

INSPECTION REPORT

Gamlingay First School

Green End
Gamlingay
Cambridgeshire
SG19 3LE

LEA area: Cambridgeshire

Unique reference number: 110609

Headteacher: Mr. M. Sladen

Reporting inspector: Mrs D. Brigstock
23067

Dates of inspection: 7th to 10th February 2000

Inspection number: 188549
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Green End Gamlingay Sandy Bedfordshire
Postcode:	SG19 3LE
Telephone number:	01767 650208
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. A. Evans
Date of previous inspection:	17/06/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs D. J. Brigstock	Registered inspector	English Art Music Physical Education Under Fives	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Mr. J. Brasier	Lay inspector	Special Educational Needs	How well does the school care for its pupils? How well does the school work in partnership with parents?
Dr. P. Armitage	Team inspector	Mathematics Design Technology	Pupils' attitudes, values and personal development
Mr. B. Downes	Team inspector	Science Religious Education	What sort of school is it? How good are the curricular and other opportunities offered to pupils?
Mr. G. Raynor	Team Inspector	Information and Communications Technology History Geography Equal Opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a First School and admits pupils from four to nine years of age. There are 217 pupils on roll and this is average for a primary school. It is housed in a number of buildings based around a partly disused Victorian school that has been supplemented by a number of permanent and temporary classrooms. The school is in a building programme scheduled to replace much of this accommodation in the near future. It is one of only two First Schools in the county. The percentage of pupils eligible for free school meals is below average at 8 per cent. The total number of pupils identified as having special educational needs at 20% is broadly average for schools of this type. The percentage of pupils with statements of special educational needs is below average at 1 per cent but rising. Baseline assessments indicate that attainment on entry to the school is broadly average. Most pupils come from the village although a small number travel by bus from some distance away. The school serves a predominantly rural community with many parents who work out of the immediate area and travel some distance to their employment. There are no pupils from ethnic minorities and Gamlingay is recognised an area of above average high social class background.

HOW GOOD THE SCHOOL IS

Gamlingay First School is providing a satisfactory level of education. Pupils are achieving the standards expected for their age in mathematics and are exceeding expectations in writing and speaking and listening. In reading and mathematics the highest attaining pupils are underachieving and all pupils are underachieving in science. In all other subjects standards are as least as good as they should be. The quality of teaching is sound overall with over a third being good and a small proportion being very good. The leadership and management of the school is satisfactory overall with some good features but the role of the co-ordinators is presently underdeveloped and the school development plan is not planned far enough in advance. The school is cost-effective and is providing satisfactory value for money.

What the school does well

- The partnership with parents is very good and a major strength of the school.
- The Governing Body works collaboratively with the school and the local community.
- Standards in writing for all pupils is high compared to similar groups of pupils.
- There is a good ethos for learning which promotes good relationships throughout the school.
- The school's implementation of the numeracy strategy is raising standards in mathematics.
- Pupils' attitudes to their work are good.
- Standards in information and communications technology are improving quickly.

What could be improved

- Standards for the highest attaining pupils in reading and mathematics.
- Standards in science.
- Specific activities for pupils of differing attainment in teachers' weekly planning documents.
- Management responsibilities for subject co-ordinators.
- Assessment and planning procedures that record clearly what pupils know and need to do next.
- More detailed forward planning for school development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since that time it has made satisfactory progress overall. Progress has been good in increasing the knowledge and expertise of teachers in design technology. The school has been very successful in developing pupils' writing skills in English and in presentation throughout both key stages. Standards in information and communications technology have improved. The school has successfully reviewed the balance of topic and subject teaching in Key Stage 1. It has not made sufficient progress in the use of assessment to inform planning although it has made use of more precise learning objectives in medium-term school planning documents. It has not raised

standards in science. The highest attaining pupils are not reaching their full potential in reading or mathematics. The school has maintained its very good relationship with parents and the local community. The school's development plan clearly identifies the ways in which pupils' writing is being promoted. It also identifies strategies to improve pupils' competence in reading, through involving parents more and in setting up a school library, and in mathematics through improving the assessment procedures. Outline planning for 2000/2001 accurately identifies the analysis of performance data in mathematics as a need, in order to raise standards further.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	C	D	E	D	well above average A above average B
Writing	C	C	C	A	average C below average D
Mathematics	D	D	E	D	well below average E

The current pupils in Year 3 who took the National Curriculum Tests in 1999 have a very different profile to the rest of the school. There is a much higher percentage (27 per cent) of pupils eligible for free school meals and a significant percentage of pupils with special educational needs encompassing a range of learning difficulties. In addition there was some movement of pupils in and out of the year group and an unbalanced gender group, over 60 per cent of the group being boys. These factors were taken into account when compiling the table above.

From 1996 to 1998, the school's results have shown year on year improvement in the number of pupils attaining expected levels for their age in reading, writing and mathematics. However the number of pupils attaining higher levels has remained low, except in writing which matches the national trend and is well above average for groups of pupils with a similar profile. There was a sharp fall in attainment in mathematics and reading in 1999 where test results show that a below average number of pupils attained the expected standards compared to similar schools and were well below average nationally. Teachers' assessments in science are well below average compared to those made nationally and no pupils are assessed at a higher level. There is a significant difference between the attainment of boys and girls in reading; all the girls attained the levels expected for their age as against 69 per cent of the boys. The school has set challenging targets for improvement in writing but less challenging targets for mathematics and for reading at the higher levels. There are no targets set for science. By the time pupils leave the school aged nine, their attainment, measured by using optional national tests, matches that achieved nationally.

When children enter the reception class, their attainment is broadly average. They make good progress in writing and in acquiring and extending their personal and social skills plus their speaking and listening skills. They make satisfactory progress in other areas. They are competent to work on the National Curriculum by the time they leave the reception class. From the work seen, pupils in Key Stage 1 are attaining the standards expected for their age in mathematics and reading but no higher. They are, however, attaining above average standards in writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to the school are good. Pupils show enthusiasm for their lessons and willingly discuss their work with each other and their teachers.
Behaviour, in and out of classrooms	Overall behaviour in and around the school is good for the majority of pupils. The behaviour of a very small number of pupils is not satisfactory. Pupils look after resources carefully, don't drop litter and listen carefully to their teachers during lessons.
Personal development and relationships	Pupils' personal development and relationships within the school are very good and a significant strength. They are considerate to each other and good at listening to and responding to the needs of other pupils.
Attendance	The level of attendance is average compared to national figures.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Satisfactory	Satisfactory	Satisfactory	Satisfactory

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

Out of 49 lesson observations 96 per cent were at least of a satisfactory standard. 36 per cent of the lessons were judged to be good and another 6 per cent were very good. Only two unsatisfactory lessons were seen. The quality of teaching in English and mathematics is never less than satisfactory and often good. Teachers' skills in teaching literacy and numeracy are having a positive impact on standards, particularly in writing and in mathematics. Pupils' skills in reading are being developed well through reading the 'big' books and texts at the beginning of each lesson but the books they read in groups and the ones they take home are too easy for the highest attaining pupils. Teachers' planning documents for each term clearly contain all the objectives they intend to meet but their weekly plans do not focus well enough on the activities required for pupils of different abilities, particularly those with higher attainment. Teachers' management of pupils is good and they plan work well for pupils with special educational needs. Good relationships with pupils are a common feature of all lessons and teachers know their pupils very well. Where teaching is good, lessons are delivered with humour, the pupils' progress is obvious and lessons proceed in a purposeful manner. The setting of homework and teachers' use of assessment, that is what children know and need to do next, are not applied consistently throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The breadth of the school's curriculum has been 'squeezed' by the introduction of additional time spent on teaching English. This is having a detrimental effect on standards in science. The amount of time that pupils in Key Stage 2 have for lessons is below the national average. The school facilitates a very good range of extra-curricular activities including sports and music. The before and after school 'Care Club' is highly regarded.
Provision for pupils with special educational needs	The special educational needs (SEN) co-ordinator has been recently appointed. Since this time the provision for this group of children has improved. Pupils who are on stages 3 to 5 of the register receive good support. For those on stages 1 and 2, the level of support is improving quickly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' social development is promoted very well and they have a good understanding of what is right or wrong. The level of spiritual development is satisfactory but pupils have insufficient opportunities to prepare for life in a more ethnically diverse society.
How well the school cares for its pupils	The school is good at promoting good behaviour through a system of rewards and gives a good level of personal support and guidance to its pupils. The use of assessments to make clear what pupils are to learn next in the curriculum are unsatisfactory.

The school has very good links with parents who are actively involved in the life of the school. It provides them with well-written guidance about the curriculum and involves closely them in planning future school development. Annual reports on what their children know and can do are clear. The School Prospectus and the Governors' Annual Report to Parents, whilst informative, have some omissions and therefore do not meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall this aspect of the school's work is satisfactory. The appointment, induction and training of new staff is very good and the partnership between the headteacher and the governors is strong. The role of curriculum co-ordinators is underdeveloped and the school development plan does not look ahead far enough.
How well the governors fulfil their responsibilities	The governors are well informed and work well with the headteacher. In particular, their system of delegation to committees is working well and their process in deciding the priorities for future development is good although it happens too late in the school year to be as effective as it should be.
The school's evaluation of its performance	Monitoring and evaluating the effectiveness of teaching and learning in literacy and numeracy is good. The literacy, numeracy and SEN co-ordinators have had time to give advice to colleagues on how to improve further and this has led to more collaborative working and planning throughout the school. Although the school has good systems to record pupils' progress in annual tests from Year 2 onwards, the use of data to identify precisely what pupils know and need to do next is underdeveloped.
The strategic use of resources	The school is adequately resourced in all curriculum areas and it uses its resources well.

The school is adequately staffed with a mixture of experienced teachers and those new to the profession. They work well together. The present accommodation is a warren of different types of buildings ranging from Victorian classrooms to temporary classrooms that are sadly in need of repair. However the school has recently been informed that it has been awarded a grant for major building works. Resources are adequate for the delivery of the curriculum. The school always looks for best value in deciding how its income can be spent.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like attending school. • They feel that their children are making good progress overall. • They find it easy to approach the school with questions or problems to do with their children. • The school achieves high standards of good behaviour. • The quality of teaching is good. • The school works closely with parents. • The school is well-managed and led. • The school helps their children to become more mature and responsible. 	<ul style="list-style-type: none"> • Some parents would like to see higher standards in reading. • The range of reading books that children take home is too narrow. • Some parents want the same system for logging reading/homework applied throughout the school. • Assessment of children's skills in using computers at home so that they are not taught simple skills unnecessarily. • 10% of parents who returned the questionnaire thought that the range of extra curricular activities offered was too narrow.

