

INSPECTION REPORT

STOGURSEY C. E. AIDED SCHOOL

Stogursey

Bridgwater

LEA area: Somerset

Unique reference number: 123839

Headteacher: Mr. R Adams

Reporting inspector: Jennie Willcock-Bates
1967

Dates of inspection: 22-25 January 2001

Inspection number: 188818

Full 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:	Church of England Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Tower Hill Stogursey Somerset
Postcode:	TA5 1PR
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. N Rigden
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
Jennie Willcock-Bates	Registered inspector	1967	Mathematics	What sort of school is it?
			Information and communications technology	How high are standards?
			Design and technology	How well are pupils taught?
			Music	How well the school is led and managed?
			Areas of learning for Children in the Foundation Stage	
Graham Ellis	Lay inspector	19338		Pupils' attitudes and values.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
Graham Stephens	Team inspector	30735	English	Equal Opportunities
			Science	Special educational needs
			Art & Design	How good are the curricular opportunities?
			Geography	
			History	
			Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stogursey Church of England Aided Primary school draws its pupils from its village and the surrounding rural area near Bridgwater in Somerset. It is much smaller than other primary schools with 76 boys and girls from 4 to 11 years of age. Children enter the Foundation Stage at 4 years of age in September each year, joining a class that contains pupils from Year 1. Their attainment on entry is generally below average. Nineteen pupils are on the special educational needs register, which is about the same as the national average and the proportion of pupils with statements is above average. A significant proportion of pupils comes from comparatively disadvantaged backgrounds due to low income or unemployment. Mobility is high and families move in and out of the school to be re-housed or move for better housing or employment. There are no pupils from other than white ethnic backgrounds and none speak English as an additional language. As numbers are small pupils are taught in mixed age classes.

HOW GOOD THE SCHOOL IS

Stogursey School is effective and provides a good quality of education for its pupils. The standard of work seen is close to the national average, although pupils in Key Stage 2 did not perform well in the Year 2000 national tests and results were below the average of similar schools. This is mainly because results are dependent on the small numbers taking the test and the ability of the pupils. The school is on course to meet its literacy and numeracy targets. Standards in English, mathematics and science are rising and pupils achieve well due to good teaching enabling them to learn effectively. All pupils whatever, their gender, ability or social class do as well as they can. The school is lively and friendly and pupils are interested in their work and behave well. Arrangements for the care of pupils are sound and parents praise the strong family atmosphere. The governors, headteacher and staff work effectively as a team to raise standards and meet the stated aims. The school provides satisfactory value for money.

What the school does well

- Teaching is good and consequently all groups of pupils, including those with special educational needs, learn successfully.
- The effective leadership of the headteacher has created a strong staff team with a determined commitment to raise standards and improving the quality of education.
- Relationships are very good and there is a purposeful and supportive ethos. As a result, standards of behaviour are good and pupils are enthusiastic learners.
- The many extra-curricular activities make a significant contribution to the pupils' learning because they are well supported by parents and other members of the community.

What could be improved

- Although standards are rising in mathematics and information and communications technology, they are still not high enough.
- Some of the pupils do not receive their full entitlement to a balanced curriculum because there are imbalances in the time spent on some subjects and lesson time in Key Stage 2 is well below the recommended minimum.
- There are not enough opportunities for the pupils to learn about the richness and diversity of different cultural traditions.
- The procedures for child protection are too informal; there is no policy and staff training is not up to date.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in July 1996 and a new headteacher was appointed in 1997. Since then there have been improvements in standards in English, mathematics, science and information and communications technology at the end of Key Stage 2 because teaching is now good and often very good. At the end of Key Stage 1, standards in these subjects have been successfully maintained. Standards in most other subjects have either risen or been maintained. Leadership and management are now good and there is a clear strategy for development based on effective monitoring and evaluation. The framework of the curriculum is being further revised and requirements for design and technology and information and communications technology are fully met. The school has appropriate plans and a good capacity for further improvement. The provision for spiritual, moral, social has been maintained but the provision for cultural development has not been sufficiently improved.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	N/A	N/A	C	A	well above average A above average B Average C below average D well below average E
Mathematics	N/A	N/A	E	D	
Science	N/A	N/A	E*	E	

The results for 1998 and 1999 are omitted because the number of pupils taking the test was below 10. In 2000 the results in Key Stage 1 in writing were well above and results in reading and mathematics were above the national average and compared very favourably with other schools. The teachers' assessments in science show the same high levels of attainment. While the results in English for 11 year-olds were in line with the national average and well above the average of similar schools, results in mathematics were well below the national average and did not compare favourably with similar schools. In science, results were poor and in the lowest 5 percent in the country. This apparent fall in results is due largely to the very small number and ability of the pupils taking the test. Despite these low results there was a rising trend in results for all of these subjects over the last five years that was broadly in line with the national trend. Standards are still not yet as consistently high as they could be in mathematics and science. Boys tend to perform better than girls in the tests, but there is no apparent difference in attainment in lessons.

Attainment on entry is below average. The inspection findings indicate that standards overall are in line with the expectations for this age group at 7 and 11 in reading, writing, mathematics and science because the pupils are well taught. Standards in spelling are slightly below average. Pupils' achievement is generally good. One of the difficulties the school has is the high turnover of pupils. Many do not stay in the school from 4 to 11 years old to fully benefit from the teaching programmes. Standards are in line with expectations in information and communications technology at the end of Key Stage 1 but below average at the end of Key Stage 2 because the new teaching programmes have not yet had time to work though the school. Standards are satisfactory in history and geography and above average in art at both key stages. In design and technology, standards are above average at the end of Key Stage 2. There is not enough evidence to make a secure judgement about standards in design and technology at the end of Key Stage 1 and music and physical education at both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils enjoy school and take part enthusiastically in lessons.
Behaviour, in and out of classrooms	Good: pupils are friendly, courteous and considerate to each other and the adults who work with them.
Personal development and relationships	Very good: pupils are helpful to and supportive of each other. They are confident and undertake their responsibilities independently.
Attendance	Satisfactory: Very little unauthorised absence and pupils are punctual.

Overall, the attitudes, behaviour and personal development of the pupils make a significant contribution to their learning.

TEACHING AND LEARNING

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

The quality of teaching is good and never less than satisfactory and meets the needs of boys and girls with different abilities well. In 65 percent of lessons it is good or better and in 35 percent it is very good. As a result, pupils learn effectively and their achievement is good. There is some very good teaching in the Foundation Stage and interesting tasks are planned to specifically motivate the children, with a good range of learning opportunities. Teaching of pupils with special educational needs is good and work is carefully planned to meet their varied learning needs. English and mathematics are taught well and this helps all pupils make at least satisfactory and often good progress in reading writing and number.

The teachers generally have a very good subject knowledge that enhances the quality of learning and motivates and challenges the pupils to work hard. They ask skilful questions that stretch and challenge the pupils but sometimes too much talk slows lessons and prevents pupils making quick responses when calculating mentally. Pupils are managed very well and consequently their behaviour is good in lessons. Sometimes teaching points are missed when teachers concentrate too much on what is planned rather than on the pupils' learning. On-going assessment is successfully used in lessons to enhance pupils' learning and plan what they need to do next. Marking is satisfactory. While there are examples of very good marking that helps the pupils to know what they must do next to improve, some work has not been marked or is just ticked. The headteacher is aware of the parents' concerns about the quantity and quality of homework. While lessons are supported appropriately by homework it is sometimes variable in quality.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: curriculum is broad and reasonably balanced but the strong emphasis on literacy and numeracy compromises other subjects. Extra-curricular activities are very good.
Provision for pupils with special educational needs	Good: very good planning ensures that their individual needs are met and they are well supported.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory: provision for moral and social development is good. Provision for cultural development is unsatisfactory because there are not enough opportunities for the pupils to explore the richness and diversity of other cultural traditions.
How well the school cares for its pupils	Satisfactory: pupils' progress and behaviour is well monitored and assessment is effective. Procedures for child protection are unsatisfactory.

Parents are very supportive of the school and links are generally good. Annual reports on pupils' progress are unsatisfactory and are not as informative as they could be. There is an imbalance of time at Key Stage 2, where the time spent in lessons is significantly lower than the recommended minimum. The school cares effectively for the pupils and knows them well. However, child protection procedures are too informal, there is no policy and training is not up to date.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher is having a significant impact on school improvement. Teaching and non-teaching staff have a determined commitment to improving standards.
How well the governors fulfil their responsibilities	Good: governors are very supportive and know the school well through observing lessons and talking to pupils.
The school's evaluation of its performance	Satisfactory: classroom observation is at an early stage but the school is carefully monitoring performance data to diagnose strengths and weaknesses.
The strategic use of resources	Good: budget is efficiently used to raise standards and enhance learning. Financial control is too informal and information is not always accurate.

The school is critically analyses its performance and is beginning to apply strategies to get best value out of its management and use of resources. Administration is very efficient. Learning support assistants form a strong team with the teachers. The accommodation and resources are good and there is an adequate number of staff to meet the demands of the curriculum. There is a strong sense of teamwork and staff morale is high.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Nearly all parents feel that their child likes school and that they work hard. They feel that children's behaviour is good and they like the family atmosphere. They feel that the Friends of the School work hard with staff to raise funds. Nearly all of them feel the school is helping children to become mature and responsible. 	<ul style="list-style-type: none"> A significant proportion is concerned about homework. Several do not feel that they could approach the school with questions or problems. Several do not think the school works closely with parents. Some are concerned about pupils working in a mixed age and key stage class.

