

INSPECTION REPORT

**Lower Heath Church of England
(Controlled) Primary School**

Whitchurch

LEA area : Shropshire

Unique Reference Number : 123483

Headteacher : Mr D Jefferys

Reporting inspector : Mrs M Gough
22361

Dates of inspection : 20th - 23rd September 1999

Under OFSTED contract number: 707736

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Infant and junior

Type of control : Voluntary controlled

Age range of pupils : 4-11

Gender of pupils : Mixed

School address : Prees
Whitchurch
Shropshire
SY13 2BT

Telephone number : 01948 840524

Appropriate authority : The Governing Body

Name of Chair of Governors : Reverend D Titley

Date of previous inspection : January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs M Gough (Registered Inspector)	Mathematics Science Information technology Art Music Physical education	Special educational needs Attainment and progress Teaching Partnership with parents and the community Efficiency
Mr B Harrington (Lay Inspector)		Equal opportunities Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Staffing, accommodation and learning resources
Mr D Carpenter	The under-fives English Religious education Design and technology Geography History	Curriculum and assessment Provision for pupils' spiritual, moral, social and cultural development Leadership and management

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1
- Key indicators 3

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 4
- Attitudes, behaviour and personal development 18
- Attendance 22

Quality of education provided

- Teaching 23
- The curriculum and assessment 30
- Pupils' spiritual, moral, social and cultural development 39
- Support, guidance and pupils' welfare 44
- Partnership with parents and the community 53

The management and efficiency of the school

- Leadership and management 60
- Staffing, accommodation and learning resources 66
- The efficiency of the school 72

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 79

English, mathematics and science 96

Other subjects or courses 129

PART C: INSPECTION DATA

Summary of inspection evidence 177

Data and indicators 178

MAIN FINDINGS

What the school does well

- The quality of teaching is consistently good, very good or excellent throughout the school.
- Pupils of all ages and levels of attainment make good progress in nearly all subjects.
- Attainment at the end of both key stages is above average in English, mathematics and science.
- Pupils have very positive attitudes to work and are highly motivated.
- Relationships are very good amongst pupils and between adults and pupils.
- Behaviour is excellent.
- The curriculum is of very good quality and the school offers a very good range of extra-curricular activities.
- Good use is made of the results of assessment to identify areas for development.
- Provision for pupils' social and moral development is very good.
- The school provides very good levels of support and guidance for pupils of all ages.
- Provision for pupils who have special educational needs is good and enables them to make good progress towards the targets in their individual education plans.
- There is a good partnership between the school and parents.
- The leadership and management of the school are very good.
- The school is an efficiently run establishment which gives good value for money.

Where the school has weaknesses

- Standards in information technology are below the national expectation at the end of both key stages.

This is a very good school which has many strengths, and few weaknesses. The weaknesses identified will form the basis of the governors' action plan. This plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress in addressing the small number of key issues identified in the last report, all of which were linked to the ongoing development and implementation of existing or planned initiatives. The headteacher, staff and Governing Body have successfully maintained, and in some cases improved upon, the many aspects which were described as strengths in the previous report. The school's capacity for further development and improvement is good. There is no complacency in this school, and the headteacher, staff and Governing Body are fully committed to continuing to respond to educational change, and to providing the best education possible for the pupils in their care.

Standards in subjects

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

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

On the basis of the 1998 end of KS2 National Curriculum test results, pupils' attainment is above the national average in English and mathematics. The percentage of pupils attaining Level 4, the expected level, and Level 5, is above average. The 1998 science results are broadly in line with the national average. Although an above average number of pupils attained Level 4, only one pupil attained Level 5. The school's results for the 1999 end of KS2 tests in mathematics and science are better than they were in the previous year, and the English results are similar to what they were in the previous year. There are no national results for 1999 with which to compare the school's results. The results of the 1998 end of KS1 tests in mathematics and writing indicate that pupils' attainment is in line with the national average. The results for the reading test are slightly below average. The 1999 test results are similar to those of the previous year in mathematics and writing, but are much higher in reading. Minor fluctuations in the school's results over the past three years reflect the different composition of the groups entered.

Compared with schools deemed to be similar, on the basis of the percentage of pupils eligible for free school meals, the 1998 test results at the end of KS1 and KS2 are below average. However, the school has a higher than average number of pupils who have special educational needs, a factor that is not taken into consideration when banding schools that are similar. Although these pupils do not achieve the expected standard, they make good progress as they move through the school.

The inspection findings indicate that pupils' attainment at the end of both key stages is above average in English, mathematics and science. Pupils' attainment in religious education is above the expectations of the Locally Agreed Syllabus at the end of KS1, and in line with expectations at the end of KS2. Pupils' attainment in information technology is below the national expectation at the end of both key stages. Although standards in some aspects of the pupils' information technology work are satisfactory, the lack of resources for monitoring, modelling and controlling prevents them from gaining the necessary knowledge and understanding of this element of the information technology curriculum.

The under-fives make good progress and attain beyond the desirable learning outcomes in the language and literacy, mathematical, creative and physical areas of learning. Their personal and social development is good, and they have a good knowledge and understanding of the world in which they live.

QUALITY OF TEACHING

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

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

During the inspection, the quality of teaching was very good or excellent in just over half of the lessons seen, and good in the remainder. Very good examples of teaching were seen in all classes. The teaching of English, mathematics and science is a strength throughout the school. The teaching of the under-fives is consistently very good. Pupils who have special educational needs are well taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Excellent. Pupils are polite, helpful and kind to each other. They have very good levels of self-discipline. Their excellent behaviour contributes significantly to the quality of life in the school.
Attendance	Good. Above the national average.
Ethos*	Very good. Pupils have very positive attitudes to work. Relationships amongst pupils, and between pupils and staff, are very good. The headteacher, staff and Governing Body are committed to promoting and maintaining high standards, and ensuring that all pupils achieve their full potential.
Leadership and management	Very good. There is a clear sense of educational direction. The headteacher provides very good leadership and is well supported by the Governing Body. The role of curriculum co-ordinators is well established.
Curriculum	Very good. The curriculum for the under-fives and pupils in KS1 and KS2 is very broad and well balanced. All statutory requirements are met. The school offers a very good range of extra-curricular activities.
Pupils with special educational needs	Good. Pupils who have special educational needs receive good levels of support which enable them to make good progress towards the targets in their individual education plans.

Spiritual, moral, social & cultural development	Provision for pupils' social and moral development is very good. Provision for their cultural development is good. Provision for pupils' spiritual development is satisfactory.
Staffing, resources and accommodation	Good overall. The school is well staffed. The accommodation is clean, well maintained and provides adequate teaching space. With the exception of information technology where there are shortages in resources for monitoring, modelling and controlling, the school has a good range of well maintained learning resources.
Value for money	The school gives good value for money.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • Parents find the headteacher and staff to be very approachable. • Most parents believe that they are well informed about school life. • Parents whose children have special educational needs are fully involved in reviews. • Parents are encouraged to play an active part in the life of the school. • Parents are very pleased with the wide range of extra-curricular activities offered by the school. • The vast majority of parents believe that the school's values and attitudes have a positive effect on their children. • Parents believe that the school provides a happy, caring and supportive learning environment for pupils of all ages. 	<ul style="list-style-type: none"> • Some parents would like more information about the curriculum, especially the ongoing topics their children are studying. • A small number of parents believe that they do not receive enough information about their children's progress. • Parents are very concerned about the speed of the traffic on the road outside the school.

The inspection findings support the parents' positive views of the school, and confirm that parents would benefit from more information about the curriculum. The school is keen to respond positively to this request. The inspection findings do not support the parents' views that they do not receive enough information about their children's progress. Parents receive annual progress reports, and are invited to attend formal parents' meetings. Additionally, they can come into school at any time to discuss their children's progress with teachers and the headteacher. The parents' concerns about the speed of traffic on the road outside the school are shared by the staff and Governing Body, who have made every effort to address the problem. The volume and speed of the traffic pose a real threat to the safety of pupils and their parents.

KEY ISSUES FOR ACTION

The headteacher and Governing Body should raise standards in information technology throughout the school by ensuring that there are enough resources to allow full delivery of all of the National Curriculum programmes of study. (*paras 10, 14, 33, 70, 78, 129, 131, 135*)

In addition to the key issues, the school should address the following minor issues, and should:-

- provide parents with more information about the curriculum (*para 54*),
- extend the range of homework tasks even further (*paras 27, 127, 163*),
- ensure that teachers' planning shows how spirituality is to be promoted (*para 40*).

INTRODUCTION

Characteristics of the school

1. Lower Heath Church of England Primary School is situated in Shropshire, and is almost equidistant from Wem, Whitchurch and Market Drayton, each of which is about six miles away. The school's catchment area is rural in nature and covers a wide area. The hamlet of Lower Heath itself consists of just a few houses. Over the last three years the number of pupils has risen by around 25 per cent. At the time of the inspection there were 94 pupils on roll. Currently twenty-one pupils have special educational needs, including one who has a statement. The percentage of pupils who have special educational needs is twenty-two per cent and is above the national average. The percentage of pupils who have a statement is broadly average. Only six per cent of pupils are known to be eligible for free school meals. This percentage is below average. All pupils are of White ethnicity, and none comes from a home where English is not the main spoken language. There are slightly more boys than girls in the school, and, with the exception of Y2 where there are ten boys and only three girls, year groups are fairly well balanced in terms of their gender mix. Pupils are admitted into school at the beginning of the term in which they are five. At the time of the inspection, ten pupils were under-five. The attainment of pupils on entry to the school is broadly average and spans the full ability range.
2. The school's educational aims are clearly stated in the current School Development Plan, and are the result of careful consideration and discussion. An ongoing priority for the school is the desire to continue to raise standards in English, mathematics and science, and future targets are sensible and appropriate. In addition, the school aims to enable all pupils to reach their full potential in a caring and supportive learning environment. The school is well placed for continued improvement and the maintenance of the current high standards achieved in many aspects of its work.

3. Key Indicators

Attainment at Key Stage 1

Figures in brackets refer to the 1998 results.