Inspectors' judgements generally support parents' views of the school. The headteacher and staff are approachable and very willing to discuss children's progress with parents. Parents are given a clear outline of what is to be taught each term. The team agrees with those parents, at the parents' meeting and who wrote to the inspection team, who are unhappy with the range and quality of the reading books that go home and that there should be a common system of recording pupils' homework tasks. The parents' suggestion that those children who regularly use computers at home already have some of the skills that are in the teaching programmes is useful. The school facilitates a very good range of extra-curricular activities including sports and music. A few parents at the parents' meeting thought that the headteacher's teaching commitment must have an adverse affect on the time he has to lead and manage the school. The inspection judgement is that this affect is being offset by the delegation of some of his responsibilities. Also, this arrangement is temporary. The inspection team concluded there was no other reasonable option for him to take.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 1999 National tests for seven year olds indicate that, in comparison with all schools, the percentage of pupils reaching the expected levels was well below average in reading and mathematics and average in writing. Compared to schools with a similar intake, results were well above average in writing and below average in reading and mathematics.
2. The results of the 1999 optional tests for nine year olds indicate that, in comparison with the other schools who took them, the percentage of pupils reaching the expected levels was average in reading, writing and mathematics.
3. When the youngest children enter school at the age of four, they have above average speaking and listening skills, and a good level of personal and social skills. Results from the baseline assessments, however, indicate that attainment on entry into full-time schooling is broadly average. By five years of age, the majority of the pupils in reception are on course to achieve the standards expected nationally in all areas of learning. In personal and social development and in language and literacy their attainment is above that expected for their age. By the time they start Year 1 all, apart from those on the higher stages of the SEN register are ready to begin work on the National Curriculum.
4. Pupils at the end of Key Stage 1 in 1999 had a very different profile to the rest of the school. Out of 40 pupils just over a quarter are on the special educational needs (SEN) register. There was a population shift in this year group with a tenth of the pupils with high attainment moving to another school. In addition 27% of the year group are entitled to free school meals against 8% for the rest of the school.
5. By the end of Key Stage 1 in 1999 a well above average number of pupils achieved the standards expected of them in writing and an above average number achieved higher levels compared to groups of similar pupils. The improvement in standards in writing, from below average, is a strength of the school. Compared to schools nationally pupils' attainment in writing is average. Pupils who are in Year 4 are achieving standards in written English that at least match those expected for their age group. The level of accuracy in spelling is also good and pupils apply their skills well in writing, well-constructed and interesting sentences and stories.
6. Pupils in both key stages have very good speaking and listening skills. The great majority listen to questions from adults and other pupils attentively and answer them thoughtfully using good sentence structure and an increasingly accurate technical vocabulary.
7. From 1996 to 1998, the number of pupils attaining the expected standards in reading has risen steadily but the highest attaining pupils are not achieving higher standards in either key stage. The school's results from the 1999 Key Stage 1 tests are below average compared to similar groups of pupils and well below average compared to schools nationally. The results also indicate that not enough boys attained the expected standards in reading. In contrast all the girls in this cohort achieved at least the expected levels of attainment. From observations

during the inspection a greater proportion of pupils in the current Year 2 are on line to attain at least the levels expected nationally. Evidence collected in lessons shows that the teaching methods being applied in literacy lessons are having a positive influence on the standards being achieved. They have additional English lessons in which they write rather than regularly practising their extended writing skills in other curriculum areas. Pupils show a good understanding of the structure of words and sentences and are gaining expertise in using patterns of letters to decode unknown words. Teachers and pupils make links with other subjects. For example, pupils in Key Stage 2 when seeing the number 767, immediately identified it as a palindrome.

8. In Key Stage 1, the 1999 National Curriculum tests showed that attainment of both boys and girls in mathematics was below that of similar schools and well below the national average. Apart from this fall in 1999, the number of pupils attaining the expected standards in mathematics has been rising gradually. The optional Year 3 tests show that this group of pupils has made a marked improvement in the standards they achieve within a year. From evidence gathered in the inspection the current Year 2 pupils are attaining average standards. The oldest pupils in the school, in Year 4, are currently working at levels which are in line with national expectations for pupils in this year group. The National Numeracy Strategy is having a beneficial effect on the standards being achieved, particularly in pupils' expertise in mental mathematics and in the application of their skills in other subjects such as science. There are no significant differences in attainment between boys and girls.
9. In science, attainment is below the national average at the end of Key Stage 1. In the 1999 curriculum teacher assessments, the number of pupils who attained the expected standard was very low in comparison to national figures and no pupils attained the higher levels. However, the school did not carry out any assessments at these higher levels and this distorts the overall results downwards. Inspection evidence suggests that attainment is below average rather than very low. By the end of Year 4, pupils' attainment is also below average. The amount of time spent in learning about science is below average compared to other schools and this a significant factor in the standards being achieved. There are no significant differences in attainment between girls and boys.
10. In all subjects, but particularly in English and mathematics, pupils with SEN make good progress especially those at stages 3 and 5, all of whom have recently-produced individual education plans (IEPs) drawn up jointly by the class teacher, the SEN co-ordinator and an SEN support teacher. These IEPs contain specific targets for pupils to meet and are based on pupils' individual needs.
11. The school's results in National Curriculum Tests since 1996 show that attainment in writing matches the national trend by rising steadily. In reading and mathematics there is a different picture. Although the number of pupils attaining the expected standards in both subjects rose from 1996 to 1998 the trend in attainment is downwards. This is due to the fact that the number of pupils attaining above average standards in both subjects does not match the either the national picture or the progress being made by this group of pupils in similar schools. The school explains the sharp drop in standards in reading and mathematics in 1999 in part on the cohort of pupils taking them, the lack of time for individual reading since the implementation of the Literacy Hour, and the lack of support for homework from a section of parents. Evidence from the inspection suggests that it is also linked to

the lack of specific planning for higher attaining pupils.

12. Pupils are on course to meet the school's targets in English and mathematics. However the targets for the highest attaining pupils in reading and mathematics for the current Year 2 pupils are not challenging enough to lift the school's grades and no targets have been set for science which, compared with English and mathematics has a much lower profile.
13. Higher attaining pupils throughout the school, including the children who are under five are not achieving as well as they could in reading. The books they take home to read and those they read in groups in the classroom lack enough variety and challenge for them and this is limiting their progress in applying the skills they are learning in the shared reading part of their lessons. There are insufficient non-fiction texts for pupils, particularly boys. The youngest children, having learned all the necessary vocabulary and phonics, sometimes read books in a reading scheme unnecessarily. The headteacher has identified this already and is working to provide a solution. In mathematics, the school is making strides in raising attainment for average and below average pupils but there is insufficient planning for pupils of higher ability. In science, religious education and history the same pattern emerges. The demands placed upon this group of pupils are not high enough.
14. Pupils in both key stages are achieving the standards expected for them in information and communications technology (ICT). They apply them well in the context of other subjects, particularly in English. Almost all children become proficient and confident users of the mouse while they are in the reception class and they continue to develop their skills throughout Key Stage 1. Pupils in Key Stage 2 use computers confidently and with an appropriate level of skill. A few pupils reach high standards in using drawing packages and the presentation of their word processing, in which their good writing skills are represented well. All pupils, including those with SEN, are taught in small groups in the computer suite and this is proving beneficial to their progress.
15. Due to timetable arrangements it was possible to observe only two lessons in religious education during the inspection. From the lessons seen and a scrutiny of completed work attainment is in line with the expectations outlined in the Local Authority's Agreed Syllabus for religious education at the end of both Key Stage 1 and Year 4. This is broadly in line with standards described in the previous report. There are no significant differences in attainment between girls and boys. Pupils with SEN make satisfactory progress and achieve standards in line with their prior ability.
16. In history at the end of Key Stage 1 and in Year 4, standards are satisfactory. No geography lessons took place during the inspection. Other evidence, such as work, displays and reports, indicate that pupils know about their own locality, and can compare it with other ones, shown during a topic on the seaside. The children who are under five know some of the ways in which their school life differs from that in Victorian schools and can describe them clearly. There are also good links with other subjects such as science and mathematics. Overall progress of pupils in both key stages is satisfactory
17. Standards achieved in design technology (DT) in both key stages are average. The development of DT was a key issue for action after the last inspection and the

school has made good progress in raising standards. In art, standards are average in Key Stage 1 and good in Key Stage 2 where pupils use the skills they have learned in a wider variety of tasks. They make good progress through making their own interpretations of the tasks set. Not enough lessons were seen in either PE or music to award overall levels of attainment. However, pupils in Key Stage 2 exhibit good levels of control in gymnastics and work collaboratively in dance. From records kept by the headteacher, standards in swimming are much higher than those expected for pupils in Key Stage 2. In music pupils follow the lead of a conductor, sing tunefully and play a variety of rhythms accurately, changing volume and tempo when required.

