

INSPECTION REPORT

SAINT ISSEY CHURCH OF ENGLAND VA PRIMARY SCHOOL

Churchtown

St Issey

Wadebridge

LEA area: Cornwall

Unique reference number: 112017

Headteacher: Ms Stephanie Hill

Reporting inspector: Mrs J Hooper Rgl
15334

Dates of inspection: 18.01.2000 - 20.01.2000

Inspection number: 188637

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Churchtown St Issey Wadebridge Cornwall
Postcode:	PL27 7QB
Telephone number:	01841 540232
Fax number:	N/A
Appropriate authority:	Governing Body
Name of chair of governors:	The Reverend Graham Barrett
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J Hooper	Registered inspector	English	The school's results and achievements
		Geography	How well the pupils are taught
		History	How well the school is led and managed
		Music	
		Areas of learning for children in the foundation stage	
Mr J Vincent	Lay inspector		Pupils attitudes and values
			How well the school cares for its pupils
			How well the school works in partnership with parents
			Equality of opportunity
Mr C Lewis	Team inspector	Mathematics	Curricular and other opportunities offered to pupils
		Science	Special educational needs
		Information and communication technology	
		Art	
		Design and technology	
		Physical education	

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a very small voluntary aided Church of England primary school situated in the village of St Issey, lying between Wadebridge and Padstow. The pupils come from the village and the surrounding hamlets. The school caters for boys and girls aged between four and 11 years old. At the time of the inspection there were 57 pupils on role in three classes, although six of the youngest children were attending part-time. This is 10 pupils less than at the last inspection, which was held in the summer term; the school expects to admit more children at the beginning of the summer term 2000. The number of pupils the school admits other than into the reception class has risen over the last year. Taken overall, the attainment of pupils when they enter the school is slightly skewed to below average. The school has identified ten children as having special educational needs, which as a percentage of the total number of pupils in the school is in line with that nationally. Currently, there are no pupils on roll from minority ethnic backgrounds, or who speak English as a second language.

HOW GOOD THE SCHOOL IS

St Issey's is very much a community school and provides a warm family atmosphere for its pupils. Strong Christian values permeate the school. Teaching, overall, is good and by the time pupils leave the school most achieve standards expected for children of their age nationally. Pupils behave very well and have very positive attitudes to their work. The headteacher, appointed since the last inspection, has built up an effective working relationship with governors, staff and parents. They have all worked hard to improve significantly the education of the pupils since the last inspection. The school provides satisfactory value for money.

What the school does well

- Teaching, taken overall is good throughout the school.
- Standards of speaking and listening are above average.
- The pupils behave very well and have very positive attitudes to their work.
- The school makes very good provision for the pupils' personal and social education, including their spiritual, moral, social, and cultural development.
- The school has very good procedures in place for the care of pupils.
- Governors are very supportive of the school, fulfil their statutory duties and take a very active role in the management of the school.
- There is a very effective working partnership with parents.
- The school provides a wide range of extra-curricular activities.
- Financial systems are very good.

What could be improved

- Standards in writing at Key Stage 1 over the last two years, and in mathematics at Key Stage 2 over the last four years, have been below the national average in the national assessment tests.
- The school is unable to provide the full physical education programme.
- Withdrawal of pupils for support work and reading practice often means they miss their full access to learning in other subjects.
- Planning for school developments are not rigorous enough.
- Monitoring and evaluating the curriculum and teaching and the impact they have on pupils' learning is still in its infancy.
- Currently, levels of attendance are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in July 1996 the school has made significant improvements in the education it provides for the pupils. Although all the full-time teaching staff, including the headteacher, have changed over the last three years they have maintained the good quality of teaching. Standards of attainment continue to be similar to those as reported at the last inspection, although comparisons between such small groups of pupils can be unreliable. The pupils' behaviour and attitudes to work are now very good. The provision the school makes for the pupils' spiritual, moral, social and cultural development is now very effective and is a strength of the school. The school has implemented the National Literacy and National Numeracy Strategies effectively. Most issues from the last inspection have been dealt with successfully. The new headteacher has provided a greater sense of direction and supported staff and governors in developing a shared vision for the school. She has a central role in curriculum, communication and financial matters and delegated responsibilities are now clearly defined. Assessment and recording procedures are now satisfactory. Communication with parents and the wider community has been significantly improved and has become a strength of the school. The school is well placed to continue with its improvements.

STANDARDS

The standards achieved by 11 year olds in 1999, based on average point scores in National Curriculum tests, are not published in this report. There were less than ten pupils who took the tests and government legislation takes account of confidentiality of publication of results to protect individual pupils from being identified, as would happen if any comments or explanations were made on these results.

Comparisons of trends in national assessment tests are unreliable where year groups of pupils are small. This is especially so when the number of pupils with special educational needs has a disproportional effect on the results. In addition, the school reports that pupils who are admitted into year groups other than reception often need extra support in their learning, which depresses the overall results of that particular year group. However, the school is working towards raising standards in writing at Key Stage 1, as national assessment test results over the last two years have been below the national average. This is also the case for mathematics at Key Stage 2, where the national assessment test results at the end of the key stage have been consistently below the national average over the last four years.

Judgements on attainment of the current year groups of pupils are that, by the time children reach the age of five, most are likely to achieve the Desirable Outcomes in all areas of learning.

By the end of both key stages most pupils are achieving standards in English, mathematics science and information technology in line with national expectations. Standards of speaking and listening throughout the school are above average. In all year groups there are pupils who attain above average standards in reading. In physical education, pupils make satisfactory progress in their learning and attain standards expected for their ages by the end of both key stages. By the end of Key Stage 2, the great majority of pupils are confident swimmers and are able to swim 25 metres easily. These judgements are similar to those made at the last inspection. In all other subjects there was insufficient evidence to make confident judgements on learning and attainment. However, the limited inspection evidence and planning indicate that pupils throughout the school are working at an appropriate level in these subjects.

The school has set challenging targets for pupils by the end of Key Stage 2 for the next three years in English, mathematics and science. However, these targets are realistic in relation to the current attainment levels of pupils in the year groups.

The school caters satisfactorily for pupils who have special educational needs and for higher attaining pupils. Both groups make at least satisfactory progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to their work and school.
Behaviour, in and out of classrooms	Behaviour is very good.
Personal development and relationships	Good relationships exist between pupils and pupils and adults.
Attendance	Attendance is unsatisfactory.

Most pupils look forward to coming to school and respond positively to the many examples of good teaching. The behaviour of pupils in lessons and around the school is very good. They are courteous, well mannered and show respect for their peers, teachers and other adults. Relationships between pupils benefit from the family influence that pervades the school and are not restricted by age or gender. Similarly, pupil's relationships with all adults in school are constructive and based on mutual respect. The personal development of all pupils is good and encouraged throughout the school. The school attendance levels are below the national average and unsatisfactory. However, the school is very conscious of this and has systems in place to continually remind parents of the importance of adhering to attendance requirements. The main local industry is tourism, which results in family holidays falling into school term time and consequently depressing the attendance rate. Unauthorised absence, often due to pupils being late for school, is above the national average and the school is also trying to improve this weakness.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

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.

Teaching, overall, is good throughout the school. In 96 per cent of lessons observed the teaching was satisfactory or better, 76 per cent was good or better and eight percent was very good. At Key Stage 1, 90 per cent was satisfactory or better, 67 per cent was good. The ten per cent of unsatisfactory teaching was the observation of one lesson, where the teacher had not clearly defined what she wanted the pupils to learn. At Key Stage 2 all teaching was satisfactory or better, 85 per cent was good or better and eight per cent was very good.

