

INSPECTION REPORT

Salford Priors C.E. Primary School
Salford Priors, Evesham

LEA area : Warwickshire

Unique Reference Number : 125645

Headteacher : Mrs P A Daly

Reporting inspector : Mr Hugh Protherough
OIN: 8339

Dates of inspection : 22nd to 24th November 1999

Under OFSTED contract number: 707851

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	Controlled
Age range of pupils :	4-11 years
Gender of pupils :	Mixed
School address :	School Road Salford Priors Evesham Worcestershire WR11 5XD
Telephone number :	01789 772497
Fax number :	n/a
Appropriate authority :	The governing body
Name of chair of governors :	Dr S Roberts
Date of previous inspection :	16 th - 19 th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Hugh Protherough, Registered Inspector	Science	Attainment and progress
	Physical education	The quality of teaching
	Special educational needs	Leadership and management
	Equality of opportunity	The efficiency of the school
Andy Anderson, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Partnership with parents and the community
Chris Parker, Team Inspector	Mathematics	The curriculum and assessment
	Information technology	Staffing, accommodation and learning resources
	Design and technology	
	Geography	
	Art	
Mari Powell Team Inspector	English	The pupils' spiritual, moral, social and cultural development
	Religious education	Support, guidance and pupils' welfare
	History	
	Music	
	The education of children under the age of five.	

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MAIN FINDINGS

What the school does well

- The standard and quality of the pupils' work is much higher than at the time of the last inspection. By the time they leave the school most pupils are literate and numerate. Standards of attainment at the end of Key Stage 2 are above average in mathematics and science.
- The teaching in Key Stage 1 is good and in Years 5 and 6 it is very good.
- The curriculum is broad and balanced. Teachers plan a good range of educational visits that provide pupils with valuable experiences and help their learning to come alive.
- The teachers make shrewd assessments of their pupils. They know what individual children can do and where they require extra help.
- Classroom assistants and special needs support staff make valuable contributions to the quality of teaching.
- The provision for pupils with special educational needs is good because it is well organised and helps the children make good progress in their work.
- The headteacher provides effective leadership. Over the past four years she has made determined improvements to the quality of curriculum management. Her own focus on the standards of pupils' work is thorough and detailed, so that ongoing assessment data are used to inform ever more demanding targets.
- The school makes good provision for the social, moral and cultural development of its pupils.
- Administrative systems are efficient because they enable the headteacher to focus upon her teaching and educational leadership. The effective support of the school secretary ensures that the school runs smoothly from day-to-day.
- Levels of attendance have improved considerably since the last inspection.

Where the school has weaknesses

- I. The job share in the class with Years 3 and 4 is not working. One teacher is much stronger than the other. The pupils are confused by their different expectations for work and behaviour.
- II. The leadership lacks rigorous systems for monitoring the quality of teaching and ensuring that any shortcomings are identified and put right.
- III. The arrangements for registration are unsatisfactory because registers are not completed until after the daily act of worship.

The school has many strengths and few weaknesses. The weaknesses will form the basis for the governors' action plan that will be circulated to all parents.

How the school has improved since the last inspection

The school has made significant improvement on many fronts since the last inspection. Standards of attainment are much higher than before, especially in mathematics and science. Teachers have worked hard to improve their expertise in information technology so that the pupils now receive far greater opportunities to use computers, although they are not covering all the aspects of controlling, modelling and monitoring at Key Stage 2. However, standards are much improved and generally meet with expectations. The levels of educational resources for all subjects are much better than those reported previously.

The quality of teaching at the school is much improved. Last time a quarter of lessons was judged to be unsatisfactory. During this inspection the teaching in Key Stage 1 was good with no unsatisfactory lessons observed. At the end of Key Stage 2 teaching was consistently of a very high standard and this leads to most pupils making rapid progress during their final two years at school. However, there are significant shortcomings in some of the teaching in Years 3 and 4.

Since the last inspection the quality of leadership and management has grown in both strength and purpose. The governing body now has a far clearer oversight of its responsibilities than previously. The school's strategic plan is a helpful document that sets out current priorities and indicates precisely how the annual budget is to be spent. Governors are regularly involved in working with the school and have a much better appreciation of the school's curriculum and the standards achieved by its pupils. The headteacher has successfully encouraged all staff to assume far greater responsibility for curriculum management so that the school's framework for planning what is taught is much clearer than before. The school is well placed to sustain further improvement.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

The table shows that in the latest round of national tests pupils at the end of Key Stage 2 achieved results in English and mathematics that were below average when compared with schools nationally, but that were well below average when compared with schools with a similar number of pupils entitled to free school meals. In science the results were similar to the national average, but were still well below average when compared with similar schools.

The statistical analysis of the results of small schools such as this should be treated with caution because the size of each year group is always less than twenty. Thus a small variation in the abilities of children within successive cohorts can cause significant fluctuations within the data. For example, in 1999 there was a handful of children with special educational needs, and fewer pupils of higher ability than previously. The current Year 6 has a much higher proportion of higher attaining pupils and for that reason current levels of attainment are closer to the very good results achieved in 1998. Thus inspection findings indicate that currently the proportion of pupils attaining the expected level in English is close to the national average and in mathematics and science is above average. Analysis of the results of the past four years indicates that apart from the results of 1999 standards of attainment at the end of Key Stage 2 have been improving steadily year on year.

The standard of pupils' work in information technology has improved and is now in line with the expected level. The quality of pupils' work in religious education is similar to the levels described in the locally agreed syllabus for schools. In the other subjects of the National Curriculum the quality of the pupils' work is in line with the expected levels.

At the end of Key Stage 1 the proportion of pupils attaining the expected level is above average in mathematics, and broadly average in English and science. Their work in information technology is typical of that expected of seven-year-olds and the standard of the work in religious education is in line with that expected within the locally agreed syllabus. In the other subjects of the National Curriculum the quality of the pupils' work is in line with the expected levels.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Good

The quality of teaching has improved considerably since the last inspection and is good. At that time a quarter of lessons were unsatisfactory. On this occasion one in five lessons were very good and seven out of ten were good or better. Almost all teaching was at least satisfactory with only one in twenty lessons judged as less than satisfactory. The majority of pupils benefited from much exciting and challenging teaching during their time at school, especially in Years 5 and 6. However, the teaching in Years 3 and 4 is occasionally unsatisfactory or poor because one teacher is much less effective than the other.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good. Children are polite and courteous and move round school in an orderly fashion. They show consideration and restraint on the small playground at break. However, the behaviour of a few deteriorates when lessons lack clarity of purpose.
Attendance	Good, and much improved since the last inspection.
Ethos*	Good. In the vast majority of lessons the pupils work hard and want to succeed. There is a strong commitment to raising standards of attainment and most pupils enjoy positive relationships with the majority of the teaching staff.
Leadership and management	Headteacher, staff and governing body are working together as an effective team. The strategic plan provides a succinct outline of important developments as well as evidence of many improvements since the last inspection. However, the school lacks robust systems for tackling unsatisfactory teaching.
Curriculum	The school has developed a far clearer curriculum framework that helps teachers plan their lessons. As a result the children receive a good range of interesting, relevant work that covers the full breadth of the National Curriculum. A particular strength is the regular use of educational visits.
Pupils with special educational needs	Good. These children are swiftly identified, appropriately supported and make good progress towards the targets within their individual education plans.
Spiritual, moral, social and cultural development	Good. Teachers are particularly successful in providing opportunities for children to develop a sense of responsibility and an awareness of the needs of others.
Staffing, resources and accommodation	There are sufficient teachers and a good number of experienced support staff who make a valuable contribution to helping in lessons. The level of resources is much better than at the time of the last inspection, with particular improvement in the number of computers. The temporary classroom is inadequate. Pupils are cramped and uncomfortable and the heaters unsafe.
Value for money	Although the cost of educating pupils at the school is high, the school provides a generally good quality of education. Most children enjoy school, make good progress and standards are still improving. Thus the school offers satisfactory value for money.

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

· The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>IV. The friendly relationships between the pupils and teachers.</p> <p>V. The children have positive attitudes to work. Thus parents feel they are making good progress, especially in developing the skills of numeracy and literacy.</p> <p>VI. The teachers are easily accessible and willing to talk about children's work and progress informally.</p> <p>VII. The leadership is responsive to the views of parents. For instance some parents wanted more information about the curriculum and this was provided.</p> <p>VIII. Most children behave sensibly and get on well together. The way the older pupils care for younger children is a strength.</p> <p>IX. The school helps children with special educational needs to settle quickly, makes good provision for their needs and keeps parents informed.</p> <p>X. Arrangements for homework are generally good because homework diaries keep parents informed of what is expected.</p>	<p>XI. A few parents are concerned about the quality of teaching in the work, homework is not properly valued and</p> <p>XII. The temporary classroom is too small for the</p>

After the meeting with parents about ten parents spoke with inspectors about their concerns over the teaching in the Year 3 and class. However, the team received no written comments about this aspect of the school's provision. Inspectors agree with the parents that the classroom space is inadequate for so many pupils. Similarly they agree that the quality of teaching is far too variable and that some poor teaching has a negative effect upon the children's attitudes to school.

· KEY ISSUES FOR ACTION

In order to improve the quality of education provided by the school, the headteacher, staff and governing body should:-

a. Improve the consistency of teaching in Years 3 and 4, by eliminating all unsatisfactory teaching. For example by checking that the teacher always:-

- establishes what is to be learnt in each lesson;
- selects appropriate methods and activities to support this;
- provides clear explanation to the pupils;
- sets high expectations for pupils' work and behaviour.

a. Put in place more robust systems for monitoring and recording the quality of teaching and ensuring that any shortcomings are put right. For instance:-

- maintaining brief, written records of all observations;
- establishing agreed foci for periods of lesson observation and ensuring that succinct evaluation of strength and any weakness is shared with the teacher;
- setting precise targets and time scales for improvement when weaknesses are not properly addressed.

a. Review arrangements for morning registration so that:-

- the secretary knows how many children are in attendance as soon as possible after the start of the school day;
- more reliable information about pupil lateness can be established.

In addition to these key issues the governing body should also consider the following less serious weaknesses for inclusion in the action plan:

a. Improve the quality of teachers' annual reports to parents so that:-

- all subjects of the National Curriculum are reported separately;

- reports contain greater detail about the progress made by the child in each subject;
- there are specific targets for improvement for the following year.

a.Ensure that the governors’ annual report to parents includes all the statutory required information.

b.Continue to pursue the improvement and expansion of the school’s accommodation.

f. **INTRODUCTION**

Characteristics of the school

1. This is a small, successful village school that has grown considerably in size over the past few years. There are now 111 pupils on roll comprising fifty-two boys and fifty-nine girls. The pupils are taught in four classes each containing a two-year age range. There are generally around sixteen pupils in each year group, but there is sometimes an imbalance in the number of boys and girls. For example, there are currently far fewer boys in Years 1 and 6, but more boys than girls in Year 3. The pupils attending the school come from the village and the surrounding rural area. Socially their backgrounds are varied coming from a mixture of private and local authority housing. Most parents are in employment. A few in professional and managerial roles, but most in the service industries in neighbouring towns such as Stratford-upon-Avon and Evesham. This high level of employment is reflected in the fact that very few pupils are currently entitled to free school meals. Almost all the pupils are of white ethnic origin.