Pupils' attitudes, values and personal development

18. Pupils' attitudes to their learning are good. The majority of pupils are attentive in class and demonstrate levels of application and motivation appropriate to their age. When involved in discussion about an aspect of work, for example in a Year 4 PE lesson, they eagerly proposed entirely feasible answers to a question on why some 'rolls' were more difficult. Children who are under five years old settle down well to given tasks and demonstrate a good level of independent decision-making. Their personal development is good. They quickly learn to co-operate with each other and with their teachers, They take some responsibility in tidying equipment away and handle resources with care. They are keen to learn and to take part in lessons and discussions.
19. Behaviour in school is mostly good. Pupils are polite and courteous to visitors and generally behave sensibly, if somewhat noisily, when in large groups, such as when they are in the dining hall or gathering for an assembly. There is no litter around the school and pupils treat resources, including the buildings with care and consideration. The school has very few incidences of behaviour that border on bullying but when they do occur they are dealt with swiftly. The school has no recorded incidents of sexism or racism. There is a very small minority of boys, mostly concentrated into one year group, whose behaviour does not match that of the rest of the school. Twice during the inspection, their behaviour had an adverse affect on the learning of other pupils because they demanded a large share of the teachers' attention. Other pupils throughout the school invariably behave well during lessons and are keen and interested to learn and make progress. There have been no exclusions.
20. In all classes, pupils are pleased to take responsibility however trivial. In all cases, such duties are discharged with care and diligence and, throughout the school, confidence and maturity are clearly improving with the age of the pupil. Relationships within classes and throughout the school are very good. Pupils with SEN are fully integrated into the school in play and work. Pupils who have difficulties, for example with putting on and removing their coats, are often helped by others.
21. The level of attendance at the school is average. The governors and school discourage parents from taking their children on holiday in term-time but a minority of families continue this practice. There is insignificant unauthorised absence. Routines for providing absence notes and for following unexplained absences are clearly established. Registrations are conducted appropriately.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching ranges from very good to unsatisfactory and is satisfactory overall. In just over a third of the lessons the quality of teaching is good or better. Only two unsatisfactory lessons were seen. This is a small improvement on the statistics from the last inspection where the percentage of unsatisfactory teaching was higher. In no subjects, key stages or classes was the quality of teaching wholly good or wholly unsatisfactory.
23. Teaching, for the children who are under five, is never less than satisfactory and in a third of lessons it is good. The most successful teaching was seen in mathematics, music and ICT. These lessons had a positive impact on children's learning. In all three subjects teachers used direct teaching methods. They held the children's attention well but also took incidental opportunities to promote learning. When, for example, children from one class walked through another classroom to avoid heavy rain, the teacher used the work they had completed to reinforce her pupils' learning about the Victorians, phonics and their good manners in admiring and congratulating the work seen. Where teaching is satisfactory, after a lively start, children work on relatively undemanding tasks for too long, for instance when spending too long at one construction activity or in the sand.
24. There is an even mix of satisfactory, and good or better teaching throughout Key Stage 1. In the best lessons the main strengths of teaching lie in good classroom organisation, the setting of challenging work and the ability to motivate pupils to learn. Teachers throughout the key stage have at least a sound and often good understanding of the various subject requirements and plan meaningful and interesting activities for the pupils to undertake. This is particularly evident in lessons in English, mathematics and ICT where teachers have had the most recent training and their understanding of the skills required is good. Sometimes they provide the sort of genuinely exciting and dramatic activities which stick in pupils' minds. For example in a history lesson in Year 2 pupils had to crawl under tables and between chairs to try and envisage what it would be like working in confined spaces down a coal mine. In another very good lesson in literacy the teacher carefully listened to pupils' answers and then extended them. The lesson plan had clearly identifiable activities for different groups in the class which required them to progress in their learning. This level of planning was also a feature of good lessons in numeracy plus active and interesting 'mental maths' sessions which set the tone for the rest of the lesson.
25. In Key Stage 2 teaching was satisfactory or better in 90 per cent of the lessons seen. There were two unsatisfactory lessons in this key stage, which suffered from the same problem, in that the behaviour of a small minority of boys wasn't managed well and had a detrimental effect on the progress other pupils made. The quality of teaching in English and mathematics was never less than satisfactory and often good.
26. Teachers' skills in teaching literacy and numeracy are having a positive impact on standards throughout the school, particularly in writing and in mathematical understanding. Where teaching is good, which is in about 40 per cent of the lessons seen in literacy; lessons are delivered with humour, the pupils' progress is obvious and lessons proceed in a calm and purposeful manner. The pupils are informed clearly about what they need to do to improve their work and they do. For example in a good lesson in Year 4 the pupils willingly joined in reading a quite

difficult text, followed by word work where they had to substitute the pronouns for nouns and identify suffixes and prefixes. The plenary of the lesson took this further with pupils being confident to spell quite challenging words correctly in front of the class.

27. Teachers' planning documents for each half term clearly contain all the objectives they intend to meet but weekly plans do not focus well enough on the activities required for pupils of different abilities, particularly those with higher attainment. These gifted or talented pupils are not identified. Teachers' management of pupils is good and they plan work well for pupils with SEN. Good relationships with pupils are a common feature of all lessons.
28. The school has a very good policy on the use of homework which clearly gives useful guidance to parents on the school's expectations and how they can help their children to learn at home. After evaluation of the homework policy the school has identified several issues which have had a negative impact on its implementation e.g. the number of pupils not returning homework, and the lack of writing equipment in some homes. There is insufficient written communication between individual teachers and parents about the work pupils are expected to do at home. Some pupils remember what to do and others forget. There is no commonly agreed system for informing parents on a daily basis about their children's reading homework. This was a concern brought up at the pre-inspection meeting with parents which is endorsed by the inspection team.
29. Teachers' informal assessments during lessons are often good and there are examples of some very good marking which the pupils value and act upon. Analyses which tell teachers exactly what their pupils know and need to do next, particularly in English and mathematics, are unsatisfactory. Pupils find their teachers helpful, fair and approachable and this contributes to a good learning environment which gives pupils the confidence to know that, if they have problems, they will be supported sympathetically.
30. Good teaching meets the needs of pupils with SEN. Learning support assistants are very effective, they are helpful but also challenge pupils to learn. The SEN co-ordinator was appointed last September and has swiftly produced individual education plans (IEPs) for pupils on stages 3 and 5 of the SEN register and one for stage 2, which is the current area for development. All these IEPs contain clear targets that can be readily assessed.

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

31. Overall the curriculum for the children under five is satisfactory. It is good in personal and social development. However, there are too few opportunities for children to develop their imagination through activities linked to clearly identified learning outcomes in learning about the world around them.
32. At present, the breadth, balance and relevance of the curriculum are satisfactory at the end of Key Stage 1 and in Key Stage 2 to Year 4 when pupils leave the school. The time allocation is in line with that recommended in Key Stage 1, but below the recommended time in Key Stage 2. Further time is lost because the daily assembly takes 25, rather than the stated 15 minutes per day. The overall balance of the curriculum is adversely affected by the very generous provision for English, which

is well above that usually found. This has naturally reduced time available for other subjects, particularly science, where the time allocation does not allow for satisfactory coverage of all aspects of the subject. This is a significant contributory factor in the lower levels of attainment that are found in science. There are satisfactory strategies in place for teaching literacy and numeracy, but there is little time left, within the curriculum, for pupils to practise their writing skills in other curriculum areas than English. The curriculum provides satisfactory equality of access for pupils, but the lack of work tailored to the specific needs of higher attaining pupils limits their access to the full range of curriculum opportunities. Provision for health education, an appropriate level of sex education, citizenship and education concerning drugs is satisfactory and shared between science and the course now being developed for personal, social and health education.

33. The school, in collaboration with external groups, provides a very good range of extra-curricular activities and sport. The 'Care Club', which operates before and after school, is a strength of the school. There are a number of musical activities including piano lessons, recorders, ballet, a school choir and musical productions. The school has a link with the local theatre group. The range of sporting activities includes football, gymnastics and karate. These groups strengthen the already strong links with the local community which make a good contribution to pupils' learning, and ensure the premises are used after school and in the evenings. The community shows strong support for the school's Summer Fete and the school supports the Village Gala, the Summer Playscheme and the Village Show. A large number of parents are involved in the whole range of school activities.
34. There is satisfactory provision for pupils' spiritual development. All pupils have a daily act of worship, and assemblies provide some opportunities for reflection about the world and about moral issues. Opportunities for reflection are found in a number of subjects and lessons such as art, religious education, history and science. However, there is no overall policy for this aspect of the school's work and not all areas of the curriculum make a significant contribution, thereby reducing the impact of the good work that is being done by some.
35. The provision for the pupils' moral development is good and the school provides a strong moral framework not least through its discipline and reward policies. The adults in the school present positive role models to pupils. Pupils are taught to know right from wrong and the school is an orderly community. A strong moral dimension is seen in most lessons where teachers constantly emphasise rules and good behaviour so that pupils understand what is acceptable conduct.
36. There is very good provision for pupils' social development. Opportunities are taken in lessons to develop social skills such as working together, taking turns and sharing. This is particularly evident in class discussions where pupils listen carefully to others when they are speaking. There is a range of trips during the year that provide good opportunities for pupils to extend and develop their social relationships with each other and with their teachers and other adults.
37. Pupils' cultural development is unsatisfactory. There is a cultural element in lessons such as history, art, English and religious education and, in general, pupils have adequate opportunities to study their own culture and heritage. However, pupils have too few opportunities to study the richness and diversity of other cultures, and this gives limited preparation for living in the more culturally diverse society which they will find outside the school and village.

38. Lesson plans are organised to meet the needs of pupils with SEN, particularly stages 3 and 5, and often stage 2 as well. They take IEPs into account. Statement provisions are implemented well.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Overall, the school makes satisfactory provision for the welfare, health and safety of its pupils. This judgement reflects that made at the last inspection. The school is a safe environment, with good supervision at break times and before and after school. All the expected safety checks and precautions are in place, although there is no written record of the results of regular safety inspections and therefore no check list to act as a prompt for action.
40. The designated teachers for child protection are the headteacher and his deputy who are well-trained and know the appropriate procedures. Newly qualified teachers are given child protection training and staff have regular in-service training, which is about to be repeated and will include all adults who come in contact with children. Aspects of the personal, health and social education programmes help pupils to look after themselves and develop a responsible attitude as they grow up. Each pupil is well known by their class teacher. Teachers talk knowledgeably and with empathy about their pupils and have concern for their welfare.
41. Attendance, apart from the involvement of the Education Welfare Officer in the most serious cases, is largely promoted informally by talking to parents in the playground and occasional telephone calls. Attendance data is monitored well and the distinction between authorised and unauthorised absence understood. There are good practices for promoting good behaviour. Teachers are good role models and have good classroom management. The emphasis is on rewarding good behaviour. There are clear rules and the behaviour policy was originally produced in conjunction with parents, who tend to support it. Parents of pupils in Key Stage 1 have not been consulted about the behaviour policy but the school has plans to remedy this later this year.
42. Pupils are given counselling and advice when their behaviour falls short of the school's requirements and parents are invited in to talk about behaviour problems. Rare incidents of bullying are dealt with promptly and pupils are encouraged to act as part of a community and report any harassment they see.
43. In general the use of assessment to guide curriculum planning is patchy and unsatisfactory. Assessment procedures were criticised at the last inspection and the situation has not improved enough. Analytical assessment is not a natural part of some teachers' classroom practice. They maintain their own personal records, but there is no uniform approach in the school and it is not possible to track individual performance in specific areas of learning from one year to the next. There are some good aspects. Baseline assessment and six monthly assessments of writing ability are in place. Individual targets for numeracy and literacy have been produced, differentiated by ability, and shared with pupils and parents. This is a recent initiative and the first review is soon due. Consistent procedures have been introduced for identifying pupils with SEN.
44. Pupils' achievements are acknowledged through praise and merit awards and in

