

INSPECTION REPORT

**Easton Royal Primary School
Pewsey**

LEA area: Wiltshire

Unique Reference Number: 126192

Headteacher: Mrs J Ward

Reporting inspector: Mr S M O'Toole
OIN:20891

Dates of inspection: 11th – 13th October 1999

Under OFSTED contract number: 707885

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	The Street Easton Royal Pewsey Wiltshire SN9 5LZ
Telephone number:	01672 810477
Fax number:	(No fax)
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms E Johnson
Date of previous inspection:	25 th – 27 th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr Sean O'Toole Rgl	Mathematics Design and technology Information and communications technology Art Music Religious Education	Special Educational Needs Under 5's Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development Leadership and management Equal opportunities Attitudes, behaviour and personal development Partnership with parents and the community Curriculum and assessment Staffing, accommodation and learning resources The efficiency of the school
Mr Bernard Harrington, Lay inspector		
Mr David Walters, team inspector	English Science History Geography Physical education	

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MAIN FINDINGS

What the school does well

- Standards in information and communication technology (ICT) are above average by the end of Key Stage 2.
- The children under five make a good start to school and attain standards which are above those expected for their age.
- Most of the teaching is good or better and never less than satisfactory.
- Pupils with special educational receive good support.
- Relationships are very good; the pupils behave well and enjoy learning.
- There are very effective links with parents and the community.
- The school provides a varied, interesting and effective curriculum and extra-curricular activities are good.
- The headteacher, staff and governors provide clear educational direction and leadership.

• Where the school has weaknesses

1. In some lessons in mathematics and science there is insufficient challenge for the older pupils.

The school's strengths far outweigh any weaknesses. The weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

• How the school has improved since the last inspection

The school has made good improvement since the previous inspection and remedied most of its weaknesses; it is better than it was. The headteacher, staff and governors work together well and have good capacity to move the school forward. The curriculum, teaching and accommodation for Key Stage 1 and the children under five have been improved significantly. Reports to parents comply with statutory requirements, contain good detail and targets to guide the pupils. Monitoring of teaching, planning and learning is more effective. The pupils are involved in reviewing their work and have good opportunities to use their initiative. Teaching has improved, standards in ICT are much better than they were and the provision for spiritual, moral, social and cultural development is now good. However, more needs to be done to ensure that work is planned to challenge the older pupils.

• Standards in subjects

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

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

*Grades omitted due to small cohort of pupils and unreliability of data.

Although the table shows that the pupils performed at levels well below average in English and science and below average in mathematics, the small cohort include a high proportion of pupils with special educational needs. Preliminary results of tests in 1999 show that the percentage of pupils attaining average and above levels has risen significantly in English, mathematics and science. Inspection evidence shows that by the end of both key stages, standards in English and science are broadly average; in mathematics standards are average by the end of Key Stage 2 and below average at the end of Key Stage 1. By the age of 11, pupils attain levels in information and communication technology which are above average. In religious education, pupils in both key stages achieve the levels expected in the local agreed syllabus. Progress is generally good and is most rapid in Key Stage 1 and for children under five. Good progress is made in art and swimming, although insufficient progress is made in design and technology. Pupils with special educational needs make good progress. Children under five make good progress and attain levels which are above those expected of five-year-olds in all of the appropriate areas of learning.

• **Quality of teaching**

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

**These subjects are covered in the area of learning known as knowledge and understanding of the world.*

Teaching is good overall and never less than satisfactory. In a third of lessons it is very good, it is good in a third and satisfactory in the remainder. There were no unsatisfactory lessons. The teaching of children under five and pupils with special educational needs is effective. There is very effective teaching of English, mathematics and science in Key Stage 1; art and information and communication technology are taught very well in Key Stage 2. Some work in Years 5 and 6 is insufficiently demanding.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Good. The pupils get on well together and show respect for their teachers, each other and the school's resources.
Attendance	Good. The pupils enjoy coming to school. They are punctual and attendance is above average.
Ethos*	Relationships are a strength of the school. The pupils are well motivated, keen learners and have positive attitudes. The staff and governors show strong determination to raise standards.
Leadership and management	Good. The school is led effectively by the headteacher and managed well. The staff and governors are a hard-working and dedicated team.
Curriculum and assessment	The curriculum is good and includes a wide range of extra opportunities for the pupils to develop their skills and

Pupils with special educational needs	knowledge. In most lessons, assessment is used well to plan work.
Spiritual, moral, social & cultural development	Good provision. Clear targets are set and there is good quality support to help the pupils to make progress. The school makes good provision for each of these aspects and this contributes to the pleasant and purposeful working environment.
Staffing, resources and accommodation	Adequate levels of staffing. Much improved and good accommodation for all pupils. The school has a good range and quality of resources for the subjects.
Value for money	The cost of educating the pupils is high. Standards in most subjects are average. Most pupils make good progress. The school provides satisfactory value for money.

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

• **The parents' views of the school**

What most parents like about the school

- II. That they are welcome and involved in the school.
- III. The staff listen to their concerns.
- IV. The good start made by children under five.
- V. That the school provides good information about their children.
- VI. The additional activities provided by the school.
- VII. Homework and the beneficial effect it has on progress
- VIII. That their children enjoy school.

What some parents are not happy about

- IX. The parents had no significant concerns

Inspectors agree with the views expressed by the parents.

• **KEY ISSUES FOR ACTION**

In order to build on the good quality of education provided by the school, the headteacher, staff and governors should:

Improve the rate of progress for older pupils in mathematics and science by:

- Matching work more closely to the pupils' needs:
- Making more effective use of assessment
- Providing more opportunities for the pupils to investigate, devise and record their own experiments.

(paragraphs 9, 10, 22, 24, 31, 79, 81, 82, 84,88 and 90)

In addition to the Key Issue above, the governors should consider the inclusion of the following less significant weaknesses in the action plan.

- Providing more opportunities in design and technology for the pupils to use a wider

range of techniques and tools: (identified by the school) (paragraphs 14, 22, 25 and 109)

- Increasing the opportunities for pupils to write more fully in history and geography. (paragraphs 11, 23, 71 and 116)

" **INTRODUCTION**

" **Characteristics of the school**

1 Easton Royal Primary School is located in Easton Royal, a small village close to Pewsey. Most of the pupils come from the village. The pupils come from a variety of backgrounds and their socio-economic circumstances are about average. The percentage of pupils eligible for free school meals (16.7 per cent) is broadly average. A total of 34 pupils attend the school, made up of 16 boys and 18 girls. The school is much smaller than other primary schools. Since the last inspection, the number of pupils attending the school has fallen by about a fifth. No pupils are from ethnic minority families which is lower than most. There are 11 pupils on the school's register of special educational need (above average) of whom one has a statement of special educational need. Almost of the pupils benefit from pre-school education in local playgroups. They start school at the beginning of the school year in which they are five. Attainment on admission varies significantly from year to year but is about the level expected of four-year-olds. At the time of the inspection, three children were under five and they were taught in the Reception/ Key Stage 1 class. Since the previous inspection, the school has appointed a new teacher and there have been significant improvements to the accommodation. The school has set appropriate targets for improvement. These include raising levels of attainment in English and mathematics. Targets for the year 2000 are that all pupils should attain average or above standards in English and science and that three-quarters should perform at similar levels in mathematics.

2 The school has clear aims which are included in the prospectus for parents. They are listed as follows.

- To provide a broad and balanced curriculum:
- To develop lively, enquiring minds:
- To encourage the children to achieve their potential:
- To provide a stimulating environment:
- To encourage respect and a framework of firm but fair discipline:
- To provide a welcoming atmosphere for parents.

The school has identified the following priorities up to August 1999:

- Implementing the National Literacy project:
- Improving target setting:
- Implementing the National Numeracy project:
- Improving the teaching and learning of design and technology.

3. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	2	5	7

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	2	2	2
	Girls	5	5	5
	Total	7	7	7
Percentage at NC Level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	80(80)	81(80)	84(84)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	2	2	2
	Girls	5	5	5
	Total	7	7	7
Percentage at NC Level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	81(80)	85(84)	86(85)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	1	5	6

3. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	0	0	0
	Girls	2	2	2
	Total	2	2	2
Percentage at NC Level 4 or above	School	33 (71)	33 (71)	33 (100)
	National	65(63)	59(62)	69(68)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	0	0	1
	Girls	3	2	3
	Total	3	2	4
Percentage at NC Level 4 or above	School	50 (86)	33 (71)	67 (100)
	National	65(63)	65(64)	72(69)

² Percentages in parentheses refer to the year before the latest reporting year

3. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
through absence for the latest complete reporting year:	Authorised	School	3.2
	Absence	National comparative data	5.7
	Unauthorised	School	0.0

Absence National comparative data 0.5

3.

3. Exclusions

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

Fixed period 0

Permanent 0

3. Quality of teaching

Percentage of teaching observed which is: %

Very good or better 33

Satisfactory or better 100

Less than satisfactory 0

3.

PART A: ASPECTS OF THE SCHOOL

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

3. Attainment and progress

1. Overall attainment by the end of both key stages is average and is at a similar level as at the time of the previous inspection. There are fluctuations in attainment from year to year due to the small cohorts of pupils, variation in attainment on admission, and an above average proportion of pupils with special educational needs. The teachers know the pupils well and use their knowledge to set realistic and achievable targets. The successful introduction of the National Literacy and Numeracy Strategies has provided more focus to the development of key skills and standards are rising. The school is on course to meet its targets.