Parents are generally happy with the school and support what it tries to achieve. The inspection team supports their views about what pleases them. The children are happy and do enjoy school. The school recognises the parents' concerns about homework and has provided clear advice to parents in the past,

which needs reviewing and updating. The headteacher and teachers are accessible to parents and welcome them into the school. The school manages the mixed ages well, sometimes organising pupils into different ability groups irrespective of their ages, planning work specifically for each ability group and at other times having children work within groups of the same age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children under five on entry to school is generally below average. There are wide variations and while the vast majority have a limited vocabulary to express their ideas, there are a very small number who started school recognising simple words, writing some letters and counting to ten. Despite having worthwhile experiences in the local pre-school group, some found it difficult to sit and listen and be part of a class when they started full time schooling. Speaking and listening skills are not well developed and this is confirmed by the initial assessment conducted with these children. Teaching is very effective and the pupils get a good start to their schooling. Consequently, they achieve well and the majority is on course to attain the early learning goals in communication, language and literacy and mathematical development. In knowledge and understanding of the world the children learn quickly because they are well taught but some will not be able to attain the goals because they do not have the vocabulary to explain what they have learned. In personal, social and emotional development, physical and creative development almost all will exceed the goals because teaching is good.
2. Overall, this school performs well in the national tests for 7 year-olds but the results of 11 year-olds in the tests are well below average. In the 2000 tests for pupils at the end of Key Stage 1 results in writing were well above average and in reading, mathematics and the teachers' assessment in science results were above average. These results compare very favourably with similar schools. There have been variations over the last four years due to the small size of the groups taking the tests. Girls do not perform as well as the boys in English, mathematics and science but there is very little difference in their attainment in lessons.
3. The results in the English tests in 2000 for 11 year-olds at the end of Key Stage 2 were the same as the national average and compared very favourably with similar schools. However, the results in mathematics were well below average and in science they were poor and in the lowest 5 percent in the country. The pupils' performance was below the average of similar schools in mathematics and well below in science because very few pupils reached the higher Level 5. Despite these low results, and variations year on year because of the small size of the number of pupils taking the test, there was a rising trend in results for all of these subjects over the last five years that was broadly in line with the national trend. When analysing the tests taken by this year group when they were 7 years old, it would appear that standards have fallen as they have progressed through the school. One of the difficulties faced by the school is the high turnover of pupils particularly in Key Stage 2. This means that a third of the pupils has changed. In addition, the many pupils with special educational needs have a significant impact on results because the year groups taking the tests are so small.
4. The apparent fall in standards between the two key stages is not reflected in the inspection findings, which show that pupils' achievement is at least satisfactory and often good as they move through the school. The differences between the test results and inspection findings are largely due to differences in the abilities of each year group rather than a decline in standards but also to important changes introduced since the previous inspection. The new teaching team in Key Stage 2 has made significant improvements in most subjects since the previous inspection, particularly in English, mathematics and science. Consequently, standards have either been maintained or improved and the school is pulling itself out of the difficulties identified by the last inspection team. The new headteacher has successfully introduced many initiatives that are beginning to raise standards and improve teaching. For example, the National Strategies for Literacy and Numeracy have been effectively implemented and performance data is carefully analysed and information used to track pupils' progress. Although standards are not yet as consistently high as they could be, these initiatives are beginning to have a significant impact on pupils' attainment and achievement is generally good.
5. By the end of Key Stage 1, standards in speaking and listening are close to the national expectation because pupils are given many effective opportunities to extend their vocabulary. They listen

attentively to stories and are happy to talk about their work. Their achievement is good because they are well taught and by the end of Key Stage 2, many attain standards that exceed the expectation for this age group. The pupils adapt their talk for different purposes, developing ideas and describing events and opinions. They are confident to express their views and feelings because they know that their contribution will be valued.

6. Reading is well taught throughout the school and consequently, standards exceed expectations at the end of Key Stage 1 and although standards are generally in line with the expectations for 11 year-olds at the end of Key Stage 2, several pupils are reaching higher than average standards. By the end of Key Stage 1, pupils use a dictionary confidently to look up the meanings of words they do not know. They use a range of strategies to help them read unfamiliar words such as letter sounds and words within words. They know how to use alphabetical order and understand the difference between fiction and non-fiction. By the end of Key Stage 2 pupils confidently read a broad range of texts, many recognising themes, genre and the main ideas of a plot. They know how the library is organised and can use tables of contents and indexes to locate, retrieve and use information. The older more able readers seldom practise reading to an adult or discuss their preference in books.
7. Standards in writing are not as high as those reached by the pupils who took the tests for 7 year olds in 2000. They are close to the national average at the end of each key stage. These differences are largely due to the different ability of the pupils. By the end of Key Stage 1, pupils are well taught and make steady progress in using a greater range of punctuation including question marks, and in some cases, speech marks. They are beginning to write at greater length and make interesting beginnings to their stories. By the end of Key Stage 2, pupils continue to improve their stories as their vocabularies extend. They proficiently use adjectives to 'colour' their writing. The school is working hard to improve the standard of spelling but throughout the school spelling is below average. Pupils find it hard to apply the spellings they have learned during literacy lessons and the weekly tests to their written work. They have a good range of strategies to help them spell and there are sufficient dictionaries in each class to support their writing. The quality of presentation is inconsistent and pupils are not always as neat as they could be.
8. Overall, by the end of both key stages, pupils attain standards that are in line with those expected for the age group in numeracy and areas of mathematics that include number, shape space and measures and some aspects of data handling. By age 7, at the end of Key Stage 1, pupils have a sound knowledge of place value up to 100 and successfully apply their knowledge to calculations with money. They recognise larger and smaller numbers in a set of three 3-digit numbers. The children understand that $2+2+2+2+2+2=12$ is the same as 2×6 and 6×2 . Some of them still have problems reversing their numbers. Achievement is generally good. By Year 6, at the end of Key Stage 2, the pupils reflect the often very good teaching and their work shows good improvement over the year. As a result of careful planning, most able pupils are working well within average levels and are on course to reach above average levels by the end of the year. The pupils know how to find perimeters of simple shapes and areas measuring accurately using standard measures. Nearly all pupils recognise equivalent fractions and have a basic understanding of the use of brackets in algebra. They are developing a good range of strategies to calculate large numbers in their heads and estimate what answers to multiplication problems could be.
9. Standards in science are broadly average at the end of Key Stage 1. Pupils achieve well and there are rising standards in Key Stage 2 with a significant proportion of pupils exceeding the expectations for 11 year-olds. By the end of Key Stage 1 pupils know how to carry out a survey of materials around the school and are beginning to understand the principles of scientific enquiry. They identify solids and liquids and, with support, devise experiments to separate one from the other. They are developing an understanding of the importance of a fair test. They use their numeracy skills effectively when weighing materials in grams. One pupil noted that 'clay kept water in'. The pupils accurately identify and name parts of the body and know that a healthy lifestyle is related to what you eat and the exercise you take. By the end of Key Stage 2, pupils know the differences between the properties of solids, liquids and gases. They have a good understanding of what constitutes a fair test and their achievement is often good. Pupils enjoy science and talk with enthusiasm about experiments in electricity carried out some time ago. Their findings are reasonably well presented with diagrams carefully labelled and headings made clear in the reports of experiments. The adoption

of a standard format for recording helps pupils to understand the importance of reporting their work accurately.

10. Standards in information and communications technology at the end of Key Stage 1 are broadly average but standards at the end of Key Stage 2 are not quite as high as they should be. This is an area for development in the school development plan. Pupils in Year 5 are attaining levels that are expected for their ages. The reason for this is that there has not been sufficient time for them to benefit from the new teaching programmes that enable them to be as proficient as they should be in all the aspects of information and communications technology required by the time they leave the school. All groups of pupils achieve well because they are systematically taught skills and knowledge about how technology supports learning. By the end of Key Stage 1, the pupils know how to use the mouse to generate, record and amend their writing. They know how to open and run art programs such as Dazzle. They are becoming increasingly proficient at controlling the paintbrush and adding a range of colours. By the time they are in Year 6, pupils collect and save data and create different graphs to represent and use their findings. They have a good understanding of how technology is used in every day life to store information and to control equipment such as tills in shops and videos and televisions. Pupils organise and amend ideas in their writing and create spreadsheets to store information. They know how to add pictures to their text and explain how to create columns in a newspaper. They are enjoying creating wallpaper patterns using the art program.
11. Standards are satisfactory in history and geography and above average in art at both key stages. In design and technology standards are above average at the end of Key Stage 2. There is not enough evidence to make a secure judgement about standards and achievement in design and technology at the end of Key Stage 1 and music and physical education at both key stages.
12. The reasons for the good standards and rate of learning are the good teaching and positive attitudes of the pupils. In English, mathematics, science and information and communications technology teachers plan a variety of tasks that take into account the different abilities of the pupils. This helps them to make sound, and often good, progress even if they have special educational needs. Individual Education Plans for pupils with special or additional needs are detailed, contain appropriate targets and are reviewed regularly. The school benefits from the help of highly skilled learning-support assistants who liaise well with teachers and support pupils effectively. The most able pupils make appropriate progress and the school recognises this could be better especially in the lower years of Key Stage 2. Consequently this is an appropriate priority for development in the school development plan.
13. The school carefully analyses a range of assessments and successfully uses the information to set appropriate targets based on past performance. The targets in literacy and numeracy for the current Year 6 are generous in comparison to their current rate of progress as the impact of new teaching programmes has not been taken into consideration. Appropriate targets are now set for individuals and groups of pupils in each other year group. Effective use is made of local and national performance data to track progress. Governors, teachers and learning support assistants have a very clear idea of what has to be done to raise standards further and there is an impressive commitment to raising standards. Consequently, the school is well place for further improvements.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to the school are very good and they behave well. These are strengths, marking a significant improvement since the previous inspection, especially at Key Stage 2. The children in the Foundation Stage work and play happily together, responding very well because the teacher and the learning support assistants act as very good role models for them. The strong emphasis on courtesy and the way their contributions are valued by adults helps children to listen to each other and, as a result, they all show consideration for each other. Being the 'special person' for the day or week is taken very seriously and contributes significantly to the children's social and emotional development. They help each other in the play area and in dance in the hall.
15. Older pupils enjoy school and take part in their lessons with enthusiasm. They have very good attitudes to learning because the work is interesting. In mathematics lessons at both key stages,

pupils are keen discuss what strategies they use to calculate in their heads. In a very good mathematics lesson in the mixed Year 2, 3 and 4 class the pupils in Year 2 were delighted at their progress when they were introduced to decimals related to money when working in the shop. This has a positive impact on their attainment and progress. Pupils' attitudes are enhanced by the positive way teachers manage them in lessons. Consequently, pupils know what is expected of them and respond accordingly.