Number of registered pupils in final year of Key Stage 1
for 1998/99:

Year	Boys	Girls	Total
98/99	8	7	15

National Curriculum Test/Task		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	5	6
	Girls	7	6	6
	Total	15	11	12
Percentage at Level 2 or above	School	100 (71)	73 (71)	81 (86)
	National	N/A (80)	N/A (81)	N/A (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	5	6
	Girls	5	6	5
	Total	10	11	11
Percentage at Level 2 or above	School	66 (64)	73 (71)	73 (78)
	National	N/A (81)	N/A (85)	N/A (86)

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for 1998/99:

Year	Boys	Girls	Total
98/99	9	7	16

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	6	8
	Girls	7	7	7
	Total	11	13	15
Percentage at Level 4 or above	School	69 (71)	81 (71)	94 (78)
	National	N/A (65)	N/A (59)	N/A (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	5	8
	Girls	7	7	7
	Total	10	12	15
Percentage at Level 4 or above	School	63 (78)	75 (70)	94 (78)
	National	not available	not available	not available

Attendance

		%	
Percentage of half days	Authorised	School	4.4
	Absence	National comparative data	5.6
	Unauthorised	School	0.07
	Absence	National comparative data	0.5

Exclusions

		Number
Number of exclusions of pupils (of statutory age) during 1997	Fixed period	0
	Permanent	0

Quality of teaching

		%
Percentage of teaching observed which is :	Very good or better	52
	Good or better	100
	Satisfactory or better	100
	Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

4. On the basis of the 1998 end of KS2 National Curriculum test results, pupils' attainment is above the national average in English and mathematics. The percentage of pupils attaining both Level 4, the expected level for eleven year olds, and Level 5, is above the national average in both subjects. In science, pupils' attainment is in line with the national average. Although the percentage of pupils attaining Level 4 in science is above the national average, the percentage of pupils attaining Level 5 is below the national average.
5. The results for the 1999 end of KS2 tests in English are similar to those of 1998, and the results for mathematics and science are better than they were in previous years. Following an in-depth analysis of the 1998 test results, staff have worked particularly hard over the past year to increase the number of pupils attaining Level 5 in science, and the school's efforts are reflected in the pupils' improved performance. There are no national results for 1999 with which to compare the school's results.
6. Minor fluctuations in the school's results over the past three years reflect the different composition of the groups entered. Because the year groups are small, the performance of individual pupils can have a significant statistical impact, and it is important therefore to interpret the school's results with some caution.
7. Although the school's 1998 results compare favourably with the national picture, in comparison with schools which are deemed to be similar, on the basis of the percentage of pupils who are entitled to free school meals, the pupils' performance in English and mathematics is below average, and their performance in science is well below average. This discrepancy arises because the school has a higher than average number of pupils who have special educational needs, a factor that is not taken into consideration when banding schools that are similar.
8. The inspection findings indicate that pupils' attainment at the end of KS2 is above average in English, mathematics and science, and closely match the 1998 National Curriculum end of key stage test results in English and mathematics. The inspection findings present a slightly better picture of standards in science, and reflect the improvement the school has made since the 1998 tests. Standards of numeracy and literacy are very good, and pupils make good use of these skills in their work in other subjects. Pupils of all levels of attainment, including those with special educational needs, make good progress in English, mathematics and science, which is enhanced by consistently good teaching and the pupils' very positive attitudes to work.
9. By the end of KS2 pupils' attainment in religious education is in line with the expectations of the Locally Agreed Syllabus, and they have a secure grasp of the programmes of study. They make good progress as they move through the key stage, and effectively consolidate their knowledge and understanding.
10. At the end of KS2, pupils' attainment in information technology is below the national expectation. Although standards are satisfactory in some aspects of the information technology curriculum, there are significant gaps in pupils' knowledge and understanding of controlling, monitoring and modelling. This aspect of the information

technology curriculum can not be effectively delivered because of a shortage of resources. Pupils make satisfactory progress in some aspects of the information technology curriculum, but progress in monitoring, modelling and controlling is unsatisfactory.

11. On the basis of the 1998 end of KS1 National Curriculum tests, pupils' attainment in reading is slightly below the national average, and their attainment in writing and mathematics is broadly in line with the national average. On the basis of the 1998 teacher assessments in science, pupils' attainment is broadly in line with the national average. The school's test results for 1999 are similar to those for 1998 in writing and mathematics, but are considerably higher for reading. The 1999 science results, on the basis of teacher assessments, are similar to those of 1998. In comparison with similar schools, on the basis of the 1998 National Curriculum test results, pupils' attainment is well below average in reading and writing, and below average in mathematics. The unfavourable comparison is the result of the fact that schools are deemed to be similar on the basis of the number of pupils known to be eligible for free school meals, and the banding does not take into account the number of pupils who have special educational needs. Slight fluctuations in the results at the end of KS1 over the last three years reflect the different composition of the various groups entered.
12. The inspection findings show that pupils' attainment in English, mathematics and science is above average at the end of KS1. Pupils have a good grasp of basic numeracy and literacy skills which they successfully apply to their work in other subjects. Pupils' knowledge and understanding of the National Curriculum programmes of study for English, mathematics and science are very secure. The inspection findings indicate that standards in English, mathematics and science are higher for the current end of key stage cohort than in previous years. This is partly because of the different composition of the groups, and also because the inspection evidence takes into account a much greater breadth of evidence.
13. KS1 pupils of all levels of attainment, including those who have special educational needs, make good progress in English, mathematics and science. Their progress is enhanced by the consistently good quality of teaching, and their own enthusiasm for learning.
14. Pupils' attainment in religious education at the end of KS1 is above the expectations of the Locally Agreed Syllabus. Pupils have a good knowledge and understanding of the subject. Their attainment in information technology is below the national expectation. In some aspects of their work they make satisfactory progress, but progress in the controlling and modelling element of the curriculum is unsatisfactory.
15. Pupils of all levels of attainment in both key stages make good progress in design and technology, geography, history and physical education. They make satisfactory progress in art and music.
16. Pupils who have special educational needs receive good levels of support, and make good progress towards the targets in their individual education plans.
17. The under-fives make good progress, and attain beyond the desirable learning outcomes in the language and literacy, mathematical, creative and physical areas of learning. They attain above the expected standards in terms of their knowledge and understanding of the world in which they live and in their personal development.

Attitudes, behaviour and personal development

18. Pupils have very positive attitudes to learning and show high levels of interest in their work. Pupils of all ages, including the under-fives, persevere when they encounter difficulties and sustain very good levels of concentration over long periods of time. They work well, both independently and in small groups, and respond enthusiastically to the challenge of new tasks. Pupils have good personal study skills and a good understanding of what is expected of them. Pupils of all levels of attainment take great pride in the presentation of written work, and their exercise books are neatly and attractively presented. The pupils' very positive attitudes to learning have a direct and significant impact upon their progress and the standards they attain.
19. The behaviour of pupils is excellent, and has a considerable and positive impact upon the quality of life in the school. Pupils are polite, friendly and respectful of people and property. They are very kind to one another, and there were many examples during the inspection of pupils helping others, or caring for them if they were hurt. The under-fives benefit from the excellent example of the older pupils, and quickly conform to the school's high expectations of behaviour. No aggressive behaviour or bullying was seen during the inspection, but parents and pupils agree that isolated, occasional incidents are dealt with effectively. No pupil has been excluded from the school.
20. Pupils' personal development is very good and is greatly assisted by the structured personal and social education programme that is taught to all pupils. From an early age, pupils learn to take responsibility for aspects of their learning and this positively impacts upon their attainment and progress. Older pupils have a range of monitorial duties which they carry out conscientiously and with pride. Pupils of all ages and levels of attainment are familiar with setting their own targets for improvement and are encouraged to do so in all classes. Some good examples of written targets are seen on pupils' end of year reports where they are given the opportunity to identify areas in which they have improved, and areas for future development. Circle time provides valuable opportunities for pupils to consider the views and beliefs of others, and pupils of all ages express their opinions with increasing confidence as they move through the school.
21. The previous report comments favourably on the pupils' behaviour and positive attitudes to work. Since the last inspection, the school has successfully improved upon these high standards.

Attendance

22. Whole school attendance is above average, and the rate of unauthorised absence is similar to the national figure. The continuity afforded by the regular attendance of pupils has a positive impact on their attainment and progress. The vast majority of pupils arrive punctually, enabling a prompt start to lessons. Statutory requirements are met in respect of recording authorised and unauthorised absences.

QUALITY OF EDUCATION PROVIDED

Teaching

23. In the lessons seen during the inspection, the quality of teaching was very good and sometimes excellent in just over half of the lessons seen, and good in the remainder. Examples of very good and excellent teaching were seen in all classes. The quality of teaching was described as good and sometimes very good in the last inspection report, and the standard of teaching is now even higher, reflecting the school's commitment to continuing to improve the quality of education provided. The high standard of teaching throughout the school has a significant and positive impact on pupils' progress and attainment.
24. The teaching of the under-fives is very good overall, and reflects the classteacher's understanding and knowledge of how young children learn. Pupils take part in a wide range of well planned and challenging activities which successfully promote the desirable learning outcomes in each of the key areas of learning. Basic skills of numeracy and literacy are effectively taught, although there are not enough opportunities, because of lack of resources, for the under-fives to use the computer. Good use is made of both formal and informal ongoing assessments to measure pupils' progress, and to establish the next stage in their learning. Although the under-fives are part of a mixed age class, the classteacher ensures that they receive plenty of individual attention and support. Good quality structured and free-choice play activities successfully support pupils' learning, and effectively promote their personal and social development. Effective use is made of the part-time, experienced classroom assistant, who sometimes works exclusively with the under-fives, enabling the classteacher to focus her attention on the other pupils in the class.
25. In KS1 and KS2, great emphasis is placed on the teaching of numeracy and literacy skills. Teachers have responded very positively to the introduction of the National Literacy Strategy and the National Numeracy Strategy, both of which are being successfully implemented throughout the school. The teaching of English, mathematics and science is very good throughout the school. The teaching of religious education, design and technology, geography, history and physical education is good in both key stages. The teaching of art, music and information technology is satisfactory overall, and examples of good teaching were seen during the inspection.
26. Teachers in both key stages have a very secure knowledge of the subjects of the National Curriculum and religious education. Lessons are carefully planned and prepared, and very good use is made of a variety of resources to enhance pupils' learning and to illustrate main teaching points. All teachers make very good use of open-ended questions to probe pupils' understanding and to challenge the higher attainers. Instructions for the completion of tasks are clear, and pupils are made aware of the learning objectives of each lesson. Time is generally used effectively, although there are occasions when introductory class discussions are over-long, and this reduces the time available for pupils to complete written tasks. The way in which teachers organise pupils is often very good, especially in KS1 where classes are small, and the classrooms are large. Pupils are often arranged in a circle for discussions, and activities such as music, and this enables all pupils to easily see each other and their teachers. In KS2, where classes are large and classrooms are somewhat cramped, it is impossible for teachers to comfortably group their pupils around them for class discussions, and despite their best efforts, they have much less flexibility in the way in which they organise the pupils. Teachers make good use of

ongoing assessments to measure pupils' progress and to guide the next stage of their planning.

27. Teachers make effective use of homework in English and mathematics to extend pupils' learning, and to enable pupils to practise and consolidate important concepts that have been introduced in lessons. All work is regularly marked, and homework is set regularly throughout the school. Little use is made of homework in other subjects of the curriculum as preparation for planned activities.
28. The teaching of pupils who have special educational needs is good. Individual education plans are in place for all pupils at Stage 2 and above on the special educational needs register, and teachers plan appropriate work to ensure that the stated targets are met. In class, pupils receive good levels of individual attention, and careful questioning in class discussions ensures that they have fully understood what is required of them. Some KS2 pupils are withdrawn by the classroom assistant, who, working under the guidance of the classteacher, gives good levels of support to pupils who are experiencing difficulties with their work. The school has some pupils whose special needs are behavioural, and the excellent example of teachers contributes to the improvement in the behaviour of these pupils. All pupils come from homes where English is the main spoken language, and no pupil requires support for English as an additional language.
29. The good teaching throughout the school has a very positive impact on pupils' progress, both in terms of their academic achievements and their personal and social development. From an early age pupils are encouraged to take responsibility for aspects of their learning, and to develop independent learning and personal study skills. Teachers are very effective in the way in which they promote pupils' social and moral development, but although they respond well to incidental moments of spirituality, this is not planned for in the same detail. Teachers successfully foster equality of opportunity, and there is no discrimination of any kind. Pupils are encouraged to be proud of their achievements and teachers reward and celebrate good behaviour and effort. The hard work and commitment of the teaching staff, and the good quality of teaching, contribute significantly to the overall positive ethos of the school.

The curriculum and assessment

30. The school provides a very good quality curriculum for pupils of all ages, which meets statutory requirements, and includes recent initiatives such as the National Strategies for Literacy and Numeracy. Religious education is taught according to the requirements of the Locally Agreed Syllabus. The curriculum successfully addresses the needs of the under-fives and KS1 and KS2 pupils. In all its teaching and learning activities the school ensures that it promotes equality of opportunity for all pupils.
31. The curriculum for the under-fives is planned and delivered around the key areas of learning and successfully promotes the desirable learning outcomes. Pupils under five receive a broad range of stimulating and challenging activities. Skilful organisation by the experienced classteacher ensures that although the under-fives are taught in a mixed age class, they receive a very different curriculum from their Y1 classmates, which fully meets their specific needs. Very good use is made of structured and free play as vehicles for learning. Appropriate emphasis is placed on

the teaching of basic literacy and numeracy skills, and pupils' personal and social development is an ongoing priority.