Teachers are enthusiastic and generally clear about what they expect pupils to learn. This is particularly so in English and mathematics, including numeracy, lessons. A great emphasis is placed on the teaching of reading and many pupils make good progress. Teachers cater very well for the different ages and attainment levels of pupils in their classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a generally broad and balanced curriculum which successfully meets the needs of all its pupils. However, due to accommodation limitations, the school is unable to provide a full physical education programme in gymnastics. The school has implemented the government's recommended National Literacy and Numeracy Strategies well. Withdrawal of pupils for support work and reading practice often means they miss their full access to learning in other subjects. The school curriculum is successfully enriched through the provision of a good range of extra-curricular opportunities.
Provision for pupils with special educational needs	Overall, the provision for pupils with special educational needs is satisfactory, so that these pupils make sound progress in their learning. Provision of additional support for pupils with statements of special educational need is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very well for the pupils' personal, social and health education. Links with the local community are very good and make a very positive contribution to pupils' learning. Provision for pupils' spiritual, moral, social and cultural development is built on strong Christian values, is also very good and a strength of the school.
How well the school cares for its pupils	The safety and welfare of pupils are very good and a strength of the school. Teachers and all school staff know the pupils and their circumstances very well. This knowledge, coupled with the family atmosphere promoted by the school, ensures the wellbeing of pupils.

Links with parents have improved since the last inspection and are now very good and a strength of the school. The headteacher and school governors made improved communications a priority and have succeeded in their aims to keep parents informed of pupils' progress and other important school information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Since her appointment just over two years ago, the headteacher has been providing a greater sense of direction and supporting staff and governors in developing a shared vision for the school. Planning for school developments is not detailed enough and evaluation of the curriculum and teaching and their impact on learning is still in its infancy. Financial systems are very good.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory obligations and takes a very active role in the management of the school.
The school's evaluation of its performance	The school has a general overview of its work, but improvements needed are not fully locked into school development planning.
The strategic use of resources	Effective use is made of all staff, of time and of material resources and the school makes the best use it can of the accommodation. Teaching is good, curriculum provision is sound and teaching is good. The school gives value for money.

Teaching and support staff are well qualified and deployed. The accommodation allows much of the curriculum to be taught effectively. However, the school does not have a hall. The village hall, used for physical education lessons, is not suitably equipped for climbing and off the floor activities, so the full gymnastic curriculum cannot be provided. Although there are plans to relocate the library, its current siting in the class of oldest pupils does not enable pupils to pursue personal research. Also, there is no secure area for the children under five for outside activities. Learning resources, overall, are adequate to meet the demands of the curriculum.

The governing body manages its strategic responsibility for planning the use of resources well, through its efficient finance committee. Careful consideration is given to alternative strategies for managing expenditure and handling contingencies.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Their children receive a good education. The teaching is good. Their children are happy and like going to school. They appreciate the welcoming, friendly atmosphere of the school and the 'open door' policy. The good behaviour and values the school promotes. The school provides a wide range of activities outside school hours.</p>	<p>There were no adverse comments from the questionnaires received or at the meeting for parents with the registered inspector</p>

Inspectors' judgements support parents' positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The standards achieved by 11 year olds based on average point scores in National Curriculum tests are not published in this report. There were under ten pupils who took the tests and government legislation takes account of confidentiality of publication of results to protect individual pupils from being identified, as would happen if any comments/explanations were made on these results.

2. Comparisons of trends in national assessment tests are unreliable where year groups of pupils are small. This is especially so when the number of pupils with special educational have a disproportional effect on the results. In addition, the school reports that pupils who are admitted into year groups other than reception often need extra support in their learning, which depresses the overall results of that particular year group. However, the school is working towards raising standards in writing at Key Stage 1, as national assessment test results over the last two years have been below the national average. This is also the case for mathematics at Key Stage 2, where the national assessment test results at the end of the key stage have been consistently below the national average over the last four years.

3. Judgements on attainment of the current year groups of pupils are that, by the time children reach the age of five, most are likely to achieve the desirable outcomes in all areas of learning. By the end of both key stages most pupils are achieving standards in English, mathematics science and information technology in line with national expectations.

4. Evidence from the literacy lessons observed and the scrutiny of work indicates that pupils are making satisfactory progress in their learning, and that most, by the end of both key stages, are likely to attain standards in English that at least match the levels expected of seven and 11 year olds nationally. By the end of both key stages, the speaking and listening skills of most pupils are above average. Almost all pupils listen attentively to their teachers and each other, and express their ideas and thoughts coherently and confidently. The attainment of most pupils in reading by the end of both key stages is broadly average although in all classes there are a few pupils whose reading skills are above average for their age. In Year 2, many pupils read simple texts reasonably accurately. Key Stage 2, pupils, through regular practice, build on these skills, and by the end of the key stage, the pupils read for their own interest and pleasure. They read aloud accurately and fluently, often with good expression. Throughout the school pupils become increasingly familiar with the layout of non-fiction books and by the end of Key Stage 2 pupils use index and contents pages with ease. Overall, pupils attain average standards in writing by the end of both key stages. Within the literacy hour pupils develop their writing skills appropriately and these are used effectively to support other areas of the curriculum, for instance, in history topics. Work on display and in books shows that pupils write for an appropriate range of purposes and audiences. Overall, standards of spelling and grammar are satisfactory. Throughout the school, most pupils present their work neatly and by the end of Key Stage 2, most pupils are using a well-formed cursive style of writing.

5. In mathematics, most pupils have made satisfactory progress in their learning and are on course to attain standards generally equivalent to those expected nationally by the end of both key stages. Through the National Numeracy Strategy pupils' numeracy skills, in both mental and written calculations, are developing effectively. Samples of pupils' work indicate that pupils in both key stages have undertaken an appropriate range of work on shape, space and measures, and tackled a range of problems involving handling data and investigation.

Pupils make satisfactory use of their numeracy skills in other curriculum areas such as science and design and technology, and information technology is used effectively to consolidate concepts and develop pupils' numeracy skills.

6. Most pupils have made satisfactory progress in their learning, in science, and are on line to attain standards that match those nationally. Lesson observations and a scrutiny of work undertaken indicate that pupils undertake a range of appropriate science activities covering all areas of the science curriculum, such as, studying life processes and living things, materials and physical processes, and pupils at both key stages develop satisfactory investigative skills. At Key Stage 1, pupils are asking questions about their science work, are beginning to use focused exploration and investigation to acquire knowledge, skills and understanding and are attempting an explanation of their discoveries and drawing simple conclusions. At Key Stage 2, pupils are using simple apparatus and equipment correctly and are trying to explain their conclusions based on scientific understanding.

7. Evidence indicates that, in information technology, pupils at both key stages make satisfactory progress in their learning and standards of attainment are generally in line with those nationally by the end of both key stages. Pupils use computers to word process final copies of their work, for example, reporting on the Wedding at Cana in a newspaper format. They use information technology to support their learning, for instance, using simple programs for phonic and numeracy activities. Also, information technology is used effectively in science; for example, Key Stage 2 pupils were working with a CD-Rom series 'I Love Science' in small groups during science lessons.

8. In physical education, pupils make satisfactory progress in their learning and attain standards expected for their ages by the end of both key stages. All pupils attend a local swimming pool for one lesson per week for one term during the school year. The headteacher confirms that by the end of Key Stage 2, and frequently well before, the great majority of pupils are confident swimmers and are able to swim 25 metres easily.

9. In all other subjects there was insufficient evidence to make confident judgements on learning and attainment. However, the limited inspection evidence and planning indicate that pupils throughout the school are working at an appropriate level in these subjects.

10. The school has set challenging targets for pupils in the Key Stage 2 national assessments tests for the next three years in English, mathematics and science. However, these targets are realistic in relation to the current attainment levels of pupils in the year groups.

11. The school caters satisfactorily for pupils who have special educational needs and for higher attaining pupils. Both groups make at least satisfactory progress in their learning.