16. The standard of behaviour is good and marks a significant improvement since the previous inspection, particularly in Years 5 and 6. The children in the Foundation Stage share equipment happily together. For example, in the role-play area the children shared the sparkly dresses, independently organising themselves. The children know what is expected of them and respond quickly when their behaviour becomes noisy. The school is an orderly community. There is a strong and positive ethos creating a calm, reflective atmosphere, where children behave well and support each other. The code of conduct is well understood and accepted. Pupils are therefore fully aware of the high standards expected of them and respond well. They are smart, friendly, courteous and considerate of each other, showing care and respect. For example, in a history lesson in the mixed Year 4, 5 and 6 class, pupils handled artefacts very carefully, waiting their turn and listening sensibly to each other's ideas. Both in the playground and in the school building, pupils are polite and friendly to visitors and there is no evidence of oppressive behaviour, bullying, sexism or racism. There have been no exclusions in recent years. Parents consider that the school is successful in achieving good standards of behaviour.
17. The adults in school provide the children with good role models and they work well as a team. As a result, relationships are very good at all levels. Most pupils are confident and have good self-esteem. They display a mature and caring approach to each other and older pupils were seen comforting younger children who were distressed when they had fallen over or were unhappy. Pupils with special educational needs are effectively included within lessons and in the playground. All groups of pupils including boys and girls play and work happily together. The majority of pupils undertake tasks independently when required, are confident in offering and recording ideas and work purposefully when engaged on challenging tasks or to exacting time limits. They willingly undertake duties, showing good initiative and personal responsibility. For example, they set out tables for lunch and help the younger pupils to eat their meal and clear up. Pupils are open, talking freely and readily about their work. There are many examples in lessons and at lunch when pupils talked confidently to visitors about their work. For example, a group of pupils from Years 5 and 6 talked how computers are helpful in everyday life. They listened attentively to each other praising one another for good ideas. They collaborate well in groups learn effectively from each other and readily accepting where mistakes are made. They are rightly proud of their school and are careful with equipment and resources. The pupils are trustworthy, thoughtful and considerate, respecting the feelings, values and beliefs of others and are actively involved in fundraising activities for a range of different charities. Parents praised the strong family atmosphere in the school.
18. Attendance is satisfactory. Authorised absence is slightly above the national average and there is little unauthorised absence. The pupils are punctual and lessons start efficiently on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. As a result of effective leadership and management that has successfully focused on the need to raise standards and improve teaching particularly at Key Stage 2, the quality of teaching is good overall. This has a positive impact on pupils' achievements and marks a significant improvement since the previous inspection. During the inspection a temporary relief teacher was teaching Class 2 and did not know the children as well as other teachers. While the quality of teaching in that class was satisfactory overall, some lessons were very good.
20. The quality of teaching is good and, as a result, pupils learn effectively. Teaching is at least satisfactory and in 65 percent of lessons it is good or better. In 35 percent of lessons teaching is very good. Teaching in the Foundation Stage is good and there is a significant proportion of very good teaching. The provision for the youngest children in this mixed age class is effective. Interesting tasks are planned specifically to motivate the pupils and provide them with a good range of learning

opportunities. Consequently, children's achievement is good. Teachers and support staff have a good rapport with children and value their ideas and contributions. This encourages children and helps them to be confident.

21. Teaching is sound overall in the mixed age class for Key Stage 1 and 2 and there are examples of good and very good teaching. In the class with pupils from upper Key Stage 2 teaching is often very good. The quality of teaching in English and mathematics is good and this is contributing to the rise in standards in reading, writing and numeracy. Literacy lessons are well planned and meet the recommendations of the literacy strategy. Different activities are carefully planned to meet the different needs of the ages and abilities in each class. This helps all pupils, whatever their ability, to achieve appropriately in English. The teaching of numeracy is good and planning clearly defines what pupils will learn in each lesson. The system of mixing ages according to ability is successful and pupils enjoy working together with their classmates. Teachers have good ideas for activities to motivate pupils. Consequently, the quality of learning is good overall. A good example of this is in the Foundation and Year 1 class when puppets are used successfully to help children to count. They get excited and concentrate hard when helping the puppet to count and add. Good quality activities are provided in other subjects for pupils at both key stages to practise their number, such as measuring in science and design and technology and data handling using computer technology. Good links are forged between art and English when pupils draw pictures inspired by the author's language and style. Underneath one picture a pupil had written, 'The moon came up as the sun went down to its nightly burrow.' The quality of teaching in science is good and has a significant impact on the rising standards in lessons. There is not enough evidence to make a secure judgement about the quality of teaching in art, design and technology, history, geography music and physical education.
22. Overall the school meets the needs of all pupils whatever their ability and gender by effective planning that matches the pupils' individual needs. Pupils with special educational needs are successfully taught. Well-trained learning support assistants provide very effective on-going support for additional literacy and numeracy. This is helping pupils at both key stages learn strategies to support their reading, writing and number. Individual Education Plans provide a helpful structure to the pupils' learning by guiding teaching and support. Work is carefully planned to meet their wide-ranging needs. Learning support assistants work closely with the special educational needs co-ordinator and teachers in and out of lessons and communication is successful. Consequently, these pupils achieve well, work hard and are confident about their learning.
23. The teachers generally have a very good subject knowledge that enhances the quality of learning and motivates and challenges the pupils to work hard. For example, in the Foundation Stage, when working with their teacher on counting, the children got excited about helping Jeremy Bear to learn to count. Such innovative activities make counting meaningful and enjoyable and, consequently, these young children are happy enthusiastic learners. In the class with pupils from Year 2 children are all keen to take their turn to use the microphone skilfully provided by the teacher to encourage them to speak to the class. In a Year 6 science lesson the teachers' enthusiasm motivated pupils to work hard and to evaluate the effectiveness of measuring instruments against the success of an investigation. Teachers effectively use technical language related to subjects and insist that the pupils use the correct terms when describing their work. This is particularly successful in mathematics, English and science.
24. Teachers ask skilful questions that stretch and challenge the pupils, enabling them to make effective on-going assessments of what the pupils are learning. There were many examples in lessons where questioning had a positive impact on the pupils' achievement and the standards attained. One such example was in science in upper Key Stage 2, where through skilful questioning, the teacher established the factors that pupils thought could speed up evaporation. By giving them time to reflect and consolidate their learning and then record their thoughts he enabled them to be productive and work at a good pace. In the introduction to literacy and numeracy lessons thoughtful probing by the teacher checks what pupils remember from previous lessons. At the end of almost all lessons question and answer sessions help teachers to know what they must teach in the next lesson to reinforce what pupils know before they move on to the next stage of learning. As a result, pupils have a clear idea of how well they have done and what they need to do to improve. Sometimes question

and answer sessions in mathematics are not brisk enough for children to make quick responses when calculating mentally.

25. Lessons are carefully planned to extend the learning of the different ages and abilities in each class. Teachers manage this complex task well by using a range of effective strategies such as grouping pupils according to ability whatever their age in some lessons and in others teaching specific skills and knowledge to the different year groups in the class. Pupils are clear about what they are going to learn because teachers discuss the objectives of lessons with them. Activities are varied and interesting and motivate the pupils who work hard, with good effort. Resources are well organised to support pupils learning and information and communications technology is effectively planned as a tool to extend activities that reinforce the theme of lessons. Time is generally used well, although literacy and numeracy lessons are planned to take longer than recommended and this tends to dominate the school day too much for some of the pupils.
26. Pupils are managed very well and consequently their behaviour in lessons is good. This is a particularly good feature of lessons in the Foundation Stage and upper Key Stage 2. Teachers have high expectations of both pupils' learning and behaviour. Clear boundaries are set and the teachers expect to be listened to. In addition, activities are interesting and sufficiently varied to capture the imagination of the pupils. A good example of this was in a history lesson in the Years 4, 5 and 6 class when pupils were challenged to handle, describe and place in chronological order a number of artefacts from the second half of the twentieth century. One pupil explained 'we're like detectives and looking at this plug I don't think it's original.' Learning was very good because the resources were of very good quality. The teacher had carefully organised the pupils to promote discussion and debate about the artefacts and the recording tasks enabled pupils to work like 'real historians' by annotating their drawings. Sometimes teaching points are missed when teachers concentrate too much on what is planned rather than on the pupils' learning.
27. On-going assessment is successfully used in lessons to enhance pupils' learning and plan what they need to do next. Teachers generally know the pupils well. Marking is satisfactory overall and there are examples of very good marking that helps the pupils in the mixed age class with Years 4, 5, and 6 know what they must do next to improve their work, particularly in English and mathematics. There is evidence in the past work of pupils in lower Key Stage 1 of tasks that have not been marked or is just ticked. Sometimes worksheets or mathematics workbooks are undated which does not always help the school evaluate the pupils' progress. The headteacher is aware of the parents' concerns about the quantity and quality of homework. While lessons are supported appropriately by homework, it is sometimes variable in quality. The school has provided clear advice and guidance to parents about homework in the past, which needs reviewing and updating.
28. Very able learning support assistants, who fulfil a range of appropriate functions in the school, support teachers and pupils very effectively. They work closely with teachers to support individuals and groups of pupils. The teachers carefully direct their work and they use their many skills to the full, interacting very successfully with pupils and helping them to learn.

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

29. Overall the quality and range of learning opportunities are good. Schemes of work provide helpful guidance for teachers in all subjects. Policies are in place for some subjects and the remainder is planned for the current year as the school finishes upgrading the curriculum in line with the revised National Curriculum. This marks an improvement since the last inspection.
30. The school offers a good range of curricular opportunities, which, in the main are broad and reasonably balanced. All subjects of the National Curriculum and religious education are taught and meet statutory requirements. The requirements for a daily act of collective worship are met in full. However, there are imbalances in the time spent on some subjects such as art, music and physical education. In addition, the length of the school day is significantly lower than the recommended minimum at Key Stage 2. The school has rightly concentrated recently on implementing the National Literacy and Numeracy Strategies. The amount of time allocated to English and mathematics substantially exceeds the national average. While this has not yet had a negative effect on standards

in most subjects, standards in science have, until recently, been too low. This has also compromised the amount of time spent on other subjects such as music, physical education and design and technology. With this strong emphasis on literacy and numeracy, some of the pupils do not receive their entitlement to a balanced curriculum. The provision for children in the Foundation Stage is good. A broad range of learning opportunities is linked to the Early Learning Goals.

