

INSPECTION REPORT

Sutton-on-Trent Primary School

Newark

LEA Area: Nottinghamshire

Unique Reference Number : 122678

Headteacher: Mrs Ellen Gascoigne

Reporting inspector: Mrs R J Schaffer
23698

Dates of inspection: 24 - 28 January 2000

Inspection number: 189090
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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11 years

Gender of pupils: Mixed

School address: Church Street,
Sutton-on-Trent,
Newark,
Nottinghamshire.

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Appropriate authority: Governing Body

Name of chair of governors: Mr Philip Grover

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ruth Jane Schaffer	Registered inspector	English Physical Education Information and Communications Technology Religious Education Music Under Fives	The school's results and pupils achievements Pupils attitudes, values and personal development. How well are pupils taught ? How well is the school led and managed ?
Brenda McIntosh	Lay inspector		How well does the school care for its pupils ? How well does the school work in partnership with its parents ?
Bruce Potter	Team Inspector	Science Geography History	How good are the curricular and other opportunities offered to pupils?
Roger Gill	Team inspector	Mathematics, Art Design and Technology Special Educational Needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sutton-on-Trent is a community primary school. It's nursery facility, which currently has 21 children attending, is open for two and a half days a week. There are 126 pupils on roll which is fewer than most other primary schools. Nearly all pupils are of white United Kingdom heritage with seven per cent of pupils coming from other ethnic groups. Twenty six per cent of the school population are identified as having special educational needs, which is similar to other primary schools.

HOW GOOD THE SCHOOL IS

The many improvements made over the past year are beginning to take effect. The good quality of teaching in Key Stage 1 provides a very secure foundation for pupils' early learning and good standards are achieved in the national tests at the end of this key stage. In Key Stage 2, attainment is improving in English, mathematics and science. However, there are still gaps in pupils' knowledge and skills in mathematics, English and religious education and in some parts of information and communications technology. The school is now effective in its work having tackled its weaknesses robustly, and is now providing satisfactory value for money.

What the school does well

- The nursery provides a good start to pupils' education.
- At Key Stage 1, standards of reading, writing and speaking and listening are very good and standards in mathematics and science are good.
- The leadership given by the headteacher is determined, well focused and effective.
- The National Numeracy Strategy has been implemented promptly to raise standards in mathematics
- Good provision in science has raised standards considerably by the end of Key Stage 2.
- Pupils, especially those with special educational needs, receive very good support and guidance.

What could be improved

- The performance of pupils in all the national tests at the end of Key Stage 2.
- The level of attainment in mathematics in all classes in Key Stage 2.
- The range of opportunities for pupils to write in Key Stage 2.
- Standards in religious education, which are unsatisfactory in Key Stage 2 because of insufficient teaching time.
- The monitoring of teaching and learning.
- The pupils do not achieve a high enough standard in some areas of their work in information and communications technology, in particular in data handling.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the appointment of the present headteacher a year ago the Code of Practice for pupils with special educational needs has been implemented and there is now good procedures for identifying and assessing these pupils, as required in the last report. Assemblies are now well planned to include an act of collective worship and provide opportunities for reflection and spiritual growth. Standards in religious education have improved at Key Stage 1 but not at Key Stage 2 and this remains a weakness. The school has taken a number of necessary

steps to raise attainment at the end of Key Stage 2, for example by entering pupils for the national tests, which did not occur at the time of the last inspection. While there is still much to be done, substantial improvements have been made.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	N/A	C	E	E*
Mathematics	N/A	B	E	E*
Science	N/A	A	E	E*

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The school's results at the end of 1999 were well below the national average and were very low when compared with those of similar schools. The school has set itself challenging targets for the current year and it is making satisfactory progress towards those targets. The pupils who will sit the test this summer are working at a level above the national average in science, at an average level in English and below average in mathematics. This represents a significant improvement on 1999 for all three subjects. The standard of work seen in Key Stage 1 is well above the national average in English and above average in mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They are keen to come to school. In lessons they listen responsively to teachers and get on with their work with interest and determination to do well.
Behaviour, in and out of classrooms	Behaviour is good. Pupils behave well because they think it is the right thing to do, rather than to be rewarded
Personal development and relationships	There are very good relationships between adults and pupils and between the pupils themselves. Pupils have a mature attitude to carrying out any tasks they have been given and often offer to help on their own initiative.
Attendance	Attendance is good and most pupils are punctual.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good or very good in 68 per cent of lessons, with 18 per cent being very good. The teaching was satisfactory in 26 per cent of lessons and unsatisfactory in five per cent (2 lessons). The teaching of basic skills is very good in Key Stage 1.

In Key Stage 2, all teachers are competent in teaching basic skills but are not yet using effectively all the methods recommended in the Frameworks for Literacy and numeracy. Information and Communications technology is used well to develop learning in other subjects. Homework is organised well. Teachers assess pupils' achievements thoroughly and generally provide work which matches their level of understanding. The two unsatisfactory lessons were in mathematics and music when work was not well matched to all pupils' levels of attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A relevant, well planned curriculum is provided for the children under five and for the pupils in Key Stage 1. At Key Stage 2, provision is unsatisfactory because not enough time is given to religious education to meet statutory requirements and because some aspect of information and communications technology are not covered in sufficient depth. There is a good programme of extra-curricular activities. Opportunities provided for pupils' personal development are very good and the school uses the local community very well to enrich the curriculum.
Provision for pupils with special educational needs	The school has good procedures for identifying pupils with special educational needs. Every opportunity is taken to provide extra support for their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' social and moral development is very good, for their spiritual development good, and for their cultural development satisfactory. However, not enough is done to promote an understanding of other cultures.
How well the school cares for its pupils	Attention to the health, safety, care and protection of all pupils is of a high standard. Teachers know their pupils well and monitor their academic and personal development effectively. Their reports to parents do not give enough information about pupils' attainment, however, or set targets for them to work towards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher knows what needs to be done and in what order and tackles each aspect systematically and thoroughly. She has provided staff with achievable but challenging goals. Senior management and all staff are an effective and committed team.
How well the governors fulfil their responsibilities	The governors are clear about their responsibilities and monitor and evaluate the work of the school as thoroughly as possible. Each contributes with his or her own expertise. There is a very good working relationship between the governors and between the staff of the school.
The school's evaluation of its performance	Satisfactory overall. The school's development plan is monitored and evaluated effectively. The school has begun to analyse and evaluate the performance of pupils in national tests and through its own assessment procedures. However, this work is at an early stage. The headteacher has a good view of the work of each teacher but as yet there has been no formal monitoring of pupils' work and the quality of teaching.
The strategic use of resources	Good. There is a tightly focused three-year strategic plan based on appropriate consideration of available funds. Funds, large and small, are raised from as many sources as possible for specific uses and this contributes to a whole school view of the efficient use of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Social skills are very well developed. Children are encouraged to care for each other and to care about world events. • Bullying is dealt with well. • The school is an important part of the local community. • There has been a big improvement in the identifying and providing for pupils with special educational needs. • They were dissatisfied with the work their children are doing in the past but things have improved. • The nursery and early year's unit have very good standards. • They feel that the staff are very approachable. 	<ul style="list-style-type: none"> • The identification of pupils with special educational needs was not done early enough in the past and now these children have to catch up. • Homework and the reading books, which come home, are dull and do not interest children.

