

INSPECTION REPORT

**FROXFIELD ENDOWED CHURCH of
ENGLAND (controlled) INFANT SCHOOL**

High Cross, Froxfield, Petersfield

LEA area: Hampshire

Unique reference number: 116289

Headteacher: Mrs L Chester

Reporting inspector: Mrs S Whitehead
23024

Dates of inspection: 6th – 8th March 2000

Inspection number: 188559

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant |
| School category: | Church of England Controlled |
| Age range of pupils: | 4 to 7 |
| Gender of pupils: | Mixed |
| School address: | High Cross Froxfield Nr Petersfield Hampshire |
| Postcode: | GU32 1EG |
| Telephone number: | (01730) 827251 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Rev. David Pine |
| Date of previous inspection: | 17 th June 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|------------------|----------------------|---------------------------|--|
| Mrs S Whitehead | Registered inspector | English | What sort of school is it? |
| | | Religious education | What should the school do to improve further? |
| | | Music | School's results and pupils' achievements |
| | | Under fives | How well are pupils taught? |
| Mr John Chapman | Lay inspector | | How well does the school care for its pupils? |
| | | | How well does the school work in partnership with parents? |
| Mrs Teresa Manzi | Team inspector | Science | Pupils' attitudes, values and personal development |
| | | Art | How well is the school led and managed? |
| | | Design and technology | |
| | | Physical education | |
| | | Special educational needs | |
| Mr Philip Inness | Team inspector | Equal opportunities | How good are curricular and other opportunities offered to pupils? |
| | | | |
| | | Mathematics | |
| | | Information technology | |
| | | Geography | |
| | | History | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Froxfield Church of England Infant school is much smaller than most schools. It is situated in a small village in a rural area of natural beauty. The building dates back to 1876. Extensive improvements were made in 1996, adding an upstairs office and staff/resources room. The attractive grounds are extensive and include a pond, adventure playground, grass and hard play areas. There are two classrooms, divided by a sliding screen which accommodate three year groups in mixed-age classes.

The school accommodates 45 pupils. There are currently 39 pupils on roll, 17 boys and 22 girls, aged four to seven. Pupils are admitted to the school in the Autumn term of the academic year in which they are five. Initially they attend part-time, but most children attend full-time by the end of November. At the age of seven, pupils transfer to primary and private schools in the locality. Pupils come from Froxfield, surrounding villages and the nearby town of Petersfield. They mainly live in private housing, but some pupils live in local authority housing. Pupils' attainment on entry to the school covers a broad range but is generally above average. No children come from homes where English is an additional language. A very small number of pupils are entitled to free school meals which is below the national average. Twelve pupils are entered in the school's register of special educational needs; this is broadly in line with the national average. No children have statements of special educational needs.

HOW GOOD THE SCHOOL IS

Froxfield Infants is an effective school. It provides a warm, secure learning environment for its pupils. There have been good improvements in the results achieved in national tests over the last three years. Last year standards were very high in reading, writing and mathematics. The quality of teaching is good in Key Stage 1. The headteacher, governors and staff have worked hard to raise standards and parents provide very good support for children's learning. The school has above-average income but provides good value for money.

What the school does well

- Results in National Curriculum tests are very high, mainly as a result of the school's shared commitment for improvement.
- The attitudes to work and behaviour of pupils are very good; this makes a significant contribution to the good progress made in lessons.
- Relationships, throughout the school, are very good.
- There are very good procedures for ensuring pupils' welfare.
- Teaching is good in Key Stage 1 and teachers strive for further improvement.
- There is good provision for pupils' spiritual, moral, social and cultural development.

What could be improved

- Children under five have too few opportunities to learn about the world and develop creatively and physically.
- There are insufficient planned opportunities for pupils to use information technology across the curriculum.
- There are insufficient opportunities for pupils to apply their knowledge, particularly in investigative science and problem solving in mathematics, according to their age and capabilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in June 1996, it was found to be improving but there were weaknesses in standards of attainment and some aspects of the curriculum. The headteacher was new to her post at that time and both teachers have been appointed since then. They have worked hard as a team to bring about improvements. All of the key issues from the previous inspection have been tackled well and good progress has been made. Standards in information technology have

improved. However, further improvements are required in information technology, investigative science and problem solving in mathematics. The results achieved by pupils in national tests have risen and the quality of teaching has improved.

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 | A* | A* | A* | A* | well above average A |
| writing | A | A* | A* | A* | above average B |
| mathematics | A | A* | A* | A* | average C |
| | | | | | below average D |
| | | | | | well below average E |

Results of the national tests in the last two years show that standards in reading, writing and mathematics are very high compared with national averages and the results achieved in similar schools. The school's performance is in the top five per cent nationally. There has been a good improvement in the school's test results over the last three years and standards have improved faster than the national rate. The standard of work seen during the inspection was not as high as recent national test results. Nearly half of pupils in the current cohort of pupils are entered in the school's register of special educational needs. Inspection findings show that standards in English are above national expectations and are particularly high in handwriting; some of the oldest pupils produce excellent examples. In mathematics and science, standards are in line with national expectations. In information technology, pupils reach expected standards for their age and in religious education pupils' attainment is in line with the expectations of the locally agreed syllabus. The school has set challenging but achievable targets for its pupils.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good; pupils enjoy school and enthusiastically take part in activities. |
| Behaviour, in and out of classrooms | Very good; it contributes to good progress in lessons. Outside, pupils play well together. |
| Personal development and relationships | Very good; pupils willingly help each other with their work and share equipment. |
| Attendance | Satisfactory; in line with the national average. |

Pupils respond well to good teaching. They are keen to start work and answer questions willingly. The behaviour of the oldest pupils is particularly good.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | satisfactory | good | N/A |

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.

The quality of teaching is satisfactory or better in 95 per cent of lessons, very good in 11 per cent of lessons and unsatisfactory in 5 per cent of lessons. Teachers manage pupils well and develop very good relationships with them. Most lessons are well planned and teachers use time and resources effectively. The skills of literacy are taught well throughout the school and the teaching of numeracy skills is satisfactory. The occasional unsatisfactory lesson, for children under five, results from too long being spent on the same activity leading to loss of interest by children.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum is broad and mainly balanced with a good range and quality of learning opportunities in Key Stage 1. The curriculum for children under five does not place sufficient emphasis on the creative and physical areas of learning nor on knowledge and understanding of the world. |
| Provision for pupils with special educational needs | Good; these pupils make good progress against the targets in their individual education plans. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good, overall; development is fostered through supportive relationships within the school and the good examples set by all staff. |
| How well the school cares for its pupils | Very good; procedures for child protection, promoting good behaviour and monitoring attendance are particularly good. |

The school offers a broad range of subjects and activities, including French. There is a good range of extra-curricular activities for a small school. The school has good links with other schools and training colleges. The curriculum for children under five does not provide enough opportunities for them to develop their personal and social skills through creative and physical activities. There are insufficient opportunities for pupils to use investigative skills in mathematics and science.