2. Children start school with levels of attainment which are about average but attainment varies from year to year. For example, the pupils in Year 2 had low levels of attainment on admission, whereas those in Year 1 and the current Reception class had appropriate levels of knowledge, skills and understanding when they started school. At the time of the inspection three children were under five. By the age of five the children attain levels above the Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world and creative development. The children's physical development is in line with the Desirable Learning Outcomes. The children do well in early reading and writing and also make significant gains in developing mathematical vocabulary and measuring. Progress is good overall, aided by a well-planned curriculum and the good support provided by the teacher and voluntary helpers.

3. In 1998, the results of National Curriculum assessments at the end of Key Stage 2 showed that pupils' attainment in English and science was well below the national average; standards in mathematics were below average. In all three subjects an average proportion of pupils attained the higher level 5. In comparison with schools with similar intakes standards were well below average, although the small number of pupils in the relevant year group makes this data unreliable. Preliminary results of the

1999 tests show that standards have improved and the percentage of pupils attaining average and above levels has risen. A significant factor influencing attainment in 1998 was the high proportion of pupils with special educational needs. In 1998, the results of National Curriculum assessments at the end of Key Stage 1 showed that attainment in reading was above average, writing was well above average and mathematics was average. Compared with schools with similar intakes standards were average in reading and mathematics and well above average in writing. However, the percentage of pupils attaining the higher level 3 was well below average in reading and mathematics and well above average in writing. There were differences between teacher assessments and test results in both key stages. This situation has been remedied through the more effective use of assessment. In 1999, teachers' records of the pupils' performance show a good match between test and other results.

4. Comparisons between the performance of boys and girls show little difference over a period of time although in some years boys do better than girls, due to the numbers of each gender in the cohort. The performance of pupils over three years shows that there are peaks and troughs in attainment. The variations are partly due to the significant differences in ability of the pupils from each cohort. Results show that over three years almost all of the pupils in Key Stage 1 attain the average standard but few attain higher levels.
5. Inspection evidence shows that pupils' performance in English is below average by the end of Key Stage 1 and average at the end of Key Stage 2. In mathematics and science most pupils attain standards which are close to the national average by the end of both key stages. By the end of both key stages pupils' speaking and listening skills are above average. They speak clearly and use Standard English effectively. By the end of Key Stage 1, pupils read and write at basic levels but due to the high proportion (three-quarters) with special educational needs few are on track to attain the national average. By the end of Key Stage 2, pupils read accurately from a range of text and use reference books well, although their skills of prediction are weak. Standards in writing are about average. Pupils write appropriately for a range of purposes; they use correct grammar and punctuation and spelling is mainly correct. Handwriting skills are average and the pupils apply these skills competently to work in other subjects.
6. By the end of both key stages, standards in mathematics are in line with the national average. The pupils listen effectively although their speaking skills are below average. By the end of Key Stage 1, the pupils have appropriate skills of addition and subtraction, measure with accuracy and know the names and properties of two-dimensional shapes. However, they are weak in applying their knowledge to solving problems. By the end of Key Stage 2, the pupils know and use the four rules of number, have average skills in measuring and data handling but lack confidence in finding different ways of solving problems. Standards in science, by the end of both key stages, are average. The pupils have appropriate levels of knowledge of life and physical processes and materials and their properties. Pupils in Key Stage 1 are able to make predictions and know about fair tests. However, pupils at the end of Key Stage 2, lack competence in investigation and devising their own experiments.
7. Progress is generally good. Progress for most pupils in English, mathematics and science is mostly consistent although the pupils in Years 5 and 6 make insufficient and unsatisfactory progress in using and applying mathematics and in experimental and investigative science. Overall progress in English is good and satisfactory progress is made in mathematics and science. Progress is more rapid in Key Stage 1 due to the

challenging activities set for the pupils. In both key stages, pupils make good progress in speaking and listening, responding well to the opportunities to take part in discussion. Progress in reading is satisfactory and it is good in writing. In mathematics, the pupils in both key stages make good gains in number work and in improving their skills of mental arithmetic; good practical activities in Key Stage 1 promote good gains in the pupils' measuring skills. In Key Stage 2 the work set for pupils in Years 5 and 6 on directions was too simple. In science, the pupils make satisfactory progress in most aspects of the subject. Progress is good in Key Stage 1 due to thoughtful and challenging teaching with opportunities to experiment and investigate. However, in Years 5 and 6 the pupils have insufficient opportunity to select, design and evaluate their own experiments and this hampers their progress.

8. Pupils apply their literacy skills well in researching for information from books. Older pupils have satisfactory skills in note taking and can collate information from several sources. In history and geography the pupils extract information from a variety of texts, but there are insufficient opportunities to write detailed accounts. The pupils take care to present their work neatly and apply their handwriting skills to work in other subjects. The pupils use their numeracy skills in other subjects. For example, in science they present some of their findings on bar charts and collate information about the colour of sweets in charts. Pupils in Key Stage 1 read a thermometer. Pupils in Key Stage 2 use a timeline of photographs to identify the changes in the school over the previous century.
9. Pupils with special educational needs make good progress. Those with statements of special educational need make good progress in meeting the targets in their individual education plans. Work for these pupils is carefully structured and the good level of support given ensures that the pupils make good gains particularly in reading and writing. Individual education plans have precise and well-focused targets which are used by the teachers to plan work. In most instances the wide variety of ages and abilities within each class is dealt with effectively and the effective grouping of pupils ensures that skills and knowledge are usually developed consistently.
10. Standards in information and communication technology (ICT) are above the national expectation overall. They are average by the end of Key Stage 1 and above by the end of Key Stage 2. The main strengths are in using ICT in other subjects and in communication skills. Progress is good with some very good gains in skills being made throughout Key Stage 2. By the end of both key stages, most pupils attain standards in religious education which are in line with the attainment targets in the local agreed syllabus. They make satisfactory progress overall and good improvements in their knowledge of Christianity.
11. In both key stages the pupils make good progress in art and satisfactory progress in history, geography, music and physical education. Progress in design and technology is unsatisfactory overall although there are satisfactory gains made in design. Strengths in the subjects include the pupils' good knowledge of a wide range of techniques in art and the good standards attained in swimming. There are no significant weaknesses in the subjects.

14.

Attitudes, behaviour and personal development

12. The school has maintained the good standards of pupils' attitudes, behaviour and

personal development identified during the last inspection. Pupils have good attitudes to their work. They respond well to new tasks and co-operate with their teachers and classmates. Their positive attitudes contribute effectively to attainment and progress. In Reception and Key Stage 1, pupils' attitudes in lessons are very good. The pupils are excited by learning and keen to do their best, they concentrate well and persevere with tasks. In the literacy hour the pupils join in enthusiastically with the stories and make good suggestions about what may happen next. In mathematics they show considerable maturity as they measure different parts of the school. In Key Stage 2, attitudes are mostly good but in some lessons a few older boys lack self-discipline and lose concentration. In most lessons the pupils show a willingness to learn. For example in ICT they are keen to experiment with new software and they use their literacy skills well to produce interesting work. Throughout the school the pupils show their positive approach to learning through completing homework on time.

13. Pupils' behaviour in and around the school is good and contributes to the positive ethos and orderliness of the community. During playtimes and lunchtimes the pupils are polite and sociable and organise their own activities. Older pupils support younger children and there is an atmosphere of concern for each other's well-being. No bullying was seen or reported during the inspection, and there have been no exclusions. The pupils know and respect the school's rules. Children under five are very well behaved and respond positively to the instructions of adults.
14. The personal development of pupils is good and this contributes well to learning. The pupils often evaluate their own work and in the end of year reports provide comments on personal and academic development and set targets for improvement. Pupils take responsibility for some aspects of their learning and this is encouraged from an early age, such as Year 1 pupils being allowed to measure and record physical features of the school of their own choice and to select the units of measurement. During the day, pupils take responsibility for a range of tasks which helps the day-to-day organisation of the school. These features of personal development make a positive and significant contribution to pupils' attainment and progress. Pupils respect the beliefs and views of others, although on occasions, some older pupils disregard the protocols of polite conversation. Pupils are involved in raising funds for charitable organisations which raises their awareness of the needs of others, especially those less fortunate than themselves.
17. **Attendance**
15. Pupils' attendance is good and, at 96.8% for the last year, is above the national average. There were no unauthorised absences. All pupils arrive at school on time and many parents stay and work with their children in the period leading up to the start of the school day which helps provide a prompt start to lessons. Although attendance for children under five is not a statutory requirement, they enjoy coming to school and their attendance is good. Pupils' attendance and punctuality have a positive impact on their attainment and progress.

