying and assessing needs. All statutory requirements relating to the special educational needs Code of Practice are now met. This is an improvement since the previous inspection.
57. The school has a very good ethos, which contributes well to attainment and progress. The school's aims are clear, shared by staff, governors and parents and are successfully reflected throughout its work. Most parents appreciate the work of the school and are very supportive of its aims and values. Pupils respond appropriately to them. Relationships within the school are very good and this creates a warm and secure environment with a high degree of trust amongst both staff and pupils.
- 63.
58. Because of the good leadership provided by the headteacher and the effective support provided by the governing body, the school is well placed to maintain the improvements to date and to raise standards. Its capacity for improvement is very good
64. **Staffing, accommodation and learning resources**
59. The number, qualifications and experience of the teaching staff meet the needs of the curriculum very well. There are two full-time and two part-time teachers to teach the two classes in Key Stages 1 and 2 which enables the pupils in Key Stage 1 to be taught in small year groups for literacy and numeracy every morning. This arrangement is having a significant impact on the progress being made in these important subject areas. Children in the foundation or nursery class are taught by a qualified nursery nurse. There are four education support staff including the nursery nurse working for a total of fifty hours per week. One of these works with a statemented pupil and gives good quality support which is linked to the work of the class. The school also has a support assistant to work with pupils requiring additional help with literacy, and a newly appointed classroom assistant to support pupils of all abilities. The good quality and high level of such support in a small school is effective. Volunteer parents regularly listen to pupils read which is much appreciated by teachers, and helps to improve pupils' progress.
60. The school's arrangements for the professional development of teaching and support staff are satisfactory. The school review highlights appropriate areas for further training and action is taken to put this training in place. Much of the training is with other local schools in a cluster group. This has proved to be useful and enabled teachers to meet and discuss educational developments and initiatives with colleagues who work in different situations. These joint training days are linked to the school development plan. The school has appropriate induction procedures for newly qualified teachers and the present new teacher has found the induction valuable, especially being able to visit other schools to observe good practice in areas such as numeracy for a mixed age class. Staff appraisal is not taking place at present. All teaching staff have appropriate job descriptions which were recently negotiated to allocate curriculum areas. This is an improvement since the last inspection when job descriptions were judged to be less effective. The school has a good staff development policy for both teaching and non-teaching staff and a useful staff handbook for teachers.
61. The accommodation is adequate to deliver the full curriculum but has some weaknesses. There are no storage rooms or areas for resources and these are scattered around the school in every available nook and cranny. One room is used as the headteacher's room, the school office and also as the staff room. Classrooms are of a suitable size as is the school hall, although this has to be used as a class teaching area for Year 2 every morning. The small extension is now being used for the foundation class and the library has been moved to the school entrance hall. This is an improvement since the previous inspection when the under-fives were being taught in the entrance area. However, a problem remains with regard to the conservatory area being used for the foundation class, as this gets excessively hot during the summer months and has a negative impact on the children's ability to work satisfactorily. The outdoor areas are good with a large games field and suitable playground area. All the accommodation is clean and well maintained. The school has exciting plans in place to improve the accommodation in the near future.

62. The school has good resources for teaching literacy and the library has a good range of interesting and informative books for pupils to borrow and is well used to support the curriculum. This is an improvement on the last inspection. Resources for other subject areas are satisfactory although some of the information technology equipment is in need of upgrading or replacing to enable pupils to be taught all the aspects of the subject effectively. The school makes good use of local loan services especially to boost its stock of suitable reading books. Equipment for physical education is sometimes shared with local first schools to make more efficient use of it.

68. **The efficiency of the school**

63. The school manages its resources well. It has clearly identified priorities aimed at improving the educational provision for all its pupils, particularly in the important areas of literacy and numeracy. The school development plan is produced after conducting a school review. Staff, governors and parents are all involved in the review and its findings form the basis of the development plan which includes financial costings. This is an improvement since the last inspection when priorities identified by the school were not specifically costed. The good financial planning effectively supports the expenditure proposals and all spending is closely monitored by the headteacher and the finance committee to ensure that the school receives value for money. All the senior management team are members of the governing body which enables the governors to check regularly that its spending decisions are having the required impact on raising standards throughout the school. All governors are sent regular printouts of the budget so that they are fully aware of how the school is managing its resources and to enable them to make informed decisions. Subject co-ordinators are not given specific budgets for them to manage but are given sufficient funding to support developments in their subject areas. There is no separate funding identified for special educational needs.

64. Teaching staff are well deployed by the school and their individual strengths are used to the full. They give good support to each other and willingly share their expertise and experience which has a positive impact on their own development and the progress made by pupils. Subject co-ordinators have individual responsibility for a large number of subjects because the school is small. They are enthusiastic and are keen to promote their subjects effectively but have yet to produce suitable guidelines or schemes of work to ensure that pupils receive worthwhile experiences in all subjects other than English, mathematics and science. Learning support staff are used well and make a good contribution to the learning of the pupils they work with including those pupils with special educational needs. Learning resources are also used efficiently and are readily accessible to all staff despite the lack of suitable storage areas. The school uses its cramped accommodation remarkably well and all possible areas are utilised effectively for the benefit of the pupils.

65. Financial controls are secure. All the recommendations of the last audit have been carried out successfully. The day-to-day administration of the school is good with all systems in place and working effectively. The part-time school secretaries work well with the headteacher and carry out their duties conscientiously and unobtrusively. Taking all factors into account, including pupils' attainment and progress, their good attitudes to learning and good behaviour, the quality of education provided and the level of available funding, the school currently provides good value for money.