the classroom. Parents are very involved in sharing success and discussions about improvements that are needed. This is proving successful. For example, parents are invited in to school after baseline assessments have been completed to discuss the results and talk about their children's targets. Also, there is an 'open house' once a fortnight after school where parents can drop in to discuss their children's progress. These regular discussions are having a positive impact on pupils' learning particularly in English and mathematics where objectives for each year group are specific.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Partnership with parents is very good. It is a major strength of the school. It has been enhanced compared with the last inspection. Parents believe that their children are receiving a good education and making good progress, the staff have high expectations, behaviour is good and the children love coming to school. A number of parents at the parents' meeting and who wrote to the inspection team, is concerned about the effectiveness of the school's reading policies and homework, concerns which the inspection team endorses. With parental support some practical lessons, for example in art, are enriched, because an extended range of activities can be provided. Parents maintain activities set for some groups of pupils whilst the teacher concentrates on teaching specific skills to another group. Working parties do practical work for the school, such as turning over the bark under the play area, painting the swimming pool, or gardening. One parent provides football coaching once a week.
46. Parents are consulted annually about a variety of topics through a questionnaire. They have opportunities to come to school to learn about the curriculum and receive information each term about the subjects being studied. They often help by providing materials for specific topics and their active participation is welcomed by the staff. They are told about their children's numeracy and literacy targets, and informed when there is a change to a child's IEP. There is a popular and well organised before and after school 'Care Club'. Parents in the current Key Stage 2 were involved in producing the behaviour policy and the school has planned to inform Key Stage 1 parents in its review soon.
47. The quality of information for parents is satisfactory overall. However, the prospectus and Governors' Annual Report to Parents, although informative, have some omissions and fail to meet statutory requirements. Reports to parents clearly state how well pupils are doing, and what they need to do to improve.
48. There is a lively First School Association which supports the school and is also a forum for raising issues. The headteacher and deputy attend the meetings. Useful finance is raised for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. Overall the leadership and management provided by the headteacher and key staff is satisfactory. The headteacher and deputy generate respect and warmth with pupils, teachers and parents and are entirely successful in promoting good relationships with the local community. Parents feel their suggestions and concerns are dealt with swiftly and with understanding. This positive attitude towards parents extends to all staff, demonstrated in the way the school holds fortnightly 'drop-in' sessions after school where parents are welcome to discuss

any concerns they have with their children's teachers. When parents have immediate concerns they are confident to approach teachers before or after school on any day. The school's commitment to raising standards is evident in the progress it has made in writing since the last inspection and in implementing the frameworks for literacy and numeracy. However, development in raising standards in science has not been identified as a priority. The school has clear aims which are mostly being reflected in its work and which commit it to provide equal opportunities for all pupils. Opportunities for higher attaining pupils to succeed as well as they can are not adequately catered for. The school has a good ethos for learning evident almost all of the time in classrooms where there is a quiet and determined working atmosphere. The headteacher keeps up-to-date and comprehensive records of pupils' results from national and optional tests from Years 2 to 4. He tracks individual pupils' results carefully, noting overall progress in reading, writing and mathematics. These assist him in setting targets for each year group to achieve. However, the level of assessment below this, that which identifies which questions pupils get wrong in tests or which concepts they don't understand is missing and so teachers' forward planning documents are not specifically taking account of them.

50. The monitoring and evaluation of teaching is a strong feature of the school in literacy and numeracy. The deputy headteacher, mathematics and SEN co-ordinators have monitored standards of teaching and learning throughout the school. Each teacher's classroom practice has been observed twice in literacy and once in numeracy. This process has led to a greater understanding of teachers' training needs. All teachers are involved in discussions after the observations and, as a result, a collaborative style of working has evolved where teachers are able to share each other's good practice and ideas more easily. This process plus the additional training that teachers have had in the implementation of literacy and numeracy is having a positive effect on standards most evident in writing and in mathematics.
51. The headteacher has delegated some of his responsibilities, for example, the management of SEN, and the school secretary is taking on more responsibility for administrative duties. The deputy headteacher has the responsibility and the authority to deal with issues concerning discipline and staff training and she and the headteacher work well together as a team, meeting every week to discuss current issues. The new SEN co-ordinator is moving swiftly to make sure that the needs of the pupils on the SEN register are met. She has managed the review process well, has good records, and has produced well written individual education plans (IEPs) for all the pupils on stages 3 to 5 on the SEN register and is now working on IEPs for pupils on the lower stages. She has virtually no non-contact time but is well supported by an SEN support teacher and the SEN governor.
52. The level of delegation to subject co-ordinators other than in English, mathematics and SEN, is not effective enough. They have taken on their titles but their authority as co-ordinators has not been promoted through recent in-house or external training. They don't necessarily scrutinise teachers' plans in their subjects and no other monitoring such as looking at pupils' books takes place. The art and DT co-ordinator can monitor standards informally as the results of pupils' work are visible around the school. All teachers with subject responsibilities do have individual job descriptions which specify very clearly the tasks they are to achieve by the end of the coming year and these include writing action plans in order to raise standards for the higher attaining pupils. These action plans were not complete at the time of

the inspection.

53. The Governing Body works in close partnership with the school. Over the last four years their roles have been more clearly defined. Proper committee structures exist where they did not before. The governors make regular visits to school and hold three, sometimes four, meetings a term. Their involvement in the School Development Plan (SDP), and the way this process is managed is very good indeed. The process begins after the headteacher polls all parents on their perception of the school. This is good practice especially as parents' views, from their annual poll, are considered in the school development process. The whole staff and governors spend an evening brainstorming the educational priorities they believe ought to be promoted over the following academic year. This meeting generally takes place early in the Spring Term but detailed plans are only made for one academic year. This is insufficient for the school to plan, at least in outline, its future developments. The last inspection also recommended longer-term future planning although it was not a key issue for action. One reason for this lack of forward planning is the school's previous uncertainty over its future. It has only recently been assured of its continued status as a First School. This has hindered the school in planning for the future. However, the process, through open and frank discussion with all the staff, plus comments from parents, gives governors a good insight into the strengths and weaknesses of the school. The Governors' Annual Report to Parents, whilst informative, has some omissions and does not meet statutory requirements.
54. Governors receive informative reports from the headteacher which outline current issues. The headteacher and the governors have been entirely successful in appointing talented and hard-working new staff over the last few years. Both the headteacher and deputy have had appropriate targets set for them by the Governing Body. The last appraisal process being complete, the school is now waiting for the criteria to be set for managing performance pay and review before beginning a new cycle. The induction of staff new to the school is very good. Teachers new to the profession were mentored by the deputy in their first year and continue to be supported by all teachers. After only their first year in school they are valued members of staff and are ready to take on additional curriculum management responsibilities.
55. The qualifications and experience of teachers and support staff match the demands of the curriculum. There is a good mix of experienced teachers and teachers new to the profession and subject co-ordinators have sufficient expertise to fulfil their roles. Support staff for pupils with SEN are well-trained and carry out their duties professionally under the guidance of the teaching staff. Overall the school's resources are satisfactory to deliver the curriculum. The resources for PE are very good. The school has its own swimming pool. Until now it has only been used in the summer months because it had no roof, but imminent improvements to the buildings include putting a roof on so it can be used for a longer period of time in the school year. There are insufficient non-fiction reading books in Key Stage 2.
56. The school's accommodation is currently unsatisfactory. It is a mixture of old Victorian classrooms, temporary classrooms, which are in need of repair, a pre-fabricated concrete dining room and a relatively new hall and classroom. Teachers work hard to improve the learning environment by creating stimulating and colourful displays of work. Some PE lessons are shorter than they should be because of the time taken to reach the hall as in wet weather the pupils have to

bring coats and a change of footwear with them. The headteacher and governors have campaigned long and hard for a new building programme, which has now been agreed, and a substantial amount of money is being spent on improvements. Some of these improvements are taking place now, such as the refurbishment of the pupils' toilets. The school has large playing fields and hard areas that are more than adequate in size for the number of pupils in the school. A long and attractive tunnel made from living willow has been planted to provide additional shade in the summer. The children who are under five have a separate play area which teachers have been made more attractive by planting bulbs, and plants around its edges. Overall financial management is sound. The cost of heating and maintaining the current buildings is significantly higher than the average in the county and, compared to other schools nationally, the school receives a below average amount of money per pupil. These factors have resulted in a teacher being made redundant this academic year. The outcome of this action has led to re-grouping of pupils into mixed age classes. The headteacher, in his commitment to raising standards and keeping class sizes manageable, has taken on a heavy teaching commitment. This, although temporary, does affect his time for forward planning and management. A minority of parents, when answering the questionnaire and during the Parents' Meeting, also felt that the headteacher's classroom commitment could have a negative impact on his time to manage the school and necessary future development. The governors see this arrangement as a temporary measure until next academic year when the budget will be in better shape as more money is being delegated to the school. The school is using specific grants well. The National Grid for Learning grant awarded for enhancing provision for ICT in school is having a positive impact on the standards being attained. Grants to provide pupils in Year 3 with additional teaching in literacy are similarly well-used.

57. The school makes effective use of new technology both in administration and in the curriculum. Grants for training in numeracy and literacy plus expenditure on much needed resources for the priorities identified in the SDP have been spent appropriately. The new resources, particularly in literacy, numeracy and ICT are used daily to improve standards. The Governing Body is aware of best value principles and apply them. Their decision to make a teacher redundant was taken after considering all possible alternatives. Taking into account the school's income compared to other similar schools, and the effective use being made of specific grants to raise standards plus the very good relationships maintained in the community through leasing parts of the school for extra-curricular activities, the school is applying sound principles of best value.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the school should:

- (1) Improve standards in reading for the highest attaining pupils by providing a wider range of reading books, to read in school and take home, which more closely match their attainment. (paragraphs 7,11,13, 59, 64)
- (2) Improve standards in mathematics for the highest attaining pupils by planning work which more accurately reflects their needs. (paragraphs 8, 11, 13, 27, 32, 49, 75)
- (3) Improve standards in science by increasing the subject's time allocation and planning more challenging work for the highest attaining pupils. (paragraphs 9, 13, 32, 49, 82, 85, 86, 83)
- (4) Ensure that teachers' weekly planning documents demonstrate the nature of the work that pupils of different levels of attainment are to undertake. (paragraphs 27, 29,61, 71)
- (5) Implement the management roles for subject co-ordinators and delegate responsibility to them for the development of their curricular areas. (paragraphs 52, 92, 96)
- (6) Improve assessment procedures in school so that teachers keep records of what pupils know and can do, particularly in the core subjects of English, mathematics and science and use the information from the assessments to help plan further lessons(paragraphs 27, 29, 43, 49, 73, 79, 86, 99, 104, 121)
- (7) Extend the School Development Plan so that curriculum and other areas of development are prioritised over a period of years. (paragraph 53)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