2. The local education authority baseline assessments show that the abilities of the pupils on entry vary widely. Even though most children have attended some form of pre-school playgroup or private nursery it is clear that the majority of pupils entering the school over the past two years Have fewer literacy skills than expected. Thus, taken overall, the abilities of the pupils on entry is below average. At the moment there are thirty-three pupils on the school’s register for special educational needs which at 29 per cent of the school roll is above the national average. Most are at the lower end of the scale outlined within the code of practice. However, there are five of these pupils at Stage 3 as well as one pupil with a statement of special educational need.

3. Pupils are admitted in the September of the academic year in which they will become five. Priority is given to:

- those pupils living in the area designated by the local education authority who have siblings already in school.
- other children living in the priority area.
- pupils living outside the priority area with a brother or sister at the school at the time of admission.
- other children from outside the priority area.

This term there are ten pupils under the age of five being taught in the infant class alongside eight Year 1 pupils.

1. The school aims were defined after consultation with staff, governors, parents and children. The aims are:-

- to create a happy, safe and stimulating environment where children, parents and staff can feel valued members of our community;
- to provide challenges, opportunities and resources to enable all our children to acquire knowledge and skills, both academic and social, to the best of their ability;
- to build children’s confidence and self-esteem and to encourage self discipline, independence, determination and a love of learning;
- to help children grow as enthusiastic, thoughtful and tolerant members of a community who care and respect each other;
- to work in partnership with parents in the education of our children.

1. The school development plan covers a four-year period. The current priorities are to:-

- make more effective use of information technology in English, mathematics and science;
- produce a revised two year rolling programme that will form the basis of the school’s curriculum;
- develop a whole school approach to record keeping;
- enhance the monitoring role of governors;
- complete the literacy audit to inform planning, development and target setting;
- introduce the national numeracy project.

- . devise home-school agreements that spell out the responsibilities of school, parents and children.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	11	5	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	11	11
	Girls	5	5	5
	Total	16	16	16
Percentage at NC Level 2 or above	School	100	100	100
	National	82 (80)	83 (80)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	11	11
	Girls	5	5	5
	Total	16	16	16
Percentage at NC Level 2 or above	School	100	100	100
	National	82 (79)	86 (82)	87 (84)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	7	12	19

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	6	7
	Girls	8	7	9
	Total	14	13	16
Percentage at NC Level 4 or above	School	74	69	83
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	6	7
	Girls	8	7	7
	Total	14	13	14
Percentage at NC Level 4 or above	School	73	63	74
	National	68 (65)	69 (65)	75 (71)

Attendance

Percentage of half days (sessions)
missed through absence for the
latest complete reporting year

		%
Authorised Absence	School	5.2
	National comparative data	5.6
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

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

Number

¹ Percentages in parentheses refer to the year before the latest reporting year
² Percentages in parentheses refer to the year before the latest reporting year

Fixed period	0
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	20
Satisfactory or better	94
Less than satisfactory	6

- **PART A: ASPECTS OF THE SCHOOL**
- **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

Attainment and progress

1. Since the last inspection standards of attainment have improved considerably, especially in mathematics and information technology. The school sets itself challenging targets year on year, based on the teachers' thorough assessments of what the pupils can do. The school met or exceeded its targets in all subjects and in both key stages for 1999 with the exception of the number of pupils expected to reach the higher levels in mathematics in Key Stage 2.
2. In the national tests of 1999 the pupils at the end of Key Stage 2 achieved results in English and mathematics that were below average when compared with schools nationally, but that were well below average when compared with schools with a similar number of pupils entitled to free school meals. In science the results were similar to the national average, but were still well below average when compared with similar schools.
3. The statistical analysis of the results of small schools such as this should be treated with caution because the size of each year group is always less than twenty. Thus a small variation in the abilities of children within successive cohorts can cause significant fluctuations within the data. For example, in 1999 there was a handful children with special educational needs, and fewer pupils of higher ability than previously. The current Year 6 has a much higher proportion of higher attaining pupils and for that reason, current levels of attainment are closer to the very good results achieved in 1998. Thus inspection findings indicate that currently the proportion of pupils attaining the expected level in English is close to the national average and in mathematics and science is above average. Analysis of the results of the past four years indicates that apart from the results of 1999 standards of attainment at the end of Key Stage 2 have been improving steadily year on year.
4. The results achieved by seven-year-olds in last year's tests indicate that standards in reading and mathematics are well above the national average as well as when compared with the results achieved by pupils in similar schools. Their performance in writing suggests that standards in writing are above the national average, but broadly similar to those of pupils from similar schools. The teachers' own assessments of pupils' work in science also suggest that standards are well above average. Apart from 1997 the trend in results has been steadily upward and particularly strong in reading.
5. In this instance the inspection findings for Key Stage 1 are somewhat at odds with last year's test results because the current Year 2 has a far larger proportion of lower attaining pupils. Although they have all made good progress, the baseline scores of two years ago confirm a low starting point for many. Nevertheless, the proportion of pupils reaching the expected level in reading and mathematics is above average and for writing and science is broadly average.
6. A marked feature of the national data produced for the school suggests that whereas girls appear to consistently outperform boys at the end of Key Stage 2, the reverse is true for Key Stage 1. However, the inspection team concludes that this is yet another example of the fluctuations caused by small cohorts containing both a range of abilities and often, an imbalance in the number of boys and girls. There is no evidence of gender bias within the teaching and the current Year 6 contains a large proportion of higher attaining boys who are often working beyond the expected levels.
7. The school makes good provision for all pupils with special educational needs and as a result these children are making good progress towards the targets set within their individual education plans.
8. The ability of the pupils on entry is below average. Nevertheless, children under the

age of five settle quickly into the routines of school and make steady progress towards the nationally agreed targets for five-year-olds. Most of the children listen attentively to stories and instructions. All enjoy handling books and are beginning to pick out familiar words. A few can write simple captions to their drawings but most are at an early stage of learning how to form letters. Most recognise numbers up to ten and are beginning to add together small groups of objects. A particular strength of the school's provision is the way that these children are being taught to swim at such an early age.

9. Throughout the school pupils are making good progress in English. At both key stages, the majority of pupils listen and speak well. The pupils in Key Stage 1 confidently express their points of view, for example, during a discussion about festivals in a lesson in religious education. Older pupils can sustain a dialogue, questioning each other and adding information to that proffered by their peers. At the end of both key stages standards in reading are above average. Reading is an integral feature of many activities so that pupils gain experience of reading a wide range of texts from rhymes, poems and stories to newspaper extracts, play scripts or instructions for designing and making during lessons in design and technology. The pupils in Key Stage 1 make good progress in developing a range of strategies for reading. Standards in reading are high in Key Stage 2, building on the secure foundation laid in Key Stage 1. The oldest pupils are making good progress in their recognition of the features of an effective text, for example, the use of humour or the language selected to set a scene.
10. The pupils' writing skills are currently in line with expectations. However, there are signs of distinct improvement at Key Stage 1 but more especially at the upper end of Key Stage 2. A small proportion of pupils in Key Stage 1 are not yet secure in using full stops and capital letters. Despite regular handwriting practice, letters are often incorrectly formed and words not spaced appropriately. At the upper end of the school, pupils are much more secure in the use of punctuation and more consistent in the use of dictionaries and thesauruses. Increasing attention is given to ensure that pupils complete a sufficient volume of writing. The higher attaining writers are benefiting from recent arrangements to ensure that at least once during each week, an appropriate block of time is set aside for sustained writing activities.
11. Taken overall the pupils' progress in mathematics is good. By the end of Key Stage 1, many pupils have an increasingly secure grasp of mental arithmetic. All are able to recall addition and subtraction facts to 10 and 20 and understand place value in two digit numbers. They recognise the basic properties of a number of two-dimensional and three-dimensional shapes and are familiar with solid shapes such as a cuboid. The pupils in Key Stage 2 have a sound knowledge of fractions and understand the concept of equivalence. They recognise and use percentages. Most are secure in their ability to add and subtract decimals to two places and apply the four rules of number when solving problems. The higher attaining pupils undertake investigations in an organised and systematic way and carefully explore alternative explanations when, for example, asked to explore the combinations of coins that could be put into a vending machine. The only weakness lies in the early part of Key Stage 2. Although the pupils consolidate their knowledge and skills they do not make as much progress as they should because some of the teaching is unsatisfactory.
12. The pupils in Key Stage 1 make good progress in science acquiring important knowledge and skills. They talk about themselves and their lifestyles, understanding that they need food, drink, shelter and warmth to survive. By the age of seven they recognise that all living things have basic needs, but that different animals living in contrasting habitats have different needs. Most are confident in naming parts of their body and understand the need for regular exercise if they are to remain healthy. Pupils' progress in Key Stage 2 is far more erratic. Despite the good results evident within teachers' assessments for the end of Key Stage 1 last summer, the current Year 3 [and Year 4] are not building systematically on what they know and can do because the teaching is inconsistent and often unsatisfactory. In contrast, the progress in Years 5 and 6 is very good indeed because expectations are far higher and the teaching is consistently of an extremely high standard. Thus by the age of eleven there is good evidence of pupils having covered most aspects of the programmes of study at an appropriate level, with work often

extended to the higher level 5.

13. Pupils' work in information technology is much improved because this subject has been the focus of important staff training and development. As a result teachers are more knowledgeable and confident so they now provide far greater opportunities for children to use information technology in their lessons. Most pupils are making good progress and the quality of their work is now in line with the expected level.
14. The quality of pupils' work in religious education is similar to the levels described in the locally agreed syllabus for schools.
15. On the basis of the small samples of work seen in art, design and technology, geography, history, music and physical education the pupils are making good progress and producing a quality of work in line with the expected levels by the end of both key stages.