The school has developed a good partnership with parents, who make a very good contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good; there is a clear educational direction for the school and all staff work hard to implement the aims of the school. |
| How well the governors fulfil their responsibilities | Good, governors have a good understanding of the strategic direction of the school, are supportive and fulfil their responsibilities well. |
| The school's evaluation of its performance | There are good evaluation methods; staff and governors are aware of the school's strengths and weaknesses. |
| The strategic use of resources | Good use is made of staff. The school uses its learning resources well, apart from computers which are not used sufficiently. |

The school is generously staffed, enabling the headteacher to monitor the work of the school effectively without the responsibility of a class. The accommodation has disadvantages, including insufficient heating in the toilets and no hall on the school site, but it is satisfactory, overall. Learning resources are good and the school ensures that it applies the principles of best value when purchasing these and any other items.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Children enjoy school. • Standards in English are high. Parents are particularly pleased with reading. • The school enables children to make good progress. • The school has high expectations of its pupils. • The standard of pupils' behaviour is good. | <ul style="list-style-type: none"> • A few parents do not consider that the school works closely with them. • The range of activities outside lessons. • The amount of homework set for pupils. • Information about pupils' progress. |

Inspectors agree with parents' positive views. However, they consider that the amount of homework set for pupils is appropriate for their ages. The range of activities outside lessons is good for a small school and a limited number of teachers. Parents are provided with suitable information about pupils' progress through reports, parents' evenings and informal consultations. Partnership with parents is good. However, the school could extend the support that parents provide in reading sessions to other lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry to the school, at the age of four, children's attainment is often above standards found nationally for this age, although there are variations in standards within year groups. The attainment of most pupils in the current Year 1 and 2 cohorts was in line with national expectations when they entered the school. By the age of five, children make good progress in language and literacy and their attainment is well above national expectations. Children's attainment is above expectations for their age in mathematics and they make satisfactory progress. In personal and social development, knowledge and understanding of the world, creative and physical development, children attain expected standards by the age of five. Although satisfactory progress is made in personal and social development, progress could be better if children were given more opportunities to develop these skills during physical and creative activities. Progress is unsatisfactory overall in knowledge and understanding of the world, physical and creative development because children are not given enough activities during the day to enable satisfactory progress to be made.
2. The results of the 1999 National Curriculum tests and teacher assessments at the end of Key Stage 1, show that in relation to the levels expected for their age, standards are very high, compared to the national average, in reading, writing, mathematics and science. In comparison to similar schools, the number of pupils attaining standards above those expected at the age of seven is very high; between one half and three quarters of pupils. Standards in English, mathematics and science have improved faster than the national rate of improvement over the last three years and are better than those seen during the last inspection. There are no significant variations in the results achieved by boys and girls. Although girls achieve slightly better results than boys, this variation is similar to the national trend.
3. The improvement in standards has been achieved by taking account of the results of initial assessments when children enter the school and setting targets for the end of Key Stage 1. These targets are regularly reviewed. Effective assessment procedures and the good quality of teaching in Key Stage 1 have had a significant impact on raising standards over time.
4. The school has a commitment to high standards and pupils are set challenging targets. This enables more able pupils to attain higher standards than those expected for their age. Pupils with special educational needs are well supported in their learning by teachers and class assistants within small classes. They make good progress and generally attain the expected standards by the age of seven.
5. Standards of the present Year 2 pupils are not as high as those achieved in national tests in recent years. There are a significant number of pupils with special educational needs in this year group. The inspection findings show that pupils' attainment in mathematics and science is in line with national expectations. However, attainment in English is above national expectations. The standard of reading is well above expectations. The good quality of teaching and the effective support of parents contribute to the good standards achieved. Pupils speak confidently and use vocabulary well; most pupils have good listening skills. The standard of handwriting is very good and some excellent examples of work were seen. This skill is very well taught and contributes well to the good presentation of pupils' work, especially in English. Pupils write for a variety of purposes using interesting vocabulary. In mathematics pupils have a sound grasp of addition and subtraction, but are not secure with mental recall of number bonds or simple multiplication. In science, pupils have an appropriate knowledge of materials and living things but they have not had enough opportunities for investigative science.
6. Pupils' attainment in information technology is in line with national expectations and this is a good improvement from the previous inspection when it was judged as poor. Pupils use computers to write, draw and collect data. They save and print their work. However, insufficient opportunities are provided to use information technology across the curriculum and progress is

less than it could be. In religious education, standards have been maintained. Attainment is in line with the expectations of the locally agreed syllabus.

7. In other subjects, pupils meet expectations for their age in art, design and technology, history, geography and physical education. There was insufficient evidence to judge pupils' progress in music, although the overall provision and variety of musical activities is good. The previous inspection judged pupils' attainment in art and music as above national expectations.

Pupils' attitudes, values and personal development

8. Pupils' attitudes towards school, their behaviour and relationships with adults and each other are very good. Pupils are keen to come to school and are quickly involved in reading activities. They often bring items of interest from home, such as pictures and frog spawn. They behave very well in and around the school and are polite and courteous. Pupils concentrate on tasks, try to do their best and help each other. They show a mature understanding of class-mates with special educational needs; they recognise and accept their difficulties and try to help. They know that a few pupils find it difficult to behave well, but include them in their activities and show them a good example. Pupils form good friendships and are thoughtful towards each other. Occasionally the behaviour of children under five deteriorates when they spend too long on one activity, but, generally, they behave well, in line with other pupils.
9. In class, pupils listen carefully to their teachers and to each other. They are keen to answer questions and to start their work. Pupils often appear happy to learn and enjoy the interesting activities provided. Pupils are well managed by their teachers and support staff and respond well to their calm, caring attitude. Children under five form good relationships with each other and usually persevere with their learning.
10. During playtimes, pupils play together well, share equipment without argument and take turns on the large climbing equipment in the adventure playground. They are confident and happy to show visitors around their interesting school grounds. No instances of rough play or bullying were noted. Lunch times are pleasant and peaceful. Pupils choose their own meals and accept sensibly if their first choice is no longer available.
11. When given the opportunity, pupils accept responsibility willingly. They also show initiative, such as clearing up pieces of paper without being asked.
12. Attendance at 94.2 per cent is satisfactory and broadly in line with the national average. There are no unauthorised absence or exclusions. The attendance rate is similar to the last inspection. The register is kept in accordance with requirements. There is no evidence of lateness and lessons begin promptly.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching in Key Stage 1 is a good feature of the school. In nearly all lessons teaching is satisfactory or better and in over one half of lessons teaching is good or better. In eleven per cent of lessons teaching is very good. There has been a good improvement in the quality of teaching since the previous inspection when 74 per cent of teaching was satisfactory or better.
14. The teaching of children under five is satisfactory, overall, but not so effective as teaching in Key Stage 1 because children are not given enough opportunities to take part in activities which promote their creative and physical development and knowledge and understanding of the world. They are taught alongside Key Stage 1 pupils and, while this is often effective for the teaching of literacy and numeracy skills, children often spend too long working on the same activity, leading to a loss of concentration. The teacher has little experience of the ways in which young children learn, leading to insufficient variety in the activities offered each day.
15. The good teaching of English results in pupils acquiring literacy skills which are above expectations for the ages of the pupils throughout the school. The national literacy strategy has been successfully implemented and pupils are taught the skills of reading, spelling and writing

consistently and progressively. The teaching of handwriting is very good. Pupils learn to write very well and the handwriting of some of the oldest pupils is excellent. Literacy skills are used well to support work in many subjects such as history and religious education. However, there is insufficient application of writing skills in recorded work in science. The teaching of numeracy skills is at least satisfactory and often good. However, pupils do not have enough opportunities to apply these skills in other subjects such as science, information technology and design and technology.