The inspection team agreed with the parents' positive views about the school. The parents whose children have special needs are appreciative of what is now being done but inspectors agree that this work should have been put in place much earlier. Provision for pupils with special educational needs is now good. Inspectors found no evidence that homework is uninteresting. The pupils take home a range of reading material of good quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry to the school, the children have a wide variation of attainment, though the school's baseline assessments show that their attainment is below average overall. These findings should be treated with caution, however, as the performance of only one child in a very small intake can make a disproportionately large difference to the results. The children under five are making good progress in the nursery and in the reception class and by the time they start Year 1 most will have achieved the level usual for children of this age, and a significant number will achieve beyond.
2. By the time they are five children know the letters of the alphabet by name and by shape and copy them successfully. They listen to stories well, ask questions and tell what has happened and begin to read a few familiar words themselves. In mathematics they take part in whole class sessions on mental calculations and have begun to understand the operation of addition. They count and order to 20 accurately. They know the names of the seasons and the happenings in the natural world associated with that season. They can talk about objects which are magnetic or non-magnetic. They can run, jump and climb in a controlled and confident way. They handle tools such as scissors well. They explore, in a manner appropriate for their age, colour texture and shape in their own picture making.
3. Pupils' performance in the 1999 national tests at the end of Key Stage 1 was well above the national average in writing and mathematics and average in reading. In comparison with those of similar schools the results are well above average in writing, above average in mathematics but below average in reading. In 1998 the pupils achieved results well above the national average in reading, writing and mathematics. The school has identified that the lower results in reading in 1999 reflect the difficulty the pupils had with the comprehension work, and steps have been taken to improve teaching and pupils' understanding of how to tackle comprehension work.
4. Pupils' performance in the national tests at the end of Key Stage 2 in 1999 was well below the national average in English, mathematics and science. The results were very low when compared to those of similar schools. In the previous year results were much better; they were well above average for science, above average for mathematics and average for English. The school accounts for the low results of 1999 by the fact that 45 per cent of the pupils had special educational needs. The pupils had also experienced a high level of mobility in their primary years with 27 per cent of the pupils having joined the school part way through Key Stage 2.
5. Although the make-up of the cohort undoubtedly affected the level of the results in 1999 other factors also played a part. The school did not administer the national tests until 1998 because for some time the leadership of the school had been opposed to the process of testing and this was backed by the views of some parents; there are still some parents who do not want their children to sit national tests. It is therefore not possible to identify trends in performance over the last four years. The new headteacher is encouraging parents to see the importance of tests in raising standards. The current Year 6 will have the benefit of lessons which provide them with opportunities to practise for the tests and there will be booster classes for those pupils who need them. The school has set a challenging target of 77 per cent of pupils reaching the national average for the tests at the end of the current year and is making good plans to meet these targets.

6. In Year 2, pupils' attainment in speaking and listening is above expectations. They make good progress in listening to instructions and in participating in discussion or in explaining their ideas. Their attainment in reading and writing is well above average. Throughout the key stage, pupils learn to read new words quickly. During whole-class reading sessions their fluency and use of expression develops well. They write with confidence and have a good range of known words which they can spell accurately. The pupils' learning in most areas of the curriculum benefits from their good skills of literacy. They record their findings in science and write descriptive pieces in history and religious education to consolidate their learning. Pupils' attainment in mathematics and science is above average. They can discuss their methods of working and solve problems when working with numbers up to 20 and those of higher attainment can deal with numbers up to 1000. In science pupils have made a good start in understanding the process of fair testing. They learn at a good rate to use appropriate vocabulary to describe living things, materials and phenomena such as forms of energy and the force of movement.
7. The attainment of pupils in speaking and listening in Year 6, matches expectations. Pupils of higher attainment have developed a wide vocabulary. Teachers give them good opportunities to take part in discussions and they make good progress. The larger than usual number of pupils who lack confidence in expressing their views, make good progress in lessons because teachers target support and explain ways of overcoming their difficulties. The attainment of the majority of pupils in reading and writing matches the national average. Pupils read a wide range of literature and they improve their intonation, accuracy and understanding as they do so. They use their reading skills in all their work; for example, when looking for information on the internet they scan through text on the screen. Their skills in writing and handwriting have not been developed consistently during the earlier years of their schooling and consequently some have handwriting that is cramped and ungainly and some still use incorrect joins. However, specific handwriting sessions are successful and many are learning to correct errors in their handwriting at a good rate. They are able to spell words in their spelling tests at the appropriate level of difficulty for their age, but in their independent writing they often make errors indicating a poor knowledge of letter sounds and their progress with this is not very marked. Their writing shows flair and originality of thought. However pupils work is often too short and lacks the development of ideas expected at this age.
8. Pupils' attainment in mathematics in Year 6 is below the national average. Pupils make good progress in performing additions and subtractions in columns using decimals correctly. They have a secure understanding of the relationship between addition, subtraction, multiplication and division. However, they have not yet become confident in finding and explaining their own methods for calculations using these four operations. They have worked on problems involving the classification of two dimensional shapes successfully but they have not done the same for three dimensional shapes. This is not because the teacher is not providing enough challenge in this topic but because of the shortcomings in their learning whilst in previous years. Teaching is having to catch up and pupils are making good progress in their current work. In science, pupils' attainment in Year 6 is above the national average. They know the scientific names for some major organs of the body system and they have made good gains in their learning during investigations into pulse rates. Their knowledge of the circulatory system is good as is their knowledge of the life cycle of plants. They can use and explain terms such as "germinate" and "pollination". Teachers provide good challenge so that pupils record findings accurately and understand the importance of doing so.