Pupils' attitudes, values and personal development

12. The good attitudes to learning recorded in the last inspection report have now improved to very good. Most pupils look forward to coming to school and respond positively to the many examples of good teaching. The warm and friendly atmosphere generated and promoted by the school enables all pupils to work happily in a non-oppressive atmosphere. Parents value the character of the school and are full of praise for the moral qualities it provides. Pupils involve themselves in the many different activities and collaborate and co-operate well with each other, their teachers and other adults.

13. The behaviour of pupils in lessons and around the school is very good which is an improvement since the last inspection when behaviour was judged to be good. Pupils understand the school behaviour rules and strive to meet the expectations set for them.

Teachers and support staff are excellent role models and lead by example. As a result pupils are courteous, well mannered and show respect for their peers, teachers and other adults. Many pupils live near the school so most have personal friendships existing from before school days resulting in strong support systems in all pupil age groups. Relationships between pupils benefit from the family influence that pervades the school and are not restricted by age or gender. Parents comment favourably on how well the older pupils care for the younger ones. Similarly, pupil relationships with all adults in school are constructive and based on mutual respect.

14. Personal development of all pupils is good and encouraged throughout the school which is similar to the judgements at the last inspection. The personal and social development of the children under-five is fostered effectively by the class teacher and the support assistants who enjoy very good relationships with the children and set a good model of consideration for others. The children are friendly towards one another, listen with interest to what others have to say, particularly in whole-class discussions, and share equipment fairly. Younger pupils have regular duties and also act on their own initiative when they see a need. They tidy up automatically when they finish a particular task or lesson. The older Key Stage 2 pupils take it in turns to set up two classrooms for school lunches. This entails carrying food and all necessary utensils from the outside kitchen into the classrooms. This operation was observed during the inspection and the mature manner in which it was carried out was most impressive. No instructions were needed, and pupils carried out their individual tasks quietly, quickly and with no fuss. Year 6 pupils maintain a telephone rota, answering the office telephone confidently, taking and passing on messages when the secretary is not in school.

15. The school attendance levels are below the national average and unsatisfactory. However, the school is very conscious of this and has systems in place to continually remind parents of the importance of adhering to attendance requirements. The main local industry is tourism, which results in pupils' family holidays falling into school term time and consequently depressing the attendance rate. Unauthorised absence, often due to pupils being late for school, is above the national average and the school is also trying to improve this weakness.

HOW WELL ARE PUPILS TAUGHT?

16. Although all of the full-time teachers, including the headteacher, have been appointed since the last inspection, the overall quality of teaching continues to be good, and sometimes very good, as it was then.

17. Teaching, overall, is good throughout the school. In 96 per cent of lessons observed the teaching was satisfactory or better, 76 per cent was good or better and eight per cent was very good. At Key Stage 1, 90 per cent was satisfactory or better, 67 per cent was good. The ten per cent of unsatisfactory teaching was the observation of one lesson, where the teacher had not clearly defined what she wanted the pupils to learn. At Key Stage 2 all teaching was satisfactory or better, 85 per cent was good or better and eight per cent was very good.

18. In all of the lessons observed, the teaching of the children under five was good and in one lesson it was very good. The class teacher, ably supported by classroom assistants, creates a welcoming atmosphere in which the children feel secure and can develop their independence. Although there is a wide range of ages and levels of attainment in the class, the teacher meets the different needs of the children well. Staff value all the children's efforts and continually praise their work.

19. All teachers are enthusiastic and generally clear about what they expect pupils to learn. This is particularly so in literacy and numeracy lessons. For instance, in a literacy

lesson pupils were studying compound words, and through good questioning to promote thinking and learning, building on and reinforcing knowledge throughout the lesson, it was clear that by the end of the lesson the pupils had developed a very good understanding of a compound word. Similarly, during the well-paced mental session at the beginning of a numeracy lesson the teacher effectively challenged all the pupils in spite of the differing ages and attainment levels, revising their previous knowledge and building on this effectively. All teachers have high expectations of good behaviour, encourage pupils effectively, value the contributions they make, and use praise judiciously. They give clear explanations and instructions so pupils are completely sure of what they have to do and have good knowledge of the subjects they are teaching. For example, in a geography lesson the teacher built on pupils' learning gradually, instilling and maintaining their interest and developing their understanding of the water cycle through careful demonstrations, using appropriate geographical vocabulary.

20. Occasional weaknesses in teaching occur when teachers have not planned in sufficient detail what they want pupils to learn and organised the appropriate resources for the lesson. Also, during group activities, teachers, focusing on one group, for instance, reading in the literacy sessions, do not always provide sufficient encouragement for other pupils working without direct supervision to keep up the brisk pace needed to make good progress in their learning. Should this practice continue, the writing standards by the end of Key Stage 1 are unlikely to improve.

21. A great emphasis is placed on the teaching of reading and many pupils make good progress. Pupils regularly practise their reading at school and are encouraged to read to parents at home. Homework is used effectively to support the curriculum, with expectations increasing as pupils get older.

22. Teachers meet the needs of pupils identified as having special educational needs with appropriate support and tasks that are matched to their needs. The special educational needs co-ordinator liaises with teachers and support staff appropriately. Support staff provide pupils with an appropriate blend of help and challenge. Pupils with special educational needs are well supported and integrated into the school community.

23. Support assistants are experienced, usually well briefed by teachers, and provide valuable support, considerably enhancing pupils' learning. Parent and other volunteer helpers also make a considerable contribution to the education of the pupils.

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

24. The school provides a generally broad and balanced curriculum which successfully meets the needs of all its pupils. This is similar to the judgements made at the last inspection. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education and younger pupils are provided with an appropriate curriculum based on the recommended "Desirable Learning Outcomes" for pupils under five years of age. However, due to accommodation limitations, the school is unable to provide a full physical education programme in gymnastics. Curriculum planning is based on a published whole-school curriculum planning pack, which covers all subjects and is based on a four-year 'rolling programme' of topics. This effectively ensures that teachers' planning builds on pupils' learning in a progressive way. However, the headteacher is aware of the need to re-assess the school's reliance on this planning aid in the light of the recently-implemented literacy and numeracy curriculum and the impending introduction of a new National Curriculum - 'Curriculum 2000' - at the beginning of the next school year.

25. The school has implemented the government's recommended National Literacy and

Numeracy strategies well, and planning and teaching take full account of the recommendations both for lesson format and for lesson content, despite the acknowledged difficulties of so doing in the mixed-age classes. The school curriculum is successfully enriched through the provision of a good range of extra-curricular opportunities, including sporting activities, throughout the school year, in many cases with the active support of the local community.

26. Arrangements for identifying pupils with special educational needs are satisfactory and appropriate. A register of special educational needs is kept by the special educational needs co-ordinator and appropriate individual educational plans are provided for pupils on the register. Provision of additional support for pupils with statements of special educational need is good. The school offers equal opportunities for its pupils in terms of gender, ethnicity and special educational needs. Throughout the inspection, in the majority of lessons seen, pupils were withdrawn for valuable additional support. However, since this support is timetabled at the same time each week, at times, pupils' access to the full curriculum is compromised. Four Key Stage 2 pupils miss a mathematics lesson each week for additional literacy support, for example, and younger pupils miss part of a whole-school assembly.

27. The school's provision for personal, social and health education is very good. The governing body made the decision that sex education should not be part of the school curriculum; however, appropriate advice is provided to pupils as they begin to mature. Drugs education is provided as part of the science curriculum. Links with the local community are very good and make a very positive contribution to pupils' learning. For example, the local public house has recently generously donated money for the school to buy several hand-held computers which are being used effectively in literacy and special educational needs support. The school's links with its partner institutions are good. Links with the playgroup which children attend prior to joining the school are very good and staff organise joint fundraising activities and make school visits together, for example. Links with the secondary school to which most pupils move when they leave the school are good; pupils attend the secondary school for induction visits and teachers from the secondary school visit the school.