16. Throughout the school, teachers develop and maintain very good relationships with pupils. Lessons are usually planned well and learning objectives are clear and appropriate. Resources are prepared in advance and used effectively. However, the start of lessons is sometimes slow because teachers spend too long giving out books and equipment and directing pupils individually. This does not allow pupils to take enough responsibilities for themselves. There is good teamwork between teachers and classroom assistants. Clear communication takes place and assistants provide a good contribution to the quality of teaching. However, some lessons, particularly in mathematics and science, contain too few learning objectives for pupils of differing abilities within the mixed aged classes. Although groups are frequently well supported by staff or volunteers, this still results in some work that is either too easy or too difficult for the different age groups within one class. Some pupils succeed only because of this adult guidance rather than their own understanding of the work. Pupils with special educational needs are taught well and receive individual support from teachers and classroom assistants. They are also well-taught in small groups or individually within classes by the headteacher. Teachers use individual educational plans to help them set targets for these pupils in class work. These targets are identified within teachers' plans.
17. In the good lessons, teachers manage pupils well and establish a quiet learning environment. Learning objectives are shared with pupils and their prior knowledge is checked at the start of lessons. The work set is well-matched to the abilities of the pupils, providing a challenge for learning. Pupils respond well in these lessons, work hard to achieve the objectives set and generally concentrate well on the allocated tasks. On-going assessment takes place through careful monitoring of pupils' work and individual support enables pupils to overcome difficulties.

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

18. The school continues to provide a curriculum that is broad and mainly balanced. However, the exceptions are insufficient emphasis on some areas of learning for children under five, insufficient planning for applying knowledge in mathematics and science, insufficient use of information technology across the curriculum and developing design and evaluation elements within technology.
19. Overall, the curriculum makes a sound contribution to pupils' attainment and progress. Since the last inspection there have been good improvements in curriculum planning and its evaluation with notable strengths in literacy. Effective methods are used for teaching literacy and the national strategy has been implemented well. The national numeracy strategy is in place and teachers' skills are developing in mathematics. The organisation of the curriculum for the children under five has unsatisfactory elements. The work is planned according to the prescribed areas of learning but there are insufficient regular opportunities for the development of social, creative, and physical skills, and knowledge and understanding of the world.
20. Long and medium-term planning is appropriately based on a mixture of published, county guidelines and school based schemes and is mostly satisfactory in terms of coverage. Policies, which provide guidance for content and how the subject is to be taught, are in the process of being updated. However, there is not a realistic timescale set within the development plan to make this work more manageable.
21. The school maintains good links with other schools and training consortia to assist in modifying and improving the curriculum. Overall, the organisation of the school day provides an appropriate amount of teaching time for all subjects, apart from enough opportunity for information technology across the curriculum and aspects of learning for children under five. A

generous proportion of time each day is allocated to the teaching of literacy and numeracy skills, to good effect.

22. The statutory requirements of the National Curriculum and for sex education are met. The school has chosen not to teach this aspect of personal development, but provision for health education, including the attention to drugs misuse, is dealt with informally or within science and other aspects of the curriculum. In Key Stage 1, issues concerning personal and social education are covered in 'circle time' discussions. The curriculum for religious education is based on the recommendations of the locally agreed syllabus and meets statutory requirements. The daily act of collective worship also meets statutory requirements.
23. All pupils have equal access to the curriculum. Provision and planning for pupils with special educational needs is good. Appropriate individual plans are in place. These are reviewed regularly and specify achievable targets that are matched to the needs of individual pupils.
24. Overall provision for the spiritual, moral, social and cultural development of pupils is good and the good standards of the last inspection have been maintained. The school's mission statement has a clear emphasis on spiritual growth, social responsibility and moral values. These are achieved through the positive ethos and the clear and consistent values the school promotes.
25. Provision for the pupils' spiritual development was strong at the time of the last inspection; it is still sound, but it has declined. It is fostered mainly through assemblies and religious education. Pupils are given satisfactory opportunities to reflect upon their feelings. However, few planned opportunities to encourage the pupils' spiritual development through other areas of the curriculum were evident during the inspection.
26. The provision for pupils' moral development remains good. Values are fostered through the supportive relationships that exist in classrooms between teachers and pupils, and by the good example set by staff working in the school. Pupils clearly know the difference between right and wrong. They are reminded of shared values and beliefs in the day-to-day life of the school and discuss moral issues during 'circle time' and assemblies. They handle books and artefacts with care. Pupils are polite, courteous and friendly. Parents are appreciative of the school's role in promoting good behaviour.
27. Most social development continues to be successfully promoted for most pupils, although more could be done for the under-fives by the provision of more opportunities for outdoor play and role-play. The school ethos enables pupils to assume responsibility, to care for others and to respect property. Pupils are very willing to carry out a variety of responsibilities, such as acting as resource helpers. Numerous and effective opportunities are provided for pupils to discuss work together. Good opportunities for social development are further provided through educational visits, extra-curricular activities and fund-raising events.
28. The provision for cultural development remains good and there is sufficient emphasis on ethnic diversity, helped by good staff expertise. The school enriches the pupils' knowledge of their own and European culture in a number of ways. There are good opportunities for music, dance and French. Strong community links are maintained. Participation in musical concerts and attendance at theatrical performances are regular. Visitors to the school enrich pupils' understanding of their community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. This is a school at which the welfare of pupils is paramount. They are provided with a loving and caring environment in which they flourish and this is a strength of the school. Child protection procedures are very good. The school has good working relationships with social services. All staff are trained in emergency aid and there are very good procedures for handling all health matters. Pupils' attendance is monitored well. They are welcomed at the front door and absences noted before the registers are called. The school ensures that all pupils are brought and collected by a responsible adult. Good arrangements are made to care for pupils if their parents are delayed at the end of the day.