9. At the end of Key Stage 2, pupils' attainment is similar to that found generally in pupils at the age of eleven in art, design and technology, geography, information technology and physical education. In information technology the standard of their work in control and data handling is not high enough but the overall standard is satisfactory because of the standard of their work in other areas. In religious education pupils have insufficient knowledge about major world faiths. Their attainment in history exceeds that usually found in pupils of this age. At the end of Key Stage 1, pupils achieve a standard above that usually found in all subjects except art and design and technology. No judgements were made in respect of music and physical education.
10. The pupils with special educational needs make good progress. Their needs are identified well and work and support are provided appropriately. Teachers use the good individual education plans to identify the next stage of pupils' learning. Care is taken to ensure that pupils' self-esteem is developed and most of their work is within the lessons planned for the whole class. Teachers keep detailed records of their personal development and check these regularly. The pupils of highest attainment often have the opportunity to work with older pupils. The work is challenging for them and they make good progress. The pupils from different ethnic minority groups are well integrated into the school and make similar progress to other pupils.
11. Pupils' current learning indicates that whilst there are some areas where improvement in learning is needed, pupils' levels of achievement are good in most subjects in Key Stage 1 and satisfactory or good in equal measure in Key Stage 2. Pupils in Key Stage 1, make good progress in English, mathematics, science, religious education, information and communications technology, history and geography. In other subjects their progress is satisfactory. In Key Stage 2, pupils make good progress in mathematics, science, history and in some aspects of information and communications technology. In all other subjects their progress is satisfactory, except for religious education where progress is unsatisfactory. The school's results in 1999 did not compare well with those of similar schools. However, teachers are now testing pupils in mathematics and English and keeping appropriate on-going records of pupils' reading, spellings and evaluations against the requirements of the National Curriculum and the Literacy and Numeracy Strategies. These show that pupils are making at least satisfactory progress and some are making good progress and inspection findings agree.
12. The difference between inspection findings and the test results in 1999 reflect a number of factors. The current cohort in Year 6 does not have the same high percentage of pupils on the special needs register. More of the pupils have been settled during their primary schooling and the mobility figure is not high. The school has put in place a number of assessment procedures which have been helpful in identifying the targets for individual pupils. There has been a fast implementation of the Numeracy Strategy and the teaching of grammar, handwriting and spelling has been more systematic. Planning for science has been improved.

Pupils' attitudes, values and personal development

13. The children under five play and work happily together. They are sensible with the school's resources, taking care of the equipment they use, including the computers. They understand what is expected of them and respond very well to adults' requests. They have already begun to show a mature understanding of the needs of others.
14. Pupils have a great enthusiasm for their school. They are keen to explain features of the school, such as the "Fabulous Fantastic Friday" display board or the notice board they themselves maintain to show what is happening during the coming week. Boys and girls mix well, accepting and attending to different responsibilities both in class

and in the school in general. Pupils with special educational needs are fully involved, and play a part in school activities to the same extent as other pupils.

15. Pupils' behaviour is good. In lessons they pay attention well and are keen to get started on their work. There are a few pupils whose levels of concentration are such that they need a reminder from teachers to attend to their work and one or two who sometimes want the spotlight of attention on themselves too much. These pupils are dealt with very well and teachers are always able to attend to them without an interruption to the smooth running of lessons. This is because pupils have a good understanding of what teachers expect and of the routines of the classroom, many of which support good behaviour. Pupils are polite to each other and to adults, many offer help both to adults and to other pupils on their own initiative. They are courteous and trustworthy.
16. Pupils form very good relationships with each other and with the adults in the school. Pupils, do not feel intimidated or bullied. The nursery children and younger pupils in Key Stage 1 play happily in their own designated area and often choose to invite older pupils to come and join in with them. Older pupils see it as a privilege to play in this special area. In discussions in class, for example during a short piece of drama, pupils pay attention to each other well and show that they understand how others may be feeling.
17. Whilst responsibilities are given to younger pupils, the older pupils are rightly given the opportunity to take a lead in the school. They do so with enthusiasm; for example, they organise the agenda and chair meetings of the school council. There are often informal discussions, instigated by pupils with teachers about what should go on to the agenda of the next meeting of the school council. In the past pupils were not given many opportunities to organise their own work. Many of the pupils who are less confident still find making their own decision about organising their work difficult but others are making good progress with this and developing their own organisational skills.
18. Attendance is good. Parents inform the school of any absences and in the very few cases where this is forgotten, the school checks to see that the pupil is at home safely. The vast majority of pupils arrive at school on time and are keen not to miss the start of the school day.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching is good or very good in 68 per cent of lessons, 18 per cent being very good. Satisfactory teaching was seen in 26 per cent of lessons and five per cent were unsatisfactory (2 lessons). The unsatisfactory lessons were in music and mathematics when the activities were not well matched to the pupils' level of attainment, but they did not reflect the teachers' usual work. In the nursery and in Key Stage 1, the quality of teaching is good. In Key Stage 2 the quality of teaching is satisfactory overall, though in some lessons it is good or very good. There are some weaknesses, however, in choosing activities and methods to meet the requirements of the Literacy Strategy, and in ensuring that teaching and tasks provided well for the appropriate level of attainment of all groups of pupils.
20. The teaching of the children who are under five years of age in both the nursery and reception classes is planned well. Teachers have a good understanding of how children learn at this age. The nursery and reception class activities build on what children already know and take account of their different rates of learning. Because of good organisation, teachers and other adults, including voluntary helpers, can focus their attention on the needs of individual children.
21. In Key Stage 1, teaching is good in English, mathematics, science, information and communications technology, religious education, geography and history; in art it is

satisfactory. There was insufficient evidence to judge teaching in design technology, music or physical education in this key stage. In Key Stage 2, teaching is good in mathematics, science, history and religious education in some year groups. It is satisfactory in all other subjects.

22. In Key Stage 1, teachers have a very good knowledge of how to teach the basic skills of literacy and numeracy. Both aspects are successfully planned and organised to reflect the requirements of the national strategies. There is a good balance between the different components of the lessons. Teaching in literacy engages pupils' interest well and provides them with very good early experience of books and reading. Teachers assess pupils learning of the basic skills thoroughly and accurately and provide good quality activities which move pupils on at a good rate.
23. In Key Stage 2, teachers have used the Numeracy Strategy framework well to plan a programme of work intended to improve and develop pupils' learning in mathematics. The difficulty in this key stage is that many pupils have not gained sufficient knowledge in previous years to be able to study effectively the learning objectives for their year group. Teachers have assessed pupils' learning carefully but teachers' skill in using assessment as the lesson proceeds varies. An example of the good use of on-going assessment was in a Year 5 and 6 lesson, when a teacher identified that pupils needed more practice at doubling, even though they had previously been assessed as achieving this. The teacher successfully diverted the lesson to respond to this need. In less successful lessons pupils' mental skills are not sufficiently challenged by using the methods and objectives of the Numeracy Strategy framework.
24. In Key Stage 2, teachers generally plan literacy lessons well to match the requirements of the Framework for teaching literacy. Some teachers have very good knowledge of how to teach literacy skills. For example, one teacher successfully helped pupils to understand how to use commas by simplifying the rules, questioning pupils to judge their understanding and providing an activity which immediately gave them the opportunity to put to use what they had just learnt. However, teaching basic literacy skills in Key Stage 2, too often relies on worksheets in which pupils fill in a missing word, circle or underline a chosen word or make a list of words. These activities help to indicate what pupils have learnt but when used too much allow pupils' rate of work to diminish and standard of presentation to deteriorate. In a lesson on antonyms in a Year 5 and 6 class pupils used a worksheet to write the opposite of simple words such as "slowly" when many could have thought up their own pairs and been given the opportunity to write their own lists or sentences to show their understanding. Teachers in Key Stage 1 have good knowledge of how to teach letter sounds and to develop pupils' learning progressively. In Key Stage 2, teachers' current work in teaching spelling rules is good. However, pupils do not have a good foundation of knowledge about letter sounds, and in particular of combinations such as "aw and "or". Teachers have not accurately assessed this, so that lessons are not always matching what pupils need to learn in order to improve their spelling.
25. In Key Stage 1, teachers plan work around stories and subject matter, which are not only relevant to the age of the pupils, but which are also challenging and extend their understanding. For example, the complex parable of the "Prodigal Son" is told to the whole key stage in religious education. The pupils' understanding of human nature is stretched by the implications of this story but all listen intently and a good number are able to make perceptive comments. Teachers expect the pupils to work and learn at a good pace, but they do not hurry them when they need time to reflect, and there are always opportunities for those who work more slowly to finish their work. Teachers' high expectations of pupils' learning are coupled with careful assessment of their achievements so that the level of work and challenge in questions and tasks is well matched to each pupil's needs. In one lesson where the pupils of lower attainment

struggled with the activity, the teacher was quick to realise that she should have provided extra support for this group.