1. Increasing the length of teaching time in the school day for pupils in Key Stage 2. (paragraph 32)
2. Implementing the homework policy consistently. (paragraph 28)
3. Amending the Prospectus and Governors' Annual Report to Parents to meet statutory requirements. (paragraph 47)
4. Providing a wider range of cultural experiences in the curriculum. (paragraphs 37, 92)
5. Planning for more extended writing in the foundation subjects in preparation for Curriculum 2000. (paragraphs 7, 32, 72, 97, 101, 117, 120,)

The current SDP accurately identifies the need for a deeper analysis of pupils' performance in mathematics and the development of a lending library. It also identifies the need for an analysis of Curriculum 2000 which has implications on when pupils can practise their extended writing skills.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

49

Number of discussions with staff, governors, other adults and pupils

39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	6per cent	36per cent	54per cent	4per cent		

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)		217
Number of full-time pupils eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		43

English as an additional language

	No. of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No. of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	Per cent
School data	4.4
National comparative data	5.7

Unauthorised absence

	Per cent
School data	0.19
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	14	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	20	20
	Girls	12	14	11
	Total	29	34	31
Percentage of pupils At NC level 2 or above	School	73 (90)	88 (92)	80 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	20	17
	Girls	11	11	11
	Total	27	31	28
Percentage of pupils At NC level 2 or above	School	68 (90)	78 (90)	70 (98)
	National	82 (80)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	175
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	27
Average class size	22

Education support staff: YR – Y4

Total number of education support staff	7
Total aggregate hours worked per week	107

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1998 – 1999
	£
Total income	375,788
Total expenditure	364,876
Expenditure per pupil	1,682
Balance brought forward from previous year	-8811
Balance carried forward to next year	2,101

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	390
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	2	1	0
My child is making good progress in school.	53	44	1	1	0
Behaviour in the school is good.	29	65	5	0	1
My child gets the right amount of work to do at home.	22	62	15	0	1
The teaching is good.	45	51	2	0	2
I am kept well informed about how my child is getting on.	34	55	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	60	32	8	0	0
The school expects my child to work hard and achieve his or her best.	49	48	1	1	0
The school works closely with parents.	33	59	7	0	1
The school is well led and managed.	42	47	5	1	4
The school is helping my child become mature and responsible.	38	57	4	0	1
The school provides an interesting range of activities outside lessons.	26	55	9	4	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. The attainment of children who are under five is good in their listening and speaking skills and in their personal development. Overall, their attainment is average. This reflects the results of the baseline assessments made shortly after their admission into school. Progress in all the areas of learning is at least sound and it is good in acquiring language and literacy skills, and in acquiring further personal and social skills. The reception teachers prepare their children well for their future learning. When appropriate, the older children in reception work on the lower stages of the National Curriculum. Children with SEN are integrated well into their classes and those on the highest stages of the register have good support. Findings from the inspection broadly support those found in the school's first inspection. Progress since the last inspection is satisfactory.
59. Children respond well to the experiences they are offered. The quality of teaching is satisfactory overall and 30 per cent of the teaching is good. The teaching and support staff work closely together to provide a safe and secure environment that promotes the satisfactory progress being made. The playground is safe and interesting plants and bulbs have been put around the edges to make it more attractive. Outdoor equipment is in good order. There is a satisfactory range of resources for all areas of learning which are used well. In some lessons, particularly when group work is taking place, there is a lack of challenge in the planned activities and children's progress becomes unsatisfactory. Where the teaching is direct, such as in literacy, numeracy, music and in acquiring skills on the computer, progress is good, children are more focused on the task in hand and are eager to learn. Classroom control is very good. The youngest children benefit greatly from working in a calm and orderly environment where their skills in spoken language are valued and extended.

Personal and social development

60. The personal and social skills of children are very well developed. They behave well, treat others with respect and take care of resources. They can work co-operatively in a group and discuss simple ideas with each other and their teachers. They take turns well, tidy away resources and have very good manners. Reception children know their classroom routines and observe the rules. They can negotiate with each other as seen in a PE lesson when a group asked others to walk around their mats.

Language and Literacy

61. Attainment in spoken language is above average. Children speak in well-constructed sentences and readily talk to each other, their teachers and visitors. Most speak audibly and convey their meaning clearly. They are making good progress. When listening to stories they are at times enraptured, and can re-tell them well. They will choose a book, handle it carefully and correctly and turn the pages telling the story through the pictures. They are making good progress. In reading, the children first learn a sight vocabulary which they take home to practise. Until they know the vocabulary they don't get a reading book from one of the two schemes used. This gives them confidence when they first take their

books home. They have additional teaching in phonics plus shared reading sessions in their literacy lessons. The progress of those who learn more easily and quickly is outstripping the speed with which they are progressing through the published reading scheme. This results in the highest attaining children having books which are too easy for them and their progress becomes unsatisfactory. All the children who took part in individual reading during the inspection knew the sounds that each letter in their books made and could talk about books they read at home, giving sensible reasons as to why they liked them. Children make good progress in writing. Evidence from a work scrutiny shows that most children arrive in school making marks on paper and some can write their names. After a term the highest attaining children copy sentences from a board accurately, using well-formed letters, those with average attainment can copy under the teacher's model well and the lowest attaining children are beginning to do so. This amount of progress in a short time is good. The teaching of language and literacy is sound. It is very good in promoting oral skills.

Mathematics

62. Children are attaining the standards expected by the age of five. The youngest children react enthusiastically to correct a counting 'error' by a teddy bear and are eager to show how well they are mastering simple mathematical terminology by providing the teacher with the right answer. They are beginning to record simple equations on a board in front of the class, e.g. $4 + 2 = 6$ and have the confidence to do so. Their work in numeracy lessons is having a positive effect on their progress. They can name some simple shapes and hold up fingers to represent numbers in counting rhymes and songs. They are beginning to use mathematical language when describing what they are doing. They are making satisfactory progress. The quality of teaching is satisfactory. Overall the quality of teaching is satisfactory. Teachers have a sound understanding of the objectives to be achieved and are effectively increasing children's awareness and use of correct mathematical vocabulary. Teachers maintain children's interest well through planning more than one activity for them to complete in each lesson but the amount of time children spend on mathematics is too short. They have the capacity to sit and concentrate in lessons for longer than 20 minutes. This use of time is an issue the headteacher has accurately identified as in need of change.

Knowledge and understanding of the world

63. Attainment is average in this area of learning. Reception children explore the properties of sand. They know about their families and some of the ways in which children used to live, for example in Victorian schools they know that children used to write on a slate. They can describe the differences between old and new teddy bears. Their computer skills are developing well. They can independently 'click and drag' to dress a teddy and enjoy working in a small group on the computers with support. They can make wheeled models and models of houses using construction equipment and talk about them very easily. The capacity they have to talk about the world around them is good. Teaching is sound in this area. Where the teacher interacts directly with children the progress they make is good. When they work in groups with construction apparatus the tasks they have lack enough challenge for them to progress at a satisfactory rate.

Physical development

64. The children are attaining the standards expected by the age of five. They use crayons, scissors and construction apparatus with developing dexterity. Reception children have good skills on larger apparatus and a good sense of balance. Several can walk on 'bucket' stilts and explore apparatus confidently with good co-ordination. Almost all can dress and undress themselves independently although this takes quite a lot of time. This area of learning is taught appropriately and the children make sound progress.

Creative development

65. Overall, the quality of teaching in this area of learning is sound; children are achieving the standards appropriate for their age. The work they do is usefully planned to reinforce their learning in other aspects of the curriculum. They have painted some very good pictures of their grandparents during their topic on 'Families'. During the inspection they were painting pictures of teddy bears which linked well with the stories they were reading in their Literacy lessons and their work on 'Toys'. They had a lot of support and guidance during this activity to the extent that they only had a small range of colours (deemed appropriate) to choose from. This amount of guidance reduced their learning in exploring, investigating and learning about using paint. They have done some lovely leaf prints using autumn colours. In music they can sing quite tunefully and copy (echo) phrases and pitch from a tape and from their teacher. They make good guesses at the kinds of animals that could be represented by sounds. They can keep to a simple rhythm. The teacher models this work very well, frequently stopping the tape to reinforce teaching points. Children behave very well during music lessons. They can sit and concentrate for 30 minutes with barely a wriggle.

ENGLISH

66. In the 1999 national tests at the end of Key Stage 1, standards of attainment in writing were well above average when compared with similar groups of pupils and average compared with schools nationally. Improvement in writing is a significant strength of the school. The pupils in the current Year 4 are achieving standards of written English that at least matches those expected for their age group. Spelling is good in both key stages. Targets for pupils in Year 2 reflect the high expectations of the school in maintaining the rising trend in attainment. In reading, the standards attained in 1999 were below average compared to pupils with similar background and well below average nationally. Girls achieve higher standards in reading than boys; all of them achieved the levels expected for their age in reading in 1999. In Year 4 pupils are achieving the levels expected for their age but no higher. The highest attaining pupils in both key stages are underachieving in reading. Targets for the forthcoming year in reading are not challenging enough to raise the school's grades because not enough pupils in Year 2 are expected to attain the higher levels. Pupils with average and lower attainment in reading are achieving the standards expected for them. Pupils throughout the school have very good speaking and listening skills. Pupils with SEN on stages 3 to 5 of the special needs register have good support in English and achieve the individually constructed and appropriate targets set for them in their well-written IEPs.
67. During the school's last inspection attainment at the end of Key Stage 1 in standards of presentation were unsatisfactory and this, plus the development of drafting skills was a key issue for improvement. The school has made good progress in addressing this issue. Almost all of the pupils in Year 2 join their writing

accurately and present it neatly. The highest attaining pupils are beginning to use speech marks and a relatively wide range of vocabulary for their age. They spell common one and two syllable words correctly and make good attempts at more difficult words. They draft and re-draft their work making suggestions on how it can be improved or presented in a better way. This was seen in an exercise where pupils made a kind of flow chart of instructions which was informative and visually attractive. Pupils in Year 4 show little hesitation in spelling words such as gigantic or energetic. Teachers place a heavy emphasis on learning how and when to use correct grammar and present pupils with a lot of exercises to reinforce their learning. The quality of their creative writing, including poetry, is satisfactory. Pupils use different exercise books to draft and re-draft their work before presenting it neatly.