31. The curriculum is reasonably well planned. Planning for literacy and numeracy is thorough and ensures that the pupils' basic skills and learning are systematically developed as they progress through the school. Nationally recommended schemes for other subjects mean that pupils now systematically acquire skills, knowledge and understanding across the curriculum. Termly planning is good and forms a helpful part of the schemes of work. Lesson plans are effective. The objectives of lessons are clear and discussed with the pupils. Consequently, the pupils are clear about what they are going to learn. This is significant improvement since the previous inspection.
32. Teachers are aware of the issues related to gender because of the analysis of the differences between the performance of boys and girls in tests. Additional support to 'boost' pupils' attainment is successful. The provision for pupils with special educational needs is good overall. The co-ordinator for special educational needs has a clear overview of teaching for this group of pupils and she is well supported by the head teacher and all staff. Very good Individual Education Plans have been drawn up with appropriate targets to meet pupils' needs and these are reviewed regularly. Weekly planning carefully takes account of the different abilities and ages in each class, identifying activities for different groups that are appropriate and sufficiently detailed. In a well-meaning attempt to raise standards in English and mathematics some pupils are withdrawn regularly from other subjects and this is unsatisfactory. There are no sets of agreements, that are used as a policy for equality of opportunity and consequently, the school is not able to monitor how effective it is at ensuring that all pupils receive their full entitlement.
33. A very good range of extra-curricular activities is provided for pupils, many supported well by parents and members of the local community. Both boys and girls from Year 2 to Year 6 attend most clubs and they work together well. Activities include First Aid, Brain Games, Country Dancing, Soccer, and Cycling Proficiency. They enhance the curriculum and make a significant impact on the pupils' learning. The curriculum is further enhanced by visits arranged to museums and other places of interest and twice a year weekend residential visits are arranged for pupils in Years 2 and Key Stage 2. All staff are involved which is testimony to the value placed on these visits.
34. Overall, the provision for personal, social and health education is satisfactory. Sex education is taught appropriately as it arises as a component of health education and science, in line with the governors' policy and supported by the local nurse. Attention to drug misuse is restricted to the dangers of alcohol and cigarettes. The harmful effects of drugs are not sufficiently emphasised. The behaviour policy, drawn up by staff, governors, parents and pupils is implemented consistently and pupils' behaviour both in lessons and around the school is good. This is an improvement the previous inspection and reflects the efforts of the head teacher and staff in creating a school where there is a very positive and welcoming ethos. The very good relationships in the school help to foster pupils' independence. Sometimes, there are not enough opportunities for pupils to use their initiative in lessons, thereby developing skills of working independently.
35. The provision for spiritual, moral and social education is satisfactory but there are weaknesses in the provision for the pupils' cultural development. These judgements are similar to those made by the previous inspection. The provision for spiritual development is satisfactory and the spiritual dimension is fostered appropriately through daily acts of worship and the sharing of achievements and emotional experiences. Too few opportunities for quiet reflection are planned into the curriculum, which does not give the pupils sufficient time to think about a range of ideas and ways of working because they are quickly moved on to the next activity. The strong and supportive ethos is broadly Christian. The provision for moral and social development is good and reflects the ethos of the school. Strong emphasis is given to moral values. All pupils are clearly taught the difference between right and wrong and the school has high expectations of their behaviour. Good behaviour and effort are supported by an effective reward system that celebrates pupils' achievements across many aspects of school life. Teachers successfully encourage pupils to relate positively to each other and personal

relationships throughout the school are very good. There are frequent opportunities for pupils to work collaboratively and they play happily together on the playground. Pupils are given several responsibilities to help with the smooth running of the classrooms. Older pupils help the younger pupils settle into school. More ways to help them take on additional responsibilities around the school could be explored.

36. The provision for the pupils' cultural development is unsatisfactory. Pupils have a good awareness of their own cultural traditions developed through art, music and poetry. However there are too few opportunities for them to develop awareness and understanding of the richness and diversity of other cultures. Curricular planning does not include a multicultural element apart from references in the Locally Agreed Syllabus for religious education. Resources to support work in this area have recently purchased and the school recognises that it is an aspect of the curriculum that needs to be developed as a matter of urgency.
37. Links with the community are very good and the school is valued and well supported. The pre-school group shares the school site and strong links are maintained. Friends of the School organise both fund-raising and social events and the school contributes fairly regularly to the Parish Newsletter. Pupils make regular visits to the local church and the police liaison officer visits from time to time. Many parents, friends and governors support in classes and around the school and this support makes a significant contribution to the efforts of the teachers and the learning of the pupils. The school has strong links with other local primary schools and regular meetings and joint projects, for example developing enrichment activities for the gifted, and joint planning of the curriculum for the Foundation Stage, ensure that teachers gain professionally and pupils gain in their learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Arrangements for the pupils' general welfare are good. The school has adopted an appropriate health and safety policy with defined responsibilities. The procedures for the systematic monitoring of health and safety requirements including inspections by the governing body are effective. Arrangements for the care and support of pupils who are taken ill at school and first aid are good and accident records are appropriately maintained. Pupils are well supervised at break times and lunch periods. To reach the playground from the school building, pupils have to cross the car park, which is also the access route for deliveries. This poses a potential hazard in an otherwise healthy and safe environment.
39. Arrangements for child protection are unsatisfactory because the procedures are too informal and there is still no policy. This was noted in the previous inspection. The school conforms to the local authority policies and the staff are vigilant and conscientious. There is a designated person, who is well experienced, but has not yet received the appropriate training. Teaching and non-teaching staff have not been formally and fully briefed to update their knowledge of current procedures.
40. The school has a good range of procedures for assessment and testing pupils and careful analysis takes place to provide information about pupils' progress over time. Assessment on entry to school is used effectively by teachers in the Foundation Stage to set work for individuals and monitor progress over the year. Information from non-statutory and statutory tests and assessments helps the school set targets and make helpful predictions about future attainment. Detailed records are being compiled to identify trends in standards. The information is carefully analysed to identify which teaching programmes are less successful and enable the school to identify which pupils need additional support for their learning to 'boost' their levels of attainment. Agreements about assessments in subjects other than English are being completed to ensure that there is a consistent approach to assessment in each class. In addition, the school is comparing its assessments with those from similar schools. Assessments of pupils with special educational needs are effective and provide useful information for Individual Education Plans. The procedures for monitoring attendance on a systematic basis are satisfactory. There is good liaison with the education welfare service. Attendance registers are well maintained and new technology is used to provide monitoring reports for attendance. Parents know what they must do if their child is not able to attend.
41. Overall, the use of support and guidance to raise pupils' achievement and improve standards of behaviour is good. Good behaviour is well promoted through effective procedures for monitoring and

promoting discipline. The overwhelming majority of pupils are therefore successfully motivated to act responsibly and instances of inappropriate behaviour are rare. To a considerable extent this is based upon the staff providing good role models and by their encouragement of pupils' taking responsibility for acceptable behaviour and standards. There are very good procedures for dealing with bullying and for resolving incidents that arise. No oppressive behaviour or bullying was observed during the inspection and its rarity was confirmed in discussions with pupils. Pupils of all abilities are well supported by carefully planned programmes of work and help from teachers and learning support assistants. Consequently, they achieve well and enjoy school. Programmes of work are specifically designed to raise standards such as 'Springboard mathematics' for pupils are not confident at mathematics and additional literacy support. The school provides a caring working environment, which is well supervised. Teaching and non-teaching staff know the pupils well and give them very good support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Overall, the school's links with parents are good and parents are generally supportive of the school. Most parents feel that the school is accessible, that they are welcomed and that staff are approachable but some are reluctant to talk to the head and staff. Regular parental contact is encouraged and parents commented on the commitment of the headteacher and the support of the staff. They hold positive views on what it provides and achieves. In turn, the school values its partnership with parents and relationships between home and school are good. It works continuously to encourage parental involvement in the children's education. The effective links with parents identified by the previous inspection have been maintained.
43. Parents receive frequent communications and, on the whole, the quality of information about school functions and events is satisfactory but there are weaknesses in the information to parents about pupils' progress. There is an informative governor's annual report to parents and a well produced and detailed parents' information booklet. The booklet for parents of pupils under five years old provides very useful information to help them prepare their children for school. There are regular general newsletters, which are augmented by useful termly information from each class about the curriculum. The school has also held useful meetings for parents on the National Literacy and Numeracy Strategies. There are two formal consultations with parents during the year and these are well supported. Parents have been consulted on the home and school agreement and given an opportunity to comment and contribute to the final document. At the meeting, parents expressed mixed views with information on progress. Valuable information is provided about the progress of pupils in the Foundation Stage. The annual reports to parents are unsatisfactory because they do not provide separate information on all subjects. While generally providing clear descriptions of what pupils' know, understand and can do in English and mathematics, they are less informative in science and other subjects and do not provide adequate information on progress. Reports do not always offer suggestions about what the child needs to do next to improve. However, this information is enhanced and broadened by their discussions with staff about pupils' progress throughout the year.
44. Overall, the involvement of parents in the school and their contribution to their children's learning are satisfactory. Some feel that homework is not organised consistently and the quantity and quality varies too much between classes. Information and guidance has been provided to parents on homework arrangements but this needs updating and reviewing to ensure that all teachers follow procedures and parents are informed of the best ways to assist their children. Homework books and reading records provide a helpful dialogue between home and school but they are not always maintained. Parents of pupils with special educational needs are kept fully informed and involved with annual reviews. They are invited to make comments and fully participate in meetings with school staff and outside agencies. These meetings are well supported. The parents' involvement in the work of the school is good. A significant number provides good quality help in classes with activities such as hearing reading and assisting with design technology and information technology. Parents give good support to school activities and there is an active Friends of the School Association, which provides valuable social and financial support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Leadership and management are good overall and contribute significantly to improved teaching and the rising standards. The headteacher, appointed after the previous inspection, is having a significant impact on school improvement. Consequently, there have been considerable improvements since the previous inspection.
46. Leadership of the headteacher is good. He is enthusiastic and committed to improving teaching and learning and raising standards and has the confidence of the parents, governors, pupils and staff. The headteacher, together with the teaching and non-teaching staff, has a determined commitment to improving the school's reputation in the area. For example, there have been significant improvements to the curriculum, the literacy and numeracy strategies are well established and the quality of teaching in the upper Key Stage 2 class is now often very good. This is largely due to effective training and professional development and the very good role model provided by the headteacher who teaches for a significant part of the week. This clear educational direction has created an effective teaching team.
47. There is a strong sense of teamwork and staff morale is high. That means that there is a purposeful and supportive ethos, which permeates the school and has a positive impact on the pupils' attitudes and behaviour. The school's aims are strongly reflected in its everyday work at all levels.
48. The governing body fulfils its responsibilities appropriately and governors are very supportive. Many assist in the school and this provides a helpful insight into the organisation. Consequently, governors know the school well and are helping to improve standards through observing lessons and talking to pupils about their work. While still relying on the headteacher, they know the strengths and weaknesses of the school and what is being done to rectify them. The governing body has a clear idea of what has to be done to raise standards and make further improvements. This is a marked improvement since the previous inspection. Statutory requirements are met. The co-ordinator for special educational needs is knowledgeable and the procedures for identifying special educational needs are efficiently managed and organised. As a result, provision is well targeted to the pupils' individual needs and they make good progress.
49. The small teaching team has many responsibilities. The four teachers in the school are effective in having key responsibilities for English, mathematics science, information and communications technology and religious education and also successfully sharing the development of non-core subjects. They manage their complex roles well and provide effective subject and aspect leadership. Effective systems for monitoring and evaluation are in place.
50. The monitoring and evaluation of teaching and learning is sound and classroom observation is at an early stage of development. Standards, pupils' progress and learning are carefully monitored through planning. The evaluation of pupils' work and analysis of the result of assessments and tests are good and effectively used to diagnose strengths and weaknesses. The system of tracking pupils' progress is well established and school data is effectively used to set targets for individuals and groups of pupils. This current year appropriate plans are in place to develop monitoring of teaching and learning and extend the work already started with governors. The information from monitoring is used successfully to formulate the priorities in the school improvement plan. The plan provides an effective tool for improvement. Priorities are appropriate and very effectively linked to subject development plans. The time scales for development are generally appropriate and carefully consider the time available to such a small staff.
51. The school has an adequate number of suitably trained staff to meet the demands of the curriculum. Teachers' knowledge and understanding are used well and they share a common purpose to make their work more effective. Arrangements for staff appraisal and performance management are sound. The temporary teacher is appropriately supported enabling her to settle quickly into her teaching role. Learning support assistants form a strong team with the teachers. This has a considerable impact on pupils' learning. They carry out a variety of tasks all of which make good contributions to the progress pupils make.
52. The accommodation is good and is used well to meet the demands of the curriculum. The building has been tastefully improved since the previous inspection and, while retaining its unique character,

effective teaching spaces including a library and a large hall are now available to the pupils. The children in the Foundation Stage have easy access to an outside play area. Weather permitting, they have ample space to play and learn outside their classroom. The building is well maintained and pupils' achievements are celebrated and valued by good quality and attractive displays of work. Plans are in place to improve the building further making it more cost effective by replacing old metal windows.