26. In Key Stage 2, a strength in the teaching is a lively and stimulating approach to subject matter and planning, based on projects which have been successfully developed over a period of time and which link learning in different areas of the curriculum, particularly with the use of information and communications technology. For example, to support the pupils' work in science lessons on the human body, one teacher contacted, through e-mail, a firm in Australia carrying out a research programme comparing height with arm span. This successfully introduced the pupils to the possibilities of internet use and scientific research. Information and communications technology is used well by all teachers in the key stage to support pupils' learning, particularly in English and history. Voluntary helpers and classroom assistants are well organised and make a good contribution in many lessons. In science teachers give pupils good opportunities to investigate and solve problems which stretches them to think for themselves and use the knowledge they already have.
27. Lessons are generally well planned. A mathematics lesson in Year 3 was supported by planning that was a model of good practice in identifying learning objectives for each element and the levels of work and expectations for groups of differing attainment. However, although pupils are often told what they are going to do at the start of the lesson it is not always made clear to them what it is their teacher expects them to learn and how well she wants them to learn. Consequently the final session of most lessons is not used jointly by pupils and staff to check whether the learning objectives identified at the start have been achieved. Teachers plan work well to reflect the different levels of attainment in their class, including that of pupils with different educational needs. The visiting support worker provides good advice to staff and this is acted on well. Teachers make careful plans to ensure that the objectives identified in the pupils' individual education plan are reflected in the work they do in class. The school policy identifies the needs of talented and gifted pupils so that the needs of higher attaining pupils are generally well supported by the level of challenge in lessons, although this is not always done well.
28. In both key stages and in the nursery, teachers have developed consistent and practicable systems of classroom organisation and expectations for behaviour which are clearly understood by pupils. For example in one class in Key Stage 2, there is a traffic light system which indicates to the pupils the amount of talk which can take place that lesson, red meaning silent working and green allowing some free chatter. Pupils respond well to these systems and consequently teachers can concentrate their attention on teaching. Teachers encourage less confident pupils very well and they take care to build the self esteem of all. This helps all pupils, but especially those with special educational needs, to participate fully and make good progress.
29. Work is marked consistently and teachers write helpful comments to encourage pupils. Sometimes comments are too encouraging when work is brief or poorly presented and this does not help pupils to improve. The school has developed a good system of communicating with parents through a homework diary and reading diary. Teachers use homework well to develop and extend.
30. In the nursery and reception classes, children of all levels of attainment are taught and learn new knowledge and skills well. Care is taken to ensure that children all have the same opportunities to benefit from the provision. The children are very interested in what they are doing and they persevere at their tasks, often for longer periods than is usual for children of this age. Sometimes teachers and nursery staff miss the opportunity to assist children in understanding how well they have done or how they can improve.

31. In Key Stage 1 pupils build on the skills they have developed in the nursery and their previous knowledge successfully and learn at a good pace. Pupils with special education needs make very good progress. Work is provided for them at an appropriate level and they are supported well by voluntary helpers. They also benefit from the challenge and inspiration of the lessons for all pupils. Pupils of high attainment learn quickly and are given work which challenges them.
32. In Key Stage 2, pupils of all levels of attainment are now learning at a good rate in many lessons. The work they have done in recent months in mathematics and science shows that they are capable of producing a good amount of work and that their acquisition of new skills and knowledge is good. Their work in English shows that they are developing their ideas of structuring their pieces of writing well through the school's method of teaching drafting and planning, but work is sometimes untidy and not well presented. Teachers are not providing sufficient support to help pupils to identify this. The teaching of spelling and handwriting has now improved but in the past this was neglected and pupils in the older classes still need to make great efforts to improve their spelling and formation of letters. After her appointment last year, the headteacher identified the need to develop pupils' independence and their ability to learn and think for themselves. This is well reflected in teachers' work and pupils tackle tasks, such as finding out in Year 3 from a variety of sources including the internet, information about Viking ships, with tenacity and eagerness.

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

33. There are a number of very good features in the range and quality of opportunities for learning for all the pupils, but insufficient time is allocated to religious education at Key Stage 2 and this is unsatisfactory. A key issue raised in the previous inspection report related to planning for religious education and this has not been fully addressed. In all other subjects pupils receive their full entitlement to the National Curriculum.
34. The curricular planning at Key Stage 1 is good, including planning for religious education. There is very effective planning for the teaching of basic skills at this stage. At Key Stage 2, all subjects, except religious education, are planned well, in keeping with the aims of the school. There has been fast and effective planning to introduce the Numeracy Strategy and the planning for literacy is satisfactory. The school prepares pupils appropriately for the next stage of education. It makes very good provision for the personal, social and health education of its pupils. Arrangements for health and sex education are very good and very appropriate attention is given to drugs awareness. These aspects are well incorporated into the science curriculum and are a strength of the provision of the school. Planning to ensure that information and communications technology is taught in all subjects is good.
35. The curriculum provided for children under the age of five is good. It is based on the six required areas of learning and enables children to make good progress towards the Desirable Learning Outcomes. Appropriate emphasis is placed on pupils' personal and social development, speaking and listening, reading, writing and numeracy. The good planning carried out in the nursery helps children to make a smooth transition into the reception class.
36. The school ensures that there is good opportunity for all its pupils to gain equal access to the curriculum. A good and wide range of extra-curricular activities is open to all and these include football, rugby and a mixed sports club together with a French club which caters for pupils of all abilities. There are opportunities for pupils to learn to play woodwind and brass instruments and other activities include clubs for computer and chess and a club which supports pupils in their homework. These activities are enjoyed by over 50 per cent of the junior pupils and most staff are involved. They are well

supported by parents and the wider community. This makes sure that the needs of all its pupils are met, including those with special educational needs, who are fully integrated into the life of the school.