71. PART B: CURRICULUM AREAS AND SUBJECTS

71. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

66. Children under five are currently taught in the 'foundation class' which they enter the term after their fourth birthday and remain until the term after their fifth birthday. At the time of the inspection, there were four children under the age of five in a class of nine, five of whom were of reception age. Information which includes baseline assessment, shows that on entry, the attainment covers a wide range of ability. However, a significant number of children attain below average levels across a range of early learning skills. Not all the children who start school have had pre-school provision. The foundation class offers a satisfactory start to school and children make some progress from this low base. Despite this, their attainment by the age of five is still below the standards expected nationally in language and literacy and mathematics but average in all other areas of learning. Progress overall is too slow and children are not challenged sufficiently. The work set does not always meet the needs of the higher attaining children, who mark time, nor does it focus effectively on children's main areas of need.

72. Personal and social development

67. By the age of five, children attain standards expected in this area of learning and provision is sound. They have learned the importance of classroom routines such as lining up, listening quietly to the teacher or taking turns when they want to contribute to a discussion. They show good levels of independence when choosing from a variety of appropriate activities and most sustain interest for some time. However, a significant minority find difficulty concentrating for long. They work well both independently and with others, and play well together, particularly when using building blocks for example. They co-operate amicably when taking turns to use the equipment in the sand-pit or the resources for making a birthday card for teddy. Very positive relationships have developed between children and the adult in charge and this effectively promotes a happy and secure environment. Their behaviour is good and by the age of five, most are beginning to develop an appropriate understanding of right and wrong. In assembly they learn to be part of a community and respond with interest.

73.

Language and Literacy

68. The language and literacy skills of children under five are below that expected for their age in all areas except speaking and listening. The adult in charge is aware of the importance of speaking and regular opportunities are provided for the children to talk and increase their vocabulary in every area of the classroom. Although some speak only briefly, many talk in lengthy, well-formed sentences to give clear, interesting information and participate readily in songs and rhymes. Through structured play, they use language well when discussing their ideas in the role-play area set up as a house or when playing with the building blocks. Children listen well and follow instructions willingly and respond appropriately to questions. All children enjoy looking at books and handle them carefully. They identify accurately the front of a book, turn pages in the correct order and know that print carries meaning and is read from left to right. A few children are beginning to know several words and higher attaining children read a simple, familiar book with some accuracy. However, the majority are not attaining what is expected for their age in literacy. Their knowledge of the names and initial sounds of letters, the use of picture cues to help tell a story and their sight vocabulary are all undeveloped. All children are encouraged to take books home regularly to share with adults. Reading records are kept up-to-date and parents are pleased to be involved in the reading. By the age of five, all have learnt to recognise their name and some write it using clearly formed letters. They draw pictures to communicate their ideas and know that writing is a means of communication. The majority of them copy their teacher's writing with developing control. Higher attainers are trying to write without help, and to spell simple familiar words correctly, for example, when writing a message in the birthday card to teddy. However, opportunities for children to develop their writing skills through systematic teaching are limited, and by the time they are five, not all children write independently. For example, daily planning for writing their name using appropriate upper and lower case letters was not encouraged for all children, neither was the task sufficiently challenging to maintain the interest of the higher attaining children in order to prepare them adequately for Key Stage 1. Relationships between adult and children are consistently good, children are managed well and good discipline is achieved through a caring, yet firm approach.

74. **Mathematics**

69. Children's attainment in their mathematical knowledge and understanding is below that expected for their age and high attaining children could work faster and achieve more. This is hindered by the lack of challenge for many children whose learning could move at a faster rate. Through practical work and games, most children successfully sort and match objects by colour and shape, a few pointing out what is different and what is the same about objects. They recognise and make simple repeating patterns when threading beads and are familiar with a range of number songs and rhymes such as 'Ten little squirrels', which help them to count. Many recognise independently, numbers up to ten, place them in order on a number line and some identify a missing number in a sequence. Some understand mathematical terms such as 'more than' and 'less than' and use them accurately both informally and through planned group and whole-class work to solve simple sums. All children develop a sound concept of time by naming the days of the week and many correctly recognise a number of common two-dimensional shapes such as a square, rectangle, triangle, and circle when using plasticine. Information technology is used satisfactorily to help develop pupils' understanding of number.

Knowledge and understanding of the world

70. Appropriate levels are reached in knowledge and understanding of the world because children are given a wide range of well-planned activities. Scrutiny of previous work shows that they correctly identify the different parts of the body and make simple predictions and test them, for example, when comparing which coloured bottles will float or sink. They plant wheat and vegetables and know that seeds need water to grow when they are planted. Walks and visits in the local area, for example to farms and a local centre, broaden their awareness of the environment. Children use construction equipment competently to make models and learn about direction through free play with them. They develop their understanding of time and the changes that occur through time as they consider how they have developed since babyhood. Geographical vocabulary is introduced in the course of following directions, in talk about where they live and some describe their route to school. Aspects of the environment, such as changes in the weather, are noted when they complete their daily weather chart. In their design and technology work, children develop sound skills in designing and making when producing badges to celebrate their age. Information technology is used to support their learning and children know the function of the buttons on the computer keyboard.

76. **Physical Development**

71. Children's attainment in physical education is average. They all run, jump and climb with confidence and agility. In games sessions, children under five hop backwards and forwards in and out of a hoop, in small steps. At playtime, children run and walk with growing awareness of space and of each other and with increasing control and co-ordination. They develop good hand-to-eye co-ordination through matching games and jigsaws. Children improve their finger control when using construction kits and most manipulate and fix small pieces with good precision. They demonstrate sound manipulative skills when using construction toys, and when painting, writing, drawing, cutting or colouring. This was evident in their task to make a badge to celebrate their age. They carefully use rolling pins to roll their 'plasticine' when making letters of the alphabets and use cutters and pattern makers with good control. Most children make good progress in developing the skills of cutting, sticking, joining, threading and modelling and by the time they are five, most use tools such as pencils, crayons, glue spreaders and brushes reasonably skilfully.