20. **Attitudes, behaviour and personal development**

16. Pupils' attitudes to their work, their behaviour, the relationships between children and adults and pupils' personal development are consistently good. The majority of parents expressed satisfaction with the standards of behaviour achieved in the school and inspection evidence supports their point of view.
17. Pupils' attitudes towards learning in the school are good. Some are very good. Nearly all pupils, including those under the age of five, consistently demonstrate positive attitudes to their work. They are confident, motivated, enthusiastic and keen to learn. They listen carefully to their teachers, ask and answer questions, and willingly offer their own ideas and suggestions. Pupils of all ages quickly settle down diligently in class, are capable of maintaining sustained periods of concentration and stay on task. Pupils enjoy their lessons.
18. Overall behaviour is good. The headteacher, teaching and non-teaching staff, parents and the pupils themselves have high expectations of the standards of behaviour which are acceptable in the school. Most pupils behave well and act in a mature and responsible manner most of the time. Classroom behaviour is good and there is little or no off task activity and no disruption to lessons. However there is evidence that where pupils are not sufficiently challenged or individual teachers do not consistently apply appropriate behaviour management strategies, behaviour can deteriorate and noise levels noticeably increase. This was particularly evident in years 3 and 4. Pupils move around the school in a quiet and orderly manner. Behaviour at breaks and lunchtime is good. Pupils play well together in mixed age and gender groups. There were no signs of any bullying or isolation of individual children. There were no exclusions in the school year prior to the inspection.
19. Relationships in the school are good. Pupils relate well to their teachers, to other adults with whom they come into contact, and also to one another. Pupils of all ages are polite, courteous and very welcoming to visitors. They work well together, particularly when they are given work to complete in groups. They collaborate well, sharing resources, taking turns and listening to each other. All pupils consistently show respect for their teachers, each other and the environment. There is no deliberate damage done to school property or resources, no graffiti and no litter.
20. Pupils' personal development is good. They are learning a good range of social skills which is helping them to develop into well rounded individuals. Children respond well to the opportunities provided for taking responsibility for their own work in the classrooms. In many lessons, when not subject to direct teaching, pupils were observed working independently and staying on task. Where opportunities for pupils to take on formal responsibilities around the school are offered, for example, manning the telephone at lunchtime, pupils respond well and in a mature manner. The children support local and national charities and make appropriate visits into the community.

25. **Attendance**

21. Levels of attendance are satisfactory and broadly in line with the national average. There is almost no unauthorised absence. There has been a significant improvement in attendance since the previous inspection. Pupils enjoy coming to school and parents are supportive in maintaining sound attendance levels. However, registration procedures are unsatisfactory because the teachers do not take the register until after assembly which

can be up to 35 minutes after the school has opened for the first session. There is a small but significant number of children who arrive late in the mornings. Lessons, assemblies, breaks and other activities start and finish promptly.

QUALITY OF EDUCATION PROVIDED

Teaching

22. The quality of teaching has improved considerably since the last inspection and is good. At that time a quarter of lessons were unsatisfactory. On this occasion one in five lessons were very good and seven out of ten were good or better. Almost all the teaching was at least satisfactory with only one in twenty lessons judged as less than satisfactory. However, although the majority of pupils benefit from much exciting and challenging teaching during their time at school, the pupils currently in Years 3 and 4 are not being consistently motivated and stretched because all the unsatisfactory teaching is located in this class.

23. The teaching of the children under five is sound. Teachers provide good opportunities for the children to get used to working both independently or in a group. They place appropriate emphasis upon the rapid development of the skills of literacy and numeracy and ensure that the children are faced with a good range of interesting and challenging tasks each day. For example, they are particularly successful in promoting reading by sharing, on a daily basis, a range of texts with the pupils and sending books home so that the children can read with their parents. The mastery of numerical sequencing is also effectively supported by regular practical activities such as sorting groups of objects as well as the large repertoire of counting songs used by the teacher. Throughout each day the teacher manages the children in a firm, but friendly manner. She has a wealth of experience and uses this to good effect in her regular, informal assessments of each pupil, identifying what they can do, or where they have difficulties. She expects the children to do their best and they respond positively to her demands. A wonderful example of this is the way that these children apply themselves when learning to swim. Although they are young, inexperienced and out of their depth, they trust their teacher. Thus, with the effective use of swimming aids and her knowledgeable presence in the pool alongside them they are all making rapid progress in the first steps towards swimming. The few weaknesses reflect the challenge of setting work in a class with such a breadth of age and ability. Occasionally the teacher's high expectations are over ambitious for a few of the lower attaining pupils; especially in the area of writing when they occasionally lack the support they require. Similarly the use of role-play as a tool for developing important concepts through informal, imaginative play are sometimes insufficiently developed.
24. In Key Stage 1 teaching is good because the teachers work closely together to ensure that their planning reflects the school's curriculum framework and builds steadily on what the children have learnt before. They manage this successfully which leads to challenging lessons and good pupil progress. A particular strength is the way that teachers ask a good range of pertinent questions that encourage the pupils to think carefully and offer extended answers. For instance, in the numeracy lessons pupils are expected not just to produce solutions, but to explain how they reach their answers. Classrooms are attractive and well organised with a much-improved range of resources since the last inspection. Teachers also make very effective use of their classroom assistants and special needs support staff by providing them with a thorough briefing about what they are expected to do. For instance, these adults regularly take responsibility for a group during literacy and numeracy that helps the teacher focus on other children. Similarly they will often oversee the use of the computer in order to check if the children know how to tackle particular skills or activities such as finding definitions in a simple dictionary program.
25. The teaching in Key Stage 2 contains significant variation, but there is far greater strength than there are weaknesses. The teaching in Years 5 and 6 is of a consistently very high standard. The teacher has excellent subject knowledge across the programmes of study for Key Stage 2 and uses this effectively to plan in considerable detail for the wide range of abilities within her class. Her expectations of what the pupils can achieve are consistently high, but tempered with realism. The reason why so many children make such good progress in this class is because the teacher gets to know them very quickly. She keeps careful note of what they find hard or easy and uses this information to set work that interests and challenges, but is never impossibly hard. The organisation of the classroom is very good indeed and reflects great attention to detail. Books, equipment and resources are all readily to hand and the pupils are expected to take responsibility for maintaining the agreed systems. This has an extremely positive impact on the use of time and the pace of lessons. For instance, on one occasion it was only a

matter of seconds from the final plenary of a numeracy session before a spelling test was underway. Underpinning all these important factors is the quiet and friendly rapport built up by the teacher with her class. It is clear that most pupils in this class find learning is fun and that they leave with an enhanced awareness of their own worth and ability.

26. Two teachers of contrasting experience and expertise share the Years 3 and 4 class. A major weakness of this arrangement is that control of the class changes hands twice each week. This merely serves to amplify the differences in the provision and has been an understandable cause of concern to many parents. Although a number of good lessons were observed in this class, the less experienced teacher struggles to bring about successful learning. Her planning outlines appropriately what she expects the children to learn, but is not always specific enough about how this is to be managed. Her conversations with the whole class enable her to begin to establish a little of what the pupils understand and to pass on some of what she wants them to learn. However, she is often insufficiently clear in her instructions when setting the class to work. Thus, in both mathematics and science, potentially interesting lessons failed because the pupils were confused about what was expected. As a result noise levels rose, behaviour deteriorated and little was learnt because the teacher lacked the necessary skills to manage the situation. **This is a key issue for action.**
27. Throughout the school there is considerable strength in the way that teachers plan for, and make effective use of educational visits to museums, local events and other places of interest. There is good evidence of the impact of these trips in the high quality of the children's work that follows, and their enthusiastic commentary upon what they have learnt.
28. The teaching of the children with special educational needs is a strength of the school. This is because in most classes the quality of informal day-to-day assessment of pupils is good. Teachers are quick to identify problems and remedy them swiftly by preparing appropriately modified work. Those pupils with more long term learning difficulties are effectively supported by both their teacher and the special needs co-ordinator who provides brief lessons out of class that are clearly linked to the priorities outlined within each pupil's individual education plan. Many parents commented about the strength of the school's provision in this area and the inspection team agrees.
29. All teachers set a good range of appropriate activities for homework. The school has recently consulted with parents about this issue and a new policy will clarify further the nature and extent of the tasks to be set and how these will be received and marked by the school.
34. **The curriculum and assessment**
30. The curriculum continues to be broad and balanced but now it is well organised and effectively promotes the pupils' intellectual, physical and personal development. This is the result of significant improvements since the school was last inspected. The school successfully teaches the full range of National Curriculum subjects with appropriate emphasis on literacy and numeracy. Religious Education is taught in line with the locally agreed syllabus. Sex and drugs education are planned within the science curriculum. The school is developing a strong personal, social and health education programme as a result of comprehensive training for the teachers. Circle time is now a regular feature in the school's curriculum.

31. The curriculum for the under fives offers all children appropriate opportunities to develop a broad range of skills and knowledge that prepares them well for the National Curriculum. All areas of learning are well covered and children receive an appropriate range of interesting and lively experiences.
32. The curriculum is carefully organised into topics and themes on a two-year rolling programme, which ensures equal access for all pupils to all subjects. The previous report highlighted the need for schemes of work to provide guidance about what should be taught in each subject. The school has made good progress in this respect and is making extensive use of the national schemes of work and guidance for teachers. These developments have resulted in more precise planning. The school provides a comprehensive curriculum in all subjects that is organised into regular lessons and in some subjects, blocks of work that last for six or seven weeks. There are clear policy statements for most curriculum areas that provide helpful guidance for the teachers. In other subjects there are draft policies that are being amended as the national schemes and guidance are integrated into the school's curriculum plans.
33. The teachers use a common approach to medium-term planning which helps to establish clear objectives and appropriate assessment opportunities. The introduction of the literacy and numeracy strategies has been effective and helped to further improve the teachers' planning and ensure progression and continuity in the opportunities provided for the pupils.
34. The procedures for identifying pupils with special educational needs are good. The provision for these pupils is made through general support within the classroom from both the class teacher and support assistants and through withdrawal for specific help. There are clear individual education plans in place with achievable targets that the teachers use effectively in planning the work of these pupils.
35. There is a good range of extra-curricular activities available and these provide the pupils, including those in Key Stage 1, with opportunities for both personal and social development. For example, the Busy Bees were observed working co-operatively with a parachute. Older pupils are involved in football and netball clubs. Visits to local museums, an annual residential visit organised with another school and visitors, such as the 'time traveller' all considerably enhance the curriculum and the range of experiences available to the pupils.
36. Procedures for assessing the pupils' attainment and progress are good. The school uses a wide range of tests to check the pupils' knowledge and skills. Formal assessment in mathematics and English including standardised reading and spelling tests are taken by all of the pupils. The pupils at the end of each key stage take the national tests for seven and eleven year olds. Pupils in Key Stage 2 take the optional national tests at the end of each year. All test results are carefully analysed to monitor the progress of individual pupils and year groups. The information from test results is used effectively to set targets for each pupil. Subsequently this information has been collated and used to set appropriately challenging targets for the school.
37. Baseline assessment is carried out appropriately in the reception class. The results are used effectively to inform the teacher's planning as well as providing useful information for the early identification of pupils with special educational needs.
38. Within the core subjects, particularly mathematics and English, teachers regularly assess the pupils, giving them spelling tests and frequent mental arithmetic tests. Day-to-day

assessment is carried out informally with teachers noting the pupils' achievements in their mark books. This information is used carefully to help decide what children need to learn in subsequent lessons.