37. The organisation of special needs is good and the good support provided for these pupils helps to ensure that they learn well and build their self-esteem. This fully addresses the key issue of the previous inspection, when the identification and monitoring of special educational needs did not comply with the Code of Practice.
38. The overall provision for pupils' spiritual, moral, social and cultural development is good with particular strengths in the social and moral aspects, which are very good. The development of spirituality is good and the opportunities for cultural development are satisfactory overall.
39. Both spirituality and moral aspects are reinforced through daily, well planned and appropriate acts of worship, in which there are good opportunities for praise, worship and reflection through words, prayer and music. Pupils show interest, enjoyment and reverence in assemblies and there is good involvement and participation. The key issue, which arose from the previous inspection concerning arrangements for collective worship to provide more opportunities for pupils' reflection and spiritual growth, has been well addressed. The values the school promotes and the examples pupils see around them each day of adults who listen to and value their ideas, encouraging them to speak of their special thoughts and moments, make significant contributions to spiritual development.
40. The school uses a good system of rewards and these are valued by the pupils. Whilst contributing significantly to the motivation of pupils to work hard and behave well, they support rather than govern the pupils' ability to know right from wrong. The strong values in the school of honesty, fairness and respect for truth and fairness help to instil strong moral awareness and the majority, of pupils behave well because it is the right thing to do rather than for reward. The very good moral development of the pupils is further enhanced by the very good role models they see in their school and wider community.
41. The very good social development arises from many and varied opportunities provided by the school. Throughout the school pupils are given appropriate responsibilities. Older pupils help to look after and play with younger ones and this helps them to learn and understand what it means to be part of and contribute to a community. Awareness of the wider world and the conditions of other people less fortunate than themselves is helped through the school's regular support of various charities such as Dr Barnardo's and a Christingle service, which raised over £100 for the Children's Society. The School Council is an excellent way of developing pupils' awareness of how everyone plays a part in a democratic society. There are representatives from each class from
42. Year 2 upwards and good systems to ensure that there is fairness in this choice. Years 5 and 6 pupils are responsible for the agenda and taking notes of the Council's decisions. A residential visit, which takes place annually allows older pupils to live together for a period of time, and this helps them understand essential things about living closely with people other than their immediate family.
43. The wider curriculum has some opportunities to develop cultural awareness. An example is seen in the good quality of pupils' work on the designs of William Morris, but the lack of an appropriate scheme of work for art mean there are lost opportunities. There are several good activities and many lessons appropriately reinforce cultural traditions but the approach is not consistent. There are also occasions when the work attaches value to other cultures but these are less frequent. Some reading materials take as their theme stories and traditions from other lands and the nursery children are

made aware of lives and customs very different from their own. Curriculum planning shows some multi-cultural links, for example in literacy there is a focus upon poems from the Caribbean. The fact that the contribution from religious education at Key Stage 2 is unsatisfactory means that it does not provide pupils with sufficient knowledge of others faiths and customs to develop a good awareness of the diversity of cultures within our society.

44. The school's involvement with the wider community is very good and a strength of the school. There are very good links with the village improvement committee and there are lots of visits, for example to local farms and the civil war trail and the theatre in Newark, which are used by teachers well to enrich work in lessons. Recent visitors to the school include speakers, in costume, who talked to the pupils about Victorian and Tudor times and plans are well in hand for the visit of a theatre group with a focus on science. Access to the internet has been developed and through this the school is able to access resources beyond its own locality. A letter put on the World Wide Web by pupils recently had very good response and a wealth of information was accessed on personal experiences of war. Using the community in this way develops pupils' understanding, not only of society but of their own position in it, which plays a good part in helping them to learn with confidence.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school is successful in providing a high level of care to ensure pupils' welfare and safety. Teachers know their pupils very well and plan lessons accordingly. Good relationships have been established throughout the school and pupils frequently help each other in class and around school. Staff in the nursery and reception class support children under five well so that they soon begin to form good relationships with other children and adults. There is a positive approach to behaviour management and incidents of poor behaviour are rare. Teachers take time to explain to pupils how the way that they behave affects others. The new system to modify behaviour, introduced by the headteacher, provides pupils with a clear understanding of acceptable and unacceptable behaviour, and of the rewards and sanctions that they can expect. Pupils understand the system well and the morning assembly to celebrate good work and good behaviour is a highlight of the week. Parents agreed that any incidents of bullying are dealt with effectively.
46. The school has simple but effective procedures for encouraging good attendance. All staff, including midday supervisors, provide a good level of supervision and carry out their duties in a caring way. Comprehensive welfare procedures are in place. The governing body is fully involved in monitoring aspects of health and safety and there are appropriate procedures in place for carrying out risk assessments around school. Child protection procedures are in place and all staff are aware of the requirements. The school addresses health, and safe living very well through its personal, social and health education policy. The course on drug awareness, DARE, gives older children the knowledge to adopt a healthy lifestyle as well as educating them against drug misuse.
47. The school has addressed the issues relating to special educational needs identified in the previous report. There are now clear and effective procedures for the early identification of those pupils with special educational needs and the school's arrangements meet the requirements of the national Code of Practice. The provision is good and pupils make good progress. Each of the pupils on the register has a suitable individual education plan with specific targets, which guides the work of all agencies. The school gives good, consistent support to these pupils in the development of their skills. The work benefits from close liaison with the local authority outreach worker.

48. Assessment procedures are satisfactory overall. There are good systems for the assessment of children's attainments when they start in the nursery, and members of staff meticulously assess and record children's progress throughout the time they are under the age of five. The information is used well to plan for the children's needs. Baseline assessments have recently been introduced to assess children entering the school, and these are beginning to provide useful information. Teachers have a good knowledge of individual pupils' abilities and a great deal of informal assessment takes place, much of which informs curriculum planning. Assessment methods are in place for all subjects and pupils are formally assessed at different stages throughout the year. In most subjects assessments are used to inform planning and in some cases grouping. There was evidence in the records of a change of plans as a result of an assessment following a topic. Assessments on spelling, relating to on-going work are not sufficiently supporting the plans for future work. The school recognises the need to produce a portfolio of moderated work in the core subjects to help to judge levels of work. Moderation of levels of work is to be done through the local family of schools. There are some good examples of marking in which teachers make significant evaluative comments on pupils' achievements. However, sometimes comments give praise even when work is not well done, in order to encourage pupils, but this does not help them to see where they have gone wrong. The headteacher is making use of performance data produced by the local authority to set up a system to track the progress of pupils over time: the school's lack of performance data from national tests before 1998 has proved a disadvantage. However, the school is also using the pupils' performance in the school's own tests to set future targets in the national tests at the end of Key Stage 2.
49. Pupils' personal development is monitored very well. The school is most successful in valuing pupils' achievements and raising their self-esteem. Each week during assembly pupils show good pieces of work which are then prominently displayed in the hall for everyone to see. Specific groups or individuals are given additional support in order to raise achievement; for example, in a lesson on handwriting the classroom assistant helped two pupils to succeed with their joined up writing.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents' views indicate strong support for the school. The responses from parents, at both the parents' meeting and during the inspection and in their answers to the questionnaire, were overwhelmingly supportive of the work done by the school. Parents particularly praised the nursery and early years and agree that many positive things are taking place. They feel that recently there have been some good improvements such as, handling of special educational needs, pupils' behaviour, home/school communications and re-organisation of classroom locations. The inspectors support parents' views on school improvement.
51. The School gives some clear useful information to parents and encourages them to become involved in their children's work. The prospectus and newsletters are presented well, and are readable and purposeful. Parents are satisfied with standards achieved by their children. They can talk informally to staff at any time and there are formal opportunities for them to meet with teachers to discuss pupils' progress and targets for future improvement. The majority of parents attend open evenings. School reports vary in the amount of detail given, but generally, as indicated in the previous inspection report, more detailed information needs to be provided about the content of subjects taught, skills developed and progress made by the pupils. The format of the report needs to be amended to ensure it meets statutory requirements. Separately headed sections, for example, should be provided for each subject.
52. The school works closely with parents of children with special educational needs. Parents are informed from an early stage of the school's concerns about their child.