Creative development

72. Children's creative development is at the expected level for their age and provision is sound. Children receive targeted, effective adult support, which enables them to work carefully, imaginatively and thoughtfully and to develop their skills appropriately. Opportunities are provided on a regular basis through a range of media, for children to express what they see, know and imagine. A good example of this was the paintings of themselves which showed appropriate features and an increasing attention to detail. Children mix colours and learn to use paint and brushes with increasing confidence, and when printing with leaves, they show developing control by producing carefully considered patterns. In the drama role-play area, they use their imagination and act out situations they have observed, for example, at meal times, in the doctor's surgery or the police. They develop a love of music. During assemblies and concerts they sing heartily and tunefully with great enjoyment, and have a

good knowledge of a variety of songs and rhymes, many of which provide additional practice for their number work. They recognise several percussion instruments by sight and choose the appropriate instrument to illustrate part of a song with good skill and imagination, for example, to produce a wind effect to accompany their nursery rhyme of 'Five little leaves'.

73. The quality of teaching in the foundation class is unsatisfactory in language and literacy and mathematics due to the lack of teaching skills in these important areas. It is satisfactory or better in the other recommended areas of learning. The school's present arrangement for the teaching of the children under five is the sole responsibility of a qualified nursery nurse who plans and works on her own without the guidance and support of a teacher. She is keen to learn and improve and with appropriate training and support has the capacity to develop well. There is, however, a lack of clear knowledge and understanding of the Desirable Learning Outcomes, how to meet the needs of young children as well as to prepare the older higher attaining children for the National Curriculum. Her knowledge and understanding of the new Literacy and Numeracy Strategies is developing.
74. Medium-term planning is thorough and detailed and makes appropriate reference to all areas of learning. The planning and practice do not take account of what the children already know, understand and can do. This is particularly so for the high attaining children who do not work as hard and complete as much work as they are capable of doing.
75. A part-time teacher has recently assumed responsibilities for this important area to provide guidance and support. Currently there is no early years scheme of work to ensure children's skills, knowledge and understanding are systematically built upon or to provide support for the nursery nurse when planning. Arrangements for both starting school and for children moving on to Class 1 are good. Links with parents are also good, they are well informed and are encouraged to take an active interest in their child's learning. Assessment and record-keeping are comprehensive and carried out conscientiously. However, the information is too detailed and is not used effectively to plan subsequent work. Resources are adequate, used well and stored appropriately.
76. In response to the previous inspection, the accommodation for under fives was identified as a key issue. The school has addressed this concern and the accommodation although cramped, is now adequate for the delivery of the curriculum. However the 'conservatory area' where the foundation class children are taught, has a negative effect upon children's learning, particularly during sunny days when the temperature goes over 30 degrees centigrade, and the children have to work outside in the sun. This happens on a regular basis and due to the cramped accommodation within the school, this is the only option available.

82. **ENGLISH, MATHEMATICS AND SCIENCE**

82. **English**

77. Standards of attainment in English are in line with those expected nationally at the end of Key Stage 1 and the end of Year 4. The results of the 1999 Key Stage 1 National Curriculum tests show that pupils well below in reading and writing. However, the inspection evidence shows that the good teaching in Key Stage 1 and the recent focus on improving comprehension and writing for a variety of purposes, means that the current Year 2 pupils are achieving standards in English at least in line with national expectations for their age and ability. Pupils in Key Stage 2, up to Year 4, are also receiving good teaching and are achieving satisfactory standards in all aspects of the subject. Good progress is being made throughout the school in all aspects of the subject.
78. The pupils' speaking and listening skills are sound in both key stages. However, pupils' listening skills are better than their speaking skills. They listen attentively to their teachers, take turns in discussions and follow instructions. Pupils answer questions clearly and thoughtfully. They willingly discuss their work and can explain what they have been doing in great detail using appropriate vocabulary. In their conversations with each other and adults, they listen to other points of view and respond with suitable comments of their own. Opportunities for speaking to an audience are generally limited to pupils reading their own writing to their class at the end of literacy sessions. The majority of older pupils do this confidently but many of the younger pupils are hesitant and sometimes reluctant to participate.