28. Provision for pupils' spiritual, moral, social and cultural development is very good and a strength of the school. This is an improvement since the last inspection when pupils' spiritual, moral, social and cultural education was judged to be good. The school's provision for pupils' spiritual development is very good and built on strong Christian values. Through whole-school and class assemblies and 'circle times', the school provides pupils with the knowledge and insight into values and beliefs and enables them to reflect on their experiences. The school curriculum complies with statutory requirements for a daily act of collective worship. Provision for pupils' moral development is very good. Principles distinguishing right from wrong are promoted very well, and consistently by all staff, who provide good role models. Provision for pupils' social development is very good. Pupils are encouraged to work co-operatively and take responsibility for their work and for others. Older pupils look after younger pupils such that a family atmosphere exists in the school. All pupils undertake designated duties responsibly. Pupils raise funds for charities, deciding through a fundraising committee on suitable activities, a 'Pet Day' for example, to raise money for children in a school in India and there are developing links with children in a school in Pennsylvania. The provision for pupils' cultural development is very good.

29. Pupils are taught to appreciate their own cultural traditions, taking part in a range of local and county festivals and pageants. They develop a good understanding of the diversity of other cultures through stories from other cultures, contact with children from other countries and school activities such as the lively after-school 'Samba Club'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The safety and welfare provision for pupils is very good and a strength of the school. The school has a comprehensive policy with detailed documentation covering all aspects of health and safety. Two governors take overall responsibility for any issues that arise and are pro-active in their duties. An example of their dedication to the welfare of pupils was the effective lobbying of the Diocesan Church Council resulting in permission to create a safer route for pupils to the village hall and playing field.

31. The school has an appropriate child protection policy with the headteacher as nominated child protection co-ordinator. The chair of governors has also received training and maintains close contacts with the school. Teachers and all school staff know the pupils and their circumstances very well. This knowledge, coupled with the family atmosphere promoted by the school, further ensures the wellbeing of pupils and adds to the effectiveness of the school's pastoral care. A good example noted during the inspection, was when a pupil's carer did not collect him after school as usual, and he was kept occupied in the classroom until a suitable person was contacted and was able to collect him. This close knowledge of pupils is also used to good effect in the monitoring of their personal development.

32. The school has an attendance policy that is carefully adhered to and the home/school agreement is in place. Attendance registers are marked neatly and are kept in accordance with statutory requirements. There are effective procedures for following up unexpected absence. The nature of local employment and industry sometimes dilutes attendance rates and the school makes every effort to ensure full attendance by regularly reminding parents and carers of attendance requirements.

33. The school behaviour policy is based on assertive discipline and is very effective. Pupils are well aware of the 'Golden Rules' and these are amplified in classrooms and the school prospectus. Teachers and all staff ensure that expected behaviour standards are met and lead by example. The school has a detailed anti-bullying policy with additional advice for playground supervisors, which enables them to identify and deal with any type of oppressive behaviour should it occur.

34. During the school's last inspection, there were weaknesses noted in assessment and record keeping. The school has addressed these weaknesses satisfactorily and now utilises a wide range of procedures to assess pupils' attainment and progress. These include a variety of commercially produced tests and through these assessments teachers gain a detailed profile of pupils' attainment. Assessments of children when they start school are used to good effect in planning appropriate work for them. Teachers also use on-going day-to-day assessments of pupils' work effectively. For instance, during the inspection a teacher, having assessed pupils' progress in a numeracy lesson, sensibly made a change in her planning for the next day's lesson, as pupils had not developed a full understanding of the work. Teachers also make strong efforts to involve pupils in evaluating their own work and progress and as part of this, pupils set their own individual targets for improvement.

35. Records and information retained in pupils' personal folders usefully track their progress as they move through the school. Teachers make effective use of all the evidence gained, including the careful analysis of test results, to inform the next stages in their planning. For example, through the analysis of the national assessment tests, the school recognises the need to raise standards in writing at Key Stage 1 and mathematics at Key Stage 2.

36. There is satisfactory use of assessment procedures to identify pupils with special educational needs. The co-ordinator for special educational needs maintains a register of special educational needs pupils and there are appropriate procedures for placing pupils on the register. The school meets the requirements outlined in pupils' statements of special

educational need.

37. All these procedures ensure the wellbeing, safety and personal development of all pupils in the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Links with parents have improved since the last inspection and are now very good and a strength of the school. Although the previous inspection report noted that the school had established good links with parents it also highlighted the need for appropriate and effective parental communication. The headteacher and school governors made improved communications a priority and have succeeded in their aims to keep parents informed of pupils' progress and other important school information. In addition to the annual written reports parents receive regular, informative newsletters and the school operates a genuine 'open door' policy.

39. The headteacher offers a well-publicised weekly 'surgery' to parents in addition to the three formal parent meetings held every year. The school holds meetings devoted to curricular matters, for instance the implementation of the literacy hour. The reading record book is also a useful means of communication between school and home. All parents returned the parent questionnaire and all comments were positive, as were those made at the parents' meeting prior to the inspection. Parents spoken to during the inspection stressed how happy they were with the standards set by the school, the information they received and their involvement in school matters.

40. The headteacher, together with the Parent Teacher Association, maintains a register of all parental skills so that the many instances of parental help in and out of school can be used to the pupils' best advantage. As a result parents help in class, on outside visits, with sporting activities and general maintenance projects, all of which contribute considerably to the pupils' learning. The home/school agreement is in operation and supplements the voluntary commitment that most parents have to the school. The Parent Teacher Association raises considerable funds for the school and provides additional resources which further enhance the pupils' learning and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The school is led and managed satisfactorily. Since her appointment just over two years ago, the headteacher has provided a greater sense of direction through her positive leadership of the school. She has supported staff and governors in developing a shared vision for the school through the new mission statement and wholly appropriate aims of the school. She also plays a central role in curriculum, communication and financial matters. These improvements in the leadership of the school address issues raised at the last inspection.

42. Delegated responsibilities of staff are now clearly defined as illustrated in job descriptions; another improvement since the last inspection. Co-ordinator roles have been established. However, the implementation of these initiatives has been slowed down due to the unfortunate long periods of sickness of a key member of the teaching staff. Also, although some monitoring and evaluating of the curriculum and teaching have been undertaken, this area of management is still in its infancy. Nevertheless, the school is committed to improving the curriculum and teaching in the pursuit of raising standards.

43. The school has a general overview of its work, but improvements needed are not fully locked into school development planning. Through consultation with governors and staff, a management plan has been developed, but there are too many initiatives on the current plan

to be practically achieved in the allocated time scale. Also, there are no detailed action plans for initiatives to enable monitoring to be carried out effectively. Currently, there is no long-term overview of school developments.

44. The governors are fully supportive of the school and many are regular visitors, supporting pupils in their work. For instance, they help with extra-curricular activities, such as public speaking and design and technology activities, and monitor government initiatives such as the National Literacy Strategy. The governing body fulfils its statutory obligations and takes a very active role in the management of the school. For instance, after the last inspection reported that communications with parents and the wider community should be improved, the governors set this as a target for the headteacher on her appointment, which she has met successfully.

45. The governing body manages its strategic responsibility for planning the use of resources well, through its efficient finance committee. Careful consideration is given to alternative strategies for managing expenditure and handling contingencies and the governing body is developing a clear view of the priorities of the school. However, although there is a commitment to maintain three classes in the school, the governing body is having to consider alternatives should the forecast of trends in expenditure exceeding income continue. Specific grants are used efficiently including those for pupils with special educational needs, and arrangements for these pupils have a positive effect on the quality of education provided.

46. The school's financial systems are very good and there is very efficient and effective day-to-day administration of the school's finances by the school's secretary in co-operation with the headteacher. Administrative procedures are well structured and unobtrusive, and effective use is made of information and communication technology.