They attend reviews and are kept well informed of the child's progress. A carefully planned induction programme ensures that each family is well prepared for their child to start nursery. Parents are fully involved in their child's Entry Profiles. Recent re-organisation of classrooms has greatly improved links between nursery and the early year's unit.

53. The school has done much to establish effective relationships with parents in order to involve them in the learning of their children. Parental involvement has a significant impact on both the pupils' learning and the work of the school. A number of parents help regularly in class and many more are willing to help on educational visits. Some parents give invaluable support by supervising children at the swimming pool each week and running extra-curricular activities. The parents' support group is very effective and organises several events throughout the year raising substantial amounts of money for school funds. Parents are given detailed information about topics their children will be studying in order to further support their learning. Parents are happy to support their child when work is sent home. Many parents listen to their children read and make regular comments in the reading record books and homework diaries. They are supportive of the home-school agreement. The school has provided appropriate information about the literacy hour. The school seeks parents' views both informally and formally through questionnaires and acts upon their suggestions where possible.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher gives good dynamic leadership. Appointed a year ago she quickly identified that the pupils in Key Stage 2 were not learning at a sufficiently good rate, and the reasons for this. Drawing upon the views of parents, staff and governors, she mapped out priorities for raising standards. In one year the school has undertaken an impressive amount of change. The long list of changes indicate where there was urgent need for improvement. For instance; the classes to be reorganised because pupils in Year 3 were not being given Key Stage 2 work; staff in Key Stage 1 were finding liaison with the nursery difficult so they moved into the nursery building; the school day was re-organised; planning was centralised and overhauled; job descriptions were agreed; numerous urgent improvements to health and safety were made; the school was decorated throughout and the Numeracy Strategy was implemented. The headteacher has been determined in pushing through these changes but has also managed to keep the good-will of staff and develop a real team feeling in which all members of the school community strive their hardest to make the necessary improvements.
55. The governing body carries out its responsibilities effectively. The staff and governors were all involved in setting up a good working system for school improvement planning. There is a three-year strategic plan with a one year plan which has sufficient detail to ensure that it can be monitored and evaluated effectively. The progress of the work identified on the plan is evaluated regularly by those concerned and governors are kept well informed. The priorities in the plan drive the school's financial planning. Governors are now clearly able to identify the school's strengths and weaknesses through reports from the headteacher about the way developments are progressing; through information on pupils' test results and teachers' assessments; and from their own frequent visits to the school.
56. The previous inspection report identified the need to review the procedures for the identification and monitoring of pupils with special educational needs. Up until the appointment of the new headteacher the school had not addressed this key issue. The headteacher in the role as special education needs co-ordinator drew up a new policy and implemented the requirements of the Code of Practice as soon as possible. There is now a good system of identification in place, parents are involved at all stages and liaison with outside agencies is very effective.

57. There has been a good start to the process of appraisal. Governors are very clear as to their responsibilities and targets for the headteacher are soon to be decided on. The headteacher has reviewed the job descriptions for all members of staff and teachers are aware that their work will be evaluated against the elements of their job descriptions. Prior to this, staff had not identified specifically their own responsibilities or evaluated their work against the demands of a job description. Appraisal of staff will take place after the headteacher's appraisal, which is appropriate. New teachers are supported well by the headteacher deputy or Key Stage 2 coordinator. There is a useful handbook to explain procedures and all planning and policy files are centralised and accessible to all. The school has a high proportion of part-time staff and they are included well in the planning process. However, there are occasions when methods and levels of expectation vary between staff who take the same class and this needs to be a focus of monitoring planning and teaching.
58. The headteacher monitors teachers' planning and subject co-ordinators have a clear overview of planned work because teachers work closely together in this small school. There is much informal discussion. The headteacher teaches for half of the school day or takes a small group in all of the classes and this enables her to judge the quality of teaching. However, as yet there has been no formal monitoring of teaching and short-term planning. This is needed to assess the quality of provision and to make best use of the strengths of all staff. There is a need, for instance, to focus on how well teachers are using the final part of lessons to check pupils' understanding and to involve pupils in this process, and whether all teachers are as skilful as each other in teaching phonics. This would not just identify strengths and weaknesses but also ensure the different skills and knowledge of all staff are used to the best advantage.
59. The school's administrator is skilful in the use of information and communications technology and maintains financial transactions, budget monitoring and information on pupils through the school's systems well. The school has applied for the achievements of pupils to be monitored through a local authority initiative and this will be on-line shortly and will enable senior management and governors to evaluate pupils' achievements in a much more detailed way.
60. The governing body, led by the chair of the finance committee is well aware of the principles of best value for all spending decisions. However they are at an early stage of comparing the standards achieved by the school with that of other schools. The lack of national test data is significant and they are looking at every possible way to judge whether the school is providing good value. Overall it is a satisfactory situation at present.
61. The school is adequately staffed by teachers with appropriate qualifications and experience. The staff working in the nursery are trained nursery assistants who work under the direction of the co-ordinator for early years. Their work is good. The re-organisation of the accommodation so that Key Stage 1 is in the same building as the nursery has had a good impact on the provision for the youngest children. The school's resources are generally satisfactory but there is a lack of sufficient software to provide challenging work in data handling and control technology. The school has no room to house a library. Each classroom has its own well maintained library area, which in the older classes introduces library classification systems. The school makes good use of the village library, which is close by. This library has been under threat from closure and pupils, staff and governors have been very active in supporting it's fight to remain open. This is a good example of the school working with the community which impacts well on pupils' learning both about personal responsibility and the purpose of libraries.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The governors, headteacher and senior management of the school should draw up a post-inspection plan to address the following issues:-

- Improve the pupils' performance in the national tests in all subjects at the end of Key Stage 2 and their attainment in mathematics throughout Key Stage 2 by (Para 4);
 - continuing to analyse and evaluate pupils' achievements in national tests and school tests and using the information to provide targets for achievement, as identified in the current school development plan (para 5);
 - using day-to-day assessments of pupils' understanding when planning lessons so as to match teaching accurately to pupils' learning needs (Paras 24, 48);
 - monitoring pupils' achievements through setting a whole-school approach to the levels expected in all areas of work and by monitoring teaching throughout the school (Paras 48; 57);
 - continuing the good implementation of the National Numeracy Strategy and by ensuring that pupils' opportunities for writing are developed to better reflect the requirements of the National Literacy Strategy (Paras 7, 24, 78);
- Raise the standard of attainment of pupils in Key Stage 2, in religious education by ensuring that the time allocated to this subject makes it possible to meet statutory requirements (Paras 9, 33, 146, 149);
- Improve learning in information and communications technology by increasing the range of work through the use of suitable software for pupils to learn about controlling, monitoring and data handling so that their attainment in these areas is raised (Paras 9, 130,).