79. By the end of Key Stage 1, standards in reading are good and above those expected nationally. Pupils can read a variety of texts reasonably accurately and more able pupils are reading with a good degree of independence. They use phonic skills, recognise and correct their own mistakes, can talk about the characters in a story and predict what might happen next. All pupils have developed good reading habits and enjoy reading at home and at school. The standard of reading in Years 3 and 4 is as expected nationally. Pupils can read and follow quite complex instructions and find out facts from a text for their research work in other subject areas such as history, where pupils used reference books to find out information about the Romans. They read books for pleasure and many have strong opinions about the sort of books they enjoy the most. More able pupils can compare books they have read, discuss the content or plot and express clear preferences for a particular author. Few pupils have well-developed library skills and most do not know how to locate a particular reference book or subject in a library without adult help.
80. Attainment in writing is in line with national standards at the end of Key Stage 1. Younger pupils begin to communicate meaning to the reader through early writing skills and older pupils in the key stage, write with reasonable fluency, good sentence structure and good punctuation. Pupils write for different purposes and audiences including writing clear instructions. This was clearly seen in the Year 2 class where pupils made sandwiches and successfully wrote down exactly what they did in the correct sequence. Pupils spell common words correctly, practise their handwriting and transfer the skills they learn to their written work. In Years 3 and 4, pupils' writing is also in line with expectations. They can write interesting descriptive pieces of work and know the difference between fact and opinion as seen in their writing about the newly erected London Eye ferris wheel. Pupils use punctuation, including speech marks, with reasonable accuracy. Their handwriting and presentation of their work are satisfactory. There are few opportunities for pupils to use information technology to draft and redraft their work and present it in more attractive forms. Pupils with special educational needs attain standards in line with their abilities.
81. Progress in English is good through Key Stage 1 and in Years 3 and 4. This is clearly linked to the good, and often very good teaching that pupils receive and the separate teaching of Years 1 and 2 in the literacy sessions. It is particularly good in reading and the daily literacy hour has stimulated their interest in a wide range of books. Progress in writing is much improved since the school identified it as an area requiring further development and the well-planned opportunities for pupils to develop their writing skills are having a significant impact on their progress. Progress for all pupils in speaking and listening is satisfactory. The lack of planned opportunities for speaking to an audience on a range of subjects and for different purposes is limiting the progress made throughout the school. Support staff and volunteer parents make a significant contribution to the good progress made in English, particularly for those pupils with special educational needs. Progress in reading and spelling is also supported by homework which is set regularly by teachers and completed successfully by pupils, with the encouragement and support of their parents.
82. The pupils' attitudes to learning English are good. They enjoy their work in the literacy hours and show a great enthusiasm for reading. They listen attentively to their teachers, contribute to discussions and concentrate on their work. Pupils are immensely proud of their achievements and are very keen to share their successes with others. They behave well in all lessons and handle books with great care. In group work, they apply themselves to the task in hand and are willing to support each other when required.
83. The quality of teaching is good and often very good in both key stages. No teaching is unsatisfactory. Teachers are confident in their delivery of the National Literacy Strategy, use resources well and have very high expectations of their pupils. Teachers question pupils thoroughly throughout lessons to check their levels of understanding and manage them in a calm and friendly manner. Very good relationships are a strong feature of all lessons. Planning is good and pupils are given work which is closely matched to their abilities to ensure that they make good progress. At the end of literacy sessions, teachers check pupils' understanding to enable them to move pupils on to the next stage in their learning in subsequent lessons. Teachers set pupils homework, mainly reading and spellings, which is appropriate for their age and ability and this further supports their progress.
84. The co-ordinator gives good leadership in English and supports colleagues well. However, monitoring of pupils' work and teaching is currently undeveloped. The requirements of the National Curriculum are fully met. Teachers base their planning on the National Literacy Strategy and this is having a positive impact on the

progress and attainment of pupils of all abilities. There are good assessment procedures in place which are effectively used to plan future work. The analysis of statutory and optional tests has proved very useful in identifying areas such as comprehension and extended writing in need of further development. The school has acted quickly to use this information to influence their planning and is now covering these areas well. The school library is in the entrance hall and although not large enough for class lessons in library and research skills, is well used to support the curriculum. This is an improvement since the last inspection. It has a good stock of attractive and interesting books available for pupils to borrow. Classrooms are also well stocked with good quality fiction books which are supplemented by books borrowed from the local loan service. The good resources effectively support pupils' learning in the literacy hours as well as in other subject areas.

90.

Mathematics

85. Attainment in mathematics is in line with national standards at the end of Key Stage 1 and in line with national expectations at the end of Year 4. The 1999 national Key Stage 1 tests show pupils to be attaining below national averages. Inspection evidence based on lesson observations and looking at pupils' books, shows that pupils are achieving standards as expected for their age and ability. Work observed in Years 3 and 4 indicates that pupils are on track to meet national standards by the end of the key stage. Progress is good through both key stages.
86. At the end of Key Stage 1, pupils understand the language of number and can recall addition and subtraction facts to twenty. They identify a range of two-dimensional shapes such as triangles, squares, pentagons and hexagons and accurately describe some of their properties. Pupils measure length using non-standard and standard units and solve simple money problems up to and including a pound. Above average pupils have a secure knowledge of place value to a thousand and add and subtract two-digit numbers. By the end of Year 4, pupils work confidently, adding and subtracting three-digit numbers and using their knowledge of the two, three, five and ten times tables in solving multiplication and division problems. Pupils have a sound understanding of standard measures for time, capacity and length. They know the properties of three-dimensional shapes including triangular prisms, cylinders and cuboids. Pupils collect data and create their own block graphs. Mental mathematics is satisfactory in both key stages.
87. Progress in mathematics is good through Key Stage 1 and in Years 3 and 4. As pupils move through Key Stage 1, they quickly develop an understanding of place value and build up a good knowledge of useful strategies to add and subtract two-digit numbers on paper and mentally. Pupils make good progress in all the attainment targets which is a reflection of the good teaching they receive and the careful planning of work closely matched to their abilities. Pupils in Years 3 and 4 make good progress as they also receive good teaching with suitably tailored work. Progress was particularly good in a lesson where pupils had to create number sequences generated by throwing a die. The good progress observed was directly linked to the teachers' planning as pupils of different ability were given dice which had numbers suited to their level of understanding. For example, more able pupils had a die with two-digit numbers on its faces which led to them having to devise new mental strategies to solve the problem. Pupils with special educational needs make good progress throughout the school due to the focused support they receive and the realistic, yet challenging, targets set for them.
88. Pupils respond well to the subject and have a positive attitude to their work. They display good levels of concentration and have a great desire to succeed. This was particularly noticeable in a Year 2 class where pupils worked quietly with great concentration as they investigated number patterns. Pupils work well independently, complete tasks set for them and present their work neatly. They are proud of their achievements and willingly share their ideas with other pupils. Good relationships with their teachers and each other are a positive feature of all classes. Their good attitude to mathematics is a significant factor in promoting the good progress they make.
89. The teaching of mathematics is always good or better. Teachers have good subject knowledge and are implementing the National Numeracy Strategy effectively. Planning is thorough and includes carefully thought out tasks to challenge pupils of all abilities. This is a significant improvement since the last inspection when planning was judged not to be meeting the needs of pupils of different abilities. Teachers have very high expectations of their pupils, both of work and behaviour. They manage their pupils well and keep them on task with lessons moving along at a brisk pace. Resources are used effectively to support learning and pupils' work is

regularly marked with evaluative and supportive comments.