53. The relatively recent investment in resources has enabled significant improvements to be made in updating and improving what is available in each subject. The quality and range of resources is good overall and has improved since the previous inspection. There is a good range of books for English, and mathematics is well resourced. Resources for science are now adequate and well organised. There are a satisfactory number of computers and other technology. As funding becomes available, the school plans to further enhance the provision.
54. The school makes good strategic use of resources and is efficient and effective in using the budget to raise standards and enhance the learning of all groups of pupils. Fluctuations in the number on roll make management of the budget problematic. Educational priorities are well supported by appropriate financial planning. The current large amount of money carried forward from the previous year was because of the need to budget for the fittings and resources for the extension to the library, completed in the current financial year. While financial planning is satisfactory overall, there are weaknesses: financial control is based on information that is not always accurate and budgetary control is too informal. Consequently, the governing body and the headteacher do not have enough up to date reliable information on a regular basis. The recommendations of the very recent audit are already in the process of being rectified.
55. The school is beginning to apply procedures in the school management and use of resources to get best value. For example, the headteacher and teachers effectively analyse school performance in comparison with similar schools nationally and locally to seek further ways to improve. They have consulted with parents about the policy about home and school agreements. The headteacher has a significant teaching commitment. Administrative procedures are very efficient enabling him to manage the complex role of teacher and manager effectively. The school is well organised to enable teachers to concentrate their efforts on the pupils. The quality of education the school provides is good and although standards in tests at the end of Key Stage 2 are still below average and still need to rise further, there are clear improvements in pupils' achievements. The school is effective and provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. To improve the effectiveness of the school further the governing body, headteacher and staff should:

1. Further raise standards in mathematics and information and communications technology by:
 - i) implementing the teaching programmes;
 - ii) continuing to refine and review the curriculum to meet the pupils' needs;
 - iii) further develop the system for monitoring teaching and learning.

Paragraphs: 2,4,82,83,88,106,108.
2. Ensure that all pupils receive their full entitlement to a broad and balanced curriculum by:
 - i) adjusting the amount of time spent on literacy and numeracy;
 - ii) further developing the teaching of literacy and numeracy skills in other subjects;
 - iii) readjust the timetable to enable other subjects to be taught in the morning as well as the afternoon.
 - iv) lengthen the time for lessons in Key Stage 2.

Paragraphs: 29, 31, 57, 81, 88, 91, 112
3. Provide more opportunities for pupils to learn about the richness and diversity of other cultural traditions by:
 - i) including aspects of skills and knowledge about other races and cultures in the subjects of the curriculum;
 - ii) use visits and visitors to promote enquiry about the lives of others in the wider world and in the British Isles today;
 - iii) explore ways of introducing broader range of music, art, science and mathematics from other cultures;
 - iv) promote pupils' interest through a range of communications, displays and artefacts from other parts of the British Isles and the wider world.

Paragraph: 35
4. Ensure that procedures for child protection are fully in place by:
 - i) agreeing a policy and procedures;
 - ii) organising staff training.

Paragraph: 37

The following minor weaknesses should also be considered for inclusion in the governors' action plan:

- i) Develop a programme for drug education. (Paragraph 33)
- ii) Ensure that the governors have up to date and accurate information about the budget. (Paragraph 55)
- iii) Improve the quality of annual reports of pupils' progress and the information provided for parents about homework. (Paragraphs 26, 43, 44)
- iv) Improve the safety arrangements for vehicular access to the school. (Paragraph 38)

* Denotes priorities identified in the school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	35	30	35	0	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)	0	76
Number of full-time pupils known to be eligible for free school meals	0	19

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	11

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	15
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

The table that shows attainment at the end of Key Stage 1 is omitted because the group of pupils taking the tests is too small to be included.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	8	8	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	9	10
Percentage of pupils at NC level 4 or above	School	81 (38)	56 (63)	63 (50)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	11	11
Percentage of pupils at NC level 4 or above	School	81 (21)	69 (50)	69 (50)
	National	70 (68)	72 (69)	80 (75)

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	0
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)	3.6
Number of pupils per qualified teacher	21.7
Average class size	26

Education support staff: Y4-Y6

Total number of education support staff	5
Total aggregate hours worked per week	100

Financial information

Financial year	2000/2001
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	£
Total income	206,809
Total expenditure	221,958
Expenditure per pupil	2845
Balance brought forward from previous year	21,406
Balance carried forward to next year	6257

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	79
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.	69.0	25.0	6.0	0	0
My child is making good progress in school.	59.0	31.0	6.0	0	3.0
Behaviour in the school is good.	47.0	47.0	6.0	0	0
My child gets the right amount of work to do at home.	31.0	53.0	16.0	0	0
The teaching is good.	41.0	50.0	3.0	0	6.0
I am kept well informed about how my child is getting on.	47.0	38.0	6.0	9.0	0
I would feel comfortable about approaching the school with questions or a problem.	59.0	28.0	12.0	0	0
The school expects my child to work hard and achieve his or her best.	53.0	47.0	0	0	0
The school works closely with parents.	50.0	28.0	12.0	6.0	3.0
The school is well led and managed.	59.0	25.0	6.0	0	9.0
The school is helping my child become mature and responsible.	47.0	47.0	3.0	0	3.0
The school provides an interesting range of activities outside lessons.	47.0	50.0	3.0	0	0

Other issues raised by parents

- Parents were concerned about the mixing of ages in Class 2 that has pupils from 6 to 9 years of age.
- Some parents had written comments in the home-school reading record books and had received no answer.
- They feel that the children's behaviour is good in and out of school.
- Parents stated that the Friends of the school association and the staff work very hard to raise funds.

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

57. Overall, the provision for the children in the Foundation Stage is good and has been maintained since the previous inspection. The children are four years of age and started in September. They happily work in a mixed age class with pupils in Year 1. The teacher provides an effective curriculum that meets the new requirements for the Foundation Stage. The current curriculum is heavily weighted to literacy and numeracy, and while this is proving successful, sometimes not enough time is available for other important areas of learning. However, the good teaching enables the children to get a successful start to their schooling and they have made good progress in a short time. They are well prepared to start work on the Programmes of Study of the National Curriculum for pupils in Key Stage 1.
58. Children's attainment on entry to school is generally below average but there are wide variations. For example, while the vast majority has a limited vocabulary to express their ideas, two pupils started school recognising simple words, writing some letters and counting to ten. Despite having worthwhile experiences in the local pre-school group situated in an empty classroom, some found it difficult to sit and listen and be part of a class when they started full time schooling. Listening skills are not well developed and this is confirmed by the initial assessment conducted with these children.

Personal, social and emotional development

59. Over half of the children enter the reception class with under-developed personal and social skills for the age group. Some have already had changes of school and take time to settle in their new class. They make good progress because the teacher sets clear systems and class routines. They benefit from working alongside older settled pupils. Consequently, they are on course to exceed the early learning goals by the time they are in Year 1. This shows good achievement and reflects the skilful teaching where children are constantly encouraged to be confident about what they can achieve.
60. The children work and play happily together, responding very well to each other because the teacher and the learning support assistants act as very good role models for them. The strong emphasis on courtesy and the way their contributions are valued by adults helps the children to listen to each other. The children with considerable special needs are fully included in all activities and they all show consideration for each other. Being the 'special person' for the day or week is taken very seriously and contributes significantly to the children's social and emotional development. They help each other in the play area and in dance in the hall.
61. Their behaviour is good and they share equipment happily together. For example, in the role-play area the children shared the sparkly dresses, independently organising themselves. The teacher and the learning support assistants expect high standards of behaviour and consequently, the children know what is expected of them and respond quickly when their behaviour becomes noisy. As a result, children are interested in what they are doing and enjoy their time in school.

Communication, language and literacy

62. The children enjoy listening to stories. For example, in a literacy lesson, they took great delight in the retelling of 'The Three Billy Goats Gruff', the text they are sharing in literacy lessons. They are keen to read to adults and enjoy talking about what they have read. They can point out the title and where the story starts. A few children are at an early stage of reading by recognising simple sounds and words and two able children read their books with confidence. Others are skilful at reading pictures and recognising characters. The adults skilfully talk to the children helping them to extend their communication skills and take turns when talking to each other. Effective activities are planned enabling children to practise communicating in groups of different sizes. For example, they play games together with the learning support assistants and the teacher helps children to make

requests and suggestions with the use of puppets. Mr. Mole who gets his sums wrong is a favourite with the children, promoting much discussion.

63. They are beginning to write by copying under the teacher's writing and for a few children, forming their own letters into recognisable words and sentences. Different groups of children make good progress over time from writing shaky unrecognisable letters to labelling drawings of 'Mum' with recognisable letters. One able child is already spelling simple words unaided by good recall and by using the helpful resources around the room. They are well taught and there is a strong and appropriate emphasis on literacy and language development. By the time they reach Year 1, the majority is reaching the early learning goals but the understanding of spoken language and their vocabularies remain limited.

Mathematical development

64. Throughout the day teachers and learning support assistants include numbers in their activities. Children count how many are here each day and estimate if one is away how many will be left. Nearly all pupils can count to ten and the most able recognise numbers up to twenty or beyond. Some of the pupils have problems writing numbers the correct way round. Their work shows good progress because they try very hard in their mathematics. As a result, nearly all the children are on course to attain the early learning goals by the time they start in Year 1. Aspects of the numeracy strategy are successfully used to extend the pupils' counting and number recognition skills.
65. In numeracy sessions the children share with Year 1, they enjoy counting with Mr. Mole and participate confidently in recognising numbers on the washing line that come before or after others. They benefit from the knowledge of pupils in Year 1 and the most able children in the Foundation Stage are already undertaking similar work. Consequently, they are learning at a good rate because the work is challenging them appropriately and they are well taught. Sometimes learning slows when the tasks that follow practical sessions are not challenging enough or they have been sitting listening too long on the carpet. When working with their teacher on counting, the children get excited about helping Jeremy Bear to learn to count. They quickly match objects to the number nine in a response to a letter about Jeremy's poor counting. Such innovative activities make counting meaningful and enjoyable and the children are happy enthusiastic learners.