30. Weaknesses in assessment that were highlighted in the last report have been mainly addressed well, apart from the quality of some marking of pupils' work which still requires improvement. Procedures for assessing pupils' attainment and the use made of standard assessments are good. As pupils progress through the school, they are given regular reading, spelling and mathematics tests. Results from these and other systematic assessments in English, mathematics and science are used to inform school planning. The school is in the process of developing dual planning and evaluation sheets that are proving helpful in noting down and acting upon pupils' problems and difficulties, setting targets for improvement and extending curricular priorities. Assessment arrangements for pupils with special educational needs are good. Targets in individual education plans are regularly updated as a result of assessments. Information from the initial assessment of pupils, when they first arrive in school, is effectively used to predict future performance and support progress in their learning.
31. Teachers have collected samples of pupils' work that exemplify attainment at National Curriculum levels in English, mathematics and science. This helps to ensure that judgements of standards are consistent, particularly at the higher levels. There is less formal assessment in other subjects, but useful portfolios of work are maintained or are in the process of being compiled. These show a selection of work over time and some samples are annotated to show how much adult help was provided. Marking of work is mostly supportive, but some is unmarked or inaccurately marked and too much is merely ticked. The school emphasises individual support where personal targets are regularly discussed with each pupil. As reported in the last inspection, all pupils have appropriate home/school reading records, which maintain a useful dialogue with parents. Pupils' annual reports in all years are balanced in descriptive and evaluative comments. Homework is appropriately set and emphasises aspects of English and mathematics.
32. The school has very effective behaviour management policies and practices. All staff understand and implement these strategies resulting in a well ordered school community. Staff deal promptly with any signs of oppressive behaviour. Parents are very appreciative of the way teachers handle behaviour.
33. Health and safety matters are handled well. Small deficiencies are logged and dealt with immediately. Great care is taken to protect pupils around the school. The pond is well secured, the early years play area is secure, play equipment is well maintained and the site is well looked after. Supervision at lunch and playtime is good. However, the toilets are a serious cause for concern to the school. While technically they may be classed as 'indoors', in practical terms all that has happened is that the passage leading to them has been covered. They are unacceptably cold and in mid winter are quite unsuitable for young children. Pupils who have visited the toilets in cold weather can take some time to warm their hands and return to a physical state in which learning is possible. There is also a deterrent effect in that pupils often delay visits to the toilet, resulting in loss of attention and fidgeting in class.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school maintains good relations with its parents. Several parents come into school regularly to help with pupils' reading in the first session of the day. Others who cannot come in at that time provide practical support at other times of the day. Parents support their children well with reading and other homework and make a significant contribution to their children's learning. Parent governors are active in the life of the school and the School Association raises money to provide additional resources. However, a few parents disagree with the school's exclusion of parents from the school at start of day. Observations during the inspection showed that the school's policy in this regard is very effective in ensuring a prompt start to lessons and enabling pupils to settle down quickly. Parents may see teachers either by appointment or casually after school and the majority are pleased by the openness of the teachers and the quality of the dialogue at both casual meetings and the regular parents' evenings.
35. Almost all parents have a very positive view of the school and strongly support its values and attitudes. However, in the responses to the parents' questionnaire 26 per cent of parents

indicated a disagreement that 'the school works closely with parents'. Inspection findings do not support this view.

36. Regular informative newsletters are provided for parents and these are displayed at the entrance to the school. Annual reports provide suitable details of pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. Overall, the quality of leadership and management of the school is good. The headteacher and governors have responded well to issues raised in the last inspection report. They have a sound understanding of the strengths and weaknesses of the school and plan effectively for the future in order to maintain and improve the high standards achieved. National test results have improved over the last three years and remain very high compared with the national average. The teachers work well as a team, plan carefully and play a major part in maintaining the good standards and good ethos of the school. There is a caring, positive atmosphere and the aims of the school, which relate to both academic attainment and the development of the whole person, are fulfilled in practice.
38. Staff are keen to raise standards and to help each pupil reach their potential. Curriculum responsibilities are shared equably, but curriculum co-ordinators are not budget holders for their subjects. This does not enable them to plan, organise and co-ordinate the way forwards efficiently. Nevertheless the co-ordinator for English has made significant improvements in the planning, monitoring, delivery and assessments of this subject. The National Literacy Strategy has been introduced successfully. All staff have appropriate job descriptions. The headteacher and some governors have monitored the quality of teaching and recruited a new teacher in order to raise the quality of teaching and range of expertise and experience throughout the school. This has been successful in that the percentage of satisfactory and good teaching has improved significantly since the last inspection. Newly qualified teachers are given appropriate support. The appraisal of teachers and the headteacher is up to date and all are set targets. Added to this, teachers analyse their own performance and are self-critical. The end of key stage tests results are monitored and any weaknesses in learning are identified. Test results show a steady improvement.
39. The governing body has a good view of the strategic direction of the school. As a result of advice from the local education authority's link advisor, the school development plan now identifies long term initiatives to raise standards and provide better facilities. However, evaluation methods within the plan do not include measurable targets. The governing body supports the school and has a good relationship with the headteacher. Governors are interested, well informed, undertake training and use their expertise well. They often visit the school and the governor responsible for special educational needs is well informed and checks pupils' progress and the systems for meeting these pupils' needs well. The expertise of governors is matched to their responsibilities on the governing body. For example, the chair of the finance committee is an accountant. Consequently finances are managed well and funds allocated to pupils' with special educational needs are used appropriately. The governing body monitors expenditure regularly and, with the headteacher, has identified the right tasks as priorities for the future. The finance committee monitors the budget effectively and uses the best value principles when spending money. Consequently the school is well resourced, particularly the library, and funds are set aside to improve facilities, such as the cold toilets and lack of a school hall for physical education.
40. The school has sufficient income to allow small classes without the need for class responsibility by the headteacher; this is unusual for a small school. However, she uses her time well to support small groups, monitor the quality of teaching and help meet the needs of pupils with special educational needs. This enables her to gain a good picture of the strengths and weaknesses within the school. She provides a good role model for teachers, leading by her example as a good practitioner. The headteacher is also keen to learn and is undertaking training to develop management skills and to consider ways to improve the school. She has a good grasp of these issues.
41. The administrative officer uses computers efficiently to provide governors and staff with regular

financial information in an easily understood format. She provides a good service to staff and parents by being friendly, welcoming and efficient. Specific grants and funds have been used effectively to improve the provision for pupils with special educational needs and staff training. The purchase of a new computer programme is being considered in order to make it easier to track pupils' progress throughout the school. However, information technology is insufficiently used to support pupils' work throughout the curriculum.