43. **Pupils' spiritual, moral, social and cultural development**

39. The school makes good provision for the pupils' moral, social and cultural development and satisfactory provision for spiritual development. Overall, the provision for cultural development has improved since the last inspection. The development of spiritual awareness is also an improving feature.
40. The school's approach to spiritual development is encapsulated within the school's aims and declared value system. Within this context, the school makes increasing efforts to promote the pupils' sense of self-worth for example, through merit certificates which are presented in celebration assemblies or entries in the "Golden Book". Links with the church positively promote the pupils' awareness of a life beyond the purely material and reinforce their understanding that shared values and activities are important aspects of human life. Within the planning of the school curriculum and of worship in general, there is insufficient emphasis on the consistent promotion of a sense of awe and wonder and the importance of quiet reflection in pupils' everyday experiences.
41. There is a very consistent approach to teaching pupils about appropriate attitudes and behaviour in relation to what is right or wrong. Even the very youngest children are taught that it is wrong to mistreat the property of others or to seek to deny involvement in behaviour which contravenes the school's code. The oldest pupils, through work in history learn to recognise that there are different view points, for example, about conflict. Through opportunities to work for good causes, pupils recognise that morality involves helping others less fortunate than themselves. Careful support is given to pupils in their care of school pets. The kindness and consideration shown to the pets is a direct result of the role model provided by adults.
42. Adults in the school make very consistent efforts to promote the pupils' social development well. Pupils are given many opportunities to exercise responsibilities that contribute to the smooth functioning of the school community. At the same time, through the implementation of its code of behaviour, the pupils understand that taking responsibility for one's own actions is an important aspect of growing up. In addition, through extra curricular activities, visits, sporting events and participation in the life of the community, the pupils develop a growing awareness of the importance of co-operation and service to school and community. One class has a link with an urban school that has enabled the pupils to socialise with others from different backgrounds and cultures.
43. The provision for the pupils' cultural development is good. Good quality wall displays, often reflecting aspects of the historical past, make an important contribution to pupils' sense of heritage. Books are positively promoted so that pupils learn to enjoy literature. Lessons in art and music broaden pupils' appreciation of the place of the arts in human development. Local people are well used as a resource for informing pupils of the recent past of their locality. Teachers are increasingly aware of the potential of the local syllabus for religious education to promote an understanding of a variety of life styles and cultures and that these make a prominent contribution to the culture of this country. The planning to promote the pupils' cultural development ensures a breadth of experiences. There is an awareness now that this foundation will usefully support the introduction of greater depth into the cultural aspects of the curriculum.

48. **Support, guidance and pupils' welfare**

44. Since the last inspection, procedures for tracking academic progress and to support pupils' personal development have improved. A variety of effective measures have been put in place to monitor the progress of various cohorts of pupils as well as that of individuals. Pupils with special educational needs are carefully monitored and provision is well matched to meet their needs and to ensure that they make progress. For all pupils, careful and regular assessment of their attainment results in well-focussed target setting, for example as pupils move from one class to another. Well-focussed comparisons are made between the targets set and the results of standardised testing, for example, to measure progress in reading, as well as the teachers' assessments based on their well-founded knowledge of the pupils. In Key Stage 1, attainment at the end of the key stage is carefully matched back against baseline assessment information, enabling the school to assess the value added by the provision during the key stage.
45. The school enables pupils to feel happy and secure. The adults conscientiously share relevant information about the pupils' personal needs and well-being. Before they start school, a variety of contact opportunities enables the adults involved with the youngest children to glean a wealth of information which contributes to the smooth transfer of children into the reception class. Procedures to promote discipline are clear to adults and pupils alike. There is generally a consistency of expectation of good standards of behaviour and promotion of the values stated in the school aims. This is supported by an appropriate system of rewards and sanctions which includes charts of class merit awards and entries in the "Golden Book", all of which are celebrated in a weekly assembly. However, inspection findings confirm the concerns of some parents that in a minority of lessons in Years 3 and 4 teaching lacks sufficient challenge. This, on occasion, leads to some unsatisfactory behaviour from a minority of pupils which is not adequately dealt with. Although teachers have been given informal guidance on the use of restraint to control pupils, there is no formal written or agreed policy in place.
46. Procedures for monitoring attendance are inadequate in so far as they apply to registration because registers are not called until after daily worship. The school's record of pupil lateness is therefore inaccurate. **This is a key issue for action.** Parents, however, co-operate well with the school in informing them about reasons for absence.
47. The pupils are well supervised in class, at playtimes and on school journeys, for which there is a clear safety code. Relationships between adults and pupils are mostly very good. The adults provide good role models for the way pupils deal with each other. This is reflected in the care taken to induct the youngest pupils into school so that they feel confident and secure among the other pupils. The support provided for pupils with special educational needs is good, and effective use is made of external agencies such as the local authority advisory team, educational psychologists and speech therapists. Adults, who supervise pupils at various times of the day, are clear about procedures to follow in the rare event of any incidents.
48. There is a very detailed and explicit policy relating to child protection. The headteacher is the person designated with responsibility within the school. Adults are generally very aware of safety issues, for example, when taking pupils swimming. There is a well-structured programme for personal, social and health education that includes due reference to the dangers associated with the use and misuse of drugs.
49. The school has access to and uses a range of external specialists such as the school

nurse. Safety on the roads is promoted through cycling proficiency training. Adults in the school have undertaken first aid training and the location of first aid boxes is clearly indicated. The school makes consistent efforts to contact parents to inform them of illness or incidents such as bumps on the head while playing. Fire drills are conducted regularly. Overall the provision for pupils' well-being, health and safety is good. The one area which continues to cause concern is the fact that in a temporary classroom heaters are unprotected. The school recognises this, has posted warning notices and expects to remedy the situation once the projected building development is complete.

54. **Partnership with parents and the community**

50. Relationships between the school, parents and the community are good. The school operates an open door policy and the headteacher and staff are very approachable. The school enjoys the active support of the vast majority of parents. There are a number of committed parents who regularly help in the classrooms and accompany the children on out of school trips. Parental involvement in their children's work at home is good. There is an active parents' association which organises events and raises funds for the school. Nearly all parents feel that the school encourages them to play an active part in the life of the school and most of them would find it easy to approach the school with questions or problems concerning their children. For example, parents recently requested advance information about the curriculum and the school responded by publishing letters stating what will be taught in the forthcoming term.

51. Communication between the school and home is satisfactory. The school sends out regular informative newsletters and there are frequent communications to parents about specific events and activities. There have been information meetings for parents, for example, on literacy, and these are generally well attended. The school publishes a comprehensive and informative brochure which includes all statutory required information. The governors hold an annual meeting with parents and publish an annual report, but the latest report does not include the required information on professional development undertaken by the teaching staff and arrangements for the admission of disabled children. Annual progress reports written by the teachers are variable. The best reports indicate what pupils can and cannot do, general progress being made and where pupils are finding difficulties. However, not all reports are specific enough and they do not consistently set targets for improvement. **This is an additional issue that the governors should consider for inclusion in their action plan.** Parents are offered good opportunities to attend meetings to discuss their children's work and progress with the teachers.

52. The school makes very good use of the local and wider community to support the pupils' academic work and personal development. There is a good range of curriculum and social visits, including a residential trip, and an appropriate range of visitors to the school. There are strong links with the local church, for example, the children visit the church to celebrate the main Christian festivals. The local vicar visits the school each week to take assemblies and run the successful school soccer club. Pupils support and raise money for local and national charities. There is close liaison with the local nursery and good curricular co-operation with the receiving secondary schools. This aspect has been significantly improved since the previous inspection. Overall the school's work is considerably enriched by its links with parents and the community. These links have a positive impact on pupils' academic achievement and personal development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

53. Since the last inspection the quality of leadership and management has grown in both strength and purpose. The headteacher, staff and governing body are now working together as a far more effective team. The school aims are clear and appropriate and were devised following full consultation with pupils, parents, staff and governors. These encapsulate both the Christian ethos of the school as well as the strong commitment to personal development and high standards that were in evidence throughout the time of the inspection.
54. The school's strategic plan has evolved through a range of formats to the point where it is now a simple document, easily read and understood. Its clarity of message is its greatest strength because it means that everyone involved with the school understands precisely the current priorities for improvement; who is responsible, how success will be measured and how much will be spent. The annotations on previous plans provide good evidence of their use as working documents as well as some rudimentary evaluation. The headteacher's reports to the governors contain more detail, but until recently the minutes of the governing body have contained scant detail of any formal evaluation and review of the plan. Although it is evident from discussions with several governors that they have a very good understanding of the plan, the governors might usefully record these discussions in more detail. For instance, such a record might illuminate future meetings or act as a source of information when preparing the annual report to parents.
55. The headteacher provides a quiet, but firm lead for the work of the school. Over the past four years she has made determined improvements to the quality of curriculum management. Her own focus on the standards of pupils' work is thorough and detailed, so that the progress of each child is now carefully charted and the ongoing assessment data used to inform ever more demanding targets. The reason why she can do this is because she has convinced the staff team of the importance of their own roles as leaders and managers. As a result, each subject co-ordinator now has a much better view of their subject across the school. The improved curriculum frameworks and the successful introduction of literacy and numeracy strategies has improved the quality of teachers' planning so that most lessons are now purposeful and cover a lot of ground quickly. The co-ordinators know what each class is learning because they receive copies of the plans and sometimes observe each other teach. However, the quality of this monitoring could be further improved if co-ordinators were to check that what has been planned for is reflected within the pupils' books. Nevertheless it is evident that the teachers want their pupils to do well and most know how to help them achieve this. The sharp focus on progress and standards has led to the school meeting, and in many cases exceeding its challenging targets for 1999.
56. The headteacher regularly visits classrooms and discusses teachers' performance informally as well as within her effective programme of annual reviews. The good quality professional dialogue amongst the staff helps ensure, for example, that most training needs are met. However, the leadership lacks those rigorous systems for monitoring the quality of teaching around the school that will ensure that any, more serious shortcomings are put right. **This is a key issue for action.** For example, some of the weaknesses observed within Years 3 and 4 such as a lack of clarity in deciding what is to be learnt, how groups are to be managed and discipline maintained need to be recorded. These should be discussed with the teacher concerned and agreement reached about the strategies for improvement, the types of support required and the time scales for implementation.