Knowledge and understanding of the world

66. Children enter school with a very basic general knowledge and some have had limited experiences on which they can build. The teacher provides a broad range of interesting and innovative activities, such as science, and information and communications technology. They enthusiastically participate in their work and are quick to learn new things. As a result, nearly all of them are on course to reach the expected goals by the time they are in Year 1. They are very well taught and consequently they achieve well. One good example of this was when children were with pupils from Year 1 using a 'feely' bag to try to describe the materials they felt. The teacher skilfully helped the different groups of children to ask effective questions and carefully helped them to use and extend their vocabulary of words to describe the materials. Some of the pupils needed a great deal of help because they did not know which words to use. The children were respectful of each other and really enjoyed exploring the materials. After this session, the children from the Foundation Stage went off happily to play with materials that were in the role play area, on the computer and in the shop, while the older pupils recorded their findings in different ways.
67. The children enjoy using the computer to help them learn. The teacher and learning support assistants support the pupils effectively by selecting programs that link sensibly with what they are learning. Consequently, the computer is used very well to support the children's learning, through art programs helping them draw and use colour and recognising the words that describe different materials.

Physical development

68. A good range of physical activities is planned for the children in the hall and the large outside play area. Although the weather was wet most of the week of the inspection, the children had one or two sessions when they could play out of doors with a good range of resources including a play house, hoops, work boards and wheeled toys. They play well together and interact effectively. Staff encourage and support children ensuring they use all the equipment. All children are sensitively included in play outside especially children with physical and visual needs. The children are well taught and lessons are well planned to ensure that they gain confidence in how their bodies can move and work. A good example of this was in the hall where the children really enjoyed a dance lesson. They were able to stretch forward and back and bounce by bending their knees. The teacher pays good attention to health and helps the children to test when their heart is pumping after vigorous activity. They work very well with a partner and spontaneously enjoy skipping.
69. The teacher and learning support assistants successfully teach skills such as cutting, threading materials through a grid and work with large and small construction apparatus helping children to control these finer movements. The children are expected to exceed the early learning goals for physical development by the time they are in Year 1.

Creative development

70. This is another area where the children are on course to exceed the early learning goals. They paint and draw enthusiastically. The classroom displays reward their efforts by showing their lively paintings. In their books good progress is made in drawing figures of their parents and family and they enjoy illustrating their writing. A large weaving has proved a great success and the children carefully thread different materials through the holes creating patterns of colour and practising control of their hands and fingers.
71. The children are particularly able in role-play, largely due to the way adults have created valuable and relevant experiences and for them. There are many good examples of this where children extend their learning through imaginative play because of well timed intervention by adults. They know how many are able to play in the role-play area and they quickly share out roles. Imaginative play about 'sparkly princesses' involved boys and girls, who were quite happy to dress up in the sequinned material. At counting time, the children use their imaginations with Mr. Mole, a puppet managed by the special child of the day, who sometimes gets his counting wrong. They are willing to use their imaginations to play out the story of the Billy Goats Gruff and teachers cleverly link ideas to help children learn and create their own stories. For example, they happily join in with the taped songs, showing a good sense of rhythm and responding well to the sounds of the water flowing under the bridge. This effective link between music and literacy enabled the teacher to help the children learn new words to the songs and successfully extend the range of their vocabularies.

ENGLISH

- 72 Overall, standards in all aspects of English are in line with what is expected of 7 and 11 year-olds by the end of both key stages and achievement is good. This shows an improvement since the previous inspection, particularly at Key Stage 2. The tests for 7 year-olds show that standards in writing are well above the national average and standards in reading are above average. This compares very favourably with the results of similar schools. The pupils aged 11 reached standards in line with the national average and their results were well above the average for similar schools. The apparent difference between results at Key Stage 1 and Key Stage 2 is not a decline in standards. Several pupils leave the school in between the two key stages. Consequently, a different group of pupils takes the tests for 11 year olds each year. This, together with the small numbers in each group taking the test and a comparatively large number of pupils with special educational needs, affects the results, causing significant variations in the school's performance. Girls do not perform as well as the boys in the national tests in English at both key stages but in the tests administered by the school the girls performed better than the boys. There is no significant difference in the

attainment of boys and girls in lessons but the school is concerned about the differences in tests results and is careful to ensure that both boys and girls achieve as well as they can.

73. The inspection findings generally match the national test results in 2000. However, the differences between tests and the standard reached in lessons are related to the differences in the ability of each year group. Teaching is generally good and, as a result, the pupils achieve well. The school has successfully implemented the National Literacy Strategy and there are clear signs of improvement in standards in each class.
74. The pupils enter the school with below average attainment in language and literacy. Many have a limited vocabulary to help them express their ideas. By the end of Key Stage 1, standards in speaking and listening are close to the expectations for this age group because from the Foundation Stage the pupils are given many effective opportunities, across the curriculum, to extend their vocabulary and talk about what they are learning with different adults. Throughout the key stage, pupils listen attentively to stories, explanations and instructions. For example, in Year 1, pupils listened attentively when following instructions about how to make a sequence of pictures and a book. They take it in turns to call the register and this helps increase their confidence. The pupils in Year 2 are all keen to take their turn to use the microphone, skilfully provided by the teacher to encourage them to speak to the class. Pupils continue to achieve well because they are taught effectively and by the end of Key Stage 2 many achieve standards above the expectations for 11 year-olds. They adapt their talk to different purposes, developing ideas and describing events and opinions. For example, when discussing their work in a group with inspectors, the pupils listened carefully to each other extending and adding to one another's ideas about how information and communications technology is used in everyday life. Teaching is effective, and all adults value pupils' oral contributions and continually strive to increase their vocabularies by effective technical language related to different subjects. Consequently, pupils have confidence to express opinions and feelings knowing that they will be valued.
75. Reading is well taught throughout the school and consequently, this results in standards that exceed expectations at the end of Key Stage 1. Although standards are generally in line with the expectations for 11 year-olds at the end of Key Stage 2, several pupils are reaching higher than average standards. There are innovative activities to capture the imaginations of younger pupils in Key Stage 1. For example, in Year 1, the teacher skilfully uses a frog puppet, which tries to read words taken out of a container aided and then corrected by the pupils. By the end of Key Stage 1, pupils use a dictionary confidently to look up the meanings of words they do not know. They use a range of strategies to help them read unfamiliar words such as letter sounds, words within words or clues from the context of the story. They know how to use alphabetical order and understand the difference between fiction and non-fiction. By the end of Key Stage 2, pupils confidently read a broad range of texts, many recognising themes, genre and the main ideas of a plot. They know how the library is organised and can use tables of contents and indexes to locate, retrieve and use information. The older more able readers seldom practise reading to an adult or discuss their preference in books.
76. Standards in writing are not as high those reached by the pupils who took the tests for 7 year olds in 2000. Standards are close to the national average at the end of each Key Stage. Most pupils enter Key Stage 1 with writing skills still below those expected for that age despite good progress being made in the Foundation Stage. Teaching is good and they achieve well, consolidating their learning and practising their writing skills. By the end of the key stage, pupils are using a greater range of punctuation including question marks and in some cases speech marks and they begin to write at greater length. They make interesting beginnings to their stories. For example, one pupil wrote, 'I invented a dragon and they put him on the rail track to frighten the robbers away'. By the end of Key Stage 2, pupils continue improve their stories as their vocabularies extend. They proficiently use adjectives to 'colour' their writing. A good example of this was found in Year 6 when a pupil wrote, 'the sky is a runny blue, smudged, with mellow, fresh grass ahead'. The school is working hard to improve the standard of spelling but throughout the school spelling is below average. Pupils find it hard to apply the spellings they have learned during literacy lessons and for the weekly tests to their written work. They have a good range of strategies to help them spell and there are sufficient dictionaries in each class to support their writing.

77. Handwriting is carefully taught. Some pupils are developing a neat joined style by the time they leave the school. However, at the end of both key stages other pupils do not always transfer what they have learned in handwriting lessons to their work in books. Consequently, the quality of the presentation of work is inconsistent and sometimes pupils are not as neat as they could be, particularly in Years 3 and 4.
78. Pupils with special educational needs make good progress at both key stages because they are well taught. Activities are carefully planned to meet their needs and they are well supported by able learning support assistants. Individual Education Plans for English are detailed, contain appropriate targets and are reviewed regularly. In addition, the pupils benefit from the work of a range of helpers who hear them read and talk to them about their work. Additional literacy sessions are organised to help pupils gain confidence in reading and also special sessions for pupils in Year 6 who need additional support to 'boost' their attainment and progress in English.
79. Teaching in English is good overall and there is some very good teaching in Year 1 and the mixed age class for Years 4, 5 and 6. This marks an improvement since the previous inspection. Challenging work motivates the pupils, who enjoy reading and writing. Achievement in lessons is generally good and pupils work hard to complete the planned tasks. This good progress made by the majority of pupils is due to well-supported learning and effective strategies for teaching literacy throughout the school. As a result, pupils understand what they are expected to learn and are motivated by teachers' skilful questioning and thoughtful probing. The very few shortcomings in teaching are related to times when teachers talk too much. Occasionally teaching points are missed when teachers concentrate on covering what they have planned. Pupils use and practise their literacy skills of reading and writing in other subjects such as science, design and technology, history and geography. A good example of this is the record of an experiment about how much air was trapped in a container, pupils in Years 5 and 6 wrote about. In design and technology pupils in Year 6 wrote careful accounts of the evaluation of their 'designer' bread and pupils in Year 2 wrote clear labels for parts of the body.
80. There is now a good range of effective assessment procedures that help the school to monitor the pupils' progress in English. In addition to the detailed analysis of the test results of different groups of pupils, the school's own tests and assessments are successfully used to track pupils' progress and make predictions about future attainment. This careful evaluation is beginning to have a positive effect on teaching and learning and the standards pupils of all abilities are reaching. Appropriate plans are now in place to help the more able pupils reach higher than average levels of attainment. The quality of marking is variable and ranges from work that is unmarked to examples of very effective marking that challenges the pupils to greater efforts. Pupils value the comments teachers make on their work. Targets for learning are discussed with pupils and carefully recorded to help them remember what they need to do to improve.
81. Subject leadership is good and the co-ordinator has a clear overview of the English curriculum. The curriculum is broad and reasonably balanced. The time spent on English during the week is well above the recommended average and takes up a considerable amount of the school day in comparison with other subjects. English is well resourced. The pupils benefit from a scheme that ensures the library stock is refreshed and kept up to date. The school is well paced for further improvement.