42. The school prospectus does not contain national comparisons for the end of Key Stage 1 tests or attendance figures.
43. The school is generously staffed. This enables small classes and frequent individual attention for pupils; this is especially beneficial for pupils having special educational needs and results in them making good progress. Teachers and other staff are suitably qualified and receive a good induction to the school and regular training according to their individual needs and the priorities of the school development plan. The induction scheme for newly qualified teachers is worthy of note. They are provided with good basic information in the staff hand book and a varied range of training courses by the local education authority. A suitable mentor is allocated and valuable support is given. They receive mutual support from other newly qualified teachers within the network of partnership schools. The appraisal of teachers is up-to-date.
44. The accommodation is barely adequate. It has been improved since the last inspection by the provision of a mezzanine floor to house the staff room and office, but there is inadequate storage space despite the ingenious use of corridor walls. The library is cramped and unsuitable for groups of pupils to work together. The two classes are taught in one area divided by a folding screen. Teachers work well together, planning activities so that they do not disturb each other because the screen is not sound proof. There is a small separate room which is used as a quiet room or for music. The school does not have its own hall and this is a serious disadvantage. This has an impact upon assemblies, lunch-time arrangements and physical education lessons. The school hires the village hall, which is approximately 100 metres away, for physical education lessons. This results in the loss of about 15 minutes of curriculum time for each lesson. The hall does not have fixed equipment such as wall bars and ropes, cannot be used in wet weather and is not always ready for use. This results in a restricted physical education curriculum during inclement weather.
45. The school grounds are delightful. They are spacious and include an adventure playground and a pleasant, secure play area which can be used by children under five. However, this area is not used sufficiently throughout the year.
46. The school is well provided with learning resources. The library is well stocked with well cared for books which are of good quality and used effectively by staff and pupils. Reading material is appropriately graded and exceptionally well used by pupils, many of whom take home up to three books a night. All subjects are well resourced, especially art and design and technology. The school has an adequate number of computers to support pupils' learning, but these are insufficiently used in lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. In the context of the school's many good features the following points for improvement should have priority in the action plan:
 - Improve the progress made by children under five by providing more opportunities for them to develop their personal and social, creative and physical skills, together with their knowledge and understanding of the world (paragraphs 14, 18, 19, 48, 49, 52, 53, 54);
 - raise standards in information technology by ensuring that teachers' planning includes sufficient opportunities for pupils to use computers to support work in subjects across the curriculum (paragraphs 6, 18, 59, 65, 66, 76, 79);
 - ensure that pupils have enough opportunities to apply their knowledge, particularly in problem solving in mathematics and investigative science, according to their age and capabilities (paragraphs 5, 15, 18, 62, 64, 66, 67).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

(These are indicated in paragraphs 16, 20, 21, 42, 16, 63, 68)

- Ensure that the school prospectus complies with statutory requirements.
- Set a realistic timescale for the review of policies.
- Ensure that pupils are given more responsibility for their own actions and learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 18 |
| Number of discussions with staff, governors, other adults and pupils | 16 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 11 | 45 | 39 | 5 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y2 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | N/A | 39 |
| Number of full-time pupils eligible for free school meals | N/A | 2 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | N/A | 0 |
| Number of pupils on the school's special educational needs register | N/A | 12 |

| 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 | 3 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.9 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 8 | 9 | 17 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 8 | 8 |
| | Girls | 8 | 8 | 8 |
| | Total | 16 | 16 | 16 |
| Percentage of pupils at NC level 2 or above | School | 94 (100) | 94 (100) | 94 (100) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 8 | 8 |
| | Girls | 8 | 8 | 8 |
| | Total | 16 | 16 | 16 |
| Percentage of pupils at NC level 2 or above | School | 94 (100) | 94 (100) | 94 (100) |
| | National | 82 (81) | 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 | 39 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y2

| | |
|--|------|
| Total number of qualified teachers (FTE) | 3 |
| Number of pupils per qualified teacher | 13 |
| Average class size | 19.5 |

Education support staff: YR – Y2

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 30 |

Financial information

| | |
|--|---------|
| Financial year | 98-99 |
| | £ |
| Total income | 131,219 |
| Total expenditure | 121,777 |
| Expenditure per pupil | 2,591 |
| Balance brought forward from previous year | 32,356 |
| Balance carried forward to next year | 41,798 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 39 |
| Number of questionnaires returned | 19 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 53 | 47 | 0 | 0 | 0 |
| My child is making good progress in school. | 53 | 37 | 0 | 0 | 11 |
| Behaviour in the school is good. | 79 | 16 | 0 | 0 | 5 |
| My child gets the right amount of work to do at home. | 47 | 32 | 16 | 0 | 5 |
| The teaching is good. | 74 | 21 | 0 | 0 | 5 |
| I am kept well informed about how my child is getting on. | 42 | 42 | 11 | 5 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 58 | 32 | 5 | 5 | 0 |
| The school expects my child to work hard and achieve his or her best. | 58 | 42 | 0 | 0 | 0 |
| The school works closely with parents. | 32 | 42 | 26 | 0 | 0 |
| The school is well led and managed. | 53 | 21 | 5 | 0 | 21 |
| The school is helping my child become mature and responsible. | 47 | 37 | 0 | 0 | 16 |
| The school provides an interesting range of activities outside lessons. | 32 | 42 | 26 | 0 | 0 |

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

48. Children enter the school, initially on a part-time basis, in the September following their fourth birthday and most children attend school full-time by the end of November. They are taught in a class with Year 1 pupils. At the time of the inspection most of the 12 Reception children were under the age of five. There is a wide range of abilities, although children's attainment on entry is generally above that seen nationally. A detailed initial assessment is completed and this shows that the attainment of the current Reception children was above average in language and literacy and mathematics when they entered the school. Overall, the provision for children under five has weaknesses. The important skills of numeracy and literacy receive suitable emphasis, but insufficient opportunities are provided for children to make as much progress as they might in the other areas of learning. The provision for language and literacy and mathematics is similar to that seen in the last inspection. However, provision in the other areas of learning is not as good.
49. Children are developing satisfactory personal and social skills for their age. They are happy and confident and are able to establish effective relationships with other children and adults within classes and in the playground. They work both as part of a group and independently, concentrate and persevere in their learning. They willingly help each other, for example, when working in small group activities. Children are interested in the activities they are set and are eager to explore new learning. They demonstrate independence in dressing and personal hygiene. They show consideration towards others. However, they are not given enough opportunities to take turns and share fairly because planned outdoor play and role play are not part of their daily routine. There are insufficient opportunities for children to select their own activities and choose resources. Children express their feelings and usually behave well, although occasionally behaviour is inappropriate when they sit for a long time or there is a lack of variety in the activities provided. A strong emphasis is given to moral development and children are clear about what is right, what is wrong and why. They recognise the joy or sorrow of others and respond empathetically. Teaching is satisfactory and there are high expectations of children's behaviour. By the time they are five, children reach the standards expected for their age.
50. By the age of five, most children's skills in language and literacy are well above the standards expected for their age. Children's listening skills are good when they receive appropriate reminders from adults. They listen carefully and follow simple instructions as they participate in activities. They listen to stories well and talk about their favourite stories. Children write their own names and most children are learning to join letters in a consistent style of handwriting. Children recognise their own names and many familiar words. They talk about themselves with increasing confidence, using a good variety of vocabulary. Children choose books to take home and share with their families. They join in with older pupils during a daily reading session and several more able children read simple texts with obvious enjoyment. Less able children enjoy books and attempt to read, recognising a few familiar words. Children retell stories using the pictures as clues. They know many letter names and sounds and are beginning to build simple three letter words. A suitable emphasis is placed on literacy skills and teaching, in all four elements of language and literacy, reading, writing, speaking and listening, is good. This results in good progress. Children use their literacy skills well in all other areas of learning.
51. In mathematics, most children exceed expected standards when they are five and the remainder are well placed to reach them by the end of their Reception year. Children recognise and write numbers up to ten and more able children beyond ten. They match colours, construct sequencing patterns and thread beads on laces. They are developing an awareness of patterns in number and identify one more and one less than a given number. Some children add numbers within ten and more able children work out how many children altogether are sitting at two tables. They match and sort colours and shapes. Simple comparison vocabulary is used such as bigger than and smaller than. Teaching is satisfactory. Practical activities are provided such as counting the number of spots on dice. However, work is not always well matched to the