32. The school has successfully implemented the National Literacy Strategy in all classes, and has made a good start in introducing the National Numeracy Strategy. Both initiatives are having a positive impact on pupils' learning. Although the school recognises that religious education and information technology now have a more prominent place in the primary curriculum, this change in status is not yet fully reflected in the time allocated to each subject. The school is trying to maintain a full programme of non-core foundation subjects, some of which are very successfully taught through a topic approach, which gives a meaningful context to pupils' learning.
33. Provision for pupils' personal and social development is very good, and the school's programme for sex and drugs education is well matched to the pupils' age and maturity. Circle time is a regular feature in all classes, and provides valuable opportunities for pupils to discuss a range of issues. During the personal and social education sessions observed during the inspection, even the youngest pupils were able to discuss important issues in their lives with a seriousness which belied their years.
34. The school offers a very good range of extra-curricular activities throughout the year, which involve all staff and some parents. Both indoor and outdoor activities are popular and well attended and pupils of all ages mingle happily together as they pursue their chosen interests. Learning and social development is further enhanced by the extensive programme of educational visits which support many areas of the curriculum. The positive impact of these visits is clearly evident in pupils' written work.
35. Provision for pupils with special educational needs is good. Pupils are encouraged to overcome their difficulties by the positive and supportive attitudes of teachers and fellow pupils and by the implementation of effective individual education plans for those pupils at Stage 2 and beyond on the special needs register. In class, tasks are well matched to the pupils' individual levels of attainment, and some pupils also benefit from working in small withdrawal groups, supervised by the classroom assistant. Good use is made of regular formal and informal assessments to monitor the progress of pupils who have special educational needs.
36. Curriculum policies and schemes of work are in place for all subjects, and most are helpful in supporting teachers in their planning, and in ensuring that the learning of pupils who remain in the same class for two years continues to be advanced. Some of the older schemes of work are being reviewed in the light of recent curriculum changes, and the school is aware that one or two schemes, such as those for art and music, do not offer enough guidance for non-specialist teachers.
37. The school's assessment, recording and reporting procedures are of good quality and are manageable. Good use is made of baseline assessments when pupils start school to establish their starting point and to measure subsequent progress. KS1 and KS2 teachers make effective use of a range of formal and informal assessments, and are well informed about the progress of individuals and the collective needs of their classes. Good use is made of the analysis of the results of the National Curriculum tests to identify strengths and weaknesses in teaching and learning, and this is especially evident in the increased number of pupils attaining Level 5 in the end of KS2 National Curriculum science tests. Pupils in both key stages are encouraged to set targets for themselves and to evaluate their achievements. Pupils'

work is carefully and clearly marked, and ongoing discussions when the pupils are completing tasks help them to see how they might improve their work further. Portfolios and class collections are built up and maintained throughout the school and all pupils feel that they and their work are valued highly. The good quality of marking and assessment has a considerable motivating effect on the pupils and their attitudes to learning.

38. The school has maintained the very good curriculum described in the previous inspection report. Assessment, recording and reporting procedures continue to be of a good standard.

Pupils' spiritual, moral, social and cultural development

39. Taken overall, the provision for pupils' spiritual, moral, social and cultural development is good, although some elements are more effectively promoted than others. Since the last inspection the school has further developed opportunities for fostering pupils' social and moral development. Provision for these aspects is very good.
40. The provision for pupils' spiritual development is satisfactory overall. The school has a very clear and strong Christian ethos, and prayer and worship are important features of each day. However, opportunities for promoting pupils' spirituality through the curriculum rely mainly on the teachers' intuition. Unlike provision for social, moral and cultural development, opportunities for fostering spirituality are not identified in teachers' planning. The current teaching staff are sensitive to moments of spirituality and effectively capitalise on such teaching opportunities as they arise during the course of the day. Teachers frequently share their thoughts with the pupils, who listen with considerable interest and appreciation. There are regular opportunities for pupils to reflect on their learning and to share the treasured possessions and experiences of others. Circle time and shared news sessions present particularly good opportunities for pupils to consider the views and beliefs of others, and to question aspects of their own lives.
41. Provision for pupils' moral development is very good. Teachers are very good role models for the pupils and encourage frequent examination of the moral dilemmas surrounding the daily choices of right and wrong which have to be made by pupils as they interact with their peers. Additionally, issues concerning the moral impact of human behaviour in the wider world are frequently addressed through the curriculum, and personal and social education sessions. Older KS2 pupils take part in sophisticated debates concerning moral issues and their concerns are well expressed in their written work also. Throughout the school, effective use is made of stories to raise pupils' awareness of a range of moral dilemmas, and assembly themes often deal with issues such as bullying, cheating and stealing which impinge upon the pupils' own lives.
42. Provision for pupils' social development is very good. Pupils of all ages are encouraged to take responsibility for each other, for aspects of their learning and for property. Circle time, which is a regular feature in every class, provides pupils with very good opportunities to discuss social issues, and in a lesson seen during the inspection, pupils discussed the characteristics of a friend, and identified what they liked especially about their own friends. The mixed age classes have a positive impact on the social development of all pupils. Older pupils are caring of their

younger classmates and know the importance of setting a good example in terms of behaviour. The younger pupils are able to follow the lead of the older class members and this does much to increase their confidence when they are faced with new situations. The programme of educational visits and the participation in team games do much to promote the social skills of those pupils involved.

43. Provision for pupils' cultural development is good. Although the range of artefacts and resources relating to other faiths and cultures is relatively limited, resources are well used to raise pupils' cultural awareness and to illustrate important points. The majority of pupils, especially those in KS2, talk knowledgeably about the joys and dilemmas of living in a multi-cultural society. The school is careful to present a balanced perspective which, whilst depicting the hardship of some under-developed countries, also emphasises the cultural richness and diversity. Some topics studied by the pupils lend themselves particularly well to the promotion of cultural development, and a recent study of the Caribbean enabled pupils to consider the art and musical heritage of the people, and to gain insight into their traditions and customs. Pupils of all ages have a good awareness of aspects of British culture and traditions through educational visits and participation in local events linked to the church.

Support, guidance and pupils' welfare

44. The school provides very good support and guidance for pupils of all ages and levels of attainment which has a significant impact upon the quality of life in the school, the standards attained and pupils' progress. The high standards described in the previous report have been successfully maintained. The headteacher, Governing Body and staff have a shared concern for the pupils' general well-being. They have drawn up well considered policies which ensure that statutory requirements are met and that there is a consistency of approach throughout the school. Relationships between teachers and pupils are a strength of the school, and contribute significantly to the family atmosphere, positive ethos and happy learning environment.
45. Good quality support is given to pupils starting in the reception class and the local nurseries and playgroups are visited by the reception classteacher to help put children and parents at ease. This support is maintained after transfer to school and is well managed by the reception teacher who encourages parents to help in class. There are well developed routines for the induction of Y6 pupils into the local high schools. These include visits to drama productions, and mathematics and science days, and a six week introductory course in French offered to Y6 pupils during the summer term.
46. The school's procedures for monitoring and managing behaviour and discipline are very good and are used effectively and consistently by all adults. Pupils respond very well to the system of rewards, and value the stickers and certificates that recognise their co-operation and effort. Parents are pleased with their children's behaviour in school. Anti-social activities such as bullying are discussed in detail during personal and social education lessons, and these opportunities are valuable in enabling pupils to explore issues that are causing them concern. Appropriate strategies are in place for dealing with misbehaviour, and parents are fully involved if the misbehaviour is persistent or extreme.
47. Systems for monitoring attendance are good and computer generated records are regularly analysed by the headteacher. Registers are marked at the beginning of

each session and teachers monitor pupils' absences until authorisation has been received. The school has access to the Education Welfare Officer but has little need of the services offered.

48. The school has good regard for the special educational needs Code of Practice, and individual education plans are in place for those pupils at Stage 2 and above on the special educational needs register. Pupils with special educational needs receive good support and guidance from their teachers and classroom assistants which enables them to make good progress towards the targets in their individual education plans. The needs of pupils who have statements are fully met. Parents are fully involved in reviews and are given guidance as to how they too can help and support their children.
49. The school has adopted the LEA procedures for child protection and all staff are aware of their roles and responsibilities. The headteacher is the person designated to deal with issues of child protection and has received recent and appropriate training.
50. Health and safety aspects of the school are regularly considered by the Governing Body and where possible, immediate and suitable actions are taken to resolve identified problems. Regular testing of emergency procedures is carried out and the details recorded. The health and safety policy is a good quality document and a summary of its contents provides guidance for staff when dealing with matters of health and safety. First-aid procedures are very well understood, and two members of staff hold current qualifications. Appropriate records of accidents are kept and parents are informed about incidents of illness or accident.
51. The school monitors pupils' progress effectively through the personal and social education programme and records of academic progress, and teachers know their pupils very well. The marking of pupils' work helps them see areas for development, and ongoing discussions between teachers and pupils are particularly helpful in supporting pupils and helping them to improve. End of year pupils' progress reports provide pupils with a good opportunity to identify strengths and weaknesses in their learning, and in some of the Y5/Y6 lessons observed during the inspection, there were excellent opportunities for pupils to state whether they were sufficiently challenged by the set tasks.
52. The Governing Body, headteacher, staff and parents are justifiably very concerned about the speed of the traffic passing the school, and continue in their efforts to make the road safer. The inspection findings confirm that the speed of the traffic poses a significant threat to the pupils' safety.

Partnership with parents and the community

53. The school has successfully established a good partnership with parents and the local community, which has a positive impact on pupils' learning and the quality of education provided.
54. Parents receive regular information about the life and work of the school through frequent newsletters from the headteacher and the 'Friends Association'. The headteacher and staff warmly welcome parents into school, and there are frequent opportunities for parents to engage in informal discussions at the start and end of the school day with the teachers. All parents receive an annual report from the Governing

Body, which is a useful document outlining important aspects of the school's work. The prospectus for new parents is a friendly document which shows clearly that parents are highly valued by the school and regarded as co-educators of their children. The headteacher makes every effort to consult with parents over important issues, and has recently sent out a short questionnaire to establish parents' views about homework. The vast majority of parents find the headteacher and staff to be very approachable, and are pleased with the information they receive. They would however welcome more specific information about the curriculum, especially the ongoing class topics, and the school is happy to respond to this request.

55. The parents of pupils with special educational needs are kept well informed about their children's progress and are regularly involved in formal reviews. The school has made great progress in this aspect of its work since the last inspection, and has successfully addressed the key issue from the previous report relating to the increased involvement of parents whose children have special educational needs. Most parents are supportive of the school's efforts, and in conjunction with the classteachers, agree targets that can be pursued and achieved at home. The special educational needs co-ordinator is readily accessible to parents who have concerns, as are classteachers and the headteacher.
56. Parents have many opportunities to discuss their children's progress with staff, both informally and at the parents' meetings which are arranged throughout the year. In addition, parents receive annual written reports of their children's progress which give good levels of information about progress and attainment in English mathematics and science, and a satisfactory overview of standards in the other subjects. Despite the fact that the vast majority of parents agree that they can come into school to discuss their children's progress with teachers at any mutually convenient time, a small number of parents believe that they do not receive enough information about their children's progress.
57. A small number of parents help out in a school on a regular basis, and some have been assisting for a number of years. Parent helpers are used effectively by classteachers to support practical activities and to listen to pupils read, especially in KS1, where classrooms are large enough to comfortably accommodate additional adults. Some parents also assist with extra-curricular activities. The contribution of parents is greatly valued and appreciated by the school. The vast majority of parents are very supportive of their children at home, and listen to them practising their reading, or assist them with their homework. The 'Friends Association' raises very welcome funds for the school, and has in the past purchased major items of equipment such as an outside climbing area, and computers.
58. The school has very well established links with the local church. The vicar is the Chair of Governors and is a regular visitor to the school. In addition to leading acts of worship, he also supports the teaching of some aspects of religious education, and during the inspection made a visit to talk to Y3/Y4 pupils about his daily work. Pupils visit the church regularly, both for the celebration of festivals, and also as part of their topic work, for example when they are studying local buildings. The local area is very rural, and the main industry is agriculture. There are very few other businesses with which the school might forge links, although a local firm has generously sponsored the purchase of the sports shirts for the school games teams. The school welcomes visiting speakers from the community and is well supported by the local police constable who has input into the school's drugs education programme.