18. QUALITY OF EDUCATION PROVIDED

18. Teaching

16. The quality of teaching varies from very good to satisfactory and is good overall. This has a beneficial impact on the pupils' attainment and progress. In a third of lessons teaching is very good, it is good in a third and satisfactory in the remainder. There were no unsatisfactory lessons. The teaching of children under five and pupils with special educational needs is good. There is very effective teaching of English, mathematics and science in Key Stage 1; art and information and communication technology are taught very well in Key Stage 2. Some work in mathematics and science in Years 5 and 6 is insufficiently demanding. The quality of teaching has improved since the previous inspection, particularly for children under five and in Key Stage 1.
17. Pupils with special educational needs benefit from good teaching. The teachers plan work which is matched to the pupils' needs, and pay good attention to individual education plans. Targets are clear and the pupils' progress in meeting them is monitored regularly. Support staff and parent helpers are briefed well on the needs of the pupils and the thorough planning of lessons ensures that the pupils make as much progress as possible.
18. The teaching of children under five is mostly good; it includes some very good teaching of language and literacy. The teacher plans work thoroughly and achieves a good balance between adult directed and free choice activities which enable the children to gain in confidence and independence. Good support is provided by parents and classroom assistants who are guided effectively by the teacher. The teaching of language and literacy is very good. The teacher makes very good use of classroom helpers to work with the group. There is a good balance between learning new words and teaching the sounds that letters make. Resources are used well and the teacher's high expectation of behaviour and quality of work enthuses the children to do their best. Homework is used effectively and parents appreciate being involved in this aspect of their children's development. Mathematics is taught well with good opportunities for the children to learn through practical activities. The teacher has a good understanding of the subject and builds on the children's knowledge well through the effective use of assessment. The teaching of physical and creative development is enhanced by the use of the good outdoor area. Children are often taught alongside pupils from Key Stage 1 but the thorough planning ensures that activities are matched well to the needs of the children.
19. Teaching in Key Stage 1 is mostly good, it is satisfactory overall in Key Stage 2. In both key stages the teachers have good subject knowledge of English and the National Literacy Strategy. Teachers' knowledge of mathematics and science is secure, although more attention is needed to planning more challenging work for older pupils. In Key Stage 2 the staff have high levels of expertise in the teaching of art and information technology. Teachers have satisfactory knowledge of history, geography, music, religious education and physical education. There are some gaps in the teacher's knowledge of design and technology. Planning is satisfactory overall. It is good in English as lessons include work, which is matched well to pupils' levels of attainment, and the teachers use a good range of strategies to motivate the pupils. For example, there are good opportunities to discuss, take part in speaking and listening activities and to write for a range of purposes. Teachers adapt long and medium term

plans to include suitable lesson objectives which pinpoint the skills and knowledge to be taught. For example in art, the teacher in Key Stage 2 concentrated well on extending the pupils' knowledge of techniques used by famous artists through the effective use of prints and demonstration. In an ICT lesson the teacher used the computers well to teach the pupils how to use a variety of tools to good effect. She set challenging tasks which held the pupils' attention.

20. There are very good relationships between staff and pupils in both key stages. Behaviour is managed well and the teachers insist on polite responses and the pupils' attention, although on rare occasions a few boys lose concentration. Most lessons have good pace, and brisk introductions keep the pupils focused on the tasks. Clear explanations are given and the pupils are left in no doubt about what must be done. In some lessons in English in both key stages and in mathematics in Key Stage 1 the pupils are given deadlines in which to complete their work. In history and geography there are insufficient opportunities for the pupils to write detailed reports. The teachers make good use of resources. For example in a history lesson in Key Stage 1 the pupils were fascinated by Victorian artefacts; in art in Key Stage 2 the effective use of prints brought home to the pupils the importance of using colour boldly.
21. Marking is used well. The teachers correct mistakes and often include targets for the pupils to improve. Sometimes these targets are linked to homework and this involvement of parents has a beneficial impact on progress. Assessment is used satisfactorily in most cases; however, insufficient attention is given to setting demanding work for older pupils in science and mathematics. Homework is given regularly and includes reading, spelling and mathematics. Sometimes the pupils research information for topics and several use their home computers to find out information. The teachers value the work done at home.
24. **The curriculum and assessment**
22. The school provides a broad and balanced curriculum which fulfils the statutory requirements of the National Curriculum and religious education. It enables the pupils to make sufficient gains in their academic, personal, social and spiritual development. The programme of personal, social and health education is appropriate for the age of the pupils and includes an appropriate programme of sex education and suitable work on the harmful effects drugs. Almost all subjects have an appropriate time allocated to them and this helps the pupils to gain skills and knowledge and understanding. However, in design and technology insufficient time is given to developing the pupils' use of tools and making skills. The National Literacy and Numeracy Initiatives have been introduced effectively throughout the school and are having a positive impact on standards.
23. The curriculum for children under five is broad and balanced and successfully meets the requirements of the Desirable learning Outcomes. It prepares the children well for the National Curriculum. The curriculum for these children has improved significantly since the previous inspection. Work is planned thoroughly and there are particular strengths in the areas of language and literacy and mathematics.
24. All subjects have satisfactory policies and suitable schemes of work are in place. These help teachers plan their lessons and improve consistency in teaching skills and knowledge through each key stage. The schemes are of good quality, and include advice from national and local authority services. Links between short, medium and long term planning are firmly established. Plans supporting literacy and numeracy are

having a significant impact upon the pupils' progress in these areas of the curriculum. Planning has improved since the previous inspection, having clear objectives and being more closely matched to the needs and abilities of the pupils. All pupils have equal access to the curriculum, regardless of religious affiliation, gender and social circumstances. The provision for pupils with special educational needs meet requirements and is good. Individual education plans are well focused and teachers use them in classrooms effectively. They are reviewed regularly and parents are involved in the process of setting targets.

25. Pupils benefit from a good range of extra-curricular activities in music, computers, French and sports. All staff and some parents are involved in these activities and they are well attended by the pupils. The pupils' experiences are widened through visits in the locality and beyond, including a residential visit annually. These activities make have a good impact on the personal and social development of all pupils. In addition the school takes part in national competitions with some good success. For example, the pupils won second prize in the STEM project for ICT.
26. Procedures for assessment of pupils under five are good. Home visits and assessment on admission are effective in enabling the teacher to plan work based on the children's pre-school experience. Assessment is made on their progress through the appropriate areas of learning. When these are achieved the pupils are introduced to the National Curriculum.
27. At both key stages there are good procedures for assessment. Teachers record the reading ages of pupils and assess their progress through Key Stage 2. The personal pupil profiles are of high quality; they include National Curriculum levels and helpful comments which clearly indicate achievement in mathematics, English and science. Pupils evaluate their progress at the end of the year and set goals for the following year. However, there is no formal system of checking if the pupils have achieved their goals.
28. The use of assessment is satisfactory in planning work for most pupils, but it is used insufficiently to target work to improve the rate of progress for the older pupils in mathematics and science. The discrepancy in teacher assessments and test results at Key Stage 1 can be discounted because there has been a change of teacher and improved procedures which ensure regular use of the assessment criteria. This has improved the reliability of assessment by teachers. The school complies with the requirements for testing and reporting National Curriculum assessments at the end of each key stage.
31. **Pupils' spiritual, moral, social and cultural development**
29. The school makes good provision for the spiritual, moral, social and cultural development of the pupils. The provision has a good impact on the pupils' progress and personal development. The school has improved on the quality of its provision since the previous inspection. The good quality of collective worship contributes well to the pupils' spiritual understanding and social skills. Children under five benefit from similar experiences as their older friends.
30. The daily acts of collective worship meet statutory requirements and are broadly and mainly Christian. They include good opportunities for the pupils to worship together

and to reflect on themes such as friendship, care and rules. In religious education lessons, the teachers encourage the pupils to reflect on sensitive issues and to discuss religious traditions. Staff teach them about the value of people's beliefs and nurture a respect for differing viewpoints. In literacy lessons, feelings such as fear, excitement and joy are explored through traditional stories, such as Red Riding Hood. In information technology, Year 4 pupils were amazed at the power of the computer to store and send messages and gasped with delight as their messages were sent. Through art and science the teachers emphasise the wonders of the natural world and humankind's achievements and impact on the environment.

31. The staff are good role models and encourage the pupils to respect each other, adults and the world around them. They teach the rules of the school and the norms of good behaviour in society well. Pupils are encouraged to show responsible attitudes and to follow the school's code of conduct. The importance of politeness and good manners are given good emphasis and the way in which staff value each member of the school is a fine example from which the pupils learn. There is an effective system of rewards and sanctions which staff use consistently to emphasise good behaviour and attitudes.
32. The school makes good provision for social development. Teachers organise their classrooms so that the pupils take turns in being responsible for important jobs around the school. For example, older pupils prepare the room for assembly and take charge of the CD player. Pupils are encouraged to use their talents for the benefit of others. In assembly, the recorder players and other musicians lead the singing. Staff encourage participation in events out of school such as the STEM project in which the pupils achieved very good success in designing a website. There are residential visits for older pupils when there are good opportunities to mix with pupils from other schools. The school is at the heart of the village and the "Easton Eagle", a newsletter produced by the pupils, is valued by the community. At harvest and Christmas the pupils are encouraged to take part in church services and to learn about their responsibilities in the life of a village community.
33. Despite the relatively isolated location of the school, the staff provide good cultural experiences for the pupils. The good range of literature from other cultures, traditional stories from around the world and selection of poetry enhance the pupils' cultural understanding. In art, the teachers use the work of famous artists to improve the pupils' skills and techniques, for example Batik work from Gambia. In assemblies and music lessons the pupils are given good opportunities to listen to a variety of styles. Visits to museums, places of interest and historical importance enrich the pupils' knowledge of British culture. In religious education lessons the pupils are taught about the different lifestyles of Christians, Jews and Muslims.

36.

Support, guidance and pupils' welfare

34. The school provides good support and guidance for all its pupils and promotes their general well-being. This is generally effected through the teachers' day-to-day contact and the additional support offered by other adults in school. The positive relationships that exist between teachers, pupils and other adults provide opportunities for addressing the individual needs of pupils.
35. Support for children starting school is very good. Parents of pre-school children are invited to use the quiet room with their children as part of the induction into school life. The teacher visits the children in their homes before they start school and parents say that this is beneficial. Support for pupils who have special educational needs is good.