68. The implementation of the Literacy Strategy is having a positive impact on the quality of learning taking place and in the progress in reading and writing. The lessons seen demonstrate pupils' growing awareness of the structure of English. They are making good progress in learning the technical vocabulary to describe what they learn about well. For example, in Year 2, pupils, when being introduced to speech marks, commented that they looked like 'little apostrophes'. In Year 4 pupils are confidently using the terms suffix and prefix and make several correct suggestions as examples. When reading a shared text at the beginning of lessons, pupils are extending their reading skills and their expression, often through having a good model to follow in their teacher. Pupils' acquisition of new reading skills is satisfactory.
69. Evidence gathered during the inspection reveals that the oldest pupils read quite challenging texts in shared reading during the Literacy Hour, for example 'The Lamplighter' by Robert Louis Stevenson. In both key stages the books higher attaining pupils read in groups and take home are unchallenging and not contributing to their learning as they do not provide sufficient opportunities for them to practise and improve their reading skills. Nevertheless, when presented with more difficult texts they decode words well and read fluently and with expression, interest and comprehension. They are achieving the standards expected for their age but no higher. This finding presents unsatisfactory progress from the last inspection report which stated that there was high attainment in reading.
70. The great majority of pupils in both key stages listen to questions from adults and other pupils attentively and answer them thoughtfully using good sentence structure and a relatively wide vocabulary. Their voices are expressive and their comments are considered. Even the youngest children are eager to explain what they are doing and to talk about projects they have completed. This was very evident in a Year 1 class where pupils guided conversation around the photographs of them as babies that were displayed around the room, and clearly explained what they knew about classroom organisation in Victorian schools. Pupils in Year 2 interacted particularly well with each other during a shared reading session. When asked to describe what they thought about Mr. Gumpy's actions and character they said things like, "but it wasn't all his fault", "it's sort of balanced", "He's got good and bad sides". Each time one pupil spoke the others listened and waited before offering their own comment which related and built upon the last. This shows maturity for this age group. Year 4 pupils express themselves very clearly, confidently and with humour. They too interact well in group teaching situations and are not frightened to express their opinions as

others in the group listen to them with consideration. In the 1996 inspection report attainment in speaking and listening was judged to be high. The school has maintained this level of work and so progress is satisfactory.

71. The quality of teaching in English is satisfactory overall in both key stages with a significant amount of good teaching and one example of very good teaching. Teachers understand the requirements of the Literacy Strategy and whole-class introductions are good. They manage pupils effectively and maintain pupils' interest and attention well during 'big' book sessions. They develop pupils' independence well by training them to work without constant support from adults during group activities. Characteristic strengths of good teaching were seen in several lessons. In a very good lesson in Year 2 the teacher led an excellent whole class reading session modelling changes in expression very well and extending pupils' responses after listening carefully to them. In a good lesson with Year 4 pupils the teacher took the opportunity to remind pupils about their previous learning, i.e. the sound of a hard or soft 'g' when spelling words thus consolidating their previous learning. She maintained a pleasant, often humorous, but constructive dialogue with pupils valuing their suggestions and ideas.
72. Teachers have to spend little time in establishing and maintaining good behaviour in classes and pupils' attitudes towards their learning are good. They come to school, keen and eager to learn. However, there is a small minority of boys, mostly, but not all, concentrated into one year group who are not motivated as well as the other pupils and do not endeavour to achieve as well as they could. This is reflected in the results of end of Key Stage 1 tests in 1999 which show that not enough boys are attaining higher standards in reading. They do not listen to or follow instructions as well as other pupils in the school.
73. A weakness in teaching is in the weekly planning documents. The school's target for development from the last inspection was to achieve more precise learning objectives in their planning and to use assessment to inform planning. Currently teachers' weekly planning documents contain too many objectives and not enough information on how groups of pupils of differing attainment are going to achieve them. Also, although teachers plan extension activities for higher attaining pupils, there are times when these are 'more of the same' rather than being planned at an increased level of difficulty. This has an adverse effect on the progress for this group. Teachers' use of marking to improve work is variable. Some teachers have very good marking strategies which point out exactly what pupils need to do to improve their work. These comments are followed up to check that the identified improvements follow. Other work is ticked, or stamped with 'smiley faces', and does not inform pupils of how they can improve further.
74. The school puts a high emphasis on English, particularly writing and has planned in additional Literacy lessons in the timetable for pupils to practise and learn new skills. There are a few examples of writing in different subjects. For example, in design technology, they wrote instructions on how to cook jam tarts and gingerbread men or how to make a book. In music, Year 2 pupils wrote the story of 'Peter and the Wolf', but considering the additional time given to English there is little first hand evidence of pupils using their skills for extended writing.
75. The co-ordinator work closely with the SEN co-ordinator, based in Key Stage 2, to gain an overall picture of standards. She monitors teachers' planning documents and has already identified changes she wants to make. There are regular times

when she gathers in written work and moderates it within a team of teachers to known levels and this is good practice, but on the whole assessment is not used consistently enough to record precisely what pupils know and need to do next to improve. The school recognises that there are not enough books for pupils to borrow and has plans, described in the school development plan, to set up a lending library. The current library is cramped by the use of the same space for the computer suite. This is limiting pupils' access to non-fiction books. There are plans to move the computer suite after the agreed re-building work has taken place. To ensure that all pupils have access to a good library the English co-ordinator intends to enrol pupils in the Village Library before they leave the school.

76. The management systems in English are otherwise good. The co-ordinator is well trained and has good subject knowledge. She has observed each teacher delivering the Literacy Hour twice and given them valuable feedback on their work. This has added to the already constructive relationships between staff. She has bought a wide range of books for use in the reception class and in Key Stage 1 which are all of good quality. In Key Stage 2 the school has purchased a published scheme of work. The texts are well presented and colourful but there is not enough work centred on non-fiction genres. The scheme is over-used and as a consequence the curriculum lacks enough variety and interest. For example it does not include the use of current news stories or texts. The specific grant made available for Additional Literacy Support for pupils in Year 3 is used appropriately and the school is monitoring the progress of this group of pupils closely.

MATHEMATICS

77. The 1999 National Curriculum Key Stage 1 tests showed that attainment of both boys and girls in mathematics at the age seven was below that of similar schools and well below the national average. Apart from a fall in the 1999 Year 2 results, the number of pupils gaining the expected standards for their age in mathematics has been rising gradually since 1996. The dip in results can be correlated with the particular cohort and the low percentage of pupils attaining higher standards. Inspection evidence suggests that attainment is average in the current Year 2. In the 1999 optional Year 3 tests, the current Year 4 pupils, attainment of all pupils was broadly in line with the national average. Pupils in Year 4 are achieving the standards expected for their age.
78. Throughout the school, lower attaining pupils, including those with SEN are achieving standards appropriate to their ability and make satisfactory progress when supported by classroom assistants. These members of staff interpret the work that pupils have to complete according to their individual needs. Pupils work in small groups and the additional input they receive strengthens their confidence and understanding. For example, one pupil in Key Stage 1, supported by an adult, could call out the number when a card was held up, and knew that 'nought' was the same as 'nothing'. The combination of good teaching and the implementation of the National Numeracy Strategy are two significant factors that underpin the present levels of attainment. In the best lessons teachers plan three or four different activities for pupils of differing attainment but, overall, higher attaining pupils are less well challenged by their work and some fail to make as much progress as could be expected towards higher levels of attainment.
79. Pupils in Year 4, work at levels which are in line with national expectations for pupils of their age. The structure of the numeracy lessons is also having a

beneficial effect, particularly in mental work with most pupils able to mentally count forwards and then backwards in tens, threes and twos enthusiastically. Pupils can recall a wide range of facts about the 'number of the week' for example, '60,' and subtract three-digit numbers by beginning to apply appropriate pencil and paper methods successfully. They have also studied the two-dimensional nets of a range of three-dimensional figures when they looked at how various cardboard boxes were made. Teachers employ a good range of strategies to maintain interest. For example, they frequently ask pupils to explain to the class how a particular problem has been tackled and if they can find other ways to solve the same problem.

80. In the last report attainment in mathematics was judged to be average. The school's results over a period of time have been below average compared to schools nationally. Taking into account the standards seen in school and the positive steps the school has taken to improve methods of teaching, attainment is now average rather than below average for most pupils. Therefore the school has made satisfactory progress since the last inspection.
81. The quality of teaching seen in Key Stage 1 was good. Teachers' implementation of the National Numeracy Strategy is having a positive effect on the progress that pupils are making and the standards being attained. Year 2 pupils recognise patterns in the behaviour of numbers and to use these patterns to make predictions, developing new facts from known. Others have gained a mastery of the names of regular shapes, being able to correctly identify a self-made shape such as a square. Teachers build on the sound start made in the reception year and develop pupils' skills further in manipulating numbers. For example, pupils in Year 2 could subtract simple two-digit numbers mentally and, seeing how to subtract ten, provided appropriate solutions for the subtraction of eleven. Teachers make good use of the sessions on oral and mental calculation, maintaining quick-fire activities to sharpen pupils' skills and giving appropriate praise. Motivation is maintained in group sessions as they target groups or individuals, normally posing questions for pupils to solve rather than providing immediate answers. In addition links with mathematics are made in other lessons or sessions, such as during registration where pupils add totals or subtract one number from another mentally to provide their teachers with the information they need to record.
82. In Key Stage 2, teachers are working co-operatively, sharing ideas, best practice and making useful links to other areas of the curriculum. Lessons in English and art, for example, were seen to contain a mathematical element as did a number of registration sessions. Classroom organisation and management is good so no time is wasted and pupils respond positively to the tasks they have to complete. There are good relationships in the classroom which give pupils confidence to express their ideas without fear of being wrong and this is increasing their confidence. The co-ordinator has taken part in the national training programme and monitored the quality of teaching and learning taking place in each class. She recognises that regular assessments that inform teachers what pupils know and can do are currently insufficient. The school has already identified this issue and it is a current target for development on the SDP. No teachers have yet had the opportunity to visit and observe Leading Mathematics Teachers to gain a wider perspective of how other schools are implementing the Numeracy Strategy.
83. Resources, specifically those to support the National Numeracy Strategy, are only adequate. The school is actively seeking a source of teaching materials which

would allow it greater flexibility in what it offers pupils, particularly in providing challenge for those who learn more quickly. Presently the school relies heavily on the use of published schemes of work which do not always target the specific skills or additional practice that pupils need.