90. The co-ordinator gives good leadership in the subject and has improved the resources to meet the demands of the numeracy sessions. She provides clear direction for mathematics and good quality support to colleagues. Analysing the statutory and optional tests has proved very worthwhile and the school has appropriately identified areas such as Venn diagrams, telling the time using digital clock faces and mental mathematics, as being in need of further development. Assessment procedures are good and will further inform curriculum planning as the teachers become more familiar with the Numeracy Strategy. The school is fully committed to raising standards in mathematics and statutory requirements are met.
96. **Science**
91. At the end of Key Stage 1 in the 1999 teacher assessments, the number of pupils reaching the national expectation of Level 2 and the higher Level 3 was average. Pupils' performance in the physical processes and forces was very high in comparison to the national average, and average in other aspects of science. Their attainment when compared to similar schools was average at the expected Level 2 but below average at the higher Level 3. Attainment in science was judged by teacher assessment at a higher level than in mathematics and English. Observation during the inspection indicates that standards are average by the end of Key Stage 1 and Year 4 and have remained the same since the earlier inspection.
92. Only two lessons were observed and judgements are largely based on the scrutiny of pupils' work, previous planning and discussions with pupils. By Year 2 and Year 4, attainment in experimental and investigative science is satisfactory and throughout the school, there are good examples of experimental and investigative science tasks. By the end of Year 2, pupils explore forces and know that pushing and pulling are different types of forces which cause objects to slow down or speed up. They confidently carry out experiments to compare the movement of vehicles down varying slopes, record their observations and begin to consider why variations occur. For example, in an investigation on forces, most explain well what they have found out from their work and some know that the type of surface affects the movement of vehicles. Scrutiny of their work shows that their knowledge and understanding of materials and their properties is sound and this is reflected in their confidence to sort materials according to simple observable properties. They explore difference and similarities using their other senses and make predictions about what objects they think will float or sink before checking their ideas. They have a sound understanding of how the properties of various materials make them suitable for specific purposes and enthusiastically undertake investigations exploring and testing which materials are best suited for a horseshoe.
93. In Key Stage 2, pupils build on their earlier knowledge of forces and know that when a force is applied it may change the shape of an object, as observed when testing a ball on plasticine thrown on the ground. Most have some understanding of a fair test and make satisfactory predictions about the outcomes of experiments. For example, they predict what will happen when solutions of coffee and water, and salt and water are left to evaporate and draw conclusions from the results of their investigations. They understand the difference between a mixture and a solution; that heating materials can cause change, and that some changes are reversible. They use equipment such as magnets to experiment freely and describe what happens when the different ends are put together.
94. Progress is sound throughout the school with pupils increasing their scientific vocabulary, steadily developing investigative skills and understanding in more detail the properties of different materials and their physical characteristics. They develop their skill of making predictions, based on fair testing, when testing which substances would form a solution. Their knowledge of forces increases from an understanding of pushing and pulling to how greater friction is caused by certain materials. When the pace of the lesson is brisk, progress is at its best, and the content challenges the pupils, such as seen during the Key Stage 2 lesson on solutions. Progress is limited where teaching is unsatisfactory. Pupils with special educational needs make good progress, particularly when assisted by support staff who are briefed well by the teachers.
95. Overall, pupils' attitudes to work are sound in Key Stage 1 and good in Key Stage 2. Most older pupils are proud of their efforts and contribute to discussions, making many thoughtful and informed observations. This supports their attainment and progress. They work co-operatively in small groups in Years 3 and 4 and share resources and materials such as seen during practical tasks to separate solids from water by filtering. Older

pupils are highly motivated and respond well to the challenging questions asked by teachers. Most recall previous experiences and use relevant terminology confidently, to show their knowledge and understanding of earlier work covered. Pupils usually behave well in science lessons but lose interest and become noisy and inattentive when they do not fully understand the task.

96. The quality of teaching is sound overall, although inconsistent. All teachers plan carefully what they want pupils to learn with a range of interesting and exciting activities. Teaching is at its best when the teacher has secure knowledge of the definitions and key ideas such as the work on materials and their properties. Work is well matched and challenging to the different ages and abilities and there is a good balance between practical investigation and direct teaching. Good use is made of discussions and questioning to help pupils recall and consolidate their knowledge and understanding. Where teaching is unsatisfactory, subject knowledge is insecure and learning intentions are not clearly explained to pupils. As a result, concentration is not sustained, time is wasted and the lesson loses its science focus. Overall, all teachers mark pupils' work regularly, however comments do not always provide guidance to pupils as to how they can improve their work.

97. As is common practice in many small schools, the co-ordinator has responsibilities for a number of areas. She is also new to the post and works part-time. A policy provides useful guidance but currently there is no scheme of work to provide guidance to teachers when planning and to ensure that pupils' skills in the mixed aged classes are developed systematically from year-to-year. Systems for assessment are satisfactory but their use in planning work to match pupils' attainment is not rigorous enough. As a result, pupils in the mixed age classes are often given the same work. There are no portfolios of moderated work to assist teachers in assessing the attainment of their pupils with regard to National Curriculum levels, neither do the medium-term plans identify the National Curriculum levels. Resources are adequate to deliver the full curriculum and good use is made of available resources from the small school cluster. Information technology is not well used as a tool to support work or to improve presentation in science.