There are good individual education plans which have achievable targets. Parent helpers and classroom support assistants are very effective and follow guidance from the teacher well. Most 11 year olds transfer to Pewsey Vale School and strong links have been developed between the two schools. A programme of visits is arranged for Years 5 and 6 pupils to ease their transfer. The school provides helpful information for parents who wish to consider other secondary schools.

36. The school's procedures for monitoring and managing behaviour and discipline are satisfactory. The behaviour and self-esteem policy is implemented by all teachers but is not always effectively presented, and systems for rewarding good behaviour are not always evident. There is no specific policy for dealing with incidents of bullying should the need arise. Most parents expressing an opinion were satisfied with the school's behaviour management system. The monitoring and promotion of good attendance by the school is very good. Registers are complete and up-to-date and absences are followed up quickly.
37. Child protection procedures are well understood but informal and there is no system in place for the induction of new or temporary staff in these procedures. The headteacher is the person designated to deal with child protection issues and has relevant experience. In her absence, however, routines would be less well understood and the escalation procedures for contacting external authorities not known. The procedures for promoting the health and safety of pupils are good. The governing body and headteacher conduct risk assessments of the school, recording their findings and monitoring problems to closure. Fire drills are carried out termly and equipment is checked regularly for correct function. The school nurse is a regular visitor who makes routine checks of children's health. The school has a named first aider and staff have first aid experience. Playground monitors are encouraged to look out for children with no one to play with and to arrange for them to be included in social groupings.
38. The monitoring of pupils' progress is good; pupils evaluate their own work in English, mathematics and science and help identify opportunities for improvement. The 'Happy Book' in Class 1 contains positive personal comments about pupils for parents to read. Portfolios of work exist for all pupils and there are up-to-date records of reading and spelling skills. These documents record pupils' progress accurately. The close family atmosphere of the school permits ready monitoring, by staff, of the physical and emotional well being of all pupils.
41. **Partnership with parents and the community**
39. The school's very good partnership with parents and excellent relationships with the community make a significant contribution to standards, progress and the quality of education provided. The school has maintained the effective links described in the previous report and has remedied the shortcomings identified. The school provides good quality information for parents in the form of the annual report of the governing body, pupils' progress reports, meetings and the school prospectus. The school makes particularly good use of notice boards and opportunities for informal discussion with parents. Parents have been kept informed of changes to the curriculum and seemed well versed in the school's approach to literacy and numeracy. Parents of children who have special educational needs speak positively of the support given. They feel involved in the process of setting targets and reviewing what has been achieved.

40. Parents are involved in the life of the school through helping in class, carrying out repairs to fittings and resources, and by listening to their children read at home. The Gardening Club, organised by a parent, has been used successfully as a curriculum topic embracing several subject areas. These activities contribute greatly to standards and progress by increasing the opportunities available for learning and improving the learning environment. The Friends of Easton Royal School (FERS) raise funds on a regular basis through social events that involve the community. This year, with the assistance of IBM, they produced an illustrated school calendar. The funds raised are used to supply furniture and fittings for the school. In the last year £2,340 has been spent in this way. The FERS contribution to resources makes a significant impact on the quality of education provided. Parents are particularly pleased with the way in which the school becomes involved in the community. They enjoy the family atmosphere of the school and comment favourably about the sense of security and their own involvement in the school's life and work.
41. The school makes good use of the resources available locally and has excellent links with the community that enrich pupils' learning experiences. The school publishes a community newspaper (The Easton Eagle) twice each term which is sponsored by individuals or companies and provides older pupils with extra responsibilities. The vicar is regular visitor to school and often leads collective worship. She also contributes to the religious education curriculum and invites the pupils to study the church building and artefacts. The school attends church for the celebration of major Christian festivals and to participate in the carol service and harvest festival.
42. Parents, the community and pupils combine their efforts to improve environmental awareness. For example, they pursue environmentally friendly practices such as recycling and use the locality for the study of geography and history in addition to visiting local farms to review the cycle of sheep farming from lambing to shearing. Members of the local community visit to share their experiences with pupils. Visits to places of educational interest include residential visits for Years 5 and 6 pupils to the south coast and the Forest of Dean in the company of pupils from other schools. These visits provide pupils with new and rich experiences and encourage them to develop their observation, recording and social skills.

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

45. **Leadership and management**

43. The leadership and management of the school are good and contribute effectively to the standards achieved and the progress made by the pupils. The school has made good improvement since the previous inspection, and is better than it was. The school's management has improved since the previous inspection; there is increased monitoring of teaching and planning; there are more opportunities for independent learning, and the management of the provision for children under five is now good. Parents express confidence in the staff and commend them for their hard work and commitment. The vast majority of parents believe that their views and complaints are dealt with fairly and effectively. The shared vision of headteacher, staff and governors put the school in a good position for further improvement.
44. The governors fulfil their statutory responsibilities and are effective in the support they give to the school. The school has a robust committee structure and governors are active in promoting the school's interests in the community. They have well planned

initiatives to market the school to prospective parents. Governors for literacy, numeracy and special educational needs monitor the work of the school regularly. The school development plan includes appropriate costs and measures of success and is a useful document for school improvement. It is supplemented by a strategic plan drawn up by the governors, which includes a good analysis of the school's strengths and weaknesses and provides effective guidance on how the school can be improved. The school is well placed to build upon its strengths and has good capacity for further improvement.

45. The school has clear aims and these are met well. There is a purposeful ethos and the very good relationships between all associated with the school help to promote a purposeful atmosphere in which learning takes place. The school meets statutory requirements for the National Curriculum and religious education. Collective worship provides a focal point for the development of spiritual awareness. There is an appropriate commitment to equal opportunities and the contribution of all individuals is valued. This is illustrated by the effective management of the provision for pupils with special educational needs. The staff identify concerns rigorously and involve parents in the process. The register of special educational needs is kept up-to-date.
46. Communication between staff, parents and governors is good. The school has managed the introduction of both the National Literacy and Numeracy Projects satisfactorily and this is having a positive effect on standards and progress. The introduction of home-school agreements has been done with the full co-operation of parents.
47. The school manages other areas of its work well. The school's successful management of attendance has resulted in below average absence from school. Behaviour management is seen as the whole staff's responsibility; they follow guidelines consistently. The headteacher successfully manages a very high teaching commitment with her duties of leading staff. All staff work together well sharing responsibilities for the development of the subjects. Although little time is available for monitoring, the good co-operation between staff and their willingness and hard work ensures that new initiatives are developed effectively. A particular success in subject leadership has been the school's achievement in information and communication technology. The provision for children under five is managed well and the governors and staff have been very successful in providing a stimulating environment for these children. Staff development is managed to good effect; there are regular staff meetings and opportunities to share what has been learned on courses. Appraisal is used appropriately to identify opportunities for staff development.
50. **Staffing, accommodation and learning resources**
48. The school's staffing, accommodation and learning resources have a beneficial impact on pupils' attainment and progress. There is a sufficient number of qualified and experienced staff to teach the National Curriculum and religious education. Their skills and expertise are used effectively to develop the curriculum and share subject responsibilities. There is a good team ethos for planning and improving the curriculum and teaching issues raised in the previous inspection report. The useful staff handbook support newly appointed staff well, outlining procedures and responsibilities. All staff have undertaken training for the introduction of the numeracy and literacy initiatives, with fewer opportunities for other subjects recently. Staff and school development is enhanced by the supportive interaction and co-operation of teachers, classroom support staff and helpers, during the school day and in extra-curricular activities.

49. The school benefits from a good number of enthusiastic and loyal voluntary helpers who contribute to the progress and well being of the pupils. Those pupils with special educational needs are well supported, both in and out of the classroom. Staff have appropriate expertise to support these pupils. The school is cleaned to a high standard, which supports the ethos of providing a pleasant environment for the pupils. Day to day administration is efficient. Good quality data and information is available to the governing body and this is effective in enabling them to have proper oversight of the school finances.
50. The school's provision for children under five is good and has been improved since the previous inspection. The teacher has relevant expertise and a good understanding of the areas of learning for children under five and this contributes effectively to their progress. The accommodation is good and includes an attractive and well resourced outdoor play area. The resources are good and include a suitable range of books, toys and games.
51. Although the school lacks a hall, the accommodation is good overall. Issues raised at the last inspection have been met and the space created in the main building has been used well to create a library, provide an area for information technology and an area for staff meetings. This enhances the ability of staff to arrange for library research work which reflects well on the personal development of the pupils. The lack of a hall constrains the amount of physical education which can take place on site, but the school and parents ensure that the pupils benefit from the swimming and sports at a nearby centre. Staff and pupils create attractive displays of work and artefacts, which enhance the environment for learning. The internal decoration is in good order. The concerns about toilet facilities mentioned in the previous report have been remedied.
52. Resources in all subjects are good, with the exception of design technology and religious education, which are satisfactory. The number of computers is high and the school has a good range of software and supporting equipment. The school has an attractive and well-stocked library. The books are in good condition. The school has used funds for literacy resources well and improved the range and quality of books. Materials are stored safely and are easily accessible. Regular use is made of artefacts from the County library resources unit, which enhances the already good provision. The school garden and pond are good resources and are used to good effect in science and geography.
55. **The efficiency of the school**
53. The school makes good use of its staffing, accommodation and resources and this has a beneficial effect on standards. The standards of financial planning and the strategic management of all the resources are good. Educational developments are effectively supported through school development plans and careful financial planning. Good use is made of in-service training and the allocation of monies in the budget is based on a clear list of priorities. All resources, including specific grants to support pupils with special educational needs, are used efficiently. Funds for the National Literacy Project have been spent wisely and resulted in good improvement to the library and resources for the teaching of English. Both teaching and non-teaching staff are effectively deployed and learning resources are used well.
54. The governing body set the budget based on information provided by the headteacher, administrative staff and finance committee. Spending is closely linked to clear

priorities in two lists of major and minor priorities, identified from the school development plan. Effective financial controls are in place. The administrative assistant and the chair of the finance committee, who provide details to the governing body, closely monitor expenditure. Good value is sought when placing orders. This has been effective when considering renewal of the grounds' maintenance contract and when upgrading the school's security. The school has responded to the minor recommendations in the last audit report and has secure and efficient day to day financial and administrative procedures. The governors have retained a higher proportion of the budget than the recommended by government guidelines deal with fluctuations in pupil numbers and to maintain current staffing levels. The substantial funds raised by parents are used effectively to provide resources and support the swimming programme. This has a good effect on standards.