abilities of children and can be either too easy or too difficult for them; for example an addition problem using numbers beyond twenty was set for an able child who was not secure with the skill of counting on.

52. No lessons or direct teaching of knowledge and understanding of the world were observed during the inspection. However, scrutiny of children's work and talking to children show that they reach the expected standards by the age of five. Children talk about where they live, their environment and their families, including significant past events in their lives such as last year's holiday. Children know how to use computers, although they were not observed using them in lessons. They enjoy making models using large and small construction equipment, for example, making a lego house. Children talk with increasing confidence about special events and celebrations in their families. There are insufficient planned activities for children to explore and select materials and use skills, such as cutting, joining and folding. This aspect of teaching is unsatisfactory.
53. Most children are on target to reach the expected standards in some aspects of their creative development by the time they are five. Children successfully use a variety of printing materials and paint simple pictures. Children enjoy singing simple songs such as "five little speckled frogs" and they are familiar with nursery rhymes. No teaching of creative work was seen during the inspection. However, children are not given enough opportunities to experiment with a variety of materials, make collages or take part in imaginative role play and this is unsatisfactory.
54. In their physical development, most pupils are on target to reach expected standards by the age of five. Children can draw and paint with reasonable control and they show good pencil control in their handwriting. They successfully manipulate plasticine to form letters during an English lesson. Outdoors, they run around the playground, aware of the proximity of others. They learn to steer wheeled vehicles at lunch-times. Children have sound spatial awareness and co-ordination. Most children carry out instructions accurately and thoroughly enjoy physical activity during physical education lessons. They show control of their bodies whilst balancing, but lose interest when required to continue the same activity for too long. Children do not have the opportunity to use the outside play area for planned activities on a regular basis. Therefore, their physical development is restricted and they do not make as much progress as they might. Only one lesson was observed during the inspection. This did not take into account the need for young children to take part in a variety of physical activities and required them to sit for too long watching others. The provision for physical development is unsatisfactory, overall.

ENGLISH

55. Over the last three years, the results of the National Curriculum tests and teacher assessments have improved in all aspects of English. The 1999 national test results show that standards are very high, compared with the national average and the results of pupils in similar schools, in reading and writing. During the inspection, the standards seen were not as high as recent national test results, but were still above the national average. This is because there is a higher proportion of pupils with special educational needs in the present cohort of Year 2 pupils than there has been in recent years. The school's own predictions, endorsed by inspection evidence, is that all pupils are likely to attain expected standards for their age and about one third of pupils will attain higher standards by the end of Key Stage 1. This is an improvement since the last inspection.
56. Pupils read well throughout the school. The oldest pupils read most words accurately and enjoy reading, showing understanding of simple texts. They use their knowledge of phonics to build the sounds in unfamiliar words and express their opinions about the stories that they read. More able pupils read fluently and show pleasure in independent reading. They read a good variety of different books and express their preferences for different authors or non-fiction books. The teaching of reading is good. Pupils have a daily reading session in which they are helped to improve their reading by teachers, classroom assistants and parents who regularly stay at the start of the day for the reading session. Pupils regularly take home a good variety of books. The home/school reading diaries show that parents support reading very well at home and make a good contribution to pupils' achievements. During literacy lessons, pupils are taught word-

building skills, throughout the school, in a systematic way and this enables them to progress at a good rate. Reception pupils have a real interest in reading and enthusiastically share books with adults. They quickly acquire early reading skills and this enthusiasm is maintained through the school, resulting in good progress.

57. Handwriting is very well taught. Reception children learn to form letters well and quickly join these letters into words. Pupils are taught a pleasing style and some of the oldest pupils achieve an excellent standard in their handwriting which is even, joined and beautifully presented. This is a very good improvement since the last inspection when handwriting was judged to be poor. The very good teaching of handwriting is linked to spelling. Pupils learn word families as they write and the more able pupils extend their knowledge of relevant vocabulary through the use of dictionaries. Teaching in writing and spelling is well matched to the needs and abilities of the pupils. By the time they reach Year 2, pupils write well. They use interesting vocabulary in their stories and use capital letters and full stops appropriately. More able pupils write extended stories and use a wider range of punctuation. Pupils are taught spelling in a progressive, logical way. This results in a good standard of spelling within pupils' writing and most simple words are spelt accurately.
58. Pupils speak very well. They willingly offer ideas and opinions during lessons, using a wide range of vocabulary. By the end of Key Stage 1, pupils speak confidently in front of the class or engage in interesting conversations with adults or other pupils. The oldest pupils listen well, both in lessons and in individual conversations. When they enter the school, some Reception children do not have good listening skills. However, good management by teachers, especially in Years 1 and 2, leads to rapid improvements.
59. The skills of literacy are well taught throughout the school and some teaching is very good. Pupils with special educational needs are well supported with their work in lessons by teachers and classroom assistants. They make good progress, along with other pupils and, sometimes, very good progress towards the targets in their individual education plans. Pupils use their skills throughout the curriculum, although these are little used in science where only a small amount of work is recorded. Work in history makes a good contribution to literacy. Pupils write well about the Victorians and life in their grandmothers' era. Insufficient use is made of information technology. Computers are not regularly used as part of literacy lessons.
60. The National Literacy Strategy has been successfully implemented throughout the school. Lessons are well planned and teachers plan together, ensuring good progression. The subject is well led and all teachers contribute well to the good standards attained by pupils. Samples of pupils' work are kept, enabling teachers to agree the standard of work achieved throughout the school. The generous number of books enables pupils to develop their interest in reading and resources generally are good. Homework is regularly and appropriately set. All pupils take home books and spellings are learnt according to the abilities of pupils.