57. The special needs co-ordinator keeps careful track of the progress of each child on the school's register for special educational needs. She meets regularly with each teacher to discuss progress and plan future work. Parents are kept fully informed and are always invited to attend review meetings with teachers and any external agencies involved with the child. As a result there is shared vision of what each child needs to do to improve which ensures they make good progress. The management of special educational needs is a strength of the school.
58. The governing body fulfils the majority of its statutory responsibilities. However, there are a number of omissions in their annual report to parents, particularly in relation to the school's provision for the disabled. There is no formally adopted policy providing guidance on the use of physical restraint to control pupils. **These are additional issues that the governors should consider for inclusion in their action plan.**
63. **Staffing, accommodation and learning resources**
59. The number, qualifications and range of experiences of the teachers enables them collectively to meet all of the requirements of the curriculum. Their knowledge and expertise is secure in all subjects of the curriculum except in Key Stage 2 where one teacher lacks sufficient confidence in mathematics and science. The teachers are all undertaking formal training to improve their own information technology skills and knowledge and this is resulting in more and better quality opportunities for the pupils to communicate and handle information. However, they are not yet providing the same breadth of opportunity for the controlling, monitoring and modelling aspects of the information technology curriculum.
60. One teacher teaches the Year 3 and 4 class for three days and another for two days. At the present time this arrangement is not working. Although lessons are planned jointly the teachers' expectations are different and this confuses the pupils.
61. The non-teaching staff makes a substantial contribution to the quality of the pupils' work and to the progress they make. The pupils with special educational needs are well supported by the teachers and support staff in the development of their skills of literacy and numeracy.
62. The arrangements for staff development are good. For instance, a recent numeracy training day focussed on effective teaching and approaches to calculation. This and local education authority and cluster training have been beneficial and helped the staff to introduce the numeracy strategy and encouraged generally consistent approaches throughout the school. A good range of other opportunities is taken by all of the teachers to attend meetings, courses and conferences to aid their professional development. All courses are evaluated and information shared. The school has recently established appraisal procedures through which she annually reviews the work of each teacher.
63. Plans are advancing to make significant improvements to the buildings and the grounds. Presently, the accommodation in the main school building provides a good learning environment for the pupils. The teachers create attractive displays of the pupils' work and artefacts to stimulate and support class work. The temporary classroom is too small for the number of pupils currently in Years 3 and 4 and adds to the difficulties of managing a large mixed-age class. For instance, the teacher has to squeeze between tables and chairs to work with groups. There is only one toilet for the staff and many adult visitors who are frequently in school. This is inadequate. There is no secure

outside area for the youngest children to use large wheeled toys and other equipment to develop their physical skills. At playtime these pupils share a small hard play area with the rest of the school. Whilst behaviour is good and there are few problems the hard play area does not provide the pupils with sufficient opportunities for vigorous physical exercise during their breaks when the field is too wet to use. The governors should take all available opportunities to improve the accommodation. **This is an additional issue that the governors should consider for inclusion in their action plan.**

64. The external environment is attractive with grassed areas, and a securely fenced pond. The school has an adjacent playing field which is used for games lessons and extra curricular sports activities.

65. The level of the learning resources is satisfactory in all areas of the curriculum and most are of a good quality. This is a considerable improvement since the school was last inspected when resources were inadequate in a number of subjects. There is now a satisfactory range of books in each classroom and in the library. The information technology resources have been significantly enhanced. However, the role-play equipment for the under fives is old. The school makes very good use of visits to places of educational value such as Lunt Fort and also welcomes visitors who recall their experiences as evacuees. The effective use of the resources has a marked impact upon the quality of the pupils' work and upon the quality of the teaching and learning in many lessons.

70. **The efficiency of the school**

66. The school makes good use of the resources at its disposal. Staff and governors have drawn up a strategic plan that sets out clearly their priorities for improving the school. The latest version is particularly helpful because for each area it identifies who is responsible for action, the targets to be achieved and how much this will cost. As a result there is a good understanding throughout the school community about current priorities and how decisions about spending should relate to the plan. For instance the recent time allocated for staff training has focussed on the agreed need to improve teachers' confidence in developing strategies for teaching mental mathematics.

67. Another good example of the impact of the strategic plan is the way that teachers are generally effectively deployed around the school. There is, for instance, sensible use of one part-time teacher who takes responsibility for the management of special educational needs as well as some class teaching. This is effective because the teacher has a good understanding of special educational needs and the day devoted to this work enables her to co-ordinate this work to the considerable benefit of the pupils and their teachers. However, the job share in Years 3 and 4 is not working. Learning assistants and special needs support staff all make valuable contributions to teaching around the school and help the children make good progress.

68. The school makes good use of its site, buildings and educational resources. The staff and governing body are well aware of several shortcomings, but again, have identified appropriate action within the strategic plan to improve provision. For example, the funding is in place to build a new classroom in order to replace the inadequate temporary building. The science co-ordinator has worked conscientiously in developing plans that, when completed, will enhance the school grounds with extra hedging, improved pond and a new play area.

69. The latest audit was very favourable and identified only three minor points for improvement all of which have been implemented. The school secretary is extremely effective in her support of the headteacher. The office is well organised and there are clearly established systems and routines that ensure the headteacher can focus properly on her teaching and educational leadership rather than the administrative tasks that the secretary manages so well. Although the school's finances are not yet computerised, the current ledger system works smoothly and provides the leadership with all the information it needs to make informed decisions about day-to-day expenditure. The strong support of the local authority finance officer means that more complex decisions relating to long term costs such as the employment of staff can be modelled on the authority's budget planning software. A good indication of the efficient management of the school is the way that the resources to support a new pupil with a statement of special

educational needs were quickly organised and effectively deployed so that the pupil in question has settled happily into her new school.

70. The overall costs of educating pupils at the school are higher than usual. However, standards at the school are improving and a generally good quality of education is provided. Despite some of the current weaknesses identified in Years 3 and 4 the pupils make good progress during their time at the school so that by the age of eleven most are attaining at the expected levels in their work and often many exceed this. The children have positive attitudes to learning and most relish their time spent at school. Thus the school clearly offers satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

75. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

71. At the time of the inspection, there were ten children under the age of five in the reception/Year 1 class. Attainment on entry varies considerably from well below to well above average with generally more than half the cohort being below or well below average.

76. Personal and Social Development

72. The standards the children attain are generally above those expected nationally. The children form positive relationships with each other and with adults and settle quickly to classroom routines. A few of the lower attaining pupils have difficulty in concentrating for extended periods but the majority approach their tasks enthusiastically.
73. Most of the children show care and consideration for each other, taking turns, for example, while collaborating in construction play. A small minority lack the skills to resolve conflict by discussion and occasionally resort to other, more direct, means.
74. The children show increasing independence. They attend to their own hygiene and get out equipment they need for various tasks. By the age of five, the majority show a very responsible attitude towards clearing away after completing activities. They understand the high expectations relating to their behaviour. The vast majority behave very well and abide by the agreed rules.
75. The staff consistently promote the children's personal and social development. They organise a good balance of activities where children can exercise independence or work co-operatively. They observe the children closely during the induction period and have a good understanding of their personal needs. This helps the children to develop confidence to carry out some demanding tasks, for instance, during the early stages of writing. At playtimes and lunchtimes, the staff are alert to the needs of the youngest children as they learn to cope in the wider social context of the playground.

80. Language and Literacy

76. By the age of five, the standards achieved are generally in line with those expected nationally. Nevertheless, a significant minority within some cohorts of children fall below the expected standard, even though they make satisfactory progress relative to their attainment on entry. A few children attain higher standards and quickly learn to read and write simple sentences. A high proportion of the children have above average speaking skills.
77. Most of the children listen attentively to stories and to instructions. They focus well on the speaker and listen carefully to taped material. The majority can provide clear explanation of the tasks in which they are engaged. However, a few children have difficulty in sequencing ideas and their diction is not always clear.
78. All enjoy handling books and have regular opportunities to choose a book. They know where the name of the author and illustrator are written and can turn pages in sequence from front to back. A few children, when looking at books in a group, find it difficult to synchronise their pages with other group members.

79. Early writing skills develop soundly. A small proportion of children are making good progress in the way they can write simple captions to drawings and form their letters correctly. These children have good pencil control and know where letters begin and end. Some children are at an early stage of letter formation but recognise, by making marks on paper, for example on a telephone pad, that writing has a purpose.
80. The teaching is sound. There are also good features in the way most activities are organised and structured. Good listening is insisted upon. At times, writing tasks are over-demanding for some of the lower attainers and there is insufficient support for them to form their letters, starting and stopping at the correct point. There are appropriate opportunities for children to speak, for example, at “show and tell” time but there was a missed opportunity to develop dialogue when children were playing in the home corner. The staff make good use of opportunities for reading each day and classroom displays are well used to support the development of literacy.
81. The children respond positively. They are interested in books. Books are sent home and this helps to give status to reading and encourages the children to read at home. The children’s progress is carefully tracked and classroom organisation is adjusted in order to ensure that provision for the different needs of children is regularly reviewed.
86. **Mathematics**
82. When children enter the school, their attainment in mathematics is below those found nationally. However, the majority of children makes satisfactory progress and attains the desirable learning outcomes by the age of five. They can recognise numbers to ten and are beginning to be able to add two sets of numbers to eight. A few higher attaining children can follow 0 to 20 on a number line. The children confidently sort different objects according to various attributes such as colour or size. They are making satisfactory progress in using language such as “more”, “less”, “bigger or smaller than”.
83. The teaching is satisfactory. There are regular opportunities for counting and for recognising written numbers. There is still room to provide further structured opportunities, for example, through the guided use of the role play corner, to develop an awareness of how numbers are used in “everyday” life. The classroom environment is well organised to support the development of numeracy.
84. The children enjoy chants, songs and rhymes involving number. However, a proportion of children has difficulty sustaining concentration during more formal recording tasks.
89. **Knowledge and Understanding of the World**
85. The overall attainment in this area reaches expected standards by the time the children are five. The children have a satisfactory knowledge of some famous people in the past and how they have contributed to improving the lives of others. They are beginning to understand how to control a mouse and give simple instructions to a computer. The children are making satisfactory progress in understanding that food and exercise are important for good health. Through work in religious education, they are beginning to know about their own culture and beliefs and a little about those of other people.
86. The teaching is satisfactory. Where the activities take account of the children’s prior learning, their knowledge and understanding develop well. However, during a lesson in religious education, the youngest pupils participated very little in the discussion as the

lesson took insufficient account of the children's earlier learning. The teaching is effective in stimulating the children's curiosity about the natural world. During a book share about pond life, the children exhibited a high level of interest in the habitat and habits of various creatures. There are sufficient opportunities for the children to assemble and shape a variety of materials and equipment. However, at times, the organisation of these activities results in too little interaction with the children. This limits the development of the language skills they might acquire and narrows their approaches to the task. Otherwise the children respond positively to the variety of activities.

91. **Physical Development**

87. From observations of the children moving around the classroom, corridors, in the playground and during a swimming lesson, their physical development is likely to meet the desirable learning outcomes by the age of five.
88. The children learn to use simple tools and equipment safely. Most hold pencils and brushes correctly but a significant minority have under-developed pencil control, find it difficult to form letters or to colour within an outline. All the children manage to put on and take off coats or put on aprons with reasonable success. They show an appropriate awareness of safety when playing in the playground. However, since there is no secure fenced area, it was not possible to assess the children's skills in steering or pedalling wheeled vehicles. The children make good progress in fitting together puzzles and while matching sound and word cards to others on a board.
89. The quality of teaching in this area is good. However, occasionally insufficient support is given to some children to help them to form letters correctly. During more other activities such as swimming, good guidance is provided and there is a high level of awareness of safety.
90. The children respond positively by sharing construction equipment and toys. However, there is a lack of suitable outdoor equipment for young children.

95. **Creative Development**

91. About a half of the children attain the expected standards but a similar proportion fall a little below. Half the children paint confidently, using their imagination to select colours and handling brushes appropriately. Others have difficulty making decisions about design or the use of colour. All perform satisfactorily on untuned percussion instruments despite the fact that a few were sometimes challenged to maintain the rhythms during a whole class performance of "The Three Billy Goats Gruff". They are beginning to develop a vocabulary to describe sound. The majority of children sustain concentration in the role play area but do not sufficiently articulate their ideas while "performing".
92. The teaching is satisfactory in the way activities are selected. However, the teacher's ability to interact sufficiently with the children to move the learning on is sometimes hampered by the fact that there are too many simultaneous activities. This makes it difficult to focus questions and make assessments, which might improve progress.
93. The children are very enthusiastic about many of the activities provided. Some good resources are made available such as for "small world" activities. However, the home corner is not sufficiently interesting. Much of the equipment is faded and worn and in need of replacement.