SCIENCE

84. Attainment in science is below the national average at the end of Key Stage 1 and at the end of Year 4 when pupils leave the school. Teacher assessments in 1999 for pupils in Year 2 show that the number of pupils who attained level two or better was very low in comparison to national figures and no pupils attained level three or above. However, the school did not carry out any assessments at level three or above and this distorts the overall results downwards. Inspection evidence suggests that attainment is below average rather than very low. There are no significant differences in attainment between girls and boys. Pupils with SEN achieve appropriate standards in relation to their prior ability, and they achieve good standards where they receive additional in-class support. In general, higher attaining pupils do not reach their maximum level of attainment because there is a lack of work tailored to their specific needs.
85. By the end of Key Stage 1, pupils use simple equipment with care. The majority respond to suggestions about how to find things out and can discuss methods for doing so. Those in Year 2, for instance, discuss what happens when model cars of varying size and weight are pushed along different surfaces, and predict what may happen when variables such as ramps are introduced. When pupils carry out investigations they recognise the concept of a "fair test" and make simple predictions about what may happen. Results are then usually written up on pre-prepared worksheets. Higher attaining pupils have few opportunities to write up their results in a more individual way and have limited scope to experiment with different methods of presenting evidence. This limits their attainment and progress in written skills. Pupils develop a satisfactory scientific vocabulary. Year 1 pupils, for example, can name the main organs of the human body and their senses, and those in Year 2 recognise terms such as opaque and translucent.
86. By the end of Year 4 when pupils leave the school, they have a more extensive scientific vocabulary and can describe the range of factors involved in setting up fair tests. Pupils in Year 4, for example, are able to carry out tests on the effects of dissolving different substances in water and they recognise important factors such as the amount of water used and the amount of solid added. Work on life processes and living things covers appropriate aspects of sex and health education. In this key stage pupils are beginning to use a variety of simple graphs and charts to record their findings.
87. The quality of teaching in science is satisfactory. During the inspection there was only one lesson observed where aspects of teaching were unsatisfactory. All of the teachers have satisfactory subject knowledge. This is clear in question and answer sessions where the teachers' skilled use of questions gives pupils the confidence to answer and discuss the topics they are studying, as well as bringing out the main points of the lesson. Classroom organisation is generally good and equipment is put out and cleared away with no wastage of time. Teachers also help this process by giving clear instructions for the tasks to be done so that pupils know exactly what to do and can work with confidence. There are very good relationships between pupils and with their teachers and this makes a strong

contribution to pupils' personal and social development by giving them opportunities to work together, share and take turns. This leads to a relaxed but businesslike working atmosphere where pupils enjoy science and feel confident in taking part. In the one lesson observed where aspects of the teaching were unsatisfactory, the balance of the lesson was not quite correct and some of the pupils were not actively engaged. Overall the challenge of the work presented to pupils is largely appropriate if not highly demanding. However, there is a lack of planned systematic work for higher attaining pupils in lessons and the majority of these pupils are not reaching the standards of which they are capable.

88. The allocation of time for science is below average and this makes adequate coverage of the four aspects of the subject more difficult. This is a significant contributory factor in the low levels of attainment in the subject. The use of assessment data for tracking pupils' attainment and progress, for identifying strengths and weaknesses and for suggesting areas for improvement is unsatisfactory. Therefore pupils are not clear about what stage they are at or what they can do to improve. There have been three science co-ordinators in as many years. This has not helped the subject's development. At present the headteacher is the temporary co-ordinator. All statutory requirements are met.
89. At the time of the previous inspection attainment was said to be "average by national standards." Attainment is now below average. The quality of teaching is satisfactory at the present time but was judged to be good in Key Stage 2 in the previous report. This may be because teachers at the time of the previous inspection provided modified tasks for different ability groups. This is now not the case, particularly for higher attaining pupils. The subject clearly has a lower profile now than it did then and does not have the benefit of strong leadership at the middle management level. Taking all this into account, the subject has made unsatisfactory progress since the previous inspection.

ART

90. By the end of Key Stage 1 pupils are achieving the standards expected for their age in art. This judgement is the same as that made at the time of the last inspection. In Key Stage 2 pupils are achieving above average standards and there has been good progress since the last inspection. Pupils with SEN in both key stages make satisfactory gains in their knowledge and understanding of art and also attain the standards expected. In both key stages the quality of teaching is good.
91. Teachers in Key Stage 1 understand the objectives they want to meet and provide a very good proportion of direct teaching to improve pupils' particular skills. This is a strong feature of their work. In Key Stage 2, where the co-ordinator is based, teachers build upon pupils' former skills but give them more freedom to make their own interpretations of work in hand. For example, when making clay pots, pupils, after studying ancient Greek pattern making, decorated them with their own, but appropriate, patterns leading to very individual pieces of work. This additional freedom of interpretation leads to good progress in pupils' knowledge and skills.
92. By the time they are seven, pupils take part in a range of activities that help them develop skills of making, painting and drawing. During the inspection they were doing some very good work in applying powder paint to paper using different brush effects. This work is recorded in their sketch books for future reference. Alongside

this they were learning to mix secondary colours from primary ones in a controlled way and altering the texture of paint. Their drawing skills are being developed well. They have experimented successfully with simple batik techniques on fabric. This development is continued in Key Stage 2 where their skills in using shading techniques are learned and practised in the local and school environment, in particular the shades and shapes in the older buildings are used to produce some good drawings. During the inspection pupils in Years 3 and 4 were learning to make 'intaglio' prints and producing some high quality work. Work is linked well to the history curriculum and there are also useful links with mathematics. For example the printing work was in the style of Greek pots and symmetrical paper cut-outs were used to decorate other representations of Greek urns. Pupils' work in clay is very good. Pots they have made are even, balanced and well decorated. Evidence from a scrutiny of photographs shows some good work in the style of Monet and Lowry. Every year, the co-ordinator liaises with other schools in the area to produce an exhibition and pupils from both key stages take part in workshops with local artists, producing a variety of work, including some in three dimensions, of a very high standard. Pupils' skills in art used to enhance other subjects of the curriculum well. Pupils throughout the school can use 'paint' programs on the computer to create pictures and their progress in designing is furthered by using different kinds of fonts and placing clip art pictures onto their work, for example, when designing covers for their topic work on the Greeks.

93. Observations during the inspection highlight pupils' good attitudes towards each other and the school's resources. Older pupils freely and wholeheartedly congratulate others on the outcomes of their printing work with gasps of pleasure. Year 1 pupils concentrate well on learning painting skills. They try their hardest to achieve the objectives set for them, and, when necessary, queue patiently to wash their brushes and change their pots of water. Their behaviour is very good.
94. The co-ordinator has considerable skills in this subject and has had recent in-depth training. Her plans for future development and staff training, originally identified two years ago to the governors, have been deferred to the next academic year. This is because she is also responsible, as mathematics co-ordinator, for the implementation of the Numeracy Framework this year. This has limited her role in monitoring and developing art although, as so much of the work is visible in displays around the school, she does take the opportunity to see the standards of work being achieved. She also freely gives advice to other members of staff. The school has a satisfactory number of resources to meet the needs of the curriculum except for books and prints of artists' work where there are not enough examples of women artists or artists from other cultures.

DESIGN AND TECHNOLOGY

95. Standards of attainment in design technology are consistent with national averages at Key Stage 1 and at Key Stage 2 they are above national averages. Pupils make at least satisfactory progress throughout the school.
96. The youngest pupils in Key Stage 1 are becoming familiar with the idea of creating a plan before undertaking any creative work. One class used such plans as a template to develop shapes such as when they created an articulated 'teddy' in card. By the end of this key stage, this work has progressed to include an element where pupils are beginning to provide critical evaluation of their work, proposing how they could make it 'better'. Pupils in Key Stage 2 take this a stage further by

designing an artefact within the constraints of a range of conditions. For example, when designing and making a Greek sandal which had to fit their own foot, look realistic and work.

97. In the last inspection, design technology was considered a major weakness, with little systematic development of skills. In this inspection, lesson observation and scrutiny of display around the school indicate that the school has made good progress in the quality of teaching and learning of all aspects of the subject. The only constraint now is that pupils cannot undertake activities in food technology, there being no suitable, hygienic area available.
98. The quality of teaching in Key Stage 1 is satisfactory and in Key Stage 2 it is good. Where it was good, teaching objectives were clear, achievable and challenging and opportunities were provided for evaluation and consideration of realistic improvements to the finished product. The school celebrates pupils' work with attractive displays of finished products such as jack-in-the-boxes, rocking horses and Greek sandals. The difference in the quality of teaching can be explained by the co-ordinator being based in Key Stage 2 where she has more influence in planning and advising other members of staff. As she also co-ordinates mathematics and art, opportunities to carry this role into both key stages are limited.

GEOGRAPHY AND HISTORY

99. Pupils are achieving the expected standards at the end of Key Stage 1 and by Year 4. In Key Stage 1 pupils recall facts they have learned in topics such as the life of children working in 19th century coal mines and many can contrast and compare conditions then with their own lives. In these discussions, many are able to identify aspects of role-play activities that represent, but are not identical to, situations that they are learning about. Most can construct a timeline to show these contrasts within a typical day in their own lives and a day in the life of a trapper boy in a coal mine. However, few transfer the good standards of written work that they achieve in English to their work in history through extended, descriptive or imaginative writing. In Key Stage 2 pupils have a good understanding of the lifestyle, customs and beliefs of the Ancient Greeks.
100. No geography lessons took place during the inspection. Other evidence, such as work, displays and reports, indicates that pupils know about their own locality, can compare it with other ones during a topic on the seaside and are developing an understanding of their environment.
101. The satisfactory situation reported in the previous inspection has been maintained. The new co-ordinator, is currently reviewing the way in which the subjects are managed and is beginning to work more closely with the school to which most pupils transfer, at the end of Year 4, to ensure there is continuity in their learning when they leave the First School. Consistent approaches for differentiation, assessment, homework, and procedures for monitoring these are lacking in the planning documents. Resources are organised centrally, clearly labelled and accessible to staff. Topic books are used to support individual research well but there are few group readers that could reinforce pupils' learning in their literacy lessons.
102. The overall quality of teaching in history is good, with many strengths, but with

some areas of weakness. In Key Stage 1 it is often very good and in Key Stage 2 it is satisfactory. The subject knowledge of teachers is secure in most respects and good strategies are employed to support learning. The overall progress of children is satisfactory. There is a good balance between giving children information and providing opportunities for investigation, often through active learning, when for example taking part in role-play activities. Historical events and stories are recounted in lively and interesting ways that stimulate the interest of pupils. There is an appropriate mix of open and closed questioning and teachers often express high expectations, by emphasising good practice when using a correct vocabulary, to which children respond very well. Some lessons include excellent modelling of tasks, so that the pupils' understanding of the purpose of the lesson is strongly supported. Teachers are patient with children while they are attempting to answer questions, and this gives them confidence.