MATHEMATICS

61. At the end of Key Stage 1, the majority of pupils' attainments are in line with national averages. A minority of pupils achieve higher than average standards, but there are about an equal number who are not yet at the national average for their age. This contrasts with the previous three years, where standards in the national tests have been consistently very high compared with the national average. In the 1999 national tests, most pupils achieved at least the national expectation (Level 2), but the percentage of pupils attaining the level above (Level 3) was very high in comparison with the national average and similar schools. Over the past three years, the trend in test results has shown an encouraging and continuous improvement above the national trend.
62. Attainments of pupils currently in Year 2 are similar to those found in the previous inspection, whereby evidence in lessons, notebooks and in discussion does not exactly replicate the high standards achieved in the end of key stage tests. Most pupils have a sound grasp of basic addition and subtraction, especially when written down. Pupils' memory of important number facts and bonds, such as the simpler multiplication tables, are not secure; for example, although pupils can count in the tables of two and five as a group, individually they are not

confident in knowing some expected answers by heart. Pupils' notebooks show that too little work is undertaken in investigation and estimation.

63. Teaching, throughout the school, is at least sound and frequently good. This represents an improvement since the last inspection. Teachers and assistants provide plenty of verbal support, which is useful in building confidence and ensuring that pupils know what they have to do. There is a temptation to help too much and some pupils are over-reliant on adults. There is scope to encourage independence as some pupils clearly demonstrate that they are capable of taking decisions and making inferences for themselves. Teachers' planning shows that an acceptable range of topics are accomplished over the year, but, as in the last inspection, occasionally, too little consolidation is made before moving on.
64. Teachers and some governors have undergone training for teaching numeracy. The curriculum requirements for mathematics as well as numeracy are fully met. Teaching is at least satisfactory and often it is good. Lessons begin with a session to develop skills in numerical and mental arithmetic. Good resources are used to provide a focus for the work. Pupils are absorbed in this part of the lesson and enjoy explaining their thinking to others. However, there are insufficient opportunities for all pupils to demonstrate that they, too, have arrived at an answer. The full range of strategies for this part of the lesson has yet to be explored and employed. Teachers question pupils well to assess their understanding. Good use is made of praise when pupils work hard and are successful in their work. Lessons are well planned and proceed at a good pace. The effectiveness of some group work could be improved if each pupil is able to display his or her own thinking rather than always relying on a corporate answer. Pupils with special educational needs are successfully taught alongside others and all pupils have equal access to the curriculum and support provided.
65. Most work is marked with supportive comments, but it is not always accurate. Other assessments are effective and good progress in the regular evaluation of pupils' performance within weekly and daily lesson plans is being made. Teachers regularly discuss planning and, although this helps with the consistency of work across the school, it still does not always provide enough variation of work to match the different age and ability range to ensure the best progress for each pupil. Although there are examples of work accomplished in information technology, particularly in handling and recording data, regular use of computers, calculators and programmable toys could be increased.

SCIENCE

66. The 1999 results of teacher assessments, at the end of Key Stage 1, were above the national average and the average for similar schools. The percentage of pupils exceeding national expectations was very high. The good standards of the previous few years have been maintained and assessment results are better than at the time of the last inspection, when pupils' attainment was in line with national expectations. However, during this inspection, work produced during the two lessons observed, samples of work examined and discussions with pupils showed that pupils' attainment is in line with national expectations and is underdeveloped in the experimental aspect of the subject. Pupils generally make satisfactory progress. For example, in Year 1, pupils can sort materials by different characteristics. By the end of the key stage, pupils, with some prompting, gave sensible reasons why materials are used for different purposes, such as glass for windows to let in light and keep buildings warm. In Year 2, pupils label parts of the skeleton clearly and know that some foods are better for you than others. Pupils do not use their literacy skills sufficiently in this subject. There are few examples of recorded work or of the results of tests being recorded as tables. Pupils' mathematical and information technology skills are not sufficiently applied to science.
67. As parents noted at the parents' meeting, pupils undertake interesting topics. They are interested in this subject and are keen to show visitors their environment and explain clearly how they have planted bulbs and why certain creatures live amongst rotting wood. They understand that animals have preferred habitats. They can explain the life cycle of the frog and, in a physical education lesson, they demonstrated a good understanding of the effects of exercise upon the body. However, pupils could not remember undertaking experiments and there were no examples of these in their books. In one of the lessons observed, pupils worked

well together, shared their ideas and resources, but were not clear about the testing procedure and did not have an appropriate understanding of a fair test.

68. Only two science lessons were observed. In both lessons, the quality of teaching was good. Both lessons were well planned and the purpose of the lessons was understood by the pupils. There were very good relationships between teachers and pupils and interesting resources were well prepared. High standards of behaviour were expected and explained well to a pupil identified as having behavioural difficulties, but pupils were given too little opportunity to be independent learners. They were very keen to start their work, but had to wait for their teachers' instruction before they could do so. Although the science scheme of work is clear and gives sufficient emphasis to the experimental aspect of science, teachers do not develop this area well. Experimental science has been rightly identified as a high priority on this year's development plan.

ART AND DESIGN AND TECHNOLOGY

69. By the end of the key stage, pupils achieve the standard expected for their age in art and in design and technology. Standards in art are not as good as in the last inspection when they were judged to be above national expectations. No lessons were observed in either subject and judgements have been made by looking at displays, samples of work, photographs and talking to pupils. These subjects are often taught together.
70. Throughout the school, pupils are developing reasonable skills in both subjects although their evaluation and planning skills were not apparent. The full design process for design and technology is not shown and, although pupils make a few objects, they are very similar and there is no evidence to suggest that pupils choose from a variety materials, evaluate and improve what they have done. This is also the case in art. Much of the pupils' work is very similar. Whilst there are examples of pupils using sketching techniques to show shading, much work is over-influenced by adults. A few Year 2 pupils produce work of a good standard, for example, batik, influenced by the work of Kandinski. Generally in art, pupils use a variety of media, such as clay, water-colours and various materials for collage, but there is little evidence of colour mixing. Pupils' cutting skills are competent.
71. Pupils make satisfactory progress in art. Pupils' work is well displayed around the school and clearly shows the improvement in skills, for example, the simple collage faces produced by the younger pupils, as compared to the complex, detailed water- colour pictures produced in response to music by the Year 2 pupils. There was too little evidence to judge the rate of progress throughout the school in design and technology.

GEOGRAPHY AND HISTORY

72. By the time pupils leave the school, they achieve standards in line with national expectations. This is similar to the standards seen at the time of the last inspection. Most pupils make sound progress.
73. No history lessons were seen during the inspection. However, scrutiny of pupils' work and discussions with pupils show that, by the end of Key Stage 1, pupils are able to appreciate that life in the past was different from the present. They understand how they themselves have changed over time. History provides a good focus for pupils to develop literacy skills, for example, in listening, learning and writing about the Victorians and life in 'granny's time'. Geography lessons develop pupils' awareness of place. They draw maps to show features within their village. These are sufficiently detailed to allow a 'stranger' to accurately locate useful places such as the local shop. A minority of pupils have a good appreciation of the world map and can provide information about countries which border Kenya.
74. The teaching of geography is at least satisfactory across the school. Teachers have appropriate knowledge and understand the skills to be taught. However, there is not always sufficient variety in the tasks provided across the age and ability range and the youngest in each class are not always able to understand and record work satisfactorily. The quantity of recorded work is appropriate across the school, but some pieces of work remain unfinished.