MATHEMATICS

82. Overall, by the end of both key stages, pupils attain the standard expected for their age group in numeracy and areas of mathematics that include number, shape space and measures and some aspects of data handling. Standards have been maintained at both key stages since the previous inspection. Achievement is good because, through careful planning, teachers enable pupils to consolidate what they have learned in Key Stage 1, building on their varied educational needs. Good teaching challenges and extends the pupils' thinking and skills. The many children with special educational needs are very well supported and taught. Consequently, by the end of Key Stage 2 most of the pupils with special educational needs achieve well and are reaching levels close

to the expectation for eleven-year-olds. Numeracy is well taught in other subjects. For example, in information and communications technology pupils in Years 5 and 6 collected data about holiday destinations and created different graphs that helped them interrogate their findings. In science in Key Stage 1, pupils carefully sorted and weighed different materials. As a result, their achievement in the application of the mathematical skills they are learning is good as they progress through the school.

83. The results of the national tests in the year 2000 for the end of Key Stage 1 reflect these judgements. All pupils reached the average Level 2, which is very high, compared to schools nationally. The results compare very favourably with schools in similar contexts. The boys have outperformed the girls over the last three years. Despite good teaching across Key Stage 2, the results of the national tests in mathematics for the 11 year-olds in 2000 were well below the national average and the average of similar schools. The boys continued to outperform the girls and the gap between their attainment appeared to have widened. The school has taken account of this and in lessons there is very little difference in attainment. There are several reasons for the poor performance. The school data shows that twenty-seven percent of last year's Year 6 had special educational needs related to learning and found it very hard to understand the questions in the tests. In addition, a third of the group changed when pupils left or joined the school. Consequently, they did not have the full benefit of the school's teaching programmes. Both school and performance data show that although mathematics remains below average, results over the last 3 years show the same rising trend of improvement as the national results.
84. The poor performance in the 2000 tests does not reflect the performance of the current Year 6 in lessons, as nearly all of them are reaching levels expected for the age group, including the majority of the pupils with special educational needs. The school is carefully tracking pupils' progress in mathematics and boosting their attainment with additional classes that extend pupils' skills very effectively. As a result, the current pupils are achieving well in relation to their prior attainment. Teaching in Key Stage 2 has improved significantly and the school is collecting impressive data from tests and assessments. These provide helpful information, enabling the school to direct the support provided by learning support assistants; group pupils according to their abilities enabling work and direct teaching to be planned that extends and challenges the different abilities in each class. In addition, there is a strong emphasis on raising standards through the effective implementation of the National Numeracy Strategy and examples of very good direct teaching in Years 5 and 6. These programmes are beginning to have a positive impact on the pupils' achievement and confidence in mathematics. Standards are rising but they are still not as high as they could be.
85. By the end of Key Stage 1, the pupils have a sound knowledge of place value up to 100 and some of the more able pupils know how to place numbers around the decimal point. They successfully apply their knowledge to money and enjoy spending money in the shop and working out the change from £10. They recognise larger and smaller numbers in a set of three 3-digit numbers. The children understand that $2+2+2+2+2+2=12$ is the same as 2×6 and 6×2 . While pupils work reasonably carefully, some of them still have problems reversing their numbers. In one lesson in Class 2, when practising different strategies for adding 2 and 3-digit numbers, the pupils in Year 2 soon realised how important it was to set out their work carefully.
86. By Year 6, the pupils reflect the often very good teaching and their work shows good improvement. Work is carefully planned to meet the pupils' different needs and the most and the least able are appropriately challenged. As a result, able pupils are working well within average levels and are on course to reach above average levels by the end of the year. Pupils find perimeters of simple shapes and areas. They measure accurately using standard measures. They calculate kilometres using a decimal point and the most able have a good understanding of the steps they can take to add and multiply in decimals. Nearly all pupils recognise equivalent fractions and have a basic understanding of the use of brackets in algebra. In one lesson, the pupils enjoyed calculating two and three digit numbers in their heads and shared their ideas enthusiastically with their partners. They successfully estimate what answers to multiplication problems could be. Teaching was very good because the teacher used technical language. He skilfully questioned the pupils about their findings encouraging them to use mathematical terms when describing their work. The lesson was

successful because it was carefully planned to enable pupils to practise different strategies when calculating using the decimal point.

87. Teaching and learning in mathematics are good and there are examples of very good teaching at both key stages. Teaching and the revised programmes of work are having a significant impact on pupils' attainment and achievement and compensating effectively for the different educational needs in each class. For example, in one lesson successful direct teaching of a strategy for long multiplication, enabled the pupils to pick out mistakes in individual pupils' responses. Low attaining pupils from each age group in the class were very well supported and also learned the strategy at their own level because of the work of a very able learning support assistant. Pupils are encouraged to devise their own strategies to work out answers mentally. Games such as number lotto related to addition and subtraction thrilled the pupils in Years 2, 3 and 4 in class 2. Sometimes mental sessions are too long and not brisk enough for pupils to calculate answers quickly. Information and communications technology is used to complement what pupils are learning. A good example of this is a successful program that doubles 1 and 2-digit numbers and then doubles again. Pupils enjoyed doubling mentally and pitting their wits against the computer. Pupils in Year 6 have produced pie and scatter graphs representing data they have collected.
88. Teachers have a good understanding of the National Numeracy Strategy and the three-part lesson is securely in place. As a result, statutory requirements are met in full. Planning clearly defines what pupils will learn in each lesson and tasks are carefully matched to different abilities in each class. The system of mixing ages according to ability is successful and pupils enjoy working together with their classmates. Mathematics lessons significantly exceed the recommended forty-five minutes. The school has been anxious to raise standards and there has been a strong and necessary emphasis on mathematics, which has compromised time for other subjects in the curriculum. The school is well placed to reduce some of the time spent on mathematics lessons and explore ways numeracy can be extended in other subjects.
89. A good range of formal and informal assessment is used to check pupils' progress and predict future attainment. The teachers successfully use the information to set individual and year group targets and track pupils' progress. Areas of weakness within the programmes of work have been identified and an appropriate programme of work planned to improve aspects such as data handling. The co-ordinator has analysed test results and carefully monitors standards in mathematics. The monitoring of teaching and learning in mathematics is developing. Marking is satisfactory and there are some very good examples of marking, which helps pupils know what they need to practise and learn next.
90. The school has made at least satisfactory and in some aspects such as teaching and the curriculum, good progress in mathematics since the previous inspection. Standards have been maintained and pupils continue to make steady progress. The Numeracy Strategy has been successfully introduced. Resources support teaching and learning well.

SCIENCE

91. In the teachers' assessment for 7 year olds in science in 2000, standards were well above national average and compared very favourably with similar schools. In the tests for 11 year-olds, results were poor in relation to the national average and well below the average for similar schools. These results were in the lowest 5 percent in the country. In recent years, standards at Key Stage 2 have consistently been well below those expected nationally. The inspection findings show that overall, standards in science are broadly average at Key Stage 1 and their achievement is sound. Standards in Key Stage 2 have risen with a significant proportion of pupils exceeding the expectations for 11 year-olds. This good achievement marks an improvement since the previous inspection. Boys perform better in tests than the girls but there is no significant difference in attainment in lessons because the teachers are careful to include the girls in the practical tasks.
92. Differences between the test results and the inspection findings are related to the different abilities of the very small year groups taking the test. There were several pupils with special educational needs, who find it difficult to understand the questions in tests. The school has appropriately

concentrated on raising standards in English and mathematics. Therefore, more time has been given to implementing the National Literacy and Numeracy strategies. Now teachers are turning their attention to raising standards in science and the improved teaching programmes are enabling the pupils to achieve well, particularly at Key Stage 2 because teaching is often very good. Pupils with special educational needs are well supported in lessons and make good progress in science.

93. Very few science lessons were observed during the inspection. However, teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Consequently, by the end of Key Stage 1, pupils' achievement is sound and they know how to carry out a survey of materials around the school and are beginning to understand the principles of scientific enquiry. They identify solids and liquids and, with support devise an experiment to separate one from the other. They are developing a good understanding of the importance of a fair test. Pupils observe living things closely and form careful questions. For example, following such an observation, the pupils shared their ideas through detailed diagrams showing roots, stones, sand and wood lice. They use their numeracy skills effectively when weighing materials in grams. One pupil noted that 'clay kept water in'. The pupils accurately identify and name parts of the body such as stomach, neck, knee and waist and know that a healthy lifestyle is related to what you eat and the exercise that you take.
94. By the end of Key Stage 2, pupils achieve very well and know the differences between the properties of solids, liquids and gases. After making parachutes, they successfully carried out an experiment to find out which contains the most air, soil, sand or gravel. Pupils make predictions and have a good understanding of what constitutes a fair test and they are now making satisfactory progress. They enjoy science and talk with enthusiasm about experiments in electricity carried out some time ago. They use scientific language to describe electrical circuits and how they work in relation to the circuits in their own homes. Their findings are reasonably well presented with diagrams carefully labelled and headings made clear in the reporting of experiments. The adoption of a standard format for recording helps pupils to understand the importance of reporting their work accurately.
95. The quality of teaching is at least satisfactory and sometimes very good, particularly in Year 1 and in the mixed Year 4, 5 and 6 class. There are very good examples where the teacher's enthusiasm motivated the pupils to work hard and to evaluate the effectiveness of measuring instruments in relation to the success of an investigation. A good example of this was in a lesson with pupils in Year 6 investigating factors that speed up evaporation. Through skilful questioning, the teacher established the factors that pupils thought could speed up evaporation and gave them time to reflect and consolidate their learning and then record their thoughts. Then the teacher asked the pupils whether the thermometers being used were appropriate for the task. This helped the pupils to debate the importance of selecting appropriate equipment. Sometimes, limited subject knowledge inhibits pupils' learning. When pupils in Key Stage 1 were asked to classify, sort and weigh rubbish collected from the classroom on each of the previous five days, the scales provided were unsuitable and they were not effectively taught how to use them. Consequently, a few pupils become impatient and frustrated as they endeavoured to read minute movements on the scale. There are good opportunities for pupils to work together in groups and to share the ideas and working practices of others. This promotes good learning and helps pupils to work very hard to complete their investigations.
96. The subject leadership is satisfactory overall. The new co-ordinator has a clear idea of what has to be done to raise standards. The subject is now adequately resourced and resources are well organised, although their location in the staffroom makes it difficult for pupils to select and return equipment for themselves. New teaching programmes are now in place and science is a current priority in the school development plan. While these programmes have not yet had time to have a significant impact on pupils' attainment and progress, there are clear signs of improvement and the school is well placed to further improve.