59. The school has maintained the good links with parents and the local community described in the previous inspection report.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

60. The quality of leadership and management of the school is very good. The headteacher provides firm and effective leadership in a sensitive and thoughtful manner. He successfully combines his management duties with a high teaching commitment, which is higher than the level recommended by the LEA, to enable the school to give additional support to the pupils who have special educational needs.
61. The headteacher, staff and the Governing Body share fully in the decision making process, and have a strong commitment to continuing to move the school forward, and to raise standards even higher. Documentation, including a good quality School Development Plan, shows that there is a clear sense of educational direction, which is based on the school's own priorities and national initiatives. The school has made a good and positive response to recent changes to the curriculum, and has recently and successfully introduced the National Numeracy Strategy. The National Literacy Strategy is fully implemented in all classes and is having a positive impact on standards and pupils' progress. The school's ethos is very good.
62. The Governing Body is well led and is in the process of developing and redefining its role in the management of the school following major changes to its composition. Most of the governors have only recently been appointed and therefore have only limited understanding of their role and responsibilities. Although governors are well informed, at present there is too much reliance on the headteacher as a source of information, and the Governing Body is aware that it needs to take a more active role in monitoring the school's activities in order to fulfil its capacity as 'critical friend'. Governors for literacy and numeracy are in place, and have undergone appropriate training and there is a nominated governor who has responsibility for special educational needs. The Chair of Governors is a frequent visitor to the school, and he has regular meetings with the headteacher.
63. Support and monitoring of the curriculum by the headteacher and subject co-ordinators are good and the school is careful in its planning to ensure that an appropriate curriculum cycle is in place to take account of the mixed age classes in both key stages. As in any small school, there is a small number of staff to share the monitoring and co-ordinating roles but there is a high degree of commitment and co-operation between those involved which makes for the effective delivery of the school policies and curriculum. Regular planning meetings enable co-ordinators to effectively monitor those subjects which are not main priorities, and to offer valuable support to colleagues.
64. The school aims to set high standards and to establish a strong ethos of care and support for pupils. In pursuing these aims the school maintains a good standard of provision for all pupils, promotes equal opportunities and recognises the needs of all pupils as individuals. The school successfully implements the Code of Practice for pupils with special educational needs although the member of staff holding the responsibilities of SENCO has not had recent training in the area. Statutory

requirements are met in respect of meeting the stated needs of individual pupils.

65. The school has made good progress in addressing the small number of key issues identified in the last report, all of which were linked to the ongoing development and implementation of existing or planned initiatives. The headteacher, staff and Governing Body have successfully maintained, and in some cases improved upon, the many aspects which were described as strengths in the previous report. The school's capacity for further development and improvement is good. There is no complacency in this school, and the headteacher, staff and Governing Body are fully committed to continuing to respond to educational change, and to providing the best education possible for the pupils in their care.

Staffing, accommodation and learning resources

66. There are enough teachers for the number of pupils on roll and all are appropriately qualified. There is an effective programme of in-service training which is linked to the needs of the school and those of the individual, and formal appraisal arrangements ensure that specific targets are identified. The needs of all non-teaching staff are included in the annual review. Teachers' subject expertise is complementary and ensures good overall coverage of the National Curriculum. The classroom assistants are appropriately qualified and experienced and their support makes a valuable contribution to pupils' learning, especially the under-fives, and pupils who have special educational needs. The school secretary provides a very good level of support for the headteacher and staff and contributes significantly to the smooth running of the school.
67. The accommodation allows the effective delivery of the statutory curriculum although the layout of the building presents some difficulties of movement. Most classrooms are adequately ventilated and at an appropriate temperature, but the Y5/Y6 classroom is stuffy because of a lack of opening windows. The two demountable buildings for the under-fives and KS1 pupils are of a good size, but the two KS2 classrooms are small and this imposes restrictions upon classroom organisation.
68. The buildings are in a good state of repair, decorated with displays of pupils' work and are kept very clean, providing an attractive learning environment for pupils of all ages. Accommodation for the under-fives provides room for indoor play equipment, but there is no dedicated outside play area. The school has a small library which is augmented by the book collections in individual classrooms. Indoor physical education activities take place in the hall, but there is no fixed apparatus and this limits the range of activities that can be provided. The school is set in large grounds providing grassed and hard-surfaced play areas which are well used. The Friends Association has purchased fixed play frames which greatly enhance the play areas, and there is an attractive wildlife area which is used to support some science and geography activities.
69. The school lacks sufficient office space for the secretary and headteacher. All staff share one small area and there is no privacy for the headteacher or staff to hold meetings with parents or other visitors. The school does however have some upstairs accommodation which, although currently in a state of disrepair, could provide welcome additional staff accommodation.

70. There are sufficient good quality learning resources to support the effective delivery of the curriculum except in information technology where the ratio of pupils to computers is too high, and where there are not enough resources for the monitoring, modelling, controlling element of the National Curriculum programmes of study. Generally, learning resources are well-ordered and maintained, and can be easily accessed by pupils. The school makes very good use of educational visits to support selected topics, for example a visit to a local garden centre to help develop a KS1 garden shed topic.
71. The good arrangements for professional development described in the previous report have been maintained. The shortage of resources for the under fives previously noted has been addressed, and safety hazards have been dealt with.

The efficiency of the school

72. The school has maintained the very good standards of financial planning and control described in the previous report, and continues to be an efficiently run establishment.
73. The school's financial planning procedures are very good, and ensure that spending and income are closely aligned. The finance committee of the Governing Body meets regularly to monitor expenditure, and works closely with the headteacher in setting the annual budget. Targets in the School Development Plan are carefully and realistically costed. The school has very good day to day procedures for managing its finances, and systems are effective and efficient. The school secretary has a very good grasp of the daily, weekly and monthly financial routines, and is able therefore to take some pressure off the headteacher who combines his managerial role with a high teaching commitment. The school has met the recommendations of the most recent audit.
74. The school's long-term financial planning extends over the next three years, and takes into account the fact that the number of pupils on role is set to dip for a short time because of large numbers of pupils leaving in Y6, and small numbers starting in the reception class. The Governing Body has considered a series of options, all of which are sensible and appropriate. The school maintains a small contingency fund which represents about five per cent of the total income, and is at the recommended level.
75. The headteacher and Governing Body have taken a joint decision to increase the headteacher's teaching commitment beyond the level recommended by the LEA in order to release funds to buy in more classroom support for pupils who have special educational needs, and to enhance the hours of the school secretary in order that she can relieve the headteacher of more administrative tasks. This decision is having a beneficial effect on the pupils who have special educational needs. The Governing Body is aware of the need to carefully monitor the situation to ensure that the headteacher does not become over-burdened.
76. The school's funding for special educational needs is included within its delegated budget. The school spends more than the nominated amount on provision for pupils who have special educational needs, mostly on classroom support, and this spending enhances pupils' progress and is an appropriate response to the increase in pupils who have special needs. Very effective use is made of staff training funding, and

professional development is closely linked to the targets in the School Development Plan, and teachers' individual needs.

77. Teaching staff are effectively deployed and well matched to the age groups they teach. The contribution of the non-teaching staff has a positive impact on the quality of education provided by the school. Very good use is made of both the part-time classroom assistant, who works with KS1 pupils and the under-fives, and the classroom assistant who works with KS2 pupils and special educational needs groups. Very good use is made of the accommodation, and KS2 staff successfully overcome the cramped conditions in the two KS2 classrooms. However, the school does not make the best use of the upstairs rooms, which although currently in a state of disrepair, would be a very useful addition if renovated. The school's learning resources, which are in a good state of repair, are used effectively to enhance teaching and learning. The limited number of computers, and lack of technology to support the modelling, monitoring and controlling element of the information technology curriculum, adversely affect standards and pupils' progress.
78. In the light of the above average standards attained by pupils in English, mathematics and science, the good progress made by pupils of all ages and levels of attainment in most subjects, the very positive attitudes of pupils, and the consistently good and sometimes very good quality of teaching, the school is judged to be giving good value for money, despite its higher than average costs.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

79. The provision for the pupils under five is good. Pupils enter school with mixed experiences, although the majority have attended either private nursery or play group before arriving at the school in the term of their fifth birthday. On entry, pupils' language skills are generally above average but they are less advanced in other key areas of development. Overall, attainment on entry is average. In the short time before reaching statutory school age, the pupils make rapid progress in their development and they are well prepared for their transfer to the National Curriculum programmes of study.
80. The teaching of the under-fives is very good and contributes significantly to the good progress made by the pupils in their first term in school. They suffer no drawbacks from being in a mixed age class and the classteacher is diligent in the pursuit of their individual needs. Teaching is supportive and encourages the growth of individual responsibility in the pupils, who also imitate and learn from their older classmates. Activities effectively promote the desirable learning outcomes in each of the key areas of learning and good emphasis is placed on play as a vehicle for learning and practising newly acquired concepts and skills. Very effective use is made of a part-time classroom assistant who works closely with the under-fives group in language and mathematics sessions giving them individual support.
81. The curriculum for the under-fives reflects the teacher's understanding of their needs and is appropriately based on the key areas of learning. Good assessment procedures allow for effective monitoring of the pupils' progress and are used well by the teacher in planning the next stage of pupils' learning. The teacher has high expectations of the under-fives to which they respond with enthusiasm and confidence. By the age of five, they attain beyond the desirable learning outcomes in each of the key areas of learning.

Personal and social development

82. By the age of five, pupils' personal and social skills are above average and they make good and rapid progress in this area of learning. Teaching in this area is very good, and in addition to the planned opportunities, the teacher maximises incidental opportunities for promoting the pupils' personal and social development that arise during the course of the day. Pupils are expected to care and share, and to respect the needs and feelings of the other class members. The mixture of free and structured play greatly encourages the pupils in this area of learning. They learn how to listen carefully to each other and to adults and speak confidently to their teacher and to visitors. They have very good levels of confidence and concentration, and enjoy the many daily successes they experience. Pupils demonstrate very good levels of independence, and quickly settle into the routines of the school day. During the inspection, the under-fives were observed taking part in a whole-class circle time, where they exhibited good levels of concentration and a willingness to take part in the shared activities.

Language and literacy

83. The under-fives make very good progress in language and literacy, and by the time they are five they are attaining standards above those expected for their age.

Teaching is very good and contributes significantly to the good progress pupils make in this area of learning. Activities are challenging but never so difficult as to demotivate the children. The under-fives join their older classmates in activities linked to the literacy hour, which help them develop early reading skills.

84. By the age of five, most pupils speak with confidence and respond appropriately to questions. They are able to give coherent explanations of their activities and are very adept at explaining things to each other. Their vocabulary development is very good and they can recognise many words in text form.
85. Pupils make good progress in learning to write, and most of the current group of under-fives are starting to gain pencil control. By the age of five most pupils form letters correctly and copy and generate their own script. There are occasions when pupils successfully dictate their ideas to the teacher who acts as scribe. A good example is seen of this in end of year reports where pupils set their own targets for development which are written by the teacher and signed by the pupils.
86. The under-fives enjoy listening to stories and are developing a good appreciation of books. They know that writing conveys meaning, and the highest attainers are beginning to acquire a small but secure sight vocabulary. Pupils handle books carefully and take a great interest in the illustrations.