63. The report identifies other weaknesses which the school should consider. They are:-

- The written reports to parents do not give sufficient information about their children's levels of attainment nor do they give targets to work towards (Para 51).
- The planning for pupils' cultural development does not do enough to ensure a whole-school approach to raising pupils' awareness of their own and others' cultures; insufficient attention is given to developing pupils' understanding of the many other cultures which are part of our society and the wider world (Para 43).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	51	26	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Rec – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		126
Number of full-time pupils eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs	Nursery	Rec – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		33

English as an additional language	Rec – Y6
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	Rec – Y6
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	13	6	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	13
	Girls	6	6	6
	Total	18	17	19
Percentage of pupils at NC level 2 or above	School	95	89	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	6	6	6
	Total	18	19	19
Percentage of pupils at NC level 2 or above	School	95	100	100
	National	82	86	87

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	15	7	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	10
	Girls	3	4	4
	Total	11	12	14
Percentage of pupils at NC level 4 or above	School	50	55	64
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	6	5	5
	Total	14	14	14
Percentage of pupils at NC level 4 or above	School	64	64	64
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	4
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	117
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR–Y6

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	126
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	10

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	10.5

Total number of education support staff	2
Total aggregate hours worked per week	32

Number of pupils per FTE adult	21
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FTE means full-time equivalent.

Financial information

Financial year	98/99
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	£
Total income	230,800
Total expenditure	223,053
Expenditure per pupil	1640
Balance brought forward from previous year	-3121
Balance carried forward to next year	4626

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	126
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	5	0	0
My child is making good progress in school.	44	47	8	2	0
Behaviour in the school is good.	42	53	0	0	5
My child gets the right amount of work to do at home.	27	55	9	2	8
The teaching is good.	55	41	3	0	2
I am kept well informed about how my child is getting on.	58	39	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	31	2	0	2
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	48	44	6	0	2
The school is well led and managed.	52	45	2	0	2
The school is helping my child become mature and responsible.	47	48	2	0	3
The school provides an interesting range of activities outside lessons.	47	48	2	0	3

Most parents are very satisfied with the work of the school. The questionnaires were returned by more than half of the parents of pupils at the school and the meeting was well attended. Several parents made their opinions known during the week of the inspection.

Parents find the school very approachable. There is a high degree of satisfaction with the quality of teaching and the expectations that teachers have that pupils will work hard. Parents made it very clear that they think the school is improving under the direction of the new headteacher.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. The children in the nursery and those who are under five in the reception class make good progress in their learning. By the time they are five most children are on course to achieve, and a significant number to surpass the standards expected of five year olds in all the six areas of learning: personal and social, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development.

Personal and Social development

65. In both the nursery and the reception class the children have settled well into school and nursery routines. They know what their teachers expect of them and can work together in a group or independently. They talk to adults and each other confidently. The teachers have provided a well-structured day, and classroom environment, in which children can develop and thrive. The children listen to adults attentively and follow instructions well. Teachers plan for children's personal development using national guidelines, and frequently assess the way they respond. Children who are less confident, and those with special educational needs are given good support and encouraged to participate in activities. All the children busily attend to tasks such as tidying away at the end of an activity. Children's behaviour is consistently good; they are willing and happy at both work and play.

Language and Literacy

66. The teachers and nursery nurses plan together a comprehensive and relevant programme of work for the children. Teaching is good. Teachers have a good knowledge of how to teach children of this age the basic skills. In the nursery a morning is specifically set aside to highlight one letter. Children's interest in the letter for the day is promoted well and they all try their best to copy, trace over and write for themselves the letter which is the focus for the day and many succeed, making a clear firm letter. The children in the nursery can name and make the sound of a good number of letters and in the reception class they continue to learn these at a good rate. They are supported well by volunteer adults or the class teacher so that by the time they are five they know the letters of the alphabet by name and shape. Story reading sessions are carefully prepared so that teachers can focus the learning on particular aspects of speaking, listening and literacy. For example, in the nursery the children listened with keen interest to a story about a child's favourite pair of socks and could answer well directed questions about why, for instance the socks no longer fitted. In the reception class they begin to recognise and read for themselves a good number of familiar words. The children have many opportunities to read and write their own names so that by the time they are five most can write their name independently using a capital and lower case letters correctly.

Mathematics

67. Children in the nursery can recognise and count numbers up to ten. In the reception class they join in with the mathematical activities of the pupils in Year 1 and quickly learn to count numbers up to twenty and some can count beyond. By the time they are five they have begun to show an understanding of addition and subtraction. Mathematics is taught well. Good activities are devised to lay the foundations for understanding concepts such as size and measurement. For example, one activity the children enjoyed immensely was making a bird cake. They filled a container with their

own choice from a wide selection of ingredients such as bread crumbs, nuts and seeds. The nursery nurse leading the activity talked to them while they were busy and their understanding of terms such as “empty,” “full”, “too much” and “too little” developed quickly. In both nursery and reception classes teachers use stories, rhymes and songs well to develop mathematical skills. The children in both classes can recognise and name shapes such as triangle, circle and square. The children in reception can explain that a triangle has three sides but are not sure how to describe the difference between a rectangle and a square. They benefit from the very well paced whole class sessions which the teacher provides for older pupils to develop mental calculations and some are beginning to take part in solving number problems involving addition, subtraction and comparison of amounts.

Knowledge and Understanding of the World

68. Children’s knowledge and understanding of the world are good. In the nursery, when learning about the seasons, they choose warm fabrics as opposed to flimsy cottons for winter clothing and can explain why some material is better than others at keeping you warm. One child explained that he knew why a picture was of autumn because: “the leaves are brown and falling down”. A tray full of magnetic and non-magnetic materials is sorted by the children into two appropriate piles. Children in the reception class sequence pictures depicting the main stages in the human life cycle correctly. Children play games on the computers using the cursor and return key to move through their game. Teaching is good in this area; tasks and activities are planned which are relevant to the children’s age, stimulate and develop their ideas and talk, and generally link with aspects of their learning in literacy or mathematics.

Physical development

69. The children in the nursery use the climbing apparatus which is available in a protected area with a safe surface close to their classroom. They climb, run and jump with confidence and showing awareness of the space they are using and the proximity of others. They use the area well running and climbing with appropriate skills for their age. They use small pieces of equipment safely and with a good level of skill. For example, most cut their own shapes from a large piece of material to make their winter clothing collage, even though the thickness of the material made it a struggle for some. Teachers’ planning indicates that there is sufficient time given to this area but no direct teaching was seen during the inspection.