47. Teaching and support staff are well qualified and deployed. Induction procedures for new staff are reported to have been effective when the newly qualified teacher was appointed just over a year ago. However, there is no written policy for this. The accommodation allows much of the curriculum to be taught effectively. However, the school does not have a hall. The village hall, used for physical education lessons, is not suitably equipped for climbing and off the floor activities, so the full gymnastic curriculum cannot be provided. Although there are plans to relocate the library, its current siting in the class of oldest pupils does not enable pupils to pursue personal research. Also, there is no secure area for the children under five for outside activities. Learning resources, overall, are adequate to meet the demands of the curriculum.

48. Effective use is made of all staff, of time and of material resources and the school makes the best use it can of the accommodation. Teaching is good and curriculum provision is sound. Although there are still issues to be addressed in the leadership and management of the school significant improvements have been made since the last inspection and the school is well placed to improve still further. The school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to further the current progress in the school's development, the staff and governors should now:

- Pursue ways of improving standards in writing at Key Stage 1 and mathematics at Key Stage 2 so they at least meet national averages in the national assessment tests. (Paragraphs 2, 10, 35, 66, 73)
- Seek ways of providing the full physical education programme. (Paragraphs 24,47,102)
- Review the current practice of withdrawing pupils for support work and reading practice so they do not miss their full access to learning in other subjects. (Paragraph 26)

- Improve school development planning by: (Paragraph 43)
 - (i) Providing a plan that establishes and prioritises long-term educational developments and, where appropriate, linking them to financial implications.
 - (ii) Developing a shorter-term plan e.g. for a year, of immediate priorities that can to be practically achieved in the time.
 - (iii) Drawing up detailed action plans for these priorities to enable monitoring to be carried out effectively.
- Develop further the monitoring and evaluating of the curriculum and teaching and the impact they have on pupils' learning. (Paragraph 42)
- Improve levels of attendance. (Paragraph 15)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	68	20	4	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	3 FTE	51
Number of full-time pupils eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	10

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	1
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	10.1
National comparative data	5.4

Unauthorised absence	%
School data	1.2
National comparative data	0.5

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

There were less than ten pupils who took the national assessment tests at the end of Key Stage 1 and 2 in 1998 and 1999 and government legislation takes account of confidentiality of publication of results to protect individual pupils from being identified. So the results of these tests are not published in this report.

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	51
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 – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	15.9
Average class size	18

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	54.5

Financial information

Financial year	1998/1999
	£
Total income	143,045
Total expenditure	132,229
Expenditure per pupil	2,319.8
Balance brought forward from previous year	4,139
Balance carried forward to next year	14,995

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	32
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28			
My child is making good progress in school.	78	22			
Behaviour in the school is good.	69	28			3
My child gets the right amount of work to do at home.	53	47			
The teaching is good.	88	12			
I am kept well informed about how my child is getting on.	75	25			
I would feel comfortable about approaching the school with questions or a problem.	84	16			
The school expects my child to work hard and achieve his or her best.	66	34			
The school works closely with parents.	59	41			
The school is well led and managed.	78	22			
The school is helping my child become mature and responsible.	69	31			
The school provides an interesting range of activities outside lessons.	47	47			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

50. Children enter the school at the beginning of the term after they are four years old and usually start school on a part-time basis. Most of the children who join the school have had some pre-school provision, often at the playgroup held in the community hall in the church. Due to this and the effective induction programme the school operates, the children settle quickly and confidently into the mixed class of reception and Year 1 pupils. Although pupils come to school with a wide range of experiences, the baseline assessments indicate that overall attainment is slightly skewed to below average. The majority of the reception children are making at least satisfactory progress and are likely to reach the Desirable Learning Outcomes in all areas of learning by the time they are five.

Personal and social development

51. In their personal and social development the children are making at least satisfactory progress. This is fostered effectively by the class teacher and the support assistants who enjoy very good relationships with the children and set a good model of consideration for others. The children are friendly towards one another, listen with interest to what others have to say, particularly in whole-class discussions, and share equipment fairly. The teaching in this area is usually good. The teacher makes the children's learning fun. As a result, they enjoy their work, are keen to learn and concentrate well. She constantly reinforces good habits, such as putting up their hands to answer questions or make comment and makes sure that children tidy up after activities. The staff interact calmly and constructively with the children who feel secure and develop confidence. They participate fully in acts of collective worship and church festivals.

Language and literacy

52. The children make sound progress overall in language and literacy. Most are developing well in speaking and listening skills and listen attentively and can express their ideas well to make themselves understood. They answer confidently and ask questions. Role-play currently includes a Hat Shop with opportunities to dress up and act through their experiences. The teacher ensures that over time all children have an opportunity to speak in a large group and she uses questions effectively to encourage the children to respond. Good use is made of stories to foster an enjoyment of literature. The children enjoy looking at books, handle them carefully and understand how they are organised. Most are beginning to know the sounds of the letters and recognise some familiar words especially their own names. A few of the higher attaining children are reading simple text accurately. Appropriate opportunities are made for the development of writing. The children are encouraged to record using pictures, marks, or writing, for example, writing cheques for money to spend in the Hat Shop. Most children make very good attempts at writing their names. Lessons are usually based on the literacy hour; they are well planned and the teaching is good.

Mathematics

53. In mathematics, the children make satisfactory progress overall and most develop a secure understanding of number up to ten through counting and matching objects. Most are beginning to recognise number symbols up to ten and order them correctly. Some are familiar with larger numbers from their everyday lives. Through practical activities such as counting out the correct numbers of scissors, pencils and felt-tip pens for children in the group they become familiar with using numbers in everyday life. They are beginning to use mathematical vocabulary correctly, such as 'more than' and 'less than'. Satisfactory

provision is made for them to handle money in their play, for example, in the Hat Shop. Teaching is good. The teacher's explanations are very clear and the correct vocabulary is used. As a result, the children understand what they are taught and use the correct words themselves. The lessons are well planned. The opening oral class activity gives the children a good opportunity to learn from one another's contributions and is well led by the teacher who effectively helps the pupils to feel confident about trying out their ideas.

Knowledge and understanding of the world

54. Overall, in their knowledge and understanding of the world the children make sound progress. In one lesson observed the children were looking at and comparing daytime and night-time pictures and gaining, in particular, an understanding of why different animals are active during those times. Children gain scientific knowledge through experimentation, for instance, lighting up a bulb through an electric circuit. They use large and small construction apparatus to build items of their own choice. Through activities such as making fences for the farm, children learn to choose appropriate materials, tools and techniques. They use information technology to support their learning, for instance, using simple programs for phonic and numeracy activities. In the lessons observed the teaching was good and the teacher effected a very good balance between allowing children to experiment and making teaching points. Interesting activities were planned so that the children were interested and well motivated.

Physical development

55. In their physical development the children make satisfactory progress. In a dance lesson the children were developing control in the basic actions of travelling, turning, jumping and skipping and an awareness of others in the space. They listened attentively and followed the teacher's instructions sensibly. Ample opportunity is made for the children to use a pencil and they are effectively guided. The outcome is that the majority are relatively proficient at handling these and brushes and modelling tools with good control. Teaching overall is good. Well-planned activities allow children to develop confidence in this area of development. However, insufficient use is made of the outdoor space to develop their skills and control on large equipment and apparatus and promote other areas of learning.

Creative development

56. In their creative development the children are making steady progress. They experiment with paint to make night-time pictures and use pastels and crayons to draw and colour portraits for the Portrait Gallery. Most children sing songs rhythmically, remembering the words and adding appropriate actions. Many know the way in which various percussion and other instruments are played and, using them, keep in time with a simple beat. Opportunities are made for the children to express their ideas and feelings through imaginative play, for instance, in the Hat Shop. Overall, the teaching is good. Children enjoy the well-planned activities.