55. Taking into account;

- the varying but generally average levels of attainment on admission to the school;
- the average levels of attainment achieved by the end of Key Stage 2;
- consistent progress in most subjects;
- the quality of the curriculum and teaching;
- the high costs of educating the pupils;
- the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. Children under five are taught in the Reception/Key Stage 1 class. They start school with levels of knowledge and understanding which are about those expected of four-year-olds, although there is significant variation from year to year. At the time of the inspection three children were under five. Progress is good, aided by a well-planned curriculum and the good support provided by the teacher and voluntary helpers. By the age of five the children attain levels above the Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world and creative development. The children's physical development is in line with the Desirable Learning Outcomes.
2. The children start school with the benefit of pre-school educational experience. They settle quickly into the school's routines and by the age of five the children are confident and well motivated learners. They make good progress in their personal and social development, confidently working with each other and joining in many activities with older pupils in the class. They behave well and collaborate effectively; for example sharing toys and games. The children gain in confidence in working independently and sustain concentration for increasingly long periods. They show good maturity in sitting attentively during class discussions and begin to make helpful contributions to discussions. This area of learning is taught well and much emphasis is placed on creating a secure learning environment in which the children can explore through play and make gains in working in formal situations with the support of adults. The friendly and open relationships between the teacher and the children does much to ensure that the children become keen and interested learners.
3. By the age of five, most children attain levels which are above those expected for their age in language and literacy. The children join in enthusiastically with the literacy hour. They listen well and then practise skills such as forming letters correctly. The teacher ensures that there is a variety of tasks to maintain the children's interest. For example, after the class story of Red Riding Hood the children acted out the story with realism and enthusiasm. The children make good gains in early reading, sharing books with adults and recognising the characters in the reading scheme. They know that text and pictures convey meaning and make good progress in telling stories in their own words. Good teaching ensures that there are opportunities for the children to speak to large groups and it is a mark of the school's success that these young children speak confidently to an audience about their work. Good progress is made in writing; the children begin to form letters correctly and they draw letters to express their thoughts. The teaching is often very good. The teacher makes very good use of classroom helpers to work with the group. Resources are used well and the teacher's high expectation of behaviour and quality of work entuses the children to do their best. Homework is used effectively and parents appreciate being involved in this aspect of their children's development. The teacher keeps detailed and accurate records and plans work based on thorough assessment.
4. By the age of five, most children attain levels which are above those expected for their age in mathematics. Progress is good. The children enjoy counting and sequence numbers to 20 correctly. They make very good progress in practical activities such as measuring using straws and lolly-sticks. They name several shapes correctly and enjoy making patterns and following sequences, sorting by colour and size. They make good gains in understanding positional and comparative language by comparing the length of various items. The teaching of the mathematical area of learning is good. Many

opportunities are given to learn about numbers through the use of apparatus. Number games and rhymes reinforce the children's counting skills. The teacher's pleasant and confident manner helps the children to feel secure and they respond by having a go at difficult tasks and achieving good success.

5. By the age of five, most children attain levels which are above those expected for their age in knowledge and understanding of the world. The children make good progress in most area of learning. They make good progress in understanding different materials are useful for weatherproofing. They co-operate well sharing equipment and taking turns, making significant gains in understanding the importance of wearing clothes which are suitable for different weather conditions. They enjoy finding out about the past and show a keen interest in Victorian artefacts. They know how they have changed since they were babies. They make satisfactory progress in using computers to type their names. They begin to understand that people in different parts of the world may live in different houses and eat different foods form them. The teaching is mostly good and never less than satisfactory. The teacher makes good use of the school's garden and outdoor play area to enliven the teaching and provide opportunities for exploration and experiment. The good use of artefacts in history held the children's interest.
6. By the age of five, most children attain levels which are above those expected for their age in their creative development. The children make good progress in using imaginative language in their outdoor play. They enjoy using the playhouse as a base for a shop and grandmother's house organising themselves well to act out stories. The children make satisfactory progress in painting and drawing, improving their knowledge of basic colours and how to mix them. They paint recognisable self-portraits. They respond well to music and enjoy singing. The quality of teaching is good. The teacher provides a wide range of resources and opportunities for the children to experiment.
7. The physical development of children under five is about that expected for their age. The children make satisfactory progress. They enjoy playing in the good outdoor area. They improve their technique of riding tricycles and controlling vehicles. They run, skip and hop showing suitable balance and control. The children play together well and share the resources available. The teaching of this area of learning is good. The teacher makes good use of the outdoor play area to develop the children's physical skills and sets appropriate challenges. Lessons are planned effectively and include opportunities for improving skills of balance, running and turning. The children are taught that exercise affects their bodies and the importance of eating healthily.

65. **CORE SUBJECTS**

65. **English**

8. Due to the small number of pupils in each cohort, variations in attainment on admission and the fluctuation in the proportion of pupils with special educational needs standards in English vary from year to year. The low number of pupils in each cohort makes comparison with schools with similar intakes unreliable. At the time of the previous inspection, results in the National Curriculum tests were above the national average at both key stages. Overall, in all aspects of English, achievement was average in comparison with national expectations, with reading being good. Inspection evidence shows that standards at the end of Key Stage 1 are below average and pupils attain average standards by the end of Key Stage 2. In Year 2 most of the pupils have special educational needs.

9. In 1998, the National Curriculum assessments at the end of Key Stage 2 show that the number of pupils reaching average levels was below the national average, the percentage of pupils gaining the higher Level 5 was close to the national average. Preliminary results from the 1999 tests show that most pupils in Year 6 attained at least average standards and a quarter achieved the higher level. In 1998, National Curriculum test results at the end of Key Stage 1 showed that standards in reading were above the national average and in writing standards were well above average. There was a significant discrepancy between teacher assessment in reading and writing and the test results at the higher level. In the tests, the number of pupils who achieved the higher Level 3 was well below the national average, but teachers' assessment was well above the national average. The use of assessment has improved and there is a closer match of assessment to test results.

10. Attainment in speaking and listening at the end of both key stages is above average. In Key Stage 1 pupils listen carefully and make appropriate responses to instructions. Higher attaining pupils include detail in their replies on historical artefacts. By the end of Key Stage 2 pupils speak clearly and use complete sentences. They have a range of vocabulary commensurate with their experiences and understand that speech is adapted to different circumstances. All pupils improve their range of vocabulary and make good progress because teachers' offer ample opportunities for questions and contributions from pupils. Progress is good overall and there are good opportunities for the pupils to take part in discussion. The pupils speak well in front of an audience. In a drama lesson, Year 4 pupils made good progress in listening and adapting the task into a performance.

11. Attainment in reading by the end of Key Stage 1 is below average. However in view of the 75 per cent of pupils with special educational needs, achievement is good in relation to prior attainment. Pupils have difficulty with letter sounds and blends, and the number of words they recognise is low. The higher attaining pupils attain average levels; they show an increasing awareness of expression and respond well to punctuation, such as a question mark. They understand what they are reading and accurately identify detail and characters from the story. Attainment at the end of Key Stage 2 is average. The pupils read accurately with an improving use of expression and recall of the storyline. The higher skills of prediction and referring to the text for answers are suitably developed. Higher attaining pupils in Years 4 and 5 read independently and have a range of preferred authors. All pupils benefit from the good home and school diary, which is used effectively to communicate progress to direct the appropriate support. Progress in reading is mostly good. Pupils with special educational needs make good progress in the targets set for them. They improve their skills in building words from the sounds that letters make. Year 1 readers are confident readers, they discuss stories they have read and show appropriate levels of understanding. Most pupils make consistent gains in recognising key words and develop good skills in using clues from the story to identify meaning.

12. Attainment in writing at the end of key Stage 1 has improved and is close to the national average. Pupils write complete sentences and use capital letters and full stops correctly, though inconsistently. The higher attainers can sequence several sentences and follow a theme. Almost all pupils form letters correctly and handwriting is satisfactory. By the end of Key Stage 2 attainment is average. Higher attaining pupils write well for a variety of purposes and use a good range of interesting vocabulary. Most pupils write using correct spelling and punctuation with a suitable awareness of grammar. Pupils write extended pieces sustaining an idea. Spelling has a high profile and pupils achieve average standards. All older pupils know how to use a dictionary.