ENGLISH, MATHEMATICS AND SCIENCE

English

94. In the recent national tests for seven-year-olds, all the pupils achieved the expected levels in reading. Almost half the pupils attained the higher level three. In writing, every pupil reached at least the expected level but only one pupil reached the higher level three. In comparison with national figures and with schools with pupils from similar backgrounds, attainment in reading is above average while for writing it is slightly above the average. Nevertheless, the trend over the last three years indicates steady improvements.
95. At the end of Key Stage 2, a good proportion of pupils attained the expected levels in 1999. A small proportion reached the higher level five but equally a significant minority of pupils did not attain the expected level. In comparison with all schools and also with similar schools, standards were below and well below average. There is strong evidence to show that cohorts vary from one year to the next. Inspection evidence suggests that standards at Key Stage 1 are not so high this year, while by the end of Key Stage 2 they are rising steadily especially in writing. Progress in upper Key Stage 2 is particularly marked. This is as a result of the rigorous implementation of the school's literacy strategy and, in particular, increasing attention to the quality of pupils' writing. Parents are justifiably pleased with the development of reading skills.
96. In both key stages, the majority of pupils listen and speak well. A few pupils in lower Key Stage 2 have yet to develop consistent listening habits, for example, during whole class teaching or discussions. The pupils in Key Stage 1 confidently express their points of view, for example, during a discussion about festivals in a lesson in religious education. Older pupils can sustain a dialogue, questioning each other and adding information to that proffered by their peers. A good example was seen in Year 6 during a discussion about the impact of the Second World War on domestic arrangements.

97. Throughout the school, standards in reading are above average. Reading is an integral feature of many activities so that pupils gain experience of reading a wide range of texts from rhymes, poems and stories to newspaper extracts, playscripts or instructions for designing and making during lessons in design and technology. The pupils in Key Stage 1 make good progress in developing a range of strategies for reading. By the end of the key stage they effectively use their knowledge of phonics, their developing sight vocabulary and their ability to split up polysyllabic words into their component parts, to read texts accurately. A good proportion of the pupils read with meaning, often referring to the text when expressing an opinion about its content or a character in a story. They have a developing awareness of the different characteristics of fiction and non-fiction texts. They are beginning to use this knowledge effectively to influence their own writing. For example, they recognise and use conventions such as “once upon a time” or “a long time ago” to start their own stories.

98. Standards in reading are high in Key Stage 2, building on the secure foundation laid in Key Stage 1. The oldest pupils are making good progress in their recognition of the features of an effective text, for example, the use of humour or the language selected to set a scene. This impacts well on the fluency and expressiveness with which many of the pupils read text aloud.
99. The pupils' writing skills are currently in line with expectations. However, there are signs of distinct improvement at Key Stage 1 but more especially at the upper end of Key Stage 2. Increasing attention is given to ensure that pupils complete a sufficient volume of writing. The higher attaining writers are benefiting from recent arrangements to ensure that at least once during each week, an appropriate block of time is set aside for sustained writing activities. This is resulting in the production of more interesting stories. There is a developing awareness among some of the higher attaining writers of the need to reflect upon a "finished" piece of writing to check spellings and to experiment with the vocabulary they have selected. This is beginning to result in some livelier writing where, for example, similes or other devices are used. A small proportion of pupils in Key Stage 1 are not yet secure in using full stops and capital letters. Despite regular handwriting practice, letters are often incorrectly formed and words not spaced appropriately. At the upper end of the school, pupils are much more secure in the use of punctuation and more consistent in the use of dictionaries and thesauruses. Their paragraphing skills are developing satisfactorily. There is firm evidence in their recent work of pupils paying greater attention to editing their writing. The presentation of a proportion of the written work in lower Key Stage 2 is unsatisfactory but improves markedly in Years 5 and 6.
100. As their awareness of the power of language increases, the pupils show a growing enjoyment of the fascination of words. This was particularly evident in some character descriptions written by the oldest pupils. The youngest pupils express pleasure when reciting rhymes or chorusing well known, repetitive parts of traditional stories such as the "The Three Billy Goats Gruff". Pupils appreciate the good range of books available, both fiction and non-fiction. Their reading diaries provide strong evidence of their eagerness to read. The good relationships in class, together with the interesting language activities provided have a significant impact on the pupils' ability to concentrate and improve their work.
101. The teaching is generally good at both key stages and has improved since the last inspection. There is some very good teaching in Key Stage 2 and, equally, a small amount which is just satisfactory. Recent improvements in planning for the literacy hour are having a very positive effect on the improving standards of work, in particular in writing. In the best lessons seen in Years 5 and 6, the objectives for each lesson are sharp, are shared with the learners and referred to when work is assessed during the plenary discussion. At both key stages, a good proportion of the marking provides helpful information about strengths as well as areas that need attention. This enables pupils to make appropriate progress. An emerging feature is the link being made between the pupils' reading and writing. At Key Stage 1, teachers remind pupils of words they encounter while sharing the "big book" texts which can be applied to their own writing. In one class, an opportunity arose to reinforce the silent "k" in "knee", "knock" for example, in order to improve the accuracy of spelling. The teaching and testing of spelling is generally very systematic as it recognises the differing spelling levels of various groups of pupils. A strength of the teaching of the oldest pupils lies in the way writing skills are receiving increasing attention when pupils record work in other subject such as history. Their vocabulary is being extended through the introduction of technical language linked to various subjects such as art or geography.

There is a growing encouragement for pupils to check not just the technical aspects of their writing but also the quality of expression and the structure of the writing. At Key Stage 1, a good range of word games, flashcards and other resources are used to improve the pupils' word recognition. Classroom assistants provide valuable support during these group activities.

102. The school's literacy strategy is increasingly successful. There is a better balance of attention to developing writing as well as reading skills. The co-ordinator has provided good support to develop a coherent planning system which ensures that early skills are consistently built upon. A start has been made in monitoring the implementation and progress of the literacy strategy. In this context, still greater attention is needed to ensure that in every class, learning objectives are clear and understood by the pupils. Resources for teaching English are good both in quality and quantity. Good records of progress are kept, well supported by regular checking of the targets set for each pupil.

107. **Mathematics**

103. The results of the 1999 national tests for seven-year-olds show that all of the pupils attained the expected level and over a third achieved higher levels. This is well above average in comparison with schools nationally and schools where pupils come from similar backgrounds. Analysis of test results for the last three years shows consistent improvement although boys out performed girls in each of the three years. The inspection findings indicate that this trend is being maintained; most pupils at the end of Key Stage 1 are working at the level expected of them and a number of pupils are achieving beyond this.
104. The results achieved by eleven-year-olds in the 1999 national tests were below average because only a small number of pupils achieved beyond the expected level in contrast to the results from 1998 when half of the pupils achieved higher levels. These fluctuations are a consequence of small cohorts with ability profiles that vary from year to year. The results of the 1999 test were well below average when compared to schools where pupils come from similar backgrounds. The inspection findings show that current standards at the end of Key Stage 2 are much higher, and that most pupils are working at the level expected for this age and about a third are working beyond this level. This judgement is supported by teacher assessment, which indicates that the majority of the pupils are on course to attain the expected level by the end of the key stage.
105. By the end of Key Stage 1, many pupils have an increasingly secure grasp of mental arithmetic. All are able to recall addition and subtraction facts to 10 and 20 and understand place value in two digit numbers. The pupils are practising finding the difference between two numbers and can identify a half and a quarter. They recognise the basic properties of a number of two-dimensional and three-dimensional shapes and are familiar with solid shapes such as a cuboid. They understand standard units of measurement for time and are able to record the number of events in one minute. The pupils can collect information and present it in simple block graphs to show, for example, how they travel to school.
106. The pupils at the end of Key Stage 2 have a secure knowledge of fractions and understand the concept of equivalence. They recognise and use percentages. Most are secure in their ability to add and subtract decimals to two places and apply the four rules of number when solving problems. The older pupils are comfortable working with large numbers. Pupils in Year 5 work successfully with tangrams and in Year 6 they confidently investigate the properties of parallelograms, trapezium and kites. The pupils

have a good mathematical vocabulary that they use well. For example, when discussing linear measurement and the perimeter of irregular shapes. The higher attaining pupils undertake investigations in an organised and systematic way and carefully explore alternative explanations when, for example, asked to explore the combinations of coins that could be put into a vending machine.

107. The pupils are making good progress as they move through the school. They make a good solid start. In reception and Year 1, the teaching is effective and as a result the pupils acquire a good base of mathematical knowledge and skills. As they get older, the pupils develop a range of strategies for carrying out mental calculations, which are effectively promoted in Year 2 where the teacher uses the introduction to mathematics lessons to focus on number facts and sequencing problems. In the early part of Key Stage 2 the pupils consolidate their knowledge and skills but do not make as much progress as they should because some of the teaching is unsatisfactory. Two teachers teach the Years 3 and 4 pupils on different days. Although they plan the lessons jointly there is a stark contrast in the quality of teaching. The teachers' different expectations, relationships and discipline have an adverse effect on progress. In one lesson the teacher set the pupils a task which was not clearly explained. Although she moved from group to group most pupils did not understand what they were expected to do, the noise level increased, behaviour deteriorated and little progress was made by the pupils. Consequently when the other teacher came to build on this lesson the pupils had not achieved as expected. However, in contrast a misunderstanding that developed in this lesson was clarified because the teacher was able to draw the lesson together at the end and give a clear explanation to the pupils who listened carefully.
108. In Years 5 and 6 the teaching is consistently very good. Relationships are based on very high expectation of effort, achievement and behaviour. Lessons have a rapid pace. In mental arithmetic sessions the teacher demands total concentration from the pupils. The pupils are expected to recall their number facts immediately. Teacher responses such as, 'Ummm, is not an answer,' ensures even the most able are encouraged to answer straight away. The teacher places considerable emphasis on the pupils' understanding of the different strategies they can use to solve a wide variety of problems. This has a very positive impact on the standards they attain and the very good progress they make.
109. The pupils' response in mathematics lessons is generally good. However, in some lessons in Years 3 and 4 the pupils lose concentration and become less motivated to learn. In most lessons the pupils show a considerable interest in the tasks set for them. The youngest children are well supported by the teachers. Consequently they concentrate on their work and show a good deal of perseverance. The pupils in Year 2 contribute well and are keen to make suggestions and answer questions. Some of the oldest pupils make very confident and interesting contributions to discussions and co-operate well when working together in a group. The presentation of work is very varied and although some pupils work carefully and neatly others do not.
110. The pupils make satisfactory use of information technology in mathematics. The pupils use software to reinforce their mathematical learning. The younger pupils use programs to develop counting and sequencing whilst the oldest pupils collect data and present information in a variety of charts and graphs.
111. Overall, the quality of teaching in the lessons seen was good. The teachers generally have a secure knowledge of the subject, which they use to good effect to provide regular practice in the rapid recall of number facts and mental arithmetic problems. Lessons are well structured. The teachers organise their lessons so that each age group has work that is matched to the abilities of the pupils and different ability groups are sufficiently

challenged. For example, in Years 5 and 6 the teacher set the higher attaining pupils a challenging task whilst focussing her support on the remainder of the class. The teachers' planning is good. The teachers provide the older pupils with useful homework activities that consolidate and build on their work in lessons. The marking of children's work varies considerably. It is best in Years 5 and 6 where clear comments help the pupils to improve their work.