57. The significant strengths of the good teaching which most effectively help the children to make progress are the quality of the relationships, a good understanding of what interests young children, clear instruction and effective questioning, and, in the main, high expectations. Curriculum planning is sound and dovetails the under-fives curriculum effectively with the curriculum for Key Stage 1. In general, the curriculum is broad and balanced and planned appropriately to the School Curriculum and Assessment Authority's 'Desirable Outcomes for Children's Learning'. The procedures for assessment are satisfactory and, for the most part, assessments, including baseline assessments, are used effectively to inform the planning. The teacher has good support from the support assistants and they make a significant contribution to the children's learning. The quantity, quality and

range of resources are satisfactory. The classroom is light and airy with its own amenities. However, although there is equipment for outdoor activities, such as, ride-on wheeled vehicles, there is no climbing apparatus or secure area for outside activities.

58. The school maintains close liaison with the playgroup and there are regular interchange visits between staff and children. The links with the parents are good. Parents appreciate the induction procedures which help their children to make a comfortable start in school.

59. The pupils make a good start in the early years, particularly in developing good working habits and attitudes, and acquiring the basic skills of literacy and numeracy. There have been no significant changes since the last inspection.

ENGLISH

60. Evidence from the English lessons observed and the scrutiny of work indicates that pupils are making satisfactory progress in their learning, and that most, by the end of both key stages, are likely to attain standards that at least match the levels expected of seven and 11 year olds nationally. These judgements are broadly in line with those of the last inspection team.

61. By the end of both key stages, the speaking and listening skills of most pupils are above average. Almost all pupils listen attentively to their teachers and each other, and express their ideas and thoughts coherently and confidently. For instance, in a class discussion, pupils in Year 2 and Year 3 talked confidently about their 'Happiest Day', whilst others listened with interest. Pupils have opportunities to practise speaking to wider audiences, for example, in assemblies and concerts. Also, older Key Stage 2 pupils regularly practise for, and take part in, public speaking competitions for which they often win prizes.

62. The attainment of most pupils in reading by the end of both key stages is broadly average although in all classes there are a few pupils whose reading skills are above average for their age. In Year 2, many pupils read simple texts reasonably accurately. They recognise an appropriate range of words by sight, and when faced with unfamiliar words they use suitable strategies to help them, such as, blending letter sounds and using clues from pictures and other text. Most understand what they are reading and higher attaining pupils are beginning to predict what will happen next in the story. Many recount simply, but accurately, other stories they have read or heard. Key Stage 2, pupils, through regular practice, build on these skills, and by the end of the key stage, the pupils read for their own interest and pleasure. They read aloud accurately and fluently, often with good expression. Pupils follow the main themes of stories they read and are beginning to refer to the text to support their views about characters and the setting of stories. Most talk about their preferred authors and the books they have written. Throughout the school pupils become increasingly familiar with the layout of non-fiction books and by the end of Key Stage 2 pupils use index and contents pages with ease.

63. Overall, most pupils attain average standards in writing by the end of both key stages. Within the literacy hour pupils develop their writing skills appropriately. Pupils in Year 1 were writing sentences to describe hats in preparation for a 'guessing' activity in the plenary session, and, with some help, were using full stops and capital letters correctly. An interesting approach to poetry appreciation for the Year 2 children was through them substituting their own names for the original in a poem called 'Happiness'. In addition, within the poem, they also identified compound words, and split them into their component parts. Older Key Stage 2 pupils were developing their note taking skills by extracting facts from text and working on a first draft to present information. Pupils also use their writing skills to support other areas of the curriculum. For example, older Key Stage 2 pupils had produced

some well-written descriptive work in their study of the Victorians. Work on display and in books shows that pupils write for an appropriate range of purposes and audiences. Overall, standards of spelling and grammar are satisfactory. At both key stages pupils use dictionaries effectively to help with their spellings. Most of the Year 2 pupils use capital letters and full stops to punctuate their sentences correctly. In their work, older Key Stage 2 pupils, by the end of one lesson had a clear understanding of pronouns and could replace nouns with them in given examples. Throughout the school, most pupils present their work neatly and by the end of Key Stage 2, most pupils are using a well-formed cursive style of writing.

64. In general, most pupils, throughout both key stages are making satisfactory progress in their knowledge and use of English, generally through the reinforcement and consolidation of previous learning. Often, during literacy hours, pupils were observed to be making good progress due to the high expectations of the teachers and brisk pace to lessons. Overall, the pupils with special educational needs make satisfactory progress in relation to their prior attainment. They are well supported in lessons and work is matched to their particular needs. Throughout both key stages, nearly all pupils are enthusiastic about their work and are keen to learn. Most pupils, even the very youngest, sustain concentration even when not directly supervised by an adult. The majority of pupils enjoy reading, and read for pleasure at home. Almost at all times pupils respond enthusiastically to their teachers, make constructive contributions to lessons and answer questions appropriately.

65. Overall, at both key stages the quality of teaching is good. In general, teachers plan their lessons in line with the requirements of the National Literacy Strategy. Teachers ensure the work is matched to the varying ages and attainment levels of pupils in their classes. In the introductions to lessons, teachers use skilful questioning techniques to revise and review work covered in previous lessons, and they value the contributions made by their pupils. Also, they give clear instructions and explanations for follow-up work. Occasionally weaknesses in teaching occur when teachers, focusing on one group, for instance, reading, do not always provide sufficient encouragement for other pupils working without direct supervision, to keep up the brisk pace needed to make good progress. Should this practice continue, the writing standards by the end of Key Stage 1 are unlikely to improve. Throughout both key stages teachers monitor pupils' reading carefully, both through the guided reading sessions in the literacy hour and through pupils' independent reading. Pupils regularly take their reading books home to share with their parents and the reading record book is used as an effective vehicle for a two-way dialogue between staff and parents.

66. The school has a clear and detailed policy statement for English with comprehensive guidelines which has been updated to be in line with the National Literacy Strategy. All teachers have adapted the National Literacy Strategy lessons appropriately to meet the needs of the mixed age classes. Currently, the school is benefiting from the input of additional literacy support. The school has set challenging, but realistic targets for pupils in the Key Stage 2 national assessments tests for the next three years in English. Also, the school is working towards raising standards in writing at Key Stage 1, as national assessment test results over the last two years have been below the national average. The headteacher has undertaken some monitoring of the effects of the National Literacy Strategy on pupils' attainment through direct classroom observation. Resources, overall, are adequate and are continuing to be built up to meet the demands of the new curriculum. The school uses a range of commercial reading schemes, appropriately graded, to support pupils' reading.

MATHEMATICS

67. Lesson observations during the inspection, a scrutiny of the current year's and, in some cases, the previous years' work indicate that the current groups of Year 2 and Year 6 pupils have made satisfactory progress in their learning and are on course to attain

standards generally equivalent to those expected nationally at the end of both key stages. These judgements are similar to those made at the previous inspection.

68. At the beginning of the school year the school implemented the National Numeracy Strategy. Under this new scheme of work and curriculum pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work indicate that pupils in both key stages have undertaken an appropriate range of work on shape, space and measures, and tackled a range of problems involving handling data and investigation. Pupils make satisfactory use of their numeracy skills in other curriculum areas such as science and design and technology, and information technology is used effectively to consolidate concepts and develop pupils' numeracy skills.

69. At Key Stage 1, where attainment is satisfactory overall, most pupils in Year 1 are able to count in twos and fives, with some recognising the patterns emerging, and the majority are able to count forwards and backwards in tens and 100s. One higher-attaining pupil was able to identify tens and units and explain, using a number square, that all the numbers on the second line began with one, with the last number being 20 'because it is two tens'. Most Year 2 pupils are able to work out mentally two numbers adding up to 20. Some pupils are beginning to understand that subtraction is the inverse of addition. Most are familiar with the coins and notes in the money system and know how to order them.