ART AND DESIGN

97. Too few lessons took place to make a secure judgement about teaching and learning. However from the analysis of pupils' work on display, standards exceed expectations for this age group and have been maintained since the previous inspection. Work on display across the school shows that pupils' achievement is good as they move from class to class and by the time they are 11 years old at the end of Key Stage 2 they draw and paint with care and imagination.
98. In the one lesson observed pupils in Year 2, at the end of Key Stage 1, worked with clay. They had been talking about sculptures and were carefully creating small models, copying from model animals and pictures of buildings they had been given. They handled the clay carefully and talked confidently about its properties. They knew that it goes in an oven but were not familiar with the word kiln. Their achievement was sound because they are appropriately challenged. Some pupils produced work of reasonable quality but the tools provided for them inhibited the final product of others. Pupils' work is valued in Key Stage 1 and saved either for future lessons or carefully displayed. Lessons are sometimes cut short because of assembly. This restricts the time available for discussion and evaluation about what worked well and what was not as successful.
99. Displays around the school reveal a wide variety of art and design. In the entrance hall pupils have taken great care to mix and grade colours giving each a name. For example a range of 21 shades of brown began with 'muddy brown' and ended with 'lion yellow.' Pupils Year 2 make stencils of mini-beasts and use a variety of materials to make collage portraits. In Class 2, under the heading 'Improving the Environment' pupils carefully sketched and drew pictures of what they could see outside and in Year 1 pupils made intricate 'wood' pictures using shavings and matchsticks. They have also made a collection of materials that feel rough and smooth and look dull and shiny. In the library a good link is forged with English when pupils draw pictures inspired by the author's language and style. Underneath one picture a pupil had written 'The moon came up as the sun went down to its nightly burrow.' The recently adopted scheme of work will help ensure continuity and progression and will help raise standards still further.

DESIGN AND TECHNOLOGY

100. No lessons in design and technology were planned to take place during the inspection and it is not possible to make a judgement about teaching and learning. There is not enough evidence to make a secure judgement about standards and achievement at the end of Key Stage 1, although pupils have designed and made interesting hinged creatures and made parts move using clips and straws. Lively drawings illustrate their work showing that they have a sound understanding of the elements of the designing process. From displays of pupils' work, evidence in books and discussion with them by the end of Key Stage 2 standards are often above average. Pupils have a good understanding of the designing and making process and achievement is good. For example, when discussing their designs for bread, pupils in Year 6 drew on what they had learned to describe how they had investigated what a perfect loaf of bread would be using. They evaluated a range of breads from the supermarket and selected what would be needed using a variety of information. Their work shows good quality designs with drawings successfully labelled and processes carefully recorded and evaluated. They talked about the importance of drawing to clarify their ideas and discussed what a prototype was and how that could be used in the designing process. The pupils were thrilled with the results and were very clear about whether or not their designer bread, using a broad range of ingredients, was a success. Those who were not so happy could explain what they would need to do to improve the bread because they had carefully evaluated their work.
101. Design and technology is taught as a separate subject but links are successfully made to other areas of the curriculum such as numeracy and science. The curriculum meets requirements but the minimum amount of time is spent on design and technology lessons. The school has benefited from training for the co-ordinator and support from a specialist adviser for the local authority. Developments for the subjects have been successfully agreed within the teaching staff. The new policy is being implemented and the agreed framework for teaching based on the nationally recommended scheme ensures that the requirements of the revised National Curriculum are met.

The school has made good progress since the previous inspection because standards have improved by the end of Key Stage 2. Resources have been upgraded and are effectively organised.

GEOGRAPHY

102. As a consequence of the cyclical nature of the geography curriculum no lessons took place during the inspection. It is not possible to making a judgement about teaching and learning. However, from an analysis of pupils' past work, teachers' planning, displays and discussion with pupils, standards are close to national expectations at both key stages, which is similar to the last inspection. Pupils' achievement is sound because tasks planned for them are appropriate and interesting. For example, at the end of Key Stage 1 they draw maps of Europe in history to show the origins of the Vikings and Viking place names are traced on a map of England. In an English lesson, the teacher encouraged a pupil to draw a plan of her route to school that she then has to describe. The pupils are excited about the travels of Barnaby Bear, enabling them to find out about other countries such as Africa and Europe. By the end of Key Stage 2, pupils accurately draw plans of their bedrooms, discuss different types of maps and using examples into their books and appropriate geographical language. They know how to use symbols on maps to plan and record their routes to school. They know how to use the points of the compass. They talk confidently about adopting a city, researching it and designing posters to advertise its attractions. The pupils have a developing understanding of the important features required for people to live and settle in different locations.
103. The teachers co-ordinate the subject collectively and have recently adopted the nationally recommended scheme of work to ensure a more systematic approach to the teaching of geography throughout the school. Resources are sound and there is an adequate supply of atlases and the contents of the library is satisfactory.

HISTORY

104. Only one lesson in Key Stage 2 was observed but there is sufficient evidence from analysing pupils' work and talking to them about what they know to indicate that standards in history are close to national expectations, which is similar to the last inspection. The scheme of work supports teachers well and ensures that historical skills and knowledge are taught systematically as pupils progress through the school. In Key Stage 1, pupils' achievement is good. For example, they can identify place names that probably have Viking origins and locate and identify the countries from which they came. By the end of Key Stage 2, a very good lesson was observed when pupils were challenged to handle, describe and place in chronological order a number of artefacts from the second half of the twentieth century. Progress in the lesson was good because they were well taught and the task captured their interest. Pupils were excited and quickly organised themselves into groups. One pupil explained 'we're like detectives and looking at this plug I don't think it's original!' Another said 'this telephone has come straight from Heartbeat!' Being asked to justify their findings successfully challenged older pupils. Pupils with special educational needs were well supported by support assistants and visitors to the school, ensuring that they were fully involved in the lesson. Consequently, they made good progress in developing their skills of historical enquiry. Pupils sketched the objects, annotating their drawings, and automatically consulted a dictionary to look up the word 'Bakelite.' Pupils have a good knowledge about other periods of history such as Victorian times, the Egyptians, and the Tudor period. They speak with enthusiasm and enjoy history lessons.
105. The subject is successfully co-ordinated by all staff. Resources are adequate and the school benefits from collections of books borrowed from the library for particular topics. Hence there is a very comprehensive collection of books to assist pupils in identifying and dating artefacts. Staff, pupils and the local community contribute artefacts when they can and this supports the pupils' learning.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

106. Too few lessons in information and communications technology took place to make a judgement about teaching. However, from observing pupils at work and talking to them about what they know and understand, standards at the end of Key Stage 1 are broadly average. The standards attained by pupils in Year 6 are not quite as high as they should be but pupils in Year 5 are attaining levels that are expected for their ages. The reason for this is insufficient time for them to benefit from the full range of the new teaching programmes to enable them to be as proficient as they should be in all the aspects of information and communications technology required by the time they leave the school. All groups of pupils achieve well because they are systematically taught skills and knowledge about how technology supports learning. Consequently, standards have been maintained at Key Stage 1 and good progress has been made at Key Stage 2 since the previous inspection. New computers and other technology such as digital cameras are in use throughout the school. Through weekly lessons and clear links between information and communications technology and other subjects as a tool for learning, the units of study are being systematically taught.
107. By the end of Key Stage 1, the pupils know how to use the mouse to generate, record and amend their writing. They know how to open and run art programs such as Dazzle. Displays of the results of their work show that they are becoming increasingly proficient at controlling the paintbrush and adding a range of colours. In a short teaching session, pupils could explain how to use the different functions from the icon bar to create paintings using the techniques of impressionist painters. By the time they are in Year 6, pupils can collect and save data and create different graphs to represent and use their findings. They have a good understanding of how technology is used in every day life to store information and to control equipment such as tills in shops and videos and televisions. There are good examples where pupils have produced, organised and amended their ideas, in their writing and in creating spreadsheets to store information. They know how to add pictures to their text and could explain how to create columns in a newspaper. They are enjoying creating wallpaper patterns using the art program.
108. The school is aware that standards need to improve further and is being careful to fully extend pupils' learning through systematic teaching programs. Resources are now adequate and further investment is planned to enable pupils to have greater access to computers as tools for learning. The majority of pupils know about E-mails and the Internet as sources of information and communication but the facilities in school are currently unreliable and this is an area for further development. Pupils do not yet have the knowledge about how to program the computer to control models, although they know how to program a toy to move about the classroom. Information and communications technology is successfully used to consolidate the learning of pupils with special educational needs.
109. The subject knowledge and confidence of staff has improved and consequently computers and other technology are used as tools for learning. For example, in one science lesson in Year 1 pupils worked with a learning support assistant following up a practical session describing the properties of different materials. This information was effectively available on computer for pupils to sort into sets with the help of the learning support assistant, providing a very successful reinforcement of the ideas they had discussed in the lesson.
110. The subject is well led by an enthusiastic and knowledgeable co-ordinator, who acts as a good role model for teachers and pupils. There are a satisfactory number of computers with a range of appropriate software and a digital camera, to support the pupils' learning. The development of information and communications technology has been given a high priority and teaching and non-teaching staff have been appropriately trained. Further training and more resources are planned and there is a whole school commitment to raising standards. Consequently, the school is well placed for further improvements.

MUSIC

111. Too little music was observed to make a secure judgement about teaching and learning and standards and achievement. Pupils sing enthusiastically in assembly and pupils' in the Foundation Stage and Year 1 mixed age class enjoyed the music tape related to the story of the Billy Goats Gruff. They learned the new words effectively and showed a good sense of rhythm. From the limited evidence seen standards have been maintained since the previous inspection and pupils continue to enjoy music. In the singing practice they learn complex songs quickly. The teacher is knowledgeable and has effective support from a musician who helps pupils with percussion. There is no co-ordinator for music but planning is satisfactory and the school uses the nationally recommended schemes. Consequently statutory requirements are met. There is a satisfactory range and quality of musical instruments.

PHYSICAL EDUCATION

112. No physical education lessons were planned to take place during the inspection and it is not possible to make a judgement on standards, achievement, teaching or learning at both key stages. Planning shows that statutory requirements are met and the school is using the nationally recommended scheme of work. Pupils are taught to swim and the physical education curriculum is successfully complemented by extra-curricula activities for sport such as football and residential visits to outdoor pursuits' centres. However, the physical education curriculum is not always as balanced as it could be because, due to large amounts of the school day taken up with literacy and numeracy, a minimum amount of time is spent on physical education lessons. Lessons do not take place until the end of the week; consequently the pupils have nearly all the week without any physical activity other than at playtime and clubs after school. The school has a large hall and uses a village sports field for games that is close to the school. There are a good range and quality of resources.