Mathematics

87. The teaching of mathematics is very good and enables the under-fives to make good progress. Appropriate emphasis is placed on the development of formal number skills, but the teacher also ensures that pupils have many opportunities to explore mathematical concepts through structured and free play activities. The under-fives often share the whole-class introduction that is part of the National Numeracy Strategy, before moving away to work under the supervision of the classroom assistant on their own activities. Their attainment at the age of five is beyond the desirable learning outcomes.
88. After only a short time in school, the majority of the current under-fives group recognise and name basic mathematical shapes which they sort according to colour, shape and size. The highest attainers choose their own criteria for sorting. Pupils show a good awareness of pattern. Most pupils count to ten with little effort, and some count confidently beyond ten. Through their play activities pupils acquire a basic mathematical vocabulary and accurately use terms such as more, less, bigger and smaller.

Knowledge and understanding of the world

89. Teaching in this area of learning is very good and by the age of five pupils have made good progress and are attaining standards above those expected for their age. Pupils come to school with varying degrees of understanding of the world around them, and in class, they address with much seriousness and often great amusement the endless fascinations and mysteries of their expanding horizons. They are keen and enthusiastic learners who approach new learning with confidence.
90. The under-fives take part in a variety of activities that enable them to explore the world of materials, substances and living things which help them learn about change and resistance to change. Most pupils by the age of five accurately describe the

effects of heat on chocolate and hot water on jelly. They know that ice-cream melts when it is not in the freezer and they begin to understand the value of touch, taste and feeling in understanding the properties of many things. Through their structured play they make rapid advances in their knowledge of the world.

91. The under-fives observe carefully and know that weather conditions vary, sometimes within the same day. They make connections between sunshine and holidays, and snow and Christmas time, and know that they wear different clothes throughout the year to reflect the changes in weather. Most describe the way they come to school and pick out major landmarks. They are developing a geographical vocabulary which they use effectively to describe the things they see around them.
92. By the age of five, pupils have a sense of their position in the family and an appreciation that some people are older or younger than themselves. Most are still in the early stages of developing an appreciation of the past, although the highest attainers make a distinction between the recent and long ago past.
93. Pupils are developing basic computer skills, but the high ratio of pupils to computers limits the opportunities for them to use computers to support their learning.

Physical development

94. The majority of the under-fives have good gross motor skills but at the time of the inspection, some were still in the early stages of acquiring and developing fine motor and manipulative skills. They have good body control in the classroom and move well in physical education activities. Pupils are developing an awareness of space, although there tends to be some physical contact still when pupils are moving around the school hall in different directions. The quality of the teaching in this area is very good and pupils are making rapid and good progress. By the age of five, most attain beyond the desirable learning outcomes in this area of learning. A range of equipment is available for outdoor use but the under-fives do not have access to a dedicated play area.

Creative development

95. The under-fives make good progress in their creative development and by the age of five are achieving beyond the desirable learning outcomes. The teaching of creative activities is very good, and pupils have regular access to a range of drawing, painting and constructing activities, which enable them to demonstrate their creative talents. The under-fives take pride in their achievements and are greatly encouraged by the praise they receive for their efforts. They cut, fold, glue and join materials in a variety of contexts with purpose and skill. They take part in a variety of music making and appreciating activities and are learning to play a variety of untuned percussion instruments with enjoyment.

ENGLISH, MATHEMATICS AND SCIENCE

English

96. On the basis of the 1998 end of KS2 National Curriculum test results, pupils' attainment is above the national average in English. The percentage of pupils attaining Level 4, the expected level, and Level 5, is above average. The school's

results for the 1999 end of KS2 tests in English are similar to those of the previous year. There are no national results for 1999 with which to compare the school's results. The results of the 1998 end of KS1 tests in writing indicate that pupils' attainment is in line with the national average. The results for the reading test are slightly below average. The 1999 test results are similar to those of the previous year in writing, but are much higher in reading. Minor fluctuations in the school's results over the past three years reflect the different composition of the groups entered.

97. Compared with schools deemed to be similar, on the basis of the below average percentage of pupils eligible for free school meals, the 1998 test results at the end of KS1 and KS2 are below average. However, the school has a higher than average number of pupils who have special educational needs, a factor that is not taken into consideration when banding schools that are similar. Although these pupils do not achieve the expected standard, they make good progress as they move through the school.
98. The inspection findings indicate that pupils' attainment at the end of both key stages is above average in English. The inspection findings are similar to the results of the 1998 KS2 tests, but at variance with the end of KS1 1998 National Curriculum assessment test results in reading and writing. The school has made a considerable effort over the past year to raise standards in these aspects, and the significant improvement is evidenced by the school's 1999 test results.
99. The school has successfully implemented the National Literacy Strategy and this is reflected in the high attainment of the great majority of pupils at the end of both key stages. The improvements in literacy skills evident in the pupils' English work, are also having an impact in other areas of the curriculum and the structure and presentation of work in pupils' exercise books is very good. The school has dealt effectively with the complications arising from teaching the literacy hour to mixed age classes and throughout the school, pupils in both key stages, including those with special educational needs, are making good progress.
100. By the end of KS1, pupils communicate well with each other and with adults, using a good range of vocabulary for their age. They listen carefully and process information quickly and accurately. They confidently ask questions for clarification and for further information. By the end of KS2, pupils communicate at a very sophisticated level and hold lengthy conversations and discussions with adults. They verbalise their thoughts and opinions clearly and make oral presentations with confidence and an appreciation and awareness of their audience.
101. At the end of both key stages, pupils are achieving well above the average standards in reading. KS1 pupils read fluently and with expression, using a variety of phonic and contextual strategies to deal with unfamiliar words. They take their books home regularly to practise, and the support of parents plays a significant part in the good progress pupils make in this aspect of the English curriculum. By the end of KS2, pupils read with tremendous feeling and confidence. They have strong opinions concerning favourite authors and a good understanding of genre in fiction and non-fiction. Pupils in both key stages are enthused by their teachers and have a good understanding of the importance of the printed word in human history.
102. Standards in writing are well above average at the end of both key stages. The quality of the presentation of written work is exemplary and pupils take a justifiable pride in the quality of their work. By the end of KS1, pupils use an appropriate range

of punctuation skills for their age group and their books show evidence of extended writing, imaginative fiction, reporting, poetry and narrative. Pupils structure their work carefully, and sequence their ideas clearly. The higher attainers show a good awareness of audience, especially, for example, when they write letters. By the end of KS2, pupils are producing pieces of great imagination and quality. Their writing is consistently well structured and shows a good understanding of the purpose of paragraphs to separate important ideas. When producing extended pieces, the pupils' work has good pace and maintains the reader's interest. The presentation is of a consistently high standard and pupils write neatly, and with individual style, in ink.

103. Pupils of all ages and levels of attainment make good progress in English. They benefit from very good teaching throughout the school, and the frequent opportunities to use their skills across the curriculum. Pupils who have special educational needs receive good support in both key stages and this enables them to make good progress towards their own individual development targets. The highest attainers in each class are effectively challenged by the teachers' skilful use of open-ended questions, and from the well considered tasks which enable pupils to demonstrate their full potential. Homework tasks effectively support pupils' progress, especially reading.
104. The pupils' attitudes to learning in English are very positive and pupils of all ages and levels of attainment are highly motivated. Pupils listen attentively and considerately in class discussions, and show their involvement by asking relevant questions. Throughout the school pupils spontaneously celebrate and share in the achievements of others. Pupils take tremendous pride in the presentation of their written work and respond well to suggestions from their teachers of how they might improve. Pupils work at a good pace and produce a good amount of work. Older KS2 pupils are conscientious when completing their daily reading records, and the vast majority of pupils of all ages have high levels of self-discipline. Pupils are independent and capable of carrying out personal study. They are enthusiastic and responsive learners, and their excellent behaviour and positive attitudes contribute significantly to the good progress they make.
105. The quality of teaching in English is never less than good, often very good, and sometimes excellent in both key stages. The teachers have responded positively to the introduction of the National Literacy Strategy which they are successfully implementing in all classes. They provide many very good quality additional opportunities across the curriculum for pupils to use and apply their reading, writing, speaking and listening skills. They have a secure knowledge of the curriculum and very high expectations of what the pupils can and should achieve. They provide many good quality opportunities for pupils to develop independent learning skills and encourage pupils to take responsibility for aspects of their learning. Teachers in both key stages make very good use of open-ended questions to support the learning of the pupils who have special educational needs and to challenge the highest attainers. Lessons are very well paced, and a good deal of work is covered in each session, although during the inspection introductions tended to be a little over-long on occasion. Very good use is made of ongoing assessment to inform planning and to measure progress and pupils are encouraged to set their own targets for development and to evaluate the challenge of some of the set tasks. Homework is set regularly and followed up and marked. The very good overall quality of teaching significantly impacts upon the pupils' progress and the standards attained.

106. The subject is well led by the co-ordinator who has a good overview of the way in which the literacy hour is being implemented through the school. Resources for English are generally very good, with the exception of access to computers. Pupils have an adequate range of classroom materials and access to a small but well used library. The school is continuing to put initiatives in place to further raise standards in writing throughout the school, and is maintaining a vigilant overview of standards from year to year through careful analysis of the end of key stage National Curriculum assessment results.

Mathematics

107. On the basis of the 1998 end of KS2 National Curriculum test results, pupils' attainment is above the national average in mathematics. The percentage of pupils attaining both Level 4, the expected level for eleven year olds, and Level 5, is above the national average. The results for the 1999 end of KS2 tests in mathematics are better than they were in the previous year. There are no national results for 1999 with which to compare the school's results. The results of the 1998 end of KS1 tests in mathematics indicate that pupils' attainment is in line with the national average. The 1999 test results are similar. Minor fluctuations in the school's results over the past three years reflect the different composition of the groups entered.

108. Compared with schools deemed to be similar, on the basis of the percentage of pupils eligible for free school meals, the 1998 test results at the end of KS1 and KS2 are below average. However, the school has a higher than average number of pupils who have special educational needs, a factor that is not taken into consideration when banding schools that are similar. Although these pupils do not achieve the expected standard, they make good progress as they move through the school.

109. The inspection findings indicate that pupils' attainment at the end of both key stages is above average in mathematics. The inspection findings are similar to the results of the 1998 KS2 tests, but at variance with the end of KS1 1998 National Curriculum assessment test results. The difference between the inspection findings and the end of KS1 1998 test results reflects the difference between the composition of the various groups, and the fact that the inspection findings take a wider range of evidence into consideration.

110. By the end of KS1, the vast majority of pupils attain above average standards in their number work. They make good use of a wide mathematical vocabulary which helps them to express their ideas clearly, accurately and concisely. They recognise pattern in number, and know for example the difference between odd and even numbers. They count forwards and backwards in twos, fives and tens and have good mental recall of number bonds to twenty. Pupils solve number problems using addition, subtraction, multiplication and division, and the highest attainers are beginning to consider the reasonableness of their answers. Pupils confidently carry out exercises involving money, and accurately add and subtract up to and sometimes beyond one pound. Pupils recognise and name fractions of a whole, but are less certain about fractions of numbers. Overall, the pupils have good numeracy skills which they successfully use and apply when carrying out work in other subjects.

111. KS1 pupils have a very secure understanding of shape and space. By the end of the key stage, they easily identify and describe the properties of a wide range of two and three dimensional shapes and know that some shapes, such as squares, fit together

without gaps, whilst others, such as circles do not. The pupils' knowledge of measure is good, and they benefit from the many practical experiences which enable them to consolidate their learning and to gain understanding of the concepts involved. By the end of the key stage, they use standard measurements appropriately and accurately to measure length, weight and capacity, and make sensible estimates. Most pupils can tell the time from analogue and digital displays, although their awareness of the passage of time is at an early stage of development.