Progress for all pupils in both key stages is good. Year 1 and 2 pupils make good progress with punctuation and creating a story in sequence. Pupils with special educational needs make good progress; for example, over six months, they improve from copying writing by the teacher to writing three sentences independently, using well formed and even letters. Year 3 pupils make good progress in creating rhyming verses and recognising vowel sounds in texts. Higher attaining Year 5 pupils make good progress using descriptive language and reading fluently. Pupils improve consistently and develop a wide range of styles including biography, book reviews, poetry and stories, such as mystery or science fiction. Progress in handwriting is good and the pupils apply their skills well to other subjects.

13. Literacy skills are evident in other aspects of the curriculum and have a good impact on improving attainment. Speaking is strong in history and geography, but insufficient opportunities are provided for the pupils to explore and develop historical and geographical skills through extended writing. Investigations in science are written in a consistent form and use a high level of vocabulary appropriate to the subject. Work by older pupils is increasingly edited and drafted before presentation, using word processing skills.
14. Pupils have good attitudes to their work. They pay attention and listen carefully to their teachers. Year 3 pupils are secure as the youngest in class and are willing to answer questions. Years 5 and 6 show maturity and respect for the ideas of others as they follow the text while others are reading. Key Stage 1 pupils behave well, sharing materials and table space amicably and remaining on task. On an occasion when two of the older boys were a distraction to their group, the teacher was successful in being able to point out why their behaviour was impolite and its effect on others. Opportunities for personal development are good. Years 3 and 4 operate independently with classroom skills such as spelling books and Years 5 and 6 know they have to be able to support their answers by references from the text. All pupils have to evaluate their work at the end of the year and decide on some goals for the future. This has a very good impact on their personal development
15. The quality of teaching is good overall. Teachers have good subject knowledge and have made good use of the National Literacy project to develop their own skills and to improve the pace of lessons. Relationships between staff and pupils are effective in creating a good working atmosphere. There is good planning with classroom assistants and resources are used well to make lessons interesting. Homework is set regularly and has a clear purpose for the future development of lessons. In Key Stage 1 there are good prompts for questions and language is adapted to suit the age of the pupils. There is an exciting atmosphere and effective use of games for basic skills, such as spelling. Checking that pupils understand the text and vocabulary is thorough in Key Stage 2. Skills, such as reading in turn are well used, as is material from earlier lessons. Procedures for assessment are good and used effectively. The teachers' contributions to the pupils' personal profiles are of high quality. Comments are in context, pertinent, dated and matched to National Curriculum levels. This has proved to be a useful tool in ensuring that teacher assessments match test results.
16. The subject is well co-ordinated and staff have received good guidance on new initiatives. The headteacher monitors planning effectively and the local authority adviser has monitored teaching. There are good resources and funds for literacy have been spent wisely. The library includes a good range of high quality books and is used well to promote research skills.

74. **Mathematics**

17. Standards in mathematics vary from year to year due to the small number of pupils in each cohort. At the time of the previous inspection standards were average and the school has maintained this level of attainment although there have been fluctuations between years. Inspection evidence shows that by the end of both key stages standards are average. This represents success for the school in Key Stage 1 where there is a high proportion of pupils with special educational needs.
18. In 1998, the National Curriculum assessments at the end of Key Stage 2 show that pupils' attainment was below the national average and well below schools with similar intakes. At the end of Key Stage 1, performance was in line with the national average and average when compared with similar schools. Preliminary results from the 1999 tests show that 75 per cent of pupils in Year 6 attained at least average standards and a quarter achieved the higher level 5. All pupils in Year 2 attained the national average level, although few attained higher standards. Teacher assessments and test results show a similar picture, representing an improvement since the previous inspection when there was discrepancy between the assessments. The school has begun to use effective strategies from the National Numeracy Project to develop number skills and this is having a positive effect on raising competence in number. The pupils are encouraged to use their numeracy skills in other subjects. For example, in science they present some of their findings on bar charts and collate information about the colour of sweets in charts. Pupils in Key Stage 1 read a thermometer. Pupils in Key Stage 2 use a timeline of photographs to identify the changes in the school over the previous century.
19. Most of the pupils in Year 2 have special educational needs and their progress and achievement, taking into account prior attainment, are good. By the end of Key Stage 1, the pupils have appropriate skills in counting to 100 and know how to add and subtract numbers to 20. They know number bonds to 10 and find alternative ways of adding to 10. However, they lack confidence in using and applying their number knowledge to solving problems. They have average skills in measuring using non-standards units such as straws and coins and know the names and properties of two-dimensional shapes. They collate data for graphs and know the importance of labelling information on charts.
20. By the end of Key Stage 2, pupils' attainment is in line with the national average. They know the four rules of number and have accurate and reasonably quick recall of multiplication facts. However, their skills of problem solving are underdeveloped and there is insufficient challenge in some of the teaching to ensure that pupils have sufficient competence in using and applying mathematics in investigations. Most pupils have average levels of competence in shape, space and measures. They make accurate estimates of length and know the properties of two and three-dimensional shapes. Data handling skills are average; the pupils understand probability, although they do not use a sufficient range of graphs to present data.
21. Overall progress is satisfactory. Pupils with special educational needs make good progress in meeting the targets in their individual education plans. Progress in key Stage 1 is mostly good. However, in Key Stage 2 older pupils do not make sufficient of satisfactory progress in some aspects of their work because the tasks set are not challenging. The introduction of the National Numeracy project has begun to have a good impact on progress in number and mental arithmetic. Most lessons begin with practice of these skills and the pupils' response to questions is improving in speed and accuracy. Pupils in Key Stage 1 make good gains in improving measuring skills through using a wide variety of measures. They estimate with increasing accuracy.

Pupils in Years 3 and 4 make satisfactory gains in understanding direction and angles although this work lacks challenge for older pupils. Throughout the school progress in handling data is satisfactory. Progress in using and applying mathematics is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2.

22. Most pupils have good attitudes to mathematics. In Key Stage 1, the pupils show considerable excitement when doing practical tasks such as measuring in the playground. They show good independent skills, working without close supervision and sharing their findings enthusiastically with the class. Behaviour in lessons is mostly good, although some older boys show disinterest in tasks and lose concentration. In the main, pupils are good at sharing ideas and apparatus. They take responsibility for getting out and clearing away resources. The pupils present their work well and most books show that they cover a good amount of work is done in each lesson.
23. The quality of teaching of mathematics is satisfactory overall. It is good in Key Stage 1 and satisfactory in Key Stage 2 with some good teaching. Teaching in Key Stage 1 has improved since the previous inspection. Teachers have secure subject knowledge and an appropriate understanding of the National Numeracy Project. Planning is mostly satisfactory, although there is insufficient challenge for older pupils in Key Stage 2. Lessons begin with a well-paced whole class session and the teachers ask questions which are matched well to the pupils' levels of attainment. During the middle section of lessons the teachers move around giving support, correcting mistakes and supporting those who lack confidence. At the end of lessons there are suitable opportunities to review what has been learned and to assess the pupils' understanding. Books are marked correctly and helpful comments are included to help the pupils to improve. The teaching of pupils with special educational needs is effective and the pupils receive good support. The school's success in this area means that most of these pupils attain average standards by the time they are seven. Teachers make good use to apparatus to support learning and this enables those with special educational needs to understand concepts such as measurement. Homework is used well to develop the pupils' number skills and parents express satisfaction with the range and quality of the homework given.
24. The subject is co-ordinated satisfactorily. The headteacher monitors planning although there is insufficient opportunity to monitor teaching. There are good resources for mathematics and they are used effectively by pupils and staff. Good records of progress and attainment are kept and assessment is used satisfactorily, with the exception of older pupils, to inform planning.

82. **Science**

25. Standards in science vary from year to year due to the small number of pupils in each cohort. At the time of the previous inspection standards were in line with the national average at the end of both key stages. Over the last three years, attainment at the end of Key Stage 2 has varied significantly from very low to above average. Inspection evidence shows that the pupils attain average standards by the end of both key stages. This is a mark of the school's success for Key Stage 1, where most pupils have special educational needs. The 1998 National Curriculum tests at the end of Key Stage 2 show that the percentage of pupils achieving the average level was below the national average, but the percentage achieving the higher Level 5 was close to the national average. Teacher assessment scores mirrored this result. With pupils reaching the higher level, this represents an improvement since the previous inspection. A better scheme of work and a more prominent profile for science, are the major reasons for maintaining consistency at the average level, with a significant number of pupils achieving the higher level. Results of teacher assessment in 1998 at the end of Key Stage 1 showed that the percentage of pupils achieving level 2 is very

high but that no pupils achieve the higher level 3 (very low). Due to the small cohorts it is not possible to make reliable comparisons with school with similar intakes.