112. The introduction of the Numeracy Strategy has been well managed by the co-ordinator who is well informed. The governor with responsibility for Numeracy has been heavily involved in developments and has, along with the co-ordinator, kept governors and parents well informed.

117. **Science**

113. The results of the national tests of 1999 show that the standards attained by eleven-year-olds were broadly similar to the national average but well below those achieved by pupils in similar schools. The teachers' assessments of pupils at the end of Key Stage 1 suggest that standards amongst seven-year-olds were well above average. However, there is significant variation in the abilities within each small cohort of pupils at the school. For example, the current Year 2 has fewer higher attaining pupils when compared with the previous cohort. Nevertheless, the proportion of pupils attaining the expected level is still similar to the national average. Conversely, the current Year 6 contains more higher attaining pupils than last year and the proportion working at the expected level is above average, with several likely to attain the higher level 5. These findings support the trends apparent in the comparative data provided for the past four years. Apart from the dip in performance in 1999, the proportion of eleven-year-olds reaching the expected levels has been consistently above average with no significant difference in the performance of boys and girls.
114. The pupils in Key Stage 1 make good progress in acquiring important scientific knowledge and skills. They talk about themselves and their lifestyles, understanding that they need food, drink, shelter and warmth to survive. By the age of seven they recognise that all living things have basic needs, but that different animals living in contrasting habitats have different needs. Most are confident in naming parts of their body and understand the need for regular exercise if they are to remain healthy. Many are confident in identifying a range of materials and explain why some are particularly well suited to specific tasks. For example, that glass is best for windows because it is transparent.
115. Pupils' progress in Key Stage 2 is far more erratic. Despite the good results evident within teachers' assessments for the end of Key Stage 1 last summer, the current Year 3 [and Year 4] aren't making enough progress because teaching is not building systematically on what they know and can do. In contrast, the progress in Years 5 and 6 is very good indeed because expectations are far higher and the teaching is consistently of an extremely high standard. Thus by the age of eleven there is good evidence of pupils having covered most aspects of the programmes of study at an appropriate level, with work often extended to the higher level 5. For instance about half the pupils can describe not just the location, but the functions of several organs of the body such as the heart, kidneys and ovaries. They have experimented to discover what happens when they vary the amount of current within a circuit. A similar number can explain the reason why days are shorter in winter and longer in the summer. They have all conducted a good number of interesting investigations and have learnt the importance of making sure that they test hypotheses in a fair way. For instance, when testing the

theory that surface area might affect the rate of fall of a parachute, they made sure that a number of different sized parachutes were tested from similar heights.

116. Most of the pupils enjoy science and work hard to succeed. However, their level of motivation clearly relates to the teaching they receive and types of activity involved. For instance, in one lesson in Key Stage 1 the children discussed the importance of physical exercise with their teacher in an animated way because she asked interesting questions that made them stop and think about their previous learning. As a result they were anxious to record what they learnt in their books. This lesson is typical of the good teaching evidenced within children's work throughout Key Stage 1.
117. Pupils in Years 5 and 6 behaved in exemplary fashion as they tried out a range of activities demonstrating how sound travels in waves through the air. This was because they understood the teacher's high expectations for practical work and enjoyed the clear way that she explained some new ideas. In this class the teaching is very good indeed and rapid progress is evident within the pupils' books. The teacher's scientific knowledge is secure and she has established an excellent ethos for sustained hard work and effort. A particular strength is the way that important scientific learning is sometimes skilfully woven into other areas such as personal and social development. For instance, as part of their work on human reproduction the children have recently been given an egg to decorate with a human face. They were told it was their "baby" and had to take it everywhere with them for a fortnight. The resultant evaluations and very personal responses of the pupils showed that much thought had been given subsequently to the responsibilities of parenthood. The teaching here is very good indeed.
118. In contrast, the response of the pupils in Years 3 and 4 is much more varied. They quickly got fed up with a lesson on testing the strength of different sorts of plastic because they weren't clear about what the teacher wanted them to do. Although the older children had a go at trying to devise a simple test, the younger children were often left out, even though many of them had some good ideas. Despite a reasonable introduction that re-visited some previous learning the lesson quickly went down-hill because the teacher lacked strategies to check what each group was doing or to change the course of the lesson once she realised it was going wrong. The evidence within pupils' books indicates that progress is much slower in the lower part of Key Stage 2 and that teaching in this part of the school is unsatisfactory.

123. **OTHER SUBJECTS**

123. **Information technology**

124. Since the school was last inspected there have been significant improvements in the quality of the teaching and the progress made by the pupils. As a result the pupils are now achieving the levels expected of seven and eleven year olds. They are making good progress through Key Stage 1 in all aspects of the information technology curriculum. Progress in the early part of Key Stage 2, where access to resources is more difficult, slows because the pupils do not have sufficient opportunities to develop a wide range of information technology skills. Later in Key Stage 2 progress accelerates and is good because the pupils make much greater use of computers. However, they still have too few opportunities to extend their knowledge and skills in monitoring, modelling and controlling.

125. The teaching is now satisfactory. The teachers' planning is much improved and they now identify opportunities for pupils to develop and extend their information technology capability in many subjects of the curriculum. Each class has objectives for each term that are displayed alongside the computers in each classroom. In Key Stage 1 the teachers set tasks that, for example, develop the youngest pupils control of the mouse by moving images around the screen or by clicking on objects as part a numeracy activity. In Year 2 the pupils enter text and add pictures to their work. They are using their word processing skills to write reports of activities such as the intercultural day they were involved in and to extend their learning in other subjects. For example, when investigating alliteration in literacy. By the end of Key Stage 1 the pupils produce graphs to display data they have collected. They also investigate the use of the television remote control, telephones and tape recorders and as a result recognise that control is an integral part of giving signals and commands to operate many everyday devices.
126. In Years 3 and 4 the range of opportunities to use information technology is narrower. Inadequate space in a temporary classroom detached from the main school building severely restricts access to computers. However, the pupils' earlier work is consolidated particularly through word processing tasks that help them to gain a better understanding of the importance of the contents and index of a book. In Years 5 and 6 the pupils have been involved in the 'Building Bridges Project' with the local high school. Through this project and the work planned by the teacher the pupils' experience a broad range of opportunities to further develop their skills in communicating and handling information. For example the pupils have developed the ability to lay out text and images in the style of a newspaper using desktop publishing. They have applied this to the production of articles for the parish newsletter. They also write reports for display in the classroom linked to their history topic such as, 'My Great Gran in the Second World War'. The teacher gives the pupils good opportunities to handle information and retrieve from both free text and data fields although at the moment opportunities to monitor, model and control are restricted Logo activities.

119. Some pupils make good use of information technology in their homework. For example, to aid their research into a geography topic on the weather one pupil had printed out information from a CDROM encyclopaedia and another had downloaded information from the Meteorological Office web site.
120. The profile of information technology within the school has significantly improved. Recent additions to the school's hardware and software resources and all of the teachers commitment to following a certificated course to improve their own information technology skills clearly illustrates that the school is well placed to make further improvements.
128. **Religious education**
121. One lesson in religious education, in Key Stage 1, was seen during the inspection. Other evidence is based on a scrutiny of the pupils' work and teachers' planning. At both key stages, the pupils' attainment matches the requirements of the locally agreed syllabus. In Key Stage 1, the pupils have a sound knowledge of festivals both in Christianity and in other religions such as Islam, Sikhism and Hinduism. They recognise that festivals are periods of celebration, some of which are joyful and others, sad. By the end of Key Stage 1, the majority of pupils know that it is important to respect the symbols associated with religion and the fact that there are different ways of worshipping such as in a Christian church or in a Mosque.
122. Satisfactory progress is made in Key Stage 2 when pupils have a much more detailed knowledge of Christian festivals and also broaden their understanding while focusing more closely on significant ceremonies such as baptism or marriage. They learn about key figures in the Bible and that different religions have their separate special books. At the same time, they satisfactorily broaden their perceptions about lifestyles associated with different communities and cultures. Their developing knowledge and awareness of the importance of religion is an increasing strength.
123. The teaching is at least satisfactory. Teachers plan their lessons carefully and are using an increasingly interesting range of resources such as artefacts, books and pictures to support their teaching. Teachers are gaining confidence when teaching about a range of religions. At times, the organisation of the teaching in Key Stage 1 impedes the participation of the youngest pupils and work is not ideally matched to their level of understanding. This was the case during a lesson which contained appropriate challenge for the older pupils but which was too demanding of the skills and knowledge of the younger ones.
124. The older pupils in their writing show that they are interested in learning about religion and about some of the fundamental concepts underlying the various faiths. Pupils in Key Stage 1 are fascinated when they learn about the symbols of different religions, for example, those which are associated with festivals of light.
125. Medium term planning often indicates what aspects of pupils' work are to be assessed. However, this is not precise enough at upper Key Stage 2 and not sufficiently linked to the objectives for learning.
133. **Art and design and technology**
126. The pupils' work, in both subjects, meets expectations and some pupils produce work of

a good standard. Since the last inspection there has been a substantial improvement in the provision, teaching and standards in design and technology.

127. By the end of Key Stage 1, the pupils, including those with special educational needs, are developing good skills and making sound progress. The youngest pupils are developing their brush control well and using a range of objects to make interesting prints. In Year 2 the pupils keep a useful record of investigations in their 'ideas books'. These books show they are able to explore contrasting textiles and prints, make rubbings of wallpapers, leaves and textiles to form interesting images. In design and technology, they are able to plan their work. The pupils in Years 1 and 2 are practising their joining and fastening skills. Some pupils were observed making sample fastenings in preparation for their 'cloaks of many colours'. They were able to sew buttons on to their sample of textile and make suggestions about how to make a loop to fasten the button.
128. At the end of Key Stage 2 the pupils make steady progress in developing their skills using a variety of media in art and different materials in design and technology. They are developing their techniques through an appropriate range of opportunities planned by the teachers. The pupils use their observational drawings to extend their ideas into painting and printing. The Year 3 and 4 pupils have produced some very interesting work based on the design of buildings that show a good use of colour and an understanding of composition. In Years 5 and 6 the pupils have designed and are currently making games that use electrical circuits. They are able to use a range of tools safely, work co-operatively and evaluate their work objectively.
129. The pupils have positive attitudes towards art and design and technology. They sustain their concentration during lessons. Throughout the school the pupils share equipment and give each other good support. The pace of the work is brisk and they approach their work with enthusiasm and enjoyment. Their behaviour is good and the older pupils behave very responsibly.
130. The quality of teaching in design and technology is good, and very good in Years 5 and 6, and this has a positive impact upon the pupils' attitudes and the improved quality of the work that they produce. The teachers have improved their own skills and knowledge since the last inspection and this is now improving the quality of work. Although no art lessons were taught during the inspection the teachers plan a good range of opportunities for the pupils and effectively display their work in the classrooms, corridors and the hall.
138. **Geography**
131. The quality of work in geography meets expectations at the end of both key stages.
132. By the end of Key Stage 1, the pupils use a variety of simple maps and plans and relate them to, for example, their route to school. They categorise houses into different types and make observations about their main features. They make observations about prominent features of the landscape and understand that these can be represented by symbols on a map. The pupils also make simple comparisons between cities, towns and their own village. By the end of Key Stage 2, they apply their geographical skills to study of places further afield including Sri Lanka. They know about the lifestyles of people and the physical features and climate of where they live. The older pupils make good comparisons between life in Sri Lanka and their own life styles. They know that the world's rainforests are located within 10° north or south of the equator. They can also make comparisons between regions that suffered from extremes of weather such as

Baffin Island and the monsoon regions of India.