112. By the end of KS2, pupils' number skills are well above average. They have a good range of strategies which help them make fast and accurate mental calculations, even when dealing with large numbers, and a very secure grasp of place value. Most pupils understand and explain the relationship between decimals, fractions and percentages, and quickly convert one to the other. KS2 pupils have a growing understanding of algebra, and the highest attainers state simple algebraic formulae to explain a number pattern. The many opportunities for pupils to carry out open-ended investigations into number have helped them develop confidence in themselves as mathematicians, and have raised their awareness of the infinity of both number and pattern. Pupils make good use of numeracy skills in their work across the curriculum.
113. Pupils' understanding of shape, space and measure is above average at the end of KS2. They identify, describe and construct right, obtuse, reflex and acute angles, and understand the notion of angle as a measure of turn. Higher attaining pupils know that the sum total of angles in a square is 360° , and that angles on a straight line add up to 180° . Pupils have a good grasp of rotational and line symmetry, and calculate the area and perimeter of regular and irregular two dimensional shapes. Pupils' knowledge of measure is secure, and they know the metric equivalents of commonly use imperial measurements such as pints. However, although they estimate length with reasonable accuracy, they are less confident when asked to estimate weight and capacity.
114. Pupils of all levels of attainment, including those with special educational needs, make good progress, which is enhanced by frequently very good teaching and the pupils' very positive attitudes to work. The regular daily practice of mental mathematics skills, which is a feature of the recently implemented National Numeracy Strategy, is helping pupils of all ages develop mental agility and this in turn is helping them with their written work. Regular homework, especially in KS2, contributes to pupils' progress and helps them prepare effectively for the end of key stage assessments. Pupils who have special educational needs benefit from good levels of in-class support which enable them to make good progress and achieve the best standards of which they are capable. The highest attainers in both key stages are effectively challenged by the set tasks, and they are constantly stretched to enable them to reach their full potential.
115. Pupils have very positive attitudes to mathematics and are confident in their work. From an early age they are encouraged to be independent when selecting and using mathematical apparatus and equipment. They approach mathematical problems with very good levels of confidence and are very helpful and co-operative when working on shared problems. Pupils are methodical in their approach, and make good use of their previous knowledge and understanding when faced with new situations. Older KS2 pupils can be relied upon to set their own level of challenge in open-ended tasks, and they respond positively, pushing themselves as far as possible. Written work is beautifully neat and pupils take justifiable pride in the quality of the work in their exercise books. Pupils of all ages try hard to respond to their teachers' pointers

for improvement, and work hard in lessons. The excellent behaviour and high levels of self-motivations contribute significantly to pupils' progress and attainment.

116. The teaching of mathematics is very good throughout the school and has a very positive impact on pupils' progress. Teachers have a very good subject knowledge and are successfully overcoming the initial minor teething problems associated with the implementation of the National Numeracy Strategy. Teachers in both key stages have very high expectations of behaviour and achievement and a clear understanding of what pupils can and should be able to achieve. They give good support to pupils who have special educational needs and to the highest attainers in the class, enabling pupils of all levels of attainment to reach their potential. Tasks are well considered, well paced and provide a good level of challenge. Good use is made of ongoing assessment to inform the next stage of planning and to measure pupils' progress. Classes are very well organised, especially in KS2 where classrooms are cramped, making it difficult to arrange pupils for the whole-class discussions that are a feature of the National Numeracy Strategy.
117. The subject is well led by the co-ordinator who has a good overview of mathematics teaching throughout the school. Teachers have attended appropriate training to support the introduction of the National Numeracy Strategy, which although in the early stages of implementation, is starting to have a positive impact. There are enough good quality resources to support teaching and learning, although opportunities for pupils to use the computer are constrained by the high ratio of pupils to computers.

Science

118. On the basis of the 1998 end of KS2 National Curriculum test results, pupils' attainment is in line with the national average. Although the percentage of pupils attaining Level 4 in science is above the national average, the percentage of pupils attaining Level 5 is below the national average. The results for the 1999 end of KS2 tests in science are better than they were in previous years. Following an in-depth analysis of the 1998 test results, staff have worked particularly hard over the past year to increase the number of pupils attaining Level 5 in science, and the school's efforts are reflected in the pupils' improved performance. There are no national results for 1999 with which to compare the school's results. On the basis of the 1998 end of KS1 teacher assessments in science, pupils' attainment is broadly in line with the national average. The 1999 science results, on the basis of teacher assessments, are similar to those of 1998. Slight fluctuations in the results at the end of both key stages over the last three years reflect the different composition of the various groups entered.
119. Compared with schools deemed to be similar, on the basis of the percentage of pupils eligible for free school meals, the 1998 test results at the end of KS2, and the teacher assessment results at the end of KS1, are below average. However, the school has a higher than average number of pupils who have special educational needs, a factor that is not taken into consideration when banding schools that are similar. Although these pupils do not achieve the expected standard, they make good progress as they move through the school.
120. The inspection findings indicate that pupils' attainment at the end of both key stages is above average in science. Discrepancies between the inspection findings and the

1998 end of key stage results reflect the difference between the composition of the various groups, and the fact that the inspection findings take a wider range of evidence into consideration.

121. By the end of KS1, pupils have good scientific enquiry skills. They observe carefully, record their findings in a variety of ways, and the highest attainers make sensible and accurate predictions based on their previous learning. They confidently carry out investigations and experiments, and in class discussions often offer surprisingly thoughtful reasons for what they observe. Of particular note is the way in which KS1 pupils try to establish fair test conditions when carrying out their work. They have a very good understanding for their age of the importance of altering only one variable at a time when measuring the effect of different conditions. This good start to investigating and experimenting is successfully reinforced and extended in KS2. Pupils become involved in increasingly complex investigations which they tackle in a methodical way. They record their work carefully, and make good use of their mathematical knowledge and understanding when measuring and recording data. KS2 pupils have a good understanding of the need to ensure that tests are repeated to ensure that the results are as accurate as possible, and they make very good predictions about what they think might happen.
122. By the end of KS1 pupils have a good knowledge of living things which they classify according to their most distinguishing characteristics. They make the distinction between living things that are now dead, and things that have never had life. Some of the class topics lend themselves particularly well to this element of the science curriculum, and a recent topic 'The Garden Shed' provided very good opportunities for pupils to plant, grow and observe seeds and bulbs. Pupils label diagrams of plants and flowers and know the conditions for growth. They describe the life cycles of butterflies and frogs, and understand that all living things reproduce. By the end of KS2, pupils have a good knowledge and understanding of the human body. They describe the circulatory and respiratory systems, and know the function of the heart. Pupils appreciate the need for regular exercise and a healthy diet, and know the dangers of drug abuse. They describe the food chain in terms of the producer, consumer and predator, and understand the devastating impact of pollution on living things. Pupils understand that animals and plants have different habitats which are environmentally suited to their needs. When studying living things, KS2 pupils consider endangered species, and this makes a good contribution to their moral development.
123. Pupils at the end of KS1 have a good knowledge of materials and their properties. They have investigated a range of materials, and in a topic about buildings considered where wood, metal, fabric and paper might best be used. They have carried out experiments to find out what happens when metal is heated, and the highest attainers know that some changes are permanent whilst others are reversible. Pupils choose their own criteria for classifying materials and consider such factors as flexibility and durability. By the end of KS2, Pupils have a secure knowledge of most aspects of materials and their properties. They understand the idea that some substances dissolve in liquid, and there is a point of saturation. Most pupils have a reasonable understanding of how solutions can become solids through evaporation, and know the differences between solids, liquids and gases. Pupils have carried out experiments to find out which materials are the best conductors and insulators, and when investigating the effects of change on materials, make good predictions about the possible outcomes.

124. By the end of KS1, pupils' knowledge of friction and forces is well above average. They understand and explain the notion of gravity. Through investigative work they have learned the conditions that make objects move more quickly, and the effect of friction on moving objects. They know that electricity is a major source of power, and know how to construct simple circuits. Pupils' knowledge of sound and light is secure, and they know the difference between natural light sources such as the sun, and artificial sources such as electric lights and torches. By the end of KS2, pupils have a good knowledge of physical processes. They know that light and sound travel at a very fast speed, and appreciate the function of the ears and eyes in responding to light and sound sources. They have a good understanding of electricity and know how to construct circuits with switches. Their knowledge of force is secure. Through their study of the earth and beyond, they have gained a good appreciation of the relationship between the sun, the moon and the earth. Pupils know that day and night occur as a result of the earth spinning on its own axis, and that the rotation of the earth around the sun takes one year. Pupils know that some of the other planets in the solar system also have moons, and that the moon goes around the earth once every twenty eight days.
125. Pupils of all ages and levels of attainment make good progress in science, and recent progress has been rapid in KS2, resulting in more pupils than in previous years achieving Level 5 on the basis of the 1999 National Curriculum tests. Pupils in both key stages have very positive attitudes to the subject which contribute significantly to the high standards attained and the good progress. In the lessons seen during the inspection, the opportunity for pupils to take part in investigations, and the very good teaching, greatly enhanced pupils' progress. Pupils who have special educational needs receive good levels of support which enable them to make good progress and achieve the standards of which they are capable.
126. Pupils throughout the school have very positive attitudes to science, and enjoy taking part in the many practical activities provided. Their written work is neatly presented, and reflects the thought and consideration they give to their work. Pupils work very well together in small groups, and class discussions are often lively as pupils share their ideas with others. Pupils are confident learners who tackle new learning with high levels of enthusiasm. They make effective use of their previous knowledge and understanding in new situations, and carry out investigations and experiments methodically and conscientiously. Behaviour in lessons is excellent in all classes, and this contributes significantly to the high standards attained and the good progress made by pupils of all ages.
127. The teaching of science is very good in both key stages. Teachers are knowledgeable and have very high expectations of pupils in terms of their behaviour and academic achievement. Instructions are very clear and help pupils to develop independent learning skills. Lessons are very well paced, and very good use is made of appropriate resources to enhance teaching and learning. Classes are very well organised, and KS2 teachers successfully overcome the constraints of their small classrooms. Good use is made of ongoing assessment to identify the next stage in pupils' learning. There are occasional homework tasks in science, but more use could be made of homework to extend pupils' experience. Curriculum coverage is very good, and enables pupils to reach the higher levels in the end of key stage National Curriculum assessments.
128. The subject is well led by an enthusiastic co-ordinator. The scheme of work is currently under-revision, and the direct monitoring of teaching and learning through

classroom observation is a planned target for the near future. There are enough resources to allow full delivery of the programmes of study.