70. At Key Stage 2, some Year 3 pupils know that 'you only have to look at the units to see if it's odd or even' and most are able to solve simple word problems involving money and explain how the problem was solved. All are using and applying mathematics practically, in real-life situations, in the class shop, buying and selling and giving change. Most Year 4 pupils understand that the operation inside the brackets in an equation needs to be solved first; most are able to add two two-digit numbers together quickly and accurately. They are developing their understanding of odd and even numbers, understanding that the sum of two odd or even numbers is always even, and most can provide an even or odd number between given parameters quickly and accurately. Most are using the four operations appropriately to solve money problems. Year 5 pupils have good mental recall of times table facts and some are familiar with simple percentages and the concept of negative numbers. Most understand that a number is divisible by ten or 100 if the last digits are 0 or 00. Some pupils are able to subtract mixed numbers, for example, taking 1.7 away from 3.8, however some of the Year 5 pupils are working below expectations for their age. In Year 6, some pupils add numbers to two decimal places together mentally and are adjusting numbers to make addition or subtraction easier. Most pupils are extending standard written methods for addition, using 'carrying' with up to four columns and understanding the need for units to line up under units, etc. A minority of Year 6 pupils find this difficult however and require a significant amount of help.

71. The quality of learning in the majority of lessons seen was good. Pupils enjoy their mathematics work, especially the mental and oral activities, respond well to their teachers and work together well without the need for constant teacher-intervention. Pupils with special educational needs are catered for in teachers' planning with appropriately levelled work and additional support and they make satisfactory progress overall. The quality of teaching at both key stages is good, overall. In the best lessons, teachers generate a good working atmosphere, use praise effectively and, through good example, encourage pupils to use appropriate mathematical vocabulary. They have good working relationships with the pupils and appropriately high expectations of pupils' work and behaviour. Planning for all mathematics lessons seen was based on the government-recommended numeracy curriculum and strategy, both in lesson content and in lesson format. However, the general pace of lessons in a minority of lessons, following the quick mental/oral activity was not always sufficient. Teachers reinforce mental numeracy skills effectively and systematically with number games and tables practice; they use questioning techniques well to probe and

extend pupils' learning and provide different activities for the wide range of ages and abilities in the class.

72. Pupils' attitudes and behaviour in their mathematics lessons are very good overall throughout the school. Pupils clearly enjoy their mathematics work, they work together well and respond very well to the challenges and pace set by their teacher. Pupils respond very well to the quick mental mathematics exercises at the beginning of lessons, they try hard to answer teachers' questions, are interested in their work and concentrate on the tasks.

73. The school has implemented the National Numeracy Strategy appropriately and enthusiastically. The school is hoping that the introduction of the strategy will raise standards by the end of Key Stage 2 as these have been consistently below the national average over the last four years. The co-ordinator for the subject has undergone appropriate training in the numeracy strategy and has had the opportunity to monitor teaching in the subject. Funding has been provided to purchase additional resources for the new numeracy curriculum.

SCIENCE

74. Two science lessons were observed at Key Stage 1 and one lesson at Key Stage 2. Although attainment in all lessons observed was satisfactory overall, there were examples in all lessons of some pupils working below expectations and a small minority working above expectations for their age.

75. A scrutiny of work undertaken indicates that pupils undertake a range of appropriate science activities covering all attainment targets, studying life processes and living things, materials and physical processes, and pupils in both key stages develop satisfactory investigative skills. Information technology is used effectively in science; for example, Key Stage 2 pupils were working with a CD-Rom series 'I Love Science' in small groups during science lessons.

76. At Key Stage 1, pupils are asking questions about their science work, are beginning to use focused exploration and investigation to acquire knowledge, skills and understanding and are attempting an explanation of their discoveries and drawing simple conclusions. Year 1 pupils finding ways of blocking out light know that the Sun provides light and Year 2 pupils making model guitars and shakers understand that sounds are made in many ways and have many sources. At Key Stage 2, in a Year 4, 5 and 6 class lesson, Year 6 pupils know that light travels in straight lines and can explain that shadows are formed 'by an opaque object being placed in front of a source of light'. Pupils understand that light travels from a source, is unable to pass through some materials, that some surfaces reflect light and that light sources are seen because light enters the eye. They use simple apparatus and equipment correctly and try to explain their conclusions based on scientific understanding.

77. The quality of learning in lessons related directly to the teaching. In the best lessons, clear progress was made due to the good pace set by the teacher and the high level of pupil motivation. Where the quality of learning was unsatisfactory, in one lesson at Key Stage 1, this was directly related to the teacher's planning and use of time, which led to insufficient progress during the lesson. Pupils with special educational needs are supported well and make satisfactory progress overall. Pupils' attitudes and behaviour in lessons observed were never less than good and were very good in one lesson at Key Stage 1. Pupils show great interest in the activities and are keen to answer the teacher's questions, replying with enthusiasm and confidence. Most work quietly and conscientiously, clearly enjoying their science lessons.

78. The quality of teaching in the two lessons observed at Key Stage 1 varied, but was satisfactory overall. Teaching in the one lesson seen at Key Stage 2 was good. In the best

lessons, teachers give clear explanations and are confident in their subject knowledge. They motivate pupils very well, maintain a brisk pace throughout the lesson, have a good rapport with their pupils and appropriately high expectations of work and behaviour. In the one lesson where teaching was judged to be unsatisfactory, although the teacher used questioning well to probe and direct pupils' learning, planning and resources for the lesson were unsatisfactory and, due to this, a good deal of time was wasted, leading to unsatisfactory progress.

79. Science is planned over a four-year rolling programme of topics based on a published science scheme of work. This ensures that pupils' learning is built on satisfactorily as they move through the school and covers all the science Attainment Targets appropriately. In most cases, lessons are planned well, with clear links to the National Curriculum Programmes of Study, and good links with other curriculum areas such as English and mathematics. The subject co-ordinator has a satisfactory overview of science in the school. Resources for the subject are satisfactory overall.

ART

80. Only one lesson was observed during the inspection, at Key Stage 2, providing insufficient evidence on which to make secure judgements about pupils' attainment and learning or the quality of teaching in the subject. In addition, since the inspection was early in the Spring term, pupils' art work for the Christmas season had, understandably, been removed and limited work was available for scrutiny in wall displays.

81. In the lesson seen, a Year 4, 5, 6 lesson, pupils were developing their creative, imaginative and practical skills and their visual perception at appropriate levels for their ages. They were building on their knowledge of the work of a variety of artists and methods, for example, Japanese calligraphy, and their understanding of the qualities of line and tone in images. They made detailed observational drawings of twigs, and through this they were exploring and increasingly controlling the techniques and tools of drawing and painting. The quality of learning in this lesson was good and pupils' attitudes and behaviour were very good. Teaching in this lesson was good, the teacher demonstrated good subject knowledge, planned and resourced the lesson very well and provided good individual support for pupils, using praise appropriately.

82. Teachers follow the local education authority's planning pack for art, which provides satisfactory progression in the key skills and a range of experiences with different techniques and materials. Art is sometimes "blocked" with design and technology over a term and, at other times, taught on a weekly basis. Art activities are frequently linked to the current class history or geography topic. There is an appropriate range and quality of resources and a range of posters and other support materials including video tapes are available for teachers on prominent artists and topics such as line and tone. The number of local artists who visit the school to work with the pupils, most recently a potter, enriches the art curriculum.

DESIGN AND TECHNOLOGY

83. No design and technology lessons were observed at either key stage during the inspection, providing insufficient evidence on which to make secure judgements on the pupils' attainment or teaching in the subject.