26. Pupils in Key Stage 1 make good progress in experimental and investigative science and attain average standards. They make a clear association between science and everyday life in an investigation choosing material for clothing, which is warm and waterproof. They understand that they have to make a prediction and then try an experiment to check their ideas. Pupils in Key Stage 2 make satisfactory progress in this aspect of science. They are secure with prediction and fair test and using a form to write up their investigations. However, older pupils have insufficient opportunities to design their own investigations or to record their data using information technology.
27. Attainment in life processes and living things is average by the end of both key stages. Pupils by the end of Key Stage 1 understand the term minibeasts and give correct examples in their survey. They make good progress in understanding the life cycle of a butterfly and the stages of human growth, using terms such as baby, child, parent and grandparent in the correct sequence. By the end of Key Stage 2 pupils label the parts of a plant correctly, using specific terms and accurately develop this into explaining the function of each part. They make good progress in understanding the conditions for plants to grow.
28. Attainment in materials and their properties is average at the end of both key stages. Younger pupils recognise a range of materials and their properties, describing them in simple terms as hard, smooth or rough. They understand the terms heavy and light and have conducted a sinking and floating investigation. Key Stage 2 pupils understand and identify liquids, solids and gases. They know that substances can be changed and that sometimes the change is reversible. They have done this using a salt solution. Their rate of progress is slowed by some of the work being similar to that done earlier in the school.
29. Attainment in physical processes is average by the end of both key stages. Pupils in Years 1 and 2 experience making simple circuits and Key stage 2 pupils know how about friction by using their bicycle brakes as a practical application of a scientific principle. Pupils make satisfactory progress drawing circuit diagrams using the correct symbols.
30. Overall progress in science is satisfactory. Since the previous inspection, the curriculum is taught in a more consistent way and resources have been improved, particularly the school grounds. Efforts to relate science to every day life have been successful and Key Stage 1 pupils make good progress in increasing their vocabulary. Progress for pupils in Key Stage 2 setting up their own investigations remains slow, as it was at the last inspection. For example, describing their investigation on an undemanding worksheet is insufficiently challenging for older pupils.
31. Pupils have good attitudes to their work and are keen to be involved in the lesson. They enjoy answering questions and show excitement, anticipation and amicable disagreement in predicting what will happen. They share ideas about suitability of purpose well and behave sensibly when working in groups. Their personal development is satisfactory; the pupils take responsibility for looking after resources. Small equipment is handled carefully and all pupils evaluate their work at least annually.

32. The quality of teaching is good in Key Stage 1 and satisfactory overall in Key Stage 2. Teaching has improved since the previous inspection. Lessons are well planned and have clear learning objectives for most pupils. There are good relationships between staff and pupils, which has a good impact on the progress achieved in the lesson. In Key Stage 1 pupils are well motivated by games and surprise bags of materials, so that science is exciting and new. Teachers have moved away from the heavy reliance on work sheets noted in the previous report. However, some lessons in Key Stage 2 do not challenge the older pupils as opportunities to design experiments are infrequent. There is good assessment data available which is not used effectively to set targets for pupils or to check on the goals they set for themselves. The subject is co-ordinated satisfactorily and the headteacher regularly monitors planning appropriately. There is a good range of books available for science and a good supply of equipment and resources.

90. **Information and communication technology (ICT)**

33. Overall standards in ICT are above national expectations. By the end of Key Stage 1, the pupils have suitable knowledge and skills in ICT. By the end of Key Stage 2, most pupils attain above average levels in the subject. Overall progress is good for all pupils including those with special educational needs. Progress is satisfactory in Key Stage 1 and good in Key Stage 2 due to the high levels of expertise in the teaching. Standards, teaching and resources have improved since the previous inspection.

34. By the end of Key Stage 1, pupils know that ICT is a useful for writing and recording work. The pupils can load, save and print their work and begin to show a secure understanding of a suitable range of software. They control simple robots and give a variety of instructions. They use ICT in some subjects and know how to extract information from a CD-ROM.

35. By the end of Key Stage 2, pupils have very good skills in communicating using the Internet and electronic mail. They have designed a website, for which they came second in a national competition. Their work in producing the school's and village newsletter, the Easton Eagle, is of high calibre. Pupils combine text, graphics and pictures effectively. The pupils have good competence in word processing and make full use of the computer's tools. They use their knowledge well to research information and competently discuss a variety of strategies to interrogate data. Their understanding of control technology is good. They design shapes on screen giving clear and accurate instructions and produce sophisticated shapes which move.

36. There is a good scheme of work and consistent teaching of the subject to ensure that the pupils improve their skills and knowledge consistently. In Key Stage 1, the pupils make satisfactory progress in entering and storing information. They make satisfactory gains in control technology and begin to show an understanding of the use of ICT in a variety of situations. The good progress made in Key Stage 2 in word processing is due to the direct teaching of skills and the careful explanation by the teacher of the use of various tools. Very good progress is made in communicating ideas, extracting information from the Internet and CD-ROM and in using this in their work in other subjects. Basic skills of multiplication are practised daily on the computer at the start of each day and this has a beneficial impact on the pupils' numeracy skills.

37. The pupils are enthusiastic and excited by ICT. They talk with justifiable pride of their achievements in the STEM project. In one lesson about the Internet the pupils gasped

with delight as they realised that pupils from other parts of the country were communicating with them. They settle quickly to work and maintain good levels of concentration. Behaviour is good and the pupils share equipment and take turns in using the computers with care. The pupils personal development is enhanced through the subject as pupils take responsibility for interviewing for articles in the Easton Eagle. Year 5 pupils help the Key Stage pupils and contribute effectively to developing their skills.

38. The quality of teaching is good overall. It is satisfactory in Key Stage 1 and very good in Key Stage 2. In Key Stage 2, the teacher has high levels of expertise and uses it well to plan work which is challenging and imaginative. For example, in a geography lesson the pupils produced an accurate map of the village adding key features using the computer's tools to good effect. Teachers have high expectations of the pupils and insist on good standards. The teaching of specific skills is done well. The teacher in Key Stage 2 often sits with a small group and involves them in each part of the process of learning giving ample opportunity to practise skills and ask questions. There is then time given for practising techniques and exploring the software. Records of the pupils' progress are detailed and accurate, focusing on the key skills learned and providing good guidance on the next step in teaching. In Key Stage 1, the teacher has satisfactory knowledge of the subject and through in-service training given by the co-ordinator has made rapid progress in improving her competence.
39. The subject is co-ordinated very well and the co-ordinator works alongside colleagues giving good support and guidance. The good scheme of work includes guidance on the consistent development of skills, knowledge and understanding. Learning and teaching is monitored appropriately. The school has good resources and the pupils are given plenty of time to develop their skills.

97. **Religious education**

40. By the end of both key stages, pupils' levels of achievement are in line with the attainment targets in the local agreed syllabus. Progress for all pupils, including those with special educational needs, is satisfactory overall. The subject makes a good contribution to the pupils' spiritual, moral and cultural development. The school follows the local agreed syllabus and the subject complies with statutory requirements. The school has maintained the standards reported at the time of the previous inspection.
41. By the end of Key Stage 1, secure knowledge of some Bible stories such as the Creation. They imagine the change in the world from a place of darkness to one of light. A higher attaining pupil commented about the process of evolution as an alternative view of the world's development. The pupils know about the importance of different signs and symbols in religious traditions. Through their visits to the local church they develop a satisfactory understanding of the meaning of the cross, candles and worship in the lives of Christians. Pupils talk knowledgeably about some of the stories of Jesus and show empathy with the plight of the lost sheep.
42. By the end of Key Stage 2, the pupils understand how the Jewish and Christian traditions have made an impact on rules in society following the advice in the Ten Commandments. They write their own rules for school and their own behaviour. They know that there are festivals and celebrations in different religions and understand the importance of Harvest in rural communities. The pupils know that churches are places of worship and that there are special books and traditions in the major world faiths.

Through their own worship times and in writing prayers they understand that prayer plays a significant part in some people's lives.

43. Overall progress is satisfactory. The pupils in both key stages make good progress in their knowledge of Christian festivals and traditions. They make satisfactory gains in their knowledge of other religions through watching videos of the lives of Jewish and Muslim children. The visits of the local vicar help the pupils to gain insight into the role of clergy in some religions and to appreciate their role in the community.
44. Pupils respond well to the teaching of religious education. They are interested and respond enthusiastically to discussion, readily sharing their own experiences. They enjoy talking about their visits to the local church. They listen to the views of others and show respect for the views of others. The pupils' behaviour is good. They handle artefacts with care. They show appropriate understanding and respect for other religions.
45. Teaching is satisfactory overall with some good teaching in Key Stage 1. The teachers have a secure knowledge of religious education and use the agreed syllabus to plan effectively. Lessons often have opportunities for the pupils to reflect and discuss central issues about caring and sharing. These times are handled sensitively by the teachers and good opportunities are provided for the pupils to explore ideas and to reflect on others' values and beliefs. The work set includes writing about their beliefs and values and the teachers give appropriate guidance through marking and comments which help the pupils to improve. The times of discussion are effective in teaching the pupils how to respect and empathise with others.
46. The scheme of work is good and includes effective guidance on the development of religious ideas. The subject is co-ordinated well and the monitoring of planning ensures that the teachers follow the agreed syllabus. Resources for religious education are satisfactory overall, with a suitable range of artefacts. The school makes good use of the local church and regular visits by the vicar enhance the provision.

104. **OTHER SUBJECTS OR COURSES**

104. **Art**

47. In both key stages the pupils, including those with special educational needs, make good progress. The school has improved the provision for and standards in art since the previous inspection. The school's work in art contributes well to the pupils' cultural development.
48. The quality of teaching is good overall. It is very good in Key Stage 2. The teachers have good levels of expertise and use their knowledge well to provide a wide range of interesting activities. For example, in Key Stage 2, the pupils study the work of a local artist and produce detailed and effective pictures of floral designs. Their pencil work is of a good standard and through the use of sketchbooks the pupils make good gains in shading, tone, texture and line. In both key stages the pupils make good progress in appreciating and working in the style of famous artists. Older pupils know about the work of Paul Klee and Matisse and express preferences for different styles.
49. The teachers provide good opportunities to experiment with a variety of media. The Batik work in African mode includes fine examples of the use of bold pictures and

simple design. Younger pupils mix paint competently and talk confidently about primary and secondary colours. They respond well to questions about tints and blends and show a good understanding of colour to produce vibrant pictures and portraits. In Key Stage 1, the pupils often illustrate their work with crayon and have good control and techniques of shading. The teachers encourage the pupils to use the computer to produce pictures and pupils in Years 3 and 4 have a good understanding of a variety of computer tools such as paintbrush and spray. In Years 5 and 6 the pupils produce attractive lino prints and make effective patterns. Although some work is done with clay, the pupils have insufficient opportunity to make three-dimensional models from a variety of materials.