OTHER SUBJECTS OR COURSES

Information Technology

129. Pupils' overall attainment in information technology, at the end of both key stages, is below the national expectation. Although standards are satisfactory in some aspects of the information technology curriculum, there are significant gaps in pupils' knowledge and understanding of controlling, monitoring and modelling.
130. By the end of KS1, most pupils have a good knowledge of the computer keyboard. They use the space bar, arrow keys, and shift key effectively when word-processing, and understand how to select either symbol on keys where there are two different symbols. They delete letters and words effectively and are familiar with the idea of selecting from drop-down menus. They know how to print their work, but most are not sure about how to save their work to either hard or floppy disk. Pupils have generated simple graphs and charts using the computer with adult support, but can not independently enter, store retrieve and display information. Pupils have experience of using a programmable toy, but have few other opportunities to use computers for control purposes. Opportunities for pupils to acquire and develop controlling and monitoring skills are constrained by the lack of necessary resources.
131. By the end of KS2, pupils use word-processing programmes effectively to produce final copies of written work, but do not make enough use of computers for editing and drafting their work. They have a good knowledge of the keyboard, and know how to open applications and save and print their work. They have an appreciation of the purpose of spreadsheets for storing and retrieving data, and make effective use of computer generated charts and graphs to present data they have collected and entered. Pupils have little understanding of the capacity of computers for controlling external events, and for monitoring purposes, mainly because the school does not have the necessary resources to deliver this element of the information technology curriculum. Pupils make effective use of the CD Rom facility for finding and retrieving information to support their ongoing class topics, and successfully print text and pictures from encyclopaedia programmes.
132. Although pupils made good progress in the information technology lessons observed during the inspection, their overall progress over time is inconsistent and therefore only satisfactory. The ratio of pupils to computers is high, and this limits the opportunities for pupils to practise and develop their skills on a regular basis. The lack of resources for controlling, modelling and monitoring prevents this element of the curriculum being taught, and adversely affects pupils' progress. Progress in word-processing and data handling is good.
133. Pupils throughout the school have good levels of confidence when using the computer, and are prepared to experiment with new programmes, safe in the knowledge that most mistakes can be remedied. KS2 pupils especially are very independent, and once a task has been set, follow the teachers' instructions for carrying out that task, sign a chart when the task has been completed, and tell the next person on the list that it is their turn to use the computer. Pupils of all ages are very helpful and kind to their classmates, and frequent instances were observed

during the inspection of pupils sharing their expertise. In lessons, pupils listen attentively to their teachers, and demonstrate their understanding by asking relevant questions about the set tasks. Pupils are keen to demonstrate their skills and talk about their work.

134. The overall quality of teaching is satisfactory and during the inspection some good teaching was observed in both key stages. There are particular strengths in the teaching of word-processing and data handling skills. Tasks relating to these aspects of the curriculum are well focused and have clear learning objectives. Teachers have a good understanding of the requirements of the National Curriculum programmes of study, but are unable to deliver some aspects because of resource shortages. Teachers provide some opportunities for pupils to use computers to support their learning in other subjects, but the high ratio of pupils to computers makes this difficult to organise effectively. Teachers make good use of ongoing assessment to identify the next stage in pupils' learning. They effectively combine periods of whole-class teaching with individual work, and encourage the pupils to be as independent as possible.
135. The subject is well led by the co-ordinator who is aware of the shortcomings resulting from the lack of important resources. The school has already ordered some sensing equipment for KS2 pupils which will go some way to extending their experience, knowledge and understanding. However, there are not enough resources to deliver the monitoring, modelling and controlling element of the National Curriculum programmes of study. The school has four reasonably new computers, but these are not enough to enable pupils to regularly use information technology to support their work. There are firm plans for the school to be connected to the National Grid for Learning in the next academic year, which will benefit the pupils.

Religious education

136. Pupils' attainment in religious education at the end of KS1 is above the expectations of the Locally Agreed Syllabus, and their attainment at the end of KS2 is in line with expectations. Pupils of all ages and levels of attainment make good progress, and gain progressively more understanding of the complexities of the religions they study. Standards have improved in religious education since the last inspection when they were described as broadly satisfactory.
137. Key Stage 1 pupils have a good understanding of Christianity and know of other major faiths such as Hinduism. They know the main events of the life of Jesus and recall accurately many of the parables they have considered. They recognise that Christmas and Easter are important events in the Christian calendar and that other religions celebrate their own special days. KS1 pupils have visited their local church, and know facts about the building and its contents, and the ceremonies that are conducted there. The highest attainers maturely discuss important events of marriage and baptism, and know some of the symbols associated with these celebrations, such as the exchanging of rings during wedding ceremonies, and the signing of the cross on the baby's head during infant baptisms.
138. Pupils in KS2 have a good knowledge of Christianity. Their knowledge of the main characters and events told in the Old and New Testaments is good. They understand the importance of worship and have an appreciation of the church as a gathering place for people who share similar beliefs. They make regular visits to the local

church, and, during the inspection, benefited from a visit from the local vicar who talked about a typical week's work. As pupils gain more knowledge of other world faiths, they start to make comparisons with Christianity, and consider similarities and differences of worship, customs and beliefs which enhance their cultural development. Whilst KS2 pupils have a secure knowledge of other faiths, they do not always appreciate that these faiths co-exist within British society as their experience of life is as yet understandably narrow. KS2 pupils are beginning to develop an appreciation of the symbolism of religion, but find some of the more abstract notions quite difficult to address and understand.

139. Pupils have very positive attitudes to religious education and their behaviour in lessons is excellent. Pupils listen attentively in class discussions, and take a full and active part in all activities. Written work is generally of a good standard in both key stages, and pupils make effective use of a range of research materials and artefacts to support their learning. In their work and conversation pupils demonstrate a respect for religious artefacts and symbols, and a sensitivity to the beliefs and customs of others. The very positive attitudes contribute to the good quality of learning and the good progress made by pupils of all ages and levels of attainment.
140. The quality of teaching is good in both key stages and teachers have a good knowledge of the subject. Teachers' expectations of what pupils can do are high, and this is reflected in the high standard of pupils' written work. Religious education is taught regularly in all classes and reflects the requirements of the Locally Agreed Syllabus. Good use is made of incidental opportunities to reinforce the message of Christianity and to relate it to other areas of the curriculum. There are times when teachers make use of discussions or other practical activities to enhance pupils' learning, and on these occasions there is little corresponding writing in pupils' books. The teaching of religious education successfully promotes aspects of pupils' spiritual, moral, social and cultural development and supports the personal and social education programme.
141. The subject is well led by the co-ordinator, and the school is responding positively to the change in the status of the subject in the curriculum. The school has plans for developing the subject further. The school shares resources with two neighbouring schools which is a cost-effective strategy, and is starting to increase its own range of books and artefacts.

Art

142. Pupils of all ages and levels of attainment make satisfactory progress overall. As they move through the school they successfully acquire, practise and refine a range of skills and techniques, especially in drawing, painting and printing. However, pupils' work does not always show enough progression in terms of skill development, and there is not always enough difference between the work produced by older and younger pupils within a key stage. Pupils have little experience of some elements of the curriculum, such as three dimensional modelling and fabric work, and this limits their progress in these areas.
143. When making observational drawings, older KS1 pupils pay good attention to detail, and show an awareness of how shading can be used to add depth to their work. Pupils try hard to represent what they see, but their sense of proportion is not yet always accurate. Pupils are skilled in mixing paints to achieve particular colours, and

their painting and printing work shows a good appreciation of how colours can be combined to produce attractive and lively pieces. Pupils gain awareness of texture as they move through the key stage, and use a variety of materials including paper, card and fabric to create a three dimensional effect. Pupils have a limited knowledge of the work and styles of well-known artists and craftspeople, and some of the older pupils can recall the names of artists whose work they have discussed. Pupils' modelling skills using media such as clay, papier mâché, mod-roc and dough are under-developed, and there is room for further improvement in this area of the art curriculum.

144. KS2 pupils produce some good quality paintings in the styles of well-known artists such as Van Gogh and Monet, and show an appreciation of line, tone and colour in their work. They have a satisfactory sense of perspective which they represent in their drawings and paintings using a variety of appropriate techniques. In a lesson seen during the inspection, pupils drew detailed repeated patterns in the style of William Morris, and in discussion demonstrated a secure understanding of the main features of his work. Pupils throughout the key stage have experience of printing using a variety of resources including polystyrene tiles and natural objects. KS2 pupils do not have enough opportunities to use modelling materials, and their experience of using fabric for such activities as printing, batik or tie-dying is limited.
145. Pupils of all ages enjoy art lessons, and show a great deal of pride in the displays of their work around the school. A current display of pupils' self-portraits is provoking a great deal of interest as pupils try to identify their friends and find their own pictures. Pupils throughout the school have good imaginations, but their creativity is sometimes stifled by the constraints of the task, and the outcomes are therefore sometimes insufficiently individual. Behaviour is excellent, and pupils willingly share resources and ideas with their classmates. The pupils' very good attitudes to work have a positive impact on their progress and attainment.
146. The quality of teaching in art is satisfactory overall, and some good examples of teaching were seen in both key stages during the inspection. Activities are well planned and carefully prepared, and capture the interest of the pupils. Teachers' subject knowledge is secure and they give useful ongoing feedback to the pupils which helps them to identify areas for improvement. A good example of this was seen in a KS1 drawing lesson where the teacher drew the pupils' attention to the need to consider the relative size of the various parts of the teddy bear they were studying. There are some weaknesses in long-term planning which if addressed could raise the standard of teaching even higher, and further improve pupils' progress. At present activities are linked closely to the termly topics and whilst this provides a meaningful context for the pupils' learning, there is not enough focus on the development of art skills, with the result that, at times, some younger and older pupils within a key stage are working at the same skill level.
147. The subject is well led by an enthusiastic co-ordinator who is aware of the need to ensure better continuity and progression in pupils' learning in order to improve progress further. The school has recently introduced sketch books which in the future pupils will take with them from class to class. This is a useful step forward in helping pupils see their own progress, and in enabling teachers to monitor pupils' skill development more closely. There are enough resources to support teaching and learning, and although the KS2 classrooms are cramped, and it is difficult to organise art activities, staff overcome these problems effectively. Attractive displays of pupils'

work around the school enhance the learning environment and enable pupils to share and celebrate the achievements of others.

Design and technology

148. Pupils throughout the school, including those with special educational needs, make good progress in design and technology as they move through the school.
149. Pupils in both key stages have a good understanding of the design process. They record ideas, and identify and select suitable materials. Effective use is made of a range of materials including clay, card, paper and wood, and pupils of all ages use a variety of constructing and modelling skills. Much of the design and technology work in the school is linked to ongoing class topics and this has a positive impact on pupils' progress and learning as it provides a meaningful context for their work. Pupils in both key stages have good experience of taking part in food technology activities, and have made a variety of foods, some of which are from other cultures. KS2 pupils for example recently made non-alcoholic cocktails as part of a Caribbean project, which they designed, made and then tested. Good links were made with mathematics as pupils made charts to show their classmates' preferences. Pupils in KS1 demonstrate good manipulative skills when they assemble and dis-assemble models using construction kits. Through their early play activities they learn the importance of ensuring that structures are stable. Older KS2 pupils have had the opportunity to design and make powered vehicles, weather instruments and musical instruments, and to consider the best materials for the intended model, and the most suitable joining methods. As they move through the school pupils become more adept at changing their work as the result of ongoing evaluation, and gain a good appreciation of the need for the outcome to be fit for the intended purpose.
150. Pupils have a very positive and enthusiastic attitude towards their work in design and technology. They celebrate the success of others and are stimulated by the effective use of evaluation sessions during and at the end of the design and making processes. They handle tools, equipment and materials safely and with care, and share resources willingly. Pupils actively help one another, and take a real interest in the work of their classmates. Pupils' behaviour is excellent and contributes to the good progress and high standards of work.
151. The quality of teaching in design and technology is good and teachers are secure in their knowledge of the curriculum. They plan challenging and exciting activities which capture the pupils' interest and build on their previous learning and experiences. Instructions are clearly given and pupils know exactly what is expected of them. Pupils are encouraged to be original and creative in their work, and the work they produce is highly valued and attractively displayed. Appropriate emphasis is placed on the design element of the subject, although not enough use is made of computers to support pupils' learning.
152. The subject is well led by the co-ordinator, and the practice of integrating design and technology within a topic is very productive in that it gives a meaningful context for pupils' learning. Although there are enough good quality resources to support teaching and learning, the KS2 classrooms are cramped and make the organisation of design and technology activities difficult.