103. **OTHER SUBJECTS**

Information technology

1. Attainment in information technology is below that expected nationally at the end of Key Stage 1 and at the end of Year 4. The last inspection judged standards to be sound so this shows a decline in attainment. Information technology is not taught as a discrete subject and is only used to support other areas of the curriculum on an occasional basis. No lessons in information technology were observed during the inspection but by observing pupils using the computer and talking to them, it was clear that standards in all aspects of the subject are low. By the end of Key Stage 1, pupils can do a little word processing and have some knowledge of keyboard functions such as the spacebar and shift key. They can use a computer to research information, for example about dinosaurs and have some knowledge of information technology in the wider world such as how to send information to another country. At the end of Year 4, pupils have reasonable control of the mouse and are able to use the delete function to edit their work. They also can use a CD-ROM to research topics such as the first men on the moon and the planets in our solar system.
2. Progress is unsatisfactory through the school. Many aspects of the subject such as control technology, modelling and monitoring external events are not taught and pupils have very limited opportunities to use the available resources to improve their subject skills. A small amount of progress is made in word processing as pupils move through the school but this is not always planned for and many pupils make progress mainly through having computers at home. Pupils with special educational needs also make unsatisfactory progress.
3. Pupils are, however, extremely enthusiastic about the subject and have very positive attitudes to the limited opportunities they have. They handle the equipment with care and willingly support each other in their work. Pupils talk animatedly about what they have done and enjoy showing and discussing their computer skills with other pupils and adults.
4. No direct teaching of information technology was observed during the inspection and teachers' plans do not always include opportunities to use information technology on a regular basis. Year 2 is taught in the school hall each morning and pupils do not have access to a computer during this time to support their learning in numeracy and literacy. Pupils in Years 3 and 4 have been given a useful checklist of the skills they are to develop in word processing but not in other aspects of the subject. Overall, the teaching of information technology is unsatisfactory.
5. The school has an adequate number of computers to deliver most aspects of the curriculum but has no scheme of work to guide teachers in their planning. The school has correctly identified information technology as an area for development and has plans for improving the provision and raising standards. In-service training is planned for teachers within the local cluster group of schools and the school hopes to improve resources in the near future. At present, the school is not meeting statutory requirements in its delivery of the subject.

108.

108. **Religious education**

6. Religious education has an established place in the curriculum and the current provision makes appropriate reference to the locally agreed syllabus and the Diocesan handbook. All statutory requirements are met. By the end of Year 2 and by the end of Year 4, the majority of pupils attain standards that are in line with the expected levels and progress is satisfactory. The previous inspection reported that provision and attainment were very good.
7. By the end of Key Stage 1, pupils show much respect for each other's contributions to discussions: for example, when discussing the significance of light. They have heard and remembered a range of stories from Christian and to a lesser extent, other religious traditions. They know that someone who believes in Christ is a Christian and that the church is a place of worship. Pupils are beginning to understand the significance of special books such as the Bible, recognise that we treat this book differently from ordinary books and that it consists of the Old and a New Testament

8. By the end of Year 4, pupils know that Jesus is a special person for Christians and that Easter and Christmas are important Christian festivals. They have a satisfactory understanding of the meaning behind signs and symbols, such as the significance of the cross at Easter. They celebrate harvest, know the importance of this festival and why people celebrate. Through research, they have a sound understanding of Jesus' life as a Jew living in Palestine. They understand that Jesus taught through stories with a moral, for example the Good Samaritan, and understand the moral message within the story. Pupils know that Christians sometimes go to special places, such as churches, to pray and that there are various places of worship for different religious groups but are unable to recall the names. However their knowledge and understanding of other religious traditions and beliefs are underdeveloped.
9. Progress is satisfactory in the areas covered. There is a clear link between religious education and collective worship. For example, assemblies complement religious education with themes such as Light, and stories from the Bible. In Key Stage 1, pupils extend their knowledge and understanding of Christianity and the distinctive features of some of the religious festivals. In Key Stage 2, pupils make gains in their knowledge and understanding of Christian teaching and of their influence on society. All pupils develop a sense of caring for others through listening to stories and class discussions. Pupils with special educational needs, through working in mixed ability groups, learn well about parables and their meanings.
10. Pupils like the subject. They listen well to religious stories, give thoughtful answers to questions and willingly contribute to class discussions, for example when talking about the importance of light. A significant number of pupils bring existing knowledge and experience and are confident in contributing to lesson when given the opportunity.
114. Teaching is satisfactory. The good features of the lesson observed were the clear learning objectives, the use of searching questions which initiated reflective answers which enabled the pupils to think and reflect. Writing was well used to enhance and extend religious understanding. The scrutiny of teachers' planning shows that much of the work is oral. However, work is not always planned to cater for the differences in the age and ability of pupils.
- 114.
11. Curriculum planning with more detail is closely related to the locally agreed syllabus and a policy is in place to guide staff. However, there is no whole-school scheme of work to ensure that pupils' skills, knowledge and understanding are built upon progressively from year-to-year. As a result, very similar work is being done by pupils of different ages in the mixed age classes. Monitoring to ensure that pupils are receiving the full breadth and balance of the curriculum intended is not in place. The co-ordinator is aware of this issue which has been prioritised in the school development plan. Resources, including artefacts from religious traditions other than Christianity, are displayed appropriately in the foyer and help to raise pupils' awareness of other faiths. The curriculum is enriched through occasional visits to places of worship, for example, Lichfield Cathedral and regular visitors during assemblies from the local church. The subject makes a sound contribution to the spiritual and moral development of the pupils.
115. **Art and design and technology**
12. No lessons in art or design and technology were observed during the inspection. Apart from a few paintings of Harvest pictures in Years 3 and 4; some work linked to the topic on transport and some jointed models of people by Year 1 pupils, very little evidence of the teaching of these subjects was seen. Overall, there was insufficient evidence to make a reliable judgement about the suitability of work for pupils by the time they leave school at the end of Year 4.
13. Progress is unsatisfactory for pupils of all abilities as they are not given sufficient opportunities to develop specific skills. In both art and design and technology, work is often linked to other subjects. Pupils are not taught consistently the skills of the subject itself except for very basic colour mixing and cutting and joining techniques. Pupils are not taught how to follow the correct design products they have made themselves. There are no opportunities to evaluate commercially made products.
14. There is little planning of either subject in a way designed to improve pupils' skills and raise attainment.