84. The school follows a published whole-school curriculum with regular design and technology projects which provide satisfactory continuity of pupils' learning in the key skills as they move through the school. Design and technology projects are frequently linked to other curriculum areas, for example, photographic evidence was provided of projects to design jewellery in Key Stage 1 and design and make a 'shadouf' in Key Stage 2, both undertaken during class projects on Ancient Egypt. There is currently no co-ordinator for the subject. There is a basic but generally

satisfactory range of resources for the subject and the food technology room is a valuable resource which is utilised well throughout the year, for example, to make Tudor recipes during a history topic.

GEOGRAPHY

85. Only one geography lesson was observed during the inspection, and this, along with the scrutiny of work, was insufficient to make secure judgements on pupils' attainment and learning by the end of the key stages. However, the limited inspection evidence and planning indicate that pupils throughout the school are working at an appropriate level in the subject.

86. Planning and displays show that the younger Key Stage 1 pupils are studying 'The Jobs People Do', and in particular, those they are familiar with in their area, such as farming and fishing. In the other classes pupils' studies centre around rivers. In the lesson observed, the Year 2 and 3 pupils were using and understanding a variety of geographical terminology relating to rivers, and by the end of the lesson most were able to read and correctly position on a diagram features of a river. Also, many had developed a clear understanding of the 'water-cycle'. The pupils showed a great interest, responded well to the teacher's questions and made good progress in their learning. The teaching was good. The teacher had good knowledge of the subject and her explanations were clear, so she developed the pupils' knowledge well.

87. Although there is a policy for geography, the co-ordinator recognises that this needs updating. The commercial planning pack the school has adopted ensures continuity in pupils' learning throughout the school. Resources, overall, are adequate.

HISTORY

88. History and geography are taught on a four-year rolling programme of topic themes. During the inspection, the topics were geography based and no history lessons were observed. Consequently there is insufficient evidence to make judgements on attainment, learning, teaching and pupils' attitudes to history.

89. The work scrutiny showed that pupils at Key Stage 2 had studied Ancient Egypt last term using different resources, such as books and pictures for evidence at an appropriate level.

90. There is an appropriate policy for history, and the commercial planning package the school has adopted ensures continuity in learning skills. Resources are adequate and they are usefully supplemented by those borrowed from the museum. Pupils also make trips in connection with their topics, such as, workshops at the museum and drama days which brings history alive for the pupils.

INFORMATION TECHNOLOGY

91. No specific information technology lessons were observed during the inspection. However, a number of lessons were observed where pupils were working at the computer and samples of on-screen work and print-outs of work produced using the computers were scrutinised. This evidence indicates that in information technology, pupils at both key stages make satisfactory progress in their learning and standards of attainment are generally in line with those nationally by the end of both key stages. This is a similar judgement to that made in the previous inspection report.

92. Pupils use computers to word process final copies of their work, for example, reporting on the Wedding at Cana, in a newspaper format. They use information technology to support their learning, for instance, using simple programs for phonic and numeracy

activities. Also, information technology is used effectively in science, for example, Key Stage 2 pupils were working with a CD-Rom series 'I Love Science' in small groups during science lessons.

93. Pupils' response to working at the computers in lessons and the quality of learning during these activities in both key stages was good. Pupils are well motivated, working together well, taking turns and working independently, generally without the need for constant teacher intervention or supervision.

94. No direct teaching was observed, making it impossible to make judgements on the quality of teaching in the subject. However, where the computer was being used in lessons, teachers and support staff had appropriate expectations of work and behaviour, gave clear explanations of the task to be undertaken and demonstrated good subject knowledge. Small group work is supported well by classroom support staff and a member of the school governing body who works in school on a regular basis, supporting information technology groups working on tasks related to the whole-class lesson. Pupils with special educational needs are supported well, with the newly-acquired laptop computers being used particularly effectively to develop pupils' literacy skills and confidence.

95. The school's information technology resources have, just prior to the inspection, been improved significantly. Additional funding from government funds has been used to purchase additional computers and develop an information technology base between the two Key Stage 2 classes with four multi-media computers and an internet link. In addition to this, the generous donation made by the local public house enabled the school to buy 11 hand-held computers so that the school now has a good ratio of computers to pupils. These new resources are being used very effectively and are already having a significant impact on pupils' and teachers' skills and confidence. A generally satisfactory range of software is available for the new machines and the school has a digital camera which is used by staff and pupils and a programmable toy which is used to develop control skills.

MUSIC

96. Only two music lessons were observed, one at each key stage, and singing in assembly. This was insufficient evidence to make secure judgements on pupils' learning and attainment.

97. Pupils throughout the school sing, showing a good grasp of rhythm, and project their voices clearly. Younger Key Stage 1 pupils sing songs well remembering the words, adding appropriate actions and altering the pace as necessary. Most copy a beat pattern correctly. In the lesson at Key Stage 2 the pupils were listening to and showing appreciation of a piece of music by Debussy with great interest. They drew their responses to the music effectively in picture form and also put their imaginative interpretations of the piece into words.

98. During the lessons observed and the singing in assemblies, most pupils participated enthusiastically and held their concentration throughout the sessions. The younger pupils enjoyed experimenting with the instruments to find out the different sounds they made and they handled them with care. The older pupils listened attentively to the music. The teaching in both lessons was good and both teachers showed a good knowledge of the subject at the level they were teaching. Currently, there is no policy for music but the school uses a commercial planning pack to ensure that pupils learn progressively as they move through the school. Continuous progression in pupils' learning of musical skills is also assured to some extent as the co-ordinator teaches music to both classes of the older pupils. Resources are generally adequate. Extra-curricular clubs, such as, recorder and singing groups, and the very popular samba band, enrich the music curriculum.

PHYSICAL EDUCATION

99. Pupils make satisfactory progress in their learning and attain standards expected for their ages at both key stages. All pupils attend a local swimming pool for one lesson per week for one term during the school year. The headteacher confirms that by the end of Key Stage 2, and frequently well before, the great majority of pupils are confident swimmers and are able to swim 25 metres easily.

100. Year 1 pupils undertaking a music and movement lesson were recognising the short-term effects on their bodies when exercising. They responded willingly to instructions and were developing their control in the basic actions of travelling, turning, jumping and skipping. They were developing their response to music by rhythmic responses and contrasts of direction and speed and demonstrated satisfactory control and awareness of others in the immediate space. Year 6 pupils warm-up in preparation for exercise, and in the lesson were developing the principles and common skills of striking and fielding games, striving to improve their own performance and appraising others' performances. They were throwing and catching a ball and developing their awareness of others appropriately. The quality of learning in the Key Stage 1 lesson was satisfactory and in the Key Stage 2 lesson was very good. Pupils' attitudes and behaviour in their physical education lessons are never less than good at both key stages and were very good in the Key Stage 2 lesson seen. Pupils participate enthusiastically, clearly enjoying the lessons. They work together well, relating well to their peers and to adults and, in most cases, taking part in the activities confidently and supporting each other appropriately.

101. Although it is not possible to make overall judgements about the quality of teaching based on such a small sample of lessons, teaching in the Key Stage 1 lesson was satisfactory and the quality of teaching in the Key Stage 2 lesson was very good. In the Key Stage 2 lesson, the teacher had very good subject knowledge, demonstrated movements and skills to pupils and asked pupils to demonstrate their work to the class. The teacher used praise appropriately, had high expectations of pupils' work and behaviour, gave very

clear instructions and maintained a very good pace throughout the lesson, changing activities frequently to maintain pupils' interest and enthusiasm.

102. In general, resources for the subject are satisfactory. However, although the school has a playing field for games, there is no school hall and the school has to use the village hall a considerable distance away from the school for gymnastics and dance lessons. The hall is a new building and of a good size for whole-class physical education lessons, and equipped satisfactorily with portable apparatus, but there are no wall bars or ropes, so full coverage of the Key Stage 2 gymnastics Programmes of Study is not possible. A satisfactory range of sport-related extra-curricular activities is provided throughout the year.