Geography

153. Pupils' progress, including the progress of those with special educational needs, is good in both key stages. There has been an improvement in the standard of pupils' work since the last inspection.
154. KS1 pupils have a good range of geographical skills and a wide vocabulary. They have a secure knowledge of the seasons of the year, can record simple climatic data, and know something of the impact of the weather on the farming community in which they live. Pupils are aware of the distinction between manmade and natural features of the environment, and make effective use of landmarks when describing their routes to and from school. They have a good sense of direction which they use effectively when describing journeys. The school lies alongside a very busy main road and pupils are aware of the impact and dangers associated with this man-made feature of their environment. Pupils know how to draw simple plans and maps and appreciate the perspective of a 'bird's eye view'. They make good use of photographs and pictures when carrying out their work, and confidently draw information from these sources. Whilst most pupils at KS1 have a good knowledge of their local environment some are less secure in expressing an understanding of more distant locations.
155. KS2 pupils have a good geographical knowledge which they express effectively using a wide and appropriate geographical vocabulary. They use a comprehensive range of mapping and planning skills and have an appreciation of scale and symbolic representation on maps. Their understanding of wider issues such as pollution and the impact of humans on the environment is good, and they know why some animals are under threat of becoming extinct. Pupils have a secure knowledge of distant environments and know that some geographical phenomena such as earthquakes and hurricanes are more typical of some localities than others. A recent topic related to the Caribbean gave pupils insight into the culture of other people, and an understanding of how work and leisure activities are affected by weather conditions and patterns, and the physical geography of the area. Pupils know for example that places that have good weather, attractive beaches and coastlines will attract a high number of tourists, and that this will impact both positively and negatively on the lives of the inhabitants.
156. No geography lessons were seen during the inspection, but scrutiny of books and discussions with pupils indicate that this is a popular subject which stimulates the interest of pupils of all ages and levels of attainment. Pupils take great pride in the presentation of their work, and the quality of their written work is particularly good, especially in KS2.
157. The quality of teaching is good. The coverage of geography through topics brings the subject to life for the pupils and captures their interest. Pupils take part in many practical tasks which reinforce their learning, and are encouraged to draw their own conclusions from the information that is presented to them. Lessons are well planned and pupils' learning is successfully advanced as they move through the school. Good emphasis is placed on the development of literacy and numeracy skills through geography, although more could be done to promote information technology skills.
158. The subject is well led by the well qualified and experienced co-ordinator who ensures a good balance in pupils' learning as they move through the school. There are enough good quality resources and the school makes good use of the LEA library service which provides topic books.

History

159. Pupils in both key stages, including those with special educational needs, make good progress in history. The standard of their work has improved since the last inspection, and pupils throughout the school now have a good grasp of the subject.
160. Key Stage 1 pupils develop a good sense of chronology and an appreciation of the recent and long-ago past. They have a good understanding of their position within their own families and know some of the changes that have taken place since their grandparents were small children. Pupils make good use of simple time-lines when recording historical events, and the highest attainers have a sense of how changes in the past influenced subsequent events. The ongoing celebration of the school's bi-centenary has given pupils a real source of interest in the history of their locality, and their school. Pupils make good use of artefacts to support their learning and know that historians collect and interpret a wide source of evidence when carrying out research.
161. KS2 pupils have a good knowledge of the subject and make good use of their historical imaginations to gain a picture of life in the past. They make very good use of a range of resources including books, posters, photographs and artefacts, and make good use of a wide historical vocabulary when explaining their work. Pupils have a good appreciation of the way in which individual events and decisions impact upon the course of history, and their written work shows an evolving awareness of the relationship between cause and effect. Pupils' studies in history make a good contribution to their moral development, and KS2 pupils have some good opportunities to consider the morality of some of the decisions of important leaders. Their work on World War 2 gives them insight into the devastation of war for all those involved, and a real appreciation of the hardship that some people endured.
162. Pupils of all ages enjoy history and are enthusiastic in lessons. Pupils make very good use of research skills and are highly motivated when finding out about life in the past. The quality of written work and oral discussions is high and pupils make good use of a range of literacy and numeracy skills in their work. Behaviour in lessons is excellent and contributes significantly to the good progress made by pupils of all ages and levels of attainment.
163. Teaching is good in both key stages and teachers have a secure subject knowledge. They make very good use of questions to extend the highest attainers and support the pupils who have special educational needs. Teachers have high expectations of the pupils and provide many good opportunities for them to take part in historical research which supports their literacy development. Topics are carefully chosen to ensure that during the time they are in school pupils receive a broad and well balanced curriculum which gives them insight into some of the main periods of history. Although pupils are encouraged to bring in resources from home to support ongoing topics, more use could be made of formal homework tasks to extend pupils' learning even further.
164. The subject is well led by the enthusiastic and well qualified co-ordinator. The school has its own resources which are of good quality and satisfactory in range, which are supplemented by resources from the LEA. At present the school has few computer programmes for history, although pupils have some access to CD Rom encyclopaedias. Very good use is made of a wide range of educational visits to places of local interest which are most effective in enhancing pupils' learning.

Music

165. Pupils make satisfactory progress in music as they move through the school and the subject does much to enhance the pupils' social experience when they take part in whole-school productions. At present however, the scheme of work lacks detail and does not ensure enough progression in pupils' learning within and between key stages.
166. KS1 pupils have a good sense of rhythm and copy and generate simple patterns. They make a clear distinction between loud and quiet, and fast and slow sounds, but some still have difficulty distinguishing between high and low sounds. Pupils make good use of a small range of good quality tuned and untuned percussion instruments to make short compositions. They sing tunefully and with good diction.
167. KS2 pupils have experience of composing using untuned percussion instruments and have some understanding of pictorial and graphical notation as a means of recording their work. They listen well to recorded music, and in their topic relating to the Caribbean studied some aspects of jazz music and some of the work of Bob Marley. Pupils have made their own musical instruments and have looked at instruments from other countries and cultures. They sing tunefully, both when accompanied and unaccompanied, and produce a very pleasant sound.
168. Pupils have very positive attitudes to music and enjoy their lessons. They are keen listeners and confident performers. Some KS2 pupils receive violin tuition and are making good progress. The pupils' excellent behaviour and high levels of enthusiasm enhance their learning, and enable lessons to proceed at a good pace.
169. The quality of teaching in the lessons seen during the inspection was very good, but overall, the teaching is satisfactory, as in the long-term there is not enough progression in pupils' learning. Teachers are enthusiastic about the subject, but lack the expertise to provide extra-curricular activities or to really extend the highest attainers in KS2. Teachers are thoughtful in their selection of music for appraising and ensure that they choose some pieces which effectively promote pupils' cultural development.
170. The co-ordinator is fully aware of the need to revise the current scheme of work to give more guidance for teachers in their planning, and is effective in monitoring current provision. The school has a small range of good quality resources which are well used. The constraints of the KS2 classrooms make it difficult for teachers to organise practical music making activities.

Physical Education

171. During the inspection, gymnastics lessons were observed in both key stages, and a dance lesson in KS1. In addition, KS2 pupils were observed taking part in extra-curricular games activities. Pupils of all ages and levels of attainment make good progress in these aspects of the physical education curriculum as they move through the school.
172. KS1 pupils are well co-ordinated and have a good awareness of space. They move with purpose and accuracy, at different levels and speeds, and in different directions.

They plan and perform short sequences which contain twists, curls, stretches, balances and jumps, and give consideration to starting and landing positions. Most pupils have good control of their bodies, and recognise that fast movements such as spins and sprints are more difficult to control than slow movements such as curls and stretches. The vast majority of pupils are original and imaginative in their work. They understand the need to 'warm-up' at the start of activities, and are aware that exercise is beneficial.

173. KS2 pupils carry out gymnastics sequences on apparatus with good levels of control. They move smoothly from one movement to another, using curls and rolls to link jumps and balances. They try hard to be original in their work, and are thoughtful when planning their movements. Pupils are confident performers, and the highest attainers have poise, confidence and style. When playing team games, pupils show a good awareness of tactics, and pass and control balls with accuracy and skill. They run with energy and purpose, changing direction quickly to avoid opponents. Pupils receive swimming lessons, and by the time they leave school the vast majority swim further than the recommended twenty-five metres. Pupils are aware that regular exercise is essential in order to maintain a healthy lifestyle.
174. Pupils of all ages enjoy physical education and take a full and active part in all sessions. They listen carefully to instructions, and respond positively to suggestions about how their work might be improved. They are confident performers who enjoy sharing their ideas with the rest of the class. Pupils work quietly and with concentration, and show consideration for others. In team games, KS2 pupils have a good sense of fair-play, and a proper regard for the rules and spirit of the game. Excellent behaviour from all pupils contributes significantly to the smooth running of lessons, and impacts positively on pupils' progress and attainment.
175. The teaching of physical education is good overall, and in some of the lessons seen during the inspection, the quality of teaching was very good. Activities are well considered, and appropriately challenging, and pupils are given helpful suggestions about ways in which they might improve their work further. Teachers make good use of ongoing assessment, and pupils' previous learning is taken into account when planning lessons. Tasks are often deliberately open-ended, to enable pupils to demonstrate original ideas, and to foster creativity. There are many good opportunities in lessons for pupils to share their work with others, and pupils of all levels of attainment are invited to perform short gymnastic or dance sequences, or to demonstrate passes in games sessions. Overall, the good quality of teaching contributes significantly to the good progress pupils make in physical education as they move through the school.
176. The subject is well led by the co-ordinator. Regular whole-staff planning meetings ensure that she knows what is being taught, and enable her to maintain a good overview. Over the course of a year, pupils receive a well balanced and broad physical education curriculum which covers all areas of the National Curriculum programmes of study. The school offers a very good range of extra-curricular activities for KS2 pupils, which include netball, volley-ball, football, athletics and kwik-cricket. Pupils have many opportunities to take part in inter-school tournaments, which, in addition to enhancing their physical education skills, contribute significantly to their social development. Resources for physical education are satisfactory, although the lack of fixed apparatus in the hall, such as wall-bars and ropes limits the range of gymnastics activities that can be provided. The grounds are spacious and enable several games to take place simultaneously.

PART C: INSPECTION DATA

177. SUMMARY OF INSPECTION EVIDENCE

- A total of 35 hours 15 minutes was spent observing classes, sampling pupils' work and talking to pupils.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed in both key stages. Discussions were held with the secretary about the procedures for monitoring attendance.
- Pre-inspection meetings were held with the staff, governors and parents. Additional meetings were held with the Chair of Governors during the week of the inspection.
- Discussions were held with the headteacher.
- Parts of some extra-curricular activities were observed.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each year group were heard reading aloud.
- Frequent discussions took place with pupils of all ages about their learning, achievements and views on aspects of the code of conduct.
- Playtimes were observed.
- Inspectors attended assemblies.
- An inspector made a detailed tour of the site to inspect the accommodation.

178. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	94	1	21	6

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	4.2
Number of pupils per qualified teacher	24

Education support staff (YR - Y6)

Total number of education support staff	2
Total aggregate hours worked each week	36.25

Average class size:	26
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Financial data

Financial year:	1998/99
	£
Total Income	164,906
Total Expenditure	161,933
Expenditure per pupil	1,572
Balance brought forward from previous year	6,200
Balance carried forwards to next year	9,173

PARENTAL SURVEY

Number of questionnaires sent out:

64

Number of questionnaires returned:

36

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	36	53	8	3	
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	50	3	5	
The school handles complaints from parents well	25	30	28	17	
The school gives me a clear understanding of what is taught	19	30	22	28	
The school keeps me well informed about my child(ren)'s progress	28	39	8	25	
The school enables my child(ren) to achieve a good standard of work	36	44	11	8	
The school encourages children to get involved in more than just their daily lessons	44	53	3		
I am satisfied with the work that my child(ren) is/are expected to do at home	25	49	14	12	
The school's values and attitudes have a positive effect on my child(ren)	42	50	5	3	
The school achieves high standards of good behaviour	44	50		5	
My child(ren) like(s) school	50	39	5	3	3