75. The school curriculum alternates history and geography projects over a two-year cycle and the detailed concentration on subjects at specific times during the year clearly interests and motivates the pupils. Planning for the curriculum for both subjects is thorough and good use is made of loaned artefacts, the local environment as well as educational visits to museums and farms to enhance the curriculum. The development of skills of enquiry are beginning to be made well in history thus improving on the weakness identified in the last inspection.

INFORMATION TECHNOLOGY

76. At the time of the last inspection, pupils' attainment levels and the curriculum were poor. Subsequently, the school has increased its provision for the subject. New computers and resources, increased teacher expertise through training and a scheme of work have all contributed to the significant improvements made. However, some changes are recent and have not had sufficient time to fully take effect. Pupils aged seven achieve levels in communicating information, operating hardware and accessing data, which broadly match national expectations. Some of the acquired skills are home taught and, because there is insufficient planned time devoted to the use of information technology resources across the curriculum, pupils' progress is less than it could be.
77. Pupils use computers to write, draw, change colours, save and print their work, sometimes with help. They have use of a good range of programs to support lessons.
78. The quality of teaching was not assessed during the inspection, but, judging by the evidence within a portfolio of retained work, teaching is at least satisfactory. The co-ordinator has made good progress in preparing a useful set of guidelines that identify which computer skills are to be taught and assessed. Pupils' work is beginning to be retained in an organised way to enable pupils to see for themselves the progress they are making.
79. Although relevant use of computer resources is made, as seen in a science lesson, where data about favourite foods were collected and made into a graph, the present level of regular time each pupil has on computers is insufficient in order to become thoroughly independent users.

MUSIC

80. Only one ten-minute singing session was observed during the inspection, so it is not possible to judge the overall standard of music in the school. However, during this session the oldest pupils sang a South African song with obvious enjoyment, in line with expectations for their age. They followed a repeating pattern of claps and were able to maintain a steady beat while singing.
81. The quality of teaching in the one session was good. Pupils were praised appropriately for their efforts and the joy of singing and a sense of fun were shared with the pupils. Pupils were managed very well, resulting in very good behaviour and all pupils joined in with the singing.
82. There is a strong emphasis on musical activities. A specialist music teacher contributes to music lessons for Year 1 and 2 pupils each week. These pupils may also take part in after-school recorder lessons. Several pupils recently took part in a local musical production, telling the story of Noah's flood, along with older pupils from nearby primary schools. They also take part in an annual music festival for Key Stage 1 pupils. The school holds an annual 'leavers' concert' with contributions from pupils and parents. Overall provision for developing pupils' musical abilities is good and a strong emphasis on music has been maintained since the last inspection. Long-term planning shows that the requirements of the National Curriculum are met and a suitable amount of time is devoted to music within the curriculum and during extra-curricular activities.

PHYSICAL EDUCATION

83. By the time that pupils leave the school, at end of Key Stage 1, levels of attainment are in line with those expected for pupils aged seven. No lessons were seen during the last inspection,

therefore, it is not possible to compare past attainment with present standards. All pupils change for physical activities and Year 2 pupils understand why this is necessary. They know that the heart pumps blood around the body and can explain why warm up and cooling down before and after exercise, are necessary. Pupils use the limited space in the village hall well, run fast and change direction. They travel around the hall in a variety of different ways and make reasonable body shapes at different levels, although, in the lesson observed, they did not link these shapes together. Photographic evidence shows that pupils are able to lift, carry and use equipment safely. This evidence also shows pupils performing Maypole dancing, country dancing and, on sports day, working as teams. Both boys and girls play football and understand the need to follow the rules of the game and work as a team.

84. Pupils enjoy their lessons. They change quickly, are generally well behaved and walk sensibly to the village hall where physical education lessons take place. They mostly listen carefully to instructions and carry them out promptly. They concentrate well on tasks and work hard to improve their performance.
85. Only two physical education lessons were observed; overall strengths outweighed weaknesses and teaching was satisfactory. Pupils make satisfactory progress in the development of their skills, which are regularly practised and refined during two sessions per week. Year 1 pupils show reasonable control of their bodies. They can balance and stretch and jog on the spot. By Year 2, pupils move around the hall in a variety of ways; forwards, backwards, crawling and hopping. Although many pupils found it difficult to hold their balance, this skill was improved within the lesson. Lessons are generally well organised and teachers use proper techniques for getting pupils to warm up before and cool down after activities. There were clear explanations and good use made of both teacher and pupil demonstrations. Pupils were challenged to improve and refine their movements.
86. In the better lessons, teachers praise and encourage pupils, telling them what they have done well. For example, in a Year 2 lesson, pupils increased the variety of shapes made and executed them with greater poise. Weaknesses in teaching relate to an insufficient variety of activities and too long spent refining one movement. As a result, pupils lose interest and their behaviour deteriorates.
87. There is a good scheme of work for the subject and an appropriate balance of activities is planned throughout the year to ensure that all aspects of the curriculum are covered. A practical form of assessment is being used for pupils with special educational needs and the school is considering introducing this for all pupils so that progress may be improved. The school has no hall and uses the nearby village hall. Walking to and from this hall takes too much time out of lessons. There are also times when this hall is not ready at the start of lessons and causes further delay. There are no wall bars, but the school has provided facilities for improving pupils' climbing, swinging and balancing skills by developing an extensive adventure playground. This is used well during fine weather, but the management of the school is seeking further ways to provide a good physical education for the pupils throughout the whole school year.

RELIGIOUS EDUCATION

88. No lessons were observed during the inspection. However, the scrutiny of pupils' work and talking to pupils shows that their attainment is in line with the expectations of the locally agreed syllabus by the end of Key Stage 1. Standards have been maintained since the last inspection. The scrutiny of long-term planning shows that all aspects of the two attainment targets of the agreed syllabus are planned over the course of Key Stage 1.
89. The oldest pupils are familiar with a range of old and new testament Bible stories, for example Joseph and his coat of many colours and Jesus in the temple. Pupils write about how they can help each other and members of their families and show a good understanding of the feelings of others and why these feelings occur, when talking about events in their lives and in stories.

They understand the significance of the Church to Christians and know that this is the house of God. Pupils know many of the features of the Church such as stained glass windows and the font.

90. The local vicar regularly teaches the pupils. He is also the chair of the governing body, enabling him to gain a good insight into the school as well as sharing his knowledge with the pupils. The school has chosen to study Sikhism as their other religion, as specified by the agreed syllabus, because of the personal expertise of one of the teachers. This enables pupils to gain a good insight into this religion. The teacher has produced a beautiful display of clothing and artefacts to stimulate the interest of the pupils. Further study of Sikhism is planned for later in the term. There is a suitable range of books to support learning and the school makes good use of the inter-cultural centre for the loan of artefacts.