133. Inspection of the pupils' work shows they are making satisfactory progress and that their skills and knowledge increase and develop as they move through the school. The younger pupils recognise an increasing range of similarities and differences between their own area and other environments. The older pupils show an increasing understanding and concern about important global issues such as the influence of the weather and climate.

141. **History**

134. The quality of the pupils' work in Key Stage 1 meets the expected levels in history. They make satisfactory progress in the development of historical skills. By the end of Key Stage 2, the pupils' knowledge of historical events is above average and they make good progress in their ability to use a range of evidence from a variety of historical sources. At Key Stage 1 pupils show a satisfactory understanding of life now and in the past. They recognise some famous people such as Florence Nightingale and Mary Seacole who have brought about significant changes in the lives of ordinary people. They are able to sequence historical items such as vehicles, showing that they recognise the passing of time and some of the changes associated with it.

135. At Key Stage 2, the pupils increase their knowledge of the distant past such as the Roman period in Britain, Ancient Egypt and, more recently, Britain during World War II. The writing of accounts relating to domestic life during the war, using artefacts, photographs, books, newspaper facsimiles and first hand accounts from local people has greatly enhanced their understanding of and empathy with some of the people who lived through that period. The good progress has been enhanced by visits, for example, to the site of a nearby Roman settlement. They are developing a good sense of chronology and acquiring an appropriate vocabulary to discuss the past.

136. The quality of teaching is satisfactory at Key Stage 1 and often good at lower Key Stage 2. It is of a very high quality at the upper end of Key Stage 2. Here, the teacher's knowledge successfully draws together various influences which have prevailed at certain periods and a range of interesting resources are made available as evidence. The lessons are interesting and have a positive impact on the pupils' behaviour and concentration. Many of the older pupils are motivated to write at length. They collaborate well when sharing resource material and readily use books and other materials to carry out independent study to support their historical enquiries. This is as a result of the pupils' research skills being skilfully fostered.

137. Pupils listen with interest and enthusiasm. They are fascinated by the artefacts made available to enliven their studies. It is clear that they are stimulated by visits, for example, to museums and to local sites associated with the Roman, Tudor and Victorian periods. Older pupils have benefited both socially and culturally from contact with local people who have living memories of the recent past.

145. **Music**

138. The quality of pupils work by the end of both key stages is satisfactory and in line with the expected levels. A small proportion of pupils in Key Stage 2 attains above average standards. They make satisfactory progress during Key Stage 1, thus showing an improvement since the last inspection. By the end of Key Stage 2, the majority of pupils make good progress. An element of this is reflected in the gains pupils make in their

recorder playing.

139. At both key stages, the quality of singing is satisfactory within the narrow range heard. The pupils sing tunefully to the accompaniment of taped hymns during school worship. At times, they perform on untuned percussion instruments to accompany their singing, but sometimes the younger pupils give insufficient attention to the quality of their singing. Younger pupils are, nevertheless, learning to sing loudly or softly as appropriate. They are becoming more skilful at selecting instruments, both self-produced and conventional, to produce certain sound effects such as the creaking of castle doors or the scuttling of rats. At Key Stage 2, pupils are satisfactorily learning to sing to a sol-fa score and are developing a good recognition of different rhythms. Their listening skills enable them to identify the sound of different instruments with increasing accuracy.
140. The standards attained are benefiting from the leadership provided by a specialist teacher who is knowledgeable and has established a good rapport with the pupils. The work is well pitched for the different age groups of children. The level of encouragement and the care taken to ensure that all have the opportunity to use instruments, has a positive impact on the pupils' enjoyment of the lessons. There is a good pace to all the lessons. This is a consequence of clear objectives being set and pupils' increasing satisfaction as they feel they are making progress, for example, in performing together as a class.
141. The pupils enjoy their music lessons and behave well throughout. They listen to advice about handling instruments and co-operate well as a whole class. The youngest pupils are fascinated by the more unusual instruments and the sounds they make. Older pupils usefully supplement their musical development during instrumental lessons. They receive good encouragement to perform in public during school worship, concerts and church festivals. As a result of a generous donation, resources for music are of a good quality.
149. **Physical education**
142. Although there was no observation of other types of physical education, the inspection of the school included a focussed view of swimming which is reported below.
143. Despite its rural setting and the fact that the nearest baths are some twenty minutes away by coach, the school makes good provision for the teaching of swimming. The school places great emphasis on ensuring that all children learn to swim at as early an age as possible. Thus every pupil including those under-five and up to Year 4 goes swimming every term for a minimum of five, thirty minute lessons. The pupils in Years 5 and 6 only go swimming in the autumn term unless they cannot swim 25 metres unaided, in which case they are offered the opportunity to continue to go to lessons with the younger children. These arrangements work well because almost every pupil leaving the school can swim at least twenty-five metres. Many swim much further and have a good range of additional water skills as well. For instance, there are only three of the current Year 6 who have yet to reach the expected level and most of these appear likely to succeed by the end of the summer term because they are being well taught. The lessons are arranged so that each group attends for five consecutive weeks, thus enabling steady progress across this block of time before a different set of pupils have their turn.
144. At the moment it is the pupils between the ages of four and nine who are being taught. The hour at the pool is divided in half so that teaching is safe and the size of groups, manageable. The reason the school manages to do this is because of the splendid

support it receives from parents and grandparents. It is not unusual for up to ten adults to accompany the children when they go to the baths. They help to supervise the children as they get changed, some keep an eye on those waiting to swim and many get changed and support the youngest, less confident children when they are in the water.

145. The pupils are divided into five small groups based on swimming ability that are taught respectively by the two qualified ASA pool instructors, two teachers from the school and a volunteer parent who has an ASA instructor's qualification. As a result of this regular good quality teaching by adults who have secure knowledge of how to teach swimming the children all make good progress.
146. The most advanced swimmers are working hard to improve the fluency of their style. Although they are confident in the water and float, roll and tumble happily, they are not yet efficient swimmers. The instructors recognise this and provide a sound programme of activities that encompass opportunities to extend both skills and stamina. For instance, once the pupils were warmed up, the first part of the lesson focussed on getting them to improve their arm action for both front and back crawl. Later on they practised treading water.
147. The middle group is getting used to working out of their depth in the middle section of the pool. All are confident in the water, but again have rather ragged styles. The additional presence of parents swimming alongside supports pupil confidence, but also helps because these adults remind the children of what they are trying to do. The teacher is working effectively to encourage the pupils to develop a flatter body position in the water. She makes good use of floats to encourage the children to "push-and-glide" with their faces in the water and also makes sure that they are equally comfortable swimming on their backs. A good example of how this work is extended to ensure good progress is the way that in the top group a similar exercise is modified to improve further pupils' style. Here the pupils hold the float with one arm and practice their stroke with the other. This helps the teachers to encourage them to roll their heads to the side to breathe rather than lift their heads and upper body which would slow their progress through the water.
148. Throughout the lessons the different groups of children all displayed extremely positive attitudes to their swimming. During the course of getting changed many chatted excitedly to the inspector about what they could do and the progress they had made this term. However, it is in the group containing the youngest, least experienced swimmers that some of the most important progress is being made. Here, many of the children under five are gaining their first experience of being taught to swim. They are happy and confident because they are working with their class teacher who knows how to help them improve. The two other parents who work alongside the teacher in the water also support them. As a result all the children enjoy the range of games and activities provided and with the help of flotation aids are beginning to learn to propel themselves through the water.
149. On the day of the inspection there was no lifeguard dedicated to maintaining a scrutiny of the pool throughout the lesson. There are sufficient, suitably trained and qualified adults present. However, the lack of an independent observer with a clear view of the pool who is not involved in teaching is a potential risk, particularly when five groups are working in a comparatively small space.

PART C: INSPECTION DATA

157. SUMMARY OF INSPECTION EVIDENCE

A team of 4 inspectors worked in the school for a total of 10 inspection days.

Over 34 hours lesson observation and work scrutiny was undertaken during the course of the inspection.

The work of 40 pupils was formally scrutinised. And many pupils were heard reading informally. Other pupils' work was sampled throughout the period of the inspection during all lesson observations. Periods for the scrutiny of class sets of pupils' work were identified on the timetables of all inspectors and subsequent judgements noted as part of the record of evidence.

Inspectors met and spoke with individual pupils in lessons, on the playground and during school clubs.

Inspectors also met with the headteacher, the special educational needs co-ordinator and all curriculum co-ordinators. Informal discussions took place with all class teachers throughout the inspection.

A pre-inspection meeting was held with parents of the school. Eight-five parent questionnaires were circulated by the school and the 24 responses analysed. The views of parents were noted and used to inform the inspection process.

Four members of the governing body were interviewed during the inspection.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	111	1	33	2

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	4.9
Number of pupils per qualified teacher	22.6

Education support staff (YR – Y6)

Total number of education support staff	3
Total aggregate hours worked each week	55

Financial data

Financial year:	1998-9
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	£
Total Income	192,874
Total Expenditure	187,779
Expenditure per pupil	1691.7
Balance brought forward from previous year	0
Balance carried forward to next year	5095

PARENTAL SURVEY

Number of questionnaires sent out:
Number of questionnaires returned:

85
24

Responses (percentage of answers in each category) :

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	46	46	4	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	58	33	0	4	4
The school handles complaints from parents well	25	33	29	4	4
The school gives me a clear understanding of what is taught	33	50	8	8	0
The school keeps me well informed about my child(ren)'s progress	38	50	4	4	0
The school enables my child(ren) to achieve a good standard of work	46	42	4	4	0
The school encourages children to get involved in more than just their daily lessons	42	42	8	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	46	42	0	8	4
The school's values and attitudes have a positive effect on my child(ren)	42	46	8	0	0
The school achieves high standards of good behaviour	33	50	0	8	0
My child(ren) like(s) school	67	33	0	0	0