Neither subject has a scheme of work in place to help teachers identify the skills to be taught and to give them ideas as to how best to deliver the curriculum. Standards in both these subjects have declined since the last inspection.

Geography and history

15. Despite the emphasis on literacy and numeracy, the school has still maintained the teaching of geography and history to all classes. However, the cycle of topics planned for the year meant that history and geography were not taught in all classes during the inspection and as a result, only one history lesson in Key Stage 2 was seen. Evidence from a survey of pupils' previous work, displays, analysis of teachers' planning and discussions with both staff and pupils make some general judgements possible. It is apparent that pupils' work at the end of Key Stage 1 and Year 4 is at an expected level for the age and ability of the pupils. There are however, variations in attainment between the key elements. Generally, the range and the depth of historical and geographical knowledge are better than skills used in the study of the subjects. Although standards have been maintained there are still no schemes of work.
16. At the end of Key Stage 1, pupils use their knowledge of maps when identifying the different countries which use animals for transport, and the distance between places, as part of their topic on transport. They use geographical vocabulary when describing what they see on their journey to school and confidently discuss features of their own environment at their own level. Most have a satisfactory knowledge of weather symbols and maintain ongoing records of the daily changes in weather patterns. In Key Stage 2, pupils undertake interesting fieldwork activities in Eccleshall and walk around the area plotting the characteristics of the local houses and shops. Through links with a Japanese student, pupils have an awareness of localities beyond their own and appreciate that features of places and aspects of life may be similar to or different from those of their own locality
17. In Key Stage 1, the youngest pupils begin to develop the idea of new and old, leading on to an understanding of a concept of the past. They appreciate that things change over time and compare and contrast life in the past with that of today by highlighting changes in transport over the centuries. They are confident in distinguishing between past, present and future events. They understand how people like Samuel Pepys used diaries to record things as they happened and how these sources of information can be used to understand changes in people's lives. They have a sound grasp of important historical figures such as Guy Fawkes, and learn about famous people and their contribution in the past and the present, for example, Louis Braille and Florence Nightingale. By the end of the key stage, most pupils understand that historical artefacts are useful sources of finding out about aspects of life in the past, made real for them when visiting Ford Green Hull Museum to learn more about life in Tudor times. In Key Stage 2, pupils develop research skills and use secondary sources appropriately to look for specific information on the period they are studying. They learn about the lives of the Celts and some of the effects of the Roman invasion of Britain.
18. Progress is sound in both subjects in the areas of work covered. All pupils gain in knowledge and understanding and improve their skills of map-making, map-reading and route-finding. They increase their knowledge about their local area and their awareness of localities beyond their own. In history, pupils develop their understanding of the passing of time through the study of transport. Pupils in Key Stage 2 extend their knowledge base and develop their historical enquiry skills when finding out more about the life and times of the Romans from a range of sources of information. Progress is enhanced by pupils' interest in history. Class visits to various places of geographical and historical interest, for example, Henchchurch Hills and Lichfield Cathedral, serve to develop pupils' interest in these subjects and illustrate a sound development of their skills. Pupils with special educational needs make satisfactory progress when support is appropriately targeted. There is no significant difference in progress made by boys and girls.
19. Pupils have a positive attitude to their work. They listen attentively to teachers' explanations, concentrate well and answer questions willingly. This extends their knowledge and understanding of the work being covered. They enjoy finding out about the past through visits, using maps and learning about other places. They remember and confidently talk about what they know and do. Although they use few geographical terms in their accounts of the work done, they show sound understanding and, once prompted, use them appropriately. Pupils' relationships with one another and with the adults in their classes are positive.

20. Teachers' planning, past work and displays show that there are planned opportunities for pupils to use artefacts, and to develop their research skills.
21. The headteacher co-ordinates both subjects. A detailed policy offers useful advice and support to teachers. Although there is no scheme of work, long- and medium-term planning help to ensure the delivery of a broad curriculum. However, the quality of these varies and planning does not consistently and clearly identify the progressive development of what pupils of the different ages and abilities are to know, understand and do across the school. Educational visits to an environmental centre and cathedral, and field work in the local area have a positive impact on pupils' learning in history and geography. The subjects make a positive contribution to pupils' spiritual development by helping them to reflect on the past. It also introduces pupils to their local and national heritage as well as other cultures. It therefore contributes well to cultural development. Resources are adequate for the planned curriculum and used well. Currently there is no monitoring of teaching and learning. Pupils' work is generally marked with a tick, but there are few constructive comments suggesting how the work might be improved. The use of information technology to support this area of the curriculum is underdeveloped.