103. Teachers often make good links with other curriculum areas such as science and mathematics. For example, by having to calculate the number of times a task would have to be carried out in a working day. These links have a very positive impact upon pupils' understanding. There is an appropriate focus on investigation and evidence, with teachers prompting children by asking, "How do we know?" In some lessons, focus on evidence is less satisfactory, and the structure of work is weak. For example, when pupils' work is focused on low level activities such as colouring in pictures, leaving little time for skill development such as developing ideas about the purpose of artefacts, or extending written skills through explanations to complement drawings. Teachers' planning does not routinely specify different levels of work for higher attaining pupils.
104. There is no significant variation in the progress of boys and girls. Those with learning difficulties make satisfactory progress and, in lessons in which teachers plan for their specific needs, often supported by learning support assistants, they make good progress. The quickest learners make good progress when they are given tasks which extend their skills.

INFORMATION TECHNOLOGY (ICT)

105. Standards at the end Key Stage 1 and by Year 4 are satisfactory. Almost all pupils become proficient and confident users of the mouse while they are in the reception class and continue to develop their skills through Key Stage 1. For example, the work of individual younger pupils demonstrates good progress in moving forward, while using art packages, from aimless manipulation of the mouse to the creation of recognisable images to fulfil a particular desired purpose. By the end of the key stage, all can use word processors and art packages to present work, employing facilities such as formatting and fill buttons efficiently. The word processing of most is quite well structured and presented, with appropriate use of spacing tools and upper and lower case keys. Pupils are able to experiment to model and achieve the best effects, for example by using colour formatting. A few pupils reach high standards in using drawing packages and the presentation of their word processing, in which their good writing skills are represented well. In Key Stage 2 pupils' build upon their former skills and use them to enhance other subjects, for example in accessing and using clip art or different sizes and styles of fonts in designing for a project cover.
106. In Key Stage 2, pupils are being introduced well to skills at a level appropriate for their age. However, for many children, these are not securely established at those

levels, as few are able to fluently or confidently demonstrate procedures that they have just been taken through by the teacher. Although assessment procedures are satisfactorily recording levels in terms of what the children have experienced, they do not adequately identify the extent of pupils' existing skills. This is a valid point made by some parents at the parents' meeting.

107. The quality of teaching is good in both key stages. As a result, children now make good progress in their basic skills and in the communicating information aspect and satisfactory progress in the other aspects. Secure subject knowledge ensures that pupils are taught correct practice and provided with hints and tips for more efficient working. Often this is provided by support assistants teaching small groups of pupils. This arrangement is having a highly positive impact upon progress. Pupils throughout the school, including those with SEN, are provided with good individual support and with appropriate tasks to move on to when they are ready. Work generally takes place in the context of other subjects, so that ICT supports other curriculum areas.
108. The response of pupils is good and an entirely positive influence upon their learning. They are very enthusiastic about opportunities to work with computers. They listen carefully to the guidance that they are given and most can work with considerable independence and responsibility, experimenting with facilities and effects and using devices such as printers with minimum supervision. They willingly and spontaneously give and receive encouragement.
109. Improvement since the previous inspection has been good. There has been a significant improvement in the quality of resources, with the recent acquisition of computers supported by National Grid for Learning funding, parental contributions and the school's own financial resources. These have been assembled in a computer suite in the library, with older computers remaining available in individual classrooms. This arrangement means that the school can provide all pupils with regular teaching sessions on the computers which are having a positive impact upon the development of their basic skills. The school has made good progress in acquiring computer equipment and software including a scanner and floor turtles. The ratio of computers to pupils is still slightly below average and the current accommodation for the computer suite is not entirely satisfactory. It is too crowded, with pupils having to work the mouse on a board on their knees and it dominates the library, so that access to this is restricted for other pupils. It is on a main route through the school and there is a regular passage of children and adults while teaching is taking place. Plans to provide pupils with more opportunities to apply, develop and consolidate the skills developed in these sessions, through work in a variety of curricular contexts is not yet complete. No use was seen of listening centres in any subject although the resource exists.
110. The co-ordinator has a clear view of the next steps that the school needs to take to improve and is supported in this by the management of the school. There are plans to increase the number of computers further and to relocate the suite when forthcoming building work is complete. She is currently focusing on ensuring that the current provision, which has only recently become possible, is working well before moving on to further development.

MUSIC

111. Due to timetabling difficulties, only one lesson was seen in Key Stage 2 during the

inspection and it is not possible to come to a judgement on the quality of teaching or attainment on this evidence. The single lesson observed demonstrated that Year 3 pupils could play a variety of percussion instruments in different rhythms, have good tempo and can follow instructions according to the direction of the conductor. The lesson was prepared and delivered well and pupils displayed very good levels of concentration, enthusiasm and interest. During assemblies, pupils sing a range of hymns enthusiastically and tunefully.

112. Planning for each half term is good. The school follows a mixture of published schemes of work and their own planning which guide teachers well. Objectives are clearly defined, specific to the tasks and skills to be taught and include all requirements from the National Curriculum. Assessment opportunities are built into the planning but no recording of these assessments are made.
113. The school provides pupils with several opportunities to improve their musicianship in its extra-curricular activities such as choir and learning to play the recorder. In addition it provides accommodation and time for pupils to have piano lessons. The quality and range of resources is satisfactory.

PHYSICAL EDUCATION

114. No lessons were seen in Key Stage 1 due to timetabling difficulties. No judgement was made on attainment in Key Stage 2 during the last inspection for the same reason. By Year 4 most pupils' attainment matches what is expected nationally. Some pupils demonstrate above average standards, particularly in gymnastics where they land and move on and around apparatus with grace and poise. Some of these higher attaining pupils attend the 'Gym Club' which runs out of school time. Most pupils have a good sense of balance, jump and land safely and can use apparatus imaginatively forming and practising a sequence of movements. Pupils in Year 4 can explain what they are doing clearly. Only one dance lesson was observed and no outdoor games lessons were taking place during the inspection.
115. Overall the quality of teaching is sound in Key Stage 2. Teachers' planning documents for each half term contain a manageable number of specific learning objectives which build on the skills being learned and practised week by week in dance and gymnastics; the only aspects of PE that were observed. These plans assist teachers in the delivery of the National Curriculum requirements. During the lessons seen most pupils made satisfactory progress in their learning through interpreting teachers' instructions and suggestions and practising their movements until they could perform them with more refinement. In good lessons teachers supported pupils well through the use of praise and encouragement, used pupils well to model their movements to the rest of the class generating a good level of enthusiasm. In these lessons pupils worked collaboratively together, sharing the equipment safely. Pupils' attitudes are generally sound although in one unsatisfactory lesson, despite the teacher's intervention, some boys' behaviour was inappropriate, and they did not 'share' the equipment fairly within their group. This prevented other pupils from having as much practice as they should have had.
116. The pupils are taught to swim in the summer months and the headteacher takes responsibility for this, managing very effectively to ensure the support of parents. Almost 100 per cent of the pupils in Key Stage 2 can swim ten metres and approximately 30 per cent can swim more than 50m but assessments after this

length are difficult as the pool is not long and is shallow. Although the headteacher is confident that the highest attaining children can do more, the depth of the pool limits the swimming awards they can achieve. However, about half of the pupils can do a mushroom float. This level of attainment is well above average. Parents assist in organising and running additional swimming lessons out of school time.

117. The management of the subject is good. The co-ordinator has expertise in the subject, has bought a wide range of good quality equipment and organised these resources well. There are extensive fields and a large playground area. The school has its own swimming pool, which is about to have a roof, and a well equipped hall. The quality and standard of small equipment is very good and the school facilitates a wide range of extra-curricular activities open to the local community in sport including football, gymnastics, karate and ballet. These, under the authority of the headteacher are organised by external groups and supported well by parents and pupils. They enhance the subject further.

RELIGIOUS EDUCATION

118. Because of timetable arrangements, it was possible to observe only two lessons of religious education during the inspection. Judgements are based on these two lessons, scrutiny of pupils' work and discussions with pupils.
119. At the end of both Key Stage 1 and Year 4, attainment is in line with the expectations outlined in the Local Authority's Agreed Syllabus for religious education. This is broadly in line with standards described in the previous report. There are no significant differences in attainment between girls and boys. Pupils with SEN make satisfactory progress and achieve standards in line with their prior ability. In general, higher attaining pupils do not achieve high standards, especially in written work, because there is a lack of opportunities for them in many lessons to extend and practise their writing skills.
120. By the end of Key Stage 1, pupils know the main festivals of the Christian calendar including Christmas and Easter and are beginning to understand the significance of some celebrations. They can describe the main parts of a Christian church and the parts they play in various ceremonies. Year 2 pupils, for example, were discussing and producing interesting written work on Christian baptism. Pupils are able to talk about right and wrong and express their ideas clearly.
121. By the time pupils leave the school at the end of Year 4, they are familiar with the four gospels and some of the information contained in them. They study stories of human characteristics such as courage, and Year 4 pupils are able to produce good work on the village of Eyam at the time of the plagues. In Year 4, pupils study other faiths and religions such as Judaism and Islam. Although the provision for religious education meets the statutory requirements, the allocation of time for the study of faiths and religions other than Christianity is not strong and this detracts from pupils' overall cultural and religious experience. In both key stages, there is a strong moral dimension in lessons and this contributes well to pupils' moral development.
122. It is not possible to give an overall judgement on teaching on the strength of one lesson seen in each key stage. However, a strong feature of the teaching seen was good class control that is achieved without fuss and with good humour. There

are very good relationships between pupils and their teachers. These factors lead to a good working atmosphere in the classrooms where pupils felt confident in discussions and tried hard with written work. Scrutiny of work shows that some pupils' exercise books are not regularly marked. The range of written work provided tends to restrict the scope of higher attaining pupils to produce the longer, more sophisticated, pieces of work of which they are capable. This means that, in general, higher attaining pupils do not reach their maximum potential.

123. The subject co-ordinator is newly appointed to the post and has not yet had time to make an impact on the management of the subject or standards of achievement. There are no systematic, regular procedures for assessment to track pupils' attainment and progress or to point out the ways in which they can improve.
124. The previous report pointed to a lack of resources for some aspects of the subject. These have now been corrected and the subject has made satisfactory progress since that time.