50. The school has a good collection of books and prints to support the teaching. The staff create good displays which draw the pupils' attention and promote discussion about techniques and effects. In the lesson seen, the pupils worked together well. They listened carefully to the teacher's guidance and responded well to teaching points about brushwork and depth of colour. The teacher's helpful comments and constructive criticism enable the pupils to make good gains in understanding. The teacher took many opportunities to review the pupils' work and to encourage them to evaluate their own achievements.

108. **Design and Technology**

51. There was little evidence of design and technology to be seen in the school during the inspection. Evidence was gained from discussion with pupils, scrutiny of plans and photographs. Pupils, including those with special educational needs, make satisfactory progress in designing but have insufficient opportunity to use a wide range of tools and materials and to make and evaluate their models and progress in these aspects is unsatisfactory. Standards are not as high as reported at the time of the previous inspection.
52. Pupils in Years 5 and 6 design cushions for their own use. They make satisfactory progress in sewing using a variety of stitches and developing their technique of using glue effectively. The teaching in this lesson was effective and sufficient support and guidance was given by parent helpers. They use touch-pad switches to light up the eyes in a mask of a dragon. Teachers organise some activities with other schools to involve the pupils in problem solving activities such as making a model to raise water from a well. In Key Stage 1, there are insufficient opportunities to design and make models with moving parts. The pupils make satisfactory progress in food technology. They make chocolate shapes and small cakes learning about safe and hygienic practices.
53. Insufficient teaching was seen to make an overall judgement. Teachers have satisfactory knowledge of food technology and crafts such as sewing but not provide sufficient guidance on making and evaluating products. Resources are adequate but are not used sufficiently to develop the pupils' skills in using tools. In the lesson seen the pupils stuck well to the task and worked safely and with care. Behaviour was good and the pupils co-operated well in sharing equipment. They took care of equipment and were quick to tidy away at the end of the lesson.

111. **Geography and History**

54. Both subjects are consistently evident in the lesson planning throughout the year. Progress in both history and geography for all pupils, including those with special

educational needs, is satisfactory. Pupils receive appropriate experience of mapping and handling artefacts in both key stages and the schools' provision is enhanced by visits to places of interest. The village is an excellent resource and its use for mapping and historical research has a good impact on pupils' progress. Some of the research done by older pupils is collated efficiently using information technology.

55. In Key Stage 1 pupils are excited by the historical artefacts they handle and offer credible suggestions when describing their use. The answers and observations show that pupils bring a good general knowledge to the lesson and the way in which the teacher insists on clear speech and careful listening enhance the pupils' skills in English. There is an appropriate choice of study units in Key Stage 2. Pupils study Ancient Greece and Egypt to sufficient depth and show that they have a good knowledge by answering questions with good detail. They are less secure when they have to give reasons for changes and developments in the periods they have studied. By researching how their school has changed over time by studying old photographs and documentary evidence, pupils achieve a satisfactory sense of chronology.
56. Key Stage 1 pupils have a good range of geographical vocabulary. In the story of Red Riding Hood story they used words such as river, bridge, forest, path, up, across and down correctly and created simple route maps showing the main features. Their awareness of different lifestyles is raised effectively through stories of children who live beyond the United Kingdom. Older pupils in Key Stage 2 have secure maps skills which enables them to identify present village features compared with maps of the past. They accurately pinpoint their region to a map of the British Isles. The teachers are inventive in promoting the subject. For example, a visit to a centre which specialises in creating microclimates has a good impact on the pupils' understanding of plants and animals in environments different from their own.
57. Pupils have good attitudes to their work in history and geography. They behave well in class. Key Stage 1 pupils are well motivated and enthusiastic about history. They respond excitedly and in anticipation of what artefacts will be drawn from the teacher's bag and giggle with delight when they see some Victorian underwear. Pupils are good at taking turns at handling artefacts and share ideas willingly. Higher attaining pupils in Key Stage 2 work conscientiously and show perseverance when researching census material and recording their finding for future use. This is good for their personal development and independence as learners.
58. Teaching is satisfactory overall in both subjects. The best and most effective teaching observed excited the pupils' imagination and developed their independence, by allowing them to apply their skills and knowledge to make progress. Teachers are secure with the subjects and ask pertinent questions to move their lessons along and involve the pupils. Cross-curricular links are generally well made, although opportunities to develop pupils' writing skills, especially widening the range of writing styles for older pupils, and debating from a prepared point of view have not been developed sufficiently.

116. **Music**

59. No music lessons were observed during the inspection due to timetable arrangements. Evidence was gained from talking to pupils, scrutinising planning, observations of a recorder groups and singing in assembly. Pupils, including those with special educational needs, make satisfactory progress. The teachers use a published scheme

as the framework for their teaching and this provides good coverage of all aspects of music.

60. Pupils listen well to music from a variety of cultures and representing different styles. They know the names of several composers and some of their works. Pupils in Key Stage 1 enjoy singing simple rhymes and know the words of several traditional songs and rhymes. Teachers make use of the good range of instruments in their lessons and pupils say that they enjoy music making. Older pupils have suitable skills of playing the recorder and are proud to share their skills in assemblies. Parents report that the standard of singing in celebrations such as Christmas and Harvest is good, and this is borne out in the singing in assemblies. The pupils keep in tune and more confident pupils take a good lead.
61. In recorder groups the teacher guides the pupils well in keeping together. The pupils respond well by practising at home. They make good progress in reading and understanding musical notation.

119. **Physical education**

119.

62. During the inspection it was not possible to observe any physical education work. By talking with staff and pupils, and looking at photographic evidence, it is possible to say that the school meets statutory requirements in this subject. As at the last inspection, the school lacks a hall. This restriction on the range of activities for physical education which the school can offer is especially apparent in bad weather, when outdoor facilities cannot be used. The effort made by the school and parents to overcome this constraint is highly commendable. It is a mark of the schools' success that all pupils reach the basic expectation for swimming by the end of Key Stage 2, and many go beyond this to include personal survival awards. The school uses a sports hall in a nearby town for swimming, dance and gymnastic activities. All pupils are able to join in these activities. In addition the parents organise a sports club after school and this is well attended by the pupils and helps their progress in ball games.
63. Conversation with Year 4, 5 and 6 pupils shows that they have experience of creating floor sequences involving jumps, landing and rolls with changes of shape and direction. They practise a suitable range of balance activities. Games in school include rounders and netball. The school holds a successful sports day, involving athletics and other activities. There have been opportunities for soccer, tennis and basketball coaching in the past, provided by outside agencies, and this has been effective in adding to the range of experiences for pupils. There is good provision for extra-curricular sporting activities.

121. **PART C: INSPECTION DATA**

121. **SUMMARY OF INSPECTION EVIDENCE**

- A team of three inspectors carried out the inspection over three days. A total of six inspector days were spent in school.
- During the period of the inspection, 15 lessons or part lessons were observed. In addition, inspectors examined pupils' work and held discussions about the subjects. The total time spent on these activities was just over 32 hours.
- Inspectors attended school assemblies and registration periods in all year groups.
- Samples of pupils' work were examined for each class for the current and previous academic year.
- A comprehensive range of school documentation including the school improvement plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register were inspected.
- In each class, inspectors listened to a sample of pupils read (22 pupils in total). Pupils were examined in their mathematical knowledge.
- Discussions were held with members of staff, governors, pupils, parents and administrative assistant.
- A meeting held prior to the inspection was attended by 12 parents, at which they expressed their views about the work of the school.
- The responses to the 13 questionnaires (40 per cent) completed by parents were taken into account during the inspection.
- The budget figures and the most recent audit report were examined.

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	34	1	10	4

• Teachers and classes

• Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	2
Number of pupils per qualified teacher:	17

·	Education support staff (YR – Y6)	
	Total number of education support staff:	3
	Total aggregate hours worked each week:	27.5

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Financial data

Financial year:	1998 / 1999
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	£
Total Income	103,560
Total Expenditure	98,626
Expenditure per pupil	2,465
Balance brought forward from previous year	6,021
Balance carried forward to next year	10,955

PARENTAL SURVEY

Number of questionnaires sent out: 34
 Number of questionnaires returned: 13

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	54	38	0	8	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	38	62	0	0	0
The school handles complaints from parents well	9	45	45	0	0
The school gives me a clear understanding of what is taught	38	31	23	8	0
The school keeps me well informed about my child(ren)'s progress	54	31	0	15	0
The school enables my child(ren) to achieve a good standard of work	31	38	23	8	0
The school encourages children to get involved in more than just their daily lessons	31	62	8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	31	54	8	8	0
The school's values and attitudes have a positive effect on my child(ren)	8	77	15	0	0
The school achieves high standards of good behaviour	15	69	15	0	0
My child(ren) like(s) school	54	31	8	0	8

Other issues raised by parents

- Good emphasis is given to reading
- Happy with the start made to school by children under five
- The children enjoy learning
- The mixed aged classes are beneficial
- Parental involvement in the school is a strength
- The parents had no significant concerns.