Music

22. The standards pupils achieve in music are as expected for their age and ability. Pupils in Key Stage 1 use percussion instruments to represent a character in a story such as Puss in Boots, where pupils chose instruments for the giant and the fairy which made suitably loud and soft sounds. They can echo a given rhythm following a simple pattern and with control of dynamics. All pupils in Years 3 and 4 learn to play the recorder with reasonable control, finding the correct notes for a tune using standard notation. Pupils in both key stages sing tunefully in assemblies. They also listen to music in assemblies but are not always told the name of the composer or the piece. Higher attainers play in the extra-curricular recorder group and reach a good standard. They play in the annual recorder festival for local schools. Two pupils have individual tuition during school hours in playing the violin and are also reaching a good standard for their ages.
23. Progress in music is satisfactory throughout the school. Better progress is made by those pupils who are given individual tuition or are in the recorder group. All pupils make appropriate progress in singing and playing during assemblies and class lessons. Pupils with special educational needs make satisfactory progress and are able to participate in all activities.
24. The pupils sing with obvious enjoyment in assemblies. They listen carefully to music which is played for them and older pupils play their recorders sensibly. They have good relationships with their teachers and each other although a few pupils are not always able to concentrate fully during lessons, and play the instruments when they should be listening to the teacher.
25. The quality of teaching is satisfactory. There is no member of staff qualified in music but they make every effort to ensure that their pupils receive worthwhile musical experiences. There is no scheme of work to guide teachers in their planning and this limits progress particularly for the higher attainers. Resources are used well to support learning and the school makes good use of a visiting pianist who plays for assemblies and other events such as the annual school production.

129.

129. Physical education

26. Only one lesson in physical education was observed during the inspection. From the evidence of this lesson, teachers' planning, discussions with teachers and pupils and documentary evidence of swimming and sporting achievements, standards are as to be expected for the age and ability of the pupils in both key stages. All pupils have swimming lessons each term and many receive certificates for their achievements. The majority of older pupils meet the statutory requirements for swimming 25 metres unaided before they leave for the middle school. Pupils in Years 3 and 4 have satisfactory games skills and can use a bat to hit a small ball with reasonable accuracy to a partner. Older pupils develop appropriate skills in outdoor and adventure activities when they visit the Standon Bowes Outdoor Education Centre and participate in orienteering and team building activities. All pupils have planned opportunities for dance in class lessons and with visiting dance companies such as the Stark Dance Company, which worked with all pupils in the school to produce a good quality performance based on the theme of 'Alice'.
27. Progress is satisfactory throughout the school and is often good for pupils who participate in the many extra-curricular activities provided by school staff, past and present, and volunteer parents. Progress in swimming is particularly good due to regular sessions which all pupils attend at a local swimming pool. Pupils with special educational needs also make satisfactory progress and participate fully in all lessons.
28. Pupils enjoy the subject and join in enthusiastically. They listen carefully to their teachers and concentrate well on the activities provided for them. Pupils work well together in pairs and are very supportive. They have good relationships with their teachers and with one another.
29. The quality of teaching is always at least satisfactory. Teachers plan lessons carefully to include all the necessary elements including appropriate warm-up activities. They have a secure subject knowledge and this enables them to make pertinent teaching points to improve the performance of their pupils.

30. The school has a good range and number of extra-curricular activities. There are football and gymnastics clubs and the school has an annual sports day which is very popular with both pupils and parents. The school organises two football tournaments each year and invites other local schools to participate. It sends two teams to the district five-a-side tournament. It also hosts two bucket ball tournaments for six local schools every year. These tournaments are competitive but the main emphasis is on participation and enjoyment. Pupils also perform maypole dancing at local fetes and church events. Resources are satisfactory for the delivery of the full curriculum and some resources are sensibly shared with other local schools to make more efficient use of them. The accommodation is good with a suitably sized hall, a large playground and a good grassed area for games and athletics.

134.

134. PART C: INSPECTION DATA

134. SUMMARY OF INSPECTION EVIDENCE

- The inspection was carried out by a team of three inspectors, including a lay inspector. During the six days, 20 lessons and a number of assemblies were observed.
- Literacy and mathematics were observed in every class.
- The work of a sample of pupils from each year group was scrutinised, as were displays, books and earlier work undertaken.
- Planning documents, teachers' records, assessments and reports to parents were inspected.
- Special educational needs documentation and individual education plans were examined.
- A sample of pupils in each class was heard to read.
- Inspectors interviewed the headteacher, curriculum co-ordinators and others holding additional responsibilities, chair of governors (also chair of finance sub-committee) and school secretary.
- All teachers were given feedback on the strengths and weaknesses of their teaching.
- The policy documents of the school, the school's development plan and budget statements were analysed.
- Attendance registers were inspected.
- Playtimes, lunchtimes and registrations were observed.
- A meeting was held, attended by 20 parents who gave their views about the school.
- Responses from 22 questionnaires, completed by parents, were analysed

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y4	57	1	9	5

· **Teachers and classes**

· **Qualified teachers (YR – Y4)**

Total number of qualified teachers (full-time equivalent):	3
Number of pupils per qualified teacher:	19

· **Education support staff (YR - Y4)**

Total number of education support staff:	4
Total aggregate hours worked each week:	50

· **Financial data**

Financial year:	1999
	£
Total Income	111,282
Total Expenditure	106,926
Expenditure per pupil	1,982
Balance brought forward from previous year	2,640
Balance carried forward to next year	6,996

PARENTAL SURVEY

Number of questionnaires sent out: 57

Number of questionnaires returned: 22

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	41	55	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	36	5	9	0
The school handles complaints from parents well	15	60	15	10	0
The school gives me a clear understanding of what is taught	14	57	19	0	10
The school keeps me well informed about my child(ren)'s progress	24	57	10	5	5
The school enables my child(ren) to achieve a good standard of work	14	76	5	0	5
The school encourages children to get involved in more than just their daily lessons	19	57	14	5	5
I am satisfied with the work that my child(ren) is/are expected to do at home	14	81	0	5	0
The school's values and attitudes have a positive effect on my child(ren)	24	67	10	0	0
The school achieves high standards of good behaviour	25	70	5	0	0
My child(ren) like(s) school	55	41	0	5	0