Creative development

70. Children explore texture and colour through paint, crayon and collage and produce pictures of the kind expected at this age. Children in the reception class proudly showed their pictures of animals decorated with vivid colours and shiny pieces such as sequins and glitter. They can explain how they made the picture. They produce pictures and patterns with printing equipment, freely using brushes and a variety of collage material. They use malleable material so that by the time they are five they can mould clay into a simple pot and choose to add a pattern by indenting it with a stick. Insufficient teaching was seen in this area to judge the quality. Teachers plan a range of activities so that children have the opportunity to respond to dance, music, songs and stories.
71. The nursery nurses plan with the early years co-ordinator, who has a thorough overview and ensures that the provision and teaching are of good quality, as found in the previous inspection. Planning is detailed and appropriate and reflects the guidance of national documents. Assessments are recorded well and used to plan activities.

There are good arrangements for ensuring that children make a happy start to their learning. There is an opportunity for parents to bring children to a "school house" play group before they start nursery and they are properly involved in the school's first assessments of children. The older children in the nursery make frequent visits to the Key Stage 1 classes so that when it is time for them to transfer to the reception class they already know the teachers and are familiar with and confident in the new surroundings. The good level of teaching noted in the last inspection report has been maintained. Children make more progress in literacy and numeracy because of the greater emphasis on these areas of learning.

ENGLISH

72. National Curriculum assessment results in 1999 for the end of Key Stage 1 show that pupils' attainment was well above the national average in writing and close to the national average in reading. These results were similar to those in 1998 except that in that year the pupils' attainment in reading was well above the national average. The school identified that pupils having difficulty with the comprehension test was a factor contributing to the lower results in reading for 1999. It has taken steps to give pupils more opportunity to develop their skills in this area. The current attainment of pupils in Year 2 is well above the national average in reading and writing.
73. National test results at the end of Key Stage 2 in 1999 were well below the national average and very low when compared with those of schools with pupils from similar backgrounds. The school explains these low results as a reflection of the number of pupils with special educational needs in the cohort, which at 45 per cent was much higher than is usual for the school. Over a quarter of the cohort joined the school during Key Stage 2 and a large proportion of these new pupils came already identified as having special educational needs. The nature of the cohort explains the low results in part. However, the organisation of the curriculum and the classes, the lack of prior assessments and testing, and the reluctance of some of the staff to take part in national tests also played a part in the results being low. The school has now implemented appropriate commercial tests to identify pupils' reading and spelling attainment at the end of Years 4 and 5. There has been improved planning to reflect the requirements of the National Literacy Strategy and assessment is used to match work to pupils' levels of attainment. There is still some need for improvement in the use of assessment and the level of challenge in activities but the current level of attainment in Year 6 matches the national average which is an improvement.
74. At the time of the last inspection report pupils' attainment was found to be higher than is generally expected for eleven-year-olds. No tests results were available at either key stage and so at that time a comparison against the national average was not possible.
75. The pupils' attainment at the end of Key Stage 1 is above expectations in speaking and listening. Pupils learn well by listening carefully and answering the teachers' questions, often using the vocabulary suggested in the question. They have plenty of opportunities to retell stories and describe characters. Many are confident enough to make their own ideas understood. By the end of Key Stage 2, attainment is as expected for eleven-year-olds. Most pupils can put forward their ideas and listen with appropriate attention to the ideas of others. Pupils of higher attainment use a rich choice of vocabulary and their speech reflects standard English and grammar well. There is, however more than the usual number of pupils who lack confidence in speaking in a larger group. Class teachers have identified the needs of these pupils well and give good support to encourage them to express their own ideas. Investigative work in science and research on the computers help pupils of lower attainment and special educational needs to become involved and put forward their

views. The attainment of these pupils is lower because their confidence and use of talking was not developed sufficiently well in earlier years.

76. In Year 2, pupils enjoy reading. During the shared reading of a big book they concentrate hard on the text. They can read aloud with intonation and expression. When confronted by an unfamiliar word they can use their knowledge of the sounds letters make, and other strategies to work out the meaning. They talk eagerly about books and stories they have heard or read, and it is clear that they have already begun to develop a critical sense and personal favourites. They work hard at the tasks which teachers have devised to improve their skills in responding to questions, which show how well they have understood what they have read. Most are achieving a good standard in this comprehension work. At the end of Key Stage 2, the majority of pupils' attainment in reading is in line with the national average and a few are reading at the higher level. Pupils can read a range of texts showing understanding of significant ideas and themes. Higher attaining pupils have begun to use inference and deduction but pupils' of average and lower attainment are at an early stage with this. Pupils refer to texts well for information, analysing carefully what they have read. For example, when identifying where best to place commas to improve the meaning of a sentence they re-read it and discuss how placing a comma can develop meaning. Teachers have interested them well in seeking out their own information and they have a keen interest in dictionaries and other reference material. They can scan text on screen when searching for information to assess whether they need to read the material in further depth.
77. Pupils' writing skills at the end of Key Stage 1 are very good. They are happy writers. They successfully write lively stories; they write accounts from the point of view of a person living in a different historical time, for example a diary of a person living at the time of the Great Fire of London; they write up the results of experiments; lists, personal messages and letters. They can do this because they can spell a good number of words independently and the teacher has ensured a simple but effective way for them to access unknown spellings. They are encouraged to have a go and check. Their formation of letters is generally from a correct starting point and they shape their letters and begin to join them without difficulty. Pupils of all levels of attainment, including those with special educational needs, are keen to learn and they make good progress from their work in the reception class through to the end of Key Stage 2.
78. The analysis of pupils' writing at the end of key Stage 2 reveals both strengths and weaknesses. There are aspects which are good and others which reflect a pattern of progress which has been uneven. Pupils' writing contains lively and imaginative ideas often expressed in an original choice of words. They write poems reflecting mood and feelings well. They understand and know the basic conventions of standard English such as consistency of tense and subject. However pupils of average and lower attainment sometimes lose the thread of the construction of their sentences. Most pupils are able to write good dialogue but in their own pieces often miss opportunities to use it to good effect. Pupils of higher attainment often fail to develop their ideas more fully and their pieces of writing are generally shorter than is expected for pupils of this age and level of attainment. For example, when describing the eclipse most pupils wrote a short piece about what they themselves did on the day of the 1999 solar eclipse in the way that a younger pupil would write. They did not extend the piece by including their understanding of matters such as the way the eclipse was watched by others around the world or media attention; nor did they give a clear explanation of what is occurring in an eclipse or an historical viewpoint. A number of pupils have cramped or ungainly styles of handwriting, which current teaching is doing much to correct: pupils are making good progress in all classes in improving their handwriting.

Spelling is also of variable quality. Whilst pupils are achieving well in learning to spell the “focus” words for the week, their own writing shows that their understanding of sounds, particularly of double vowel sounds is weak. This results in pupils making spelling mistakes when a choice occurs, often in single syllable words, between sounds such as “aw” and “or” “ee” and “ea”, resulting in “cheap” meaning inexpensive being written as “cheep”. Many also misspell commonly used short words such as “some”.

79. The teaching at Key Stage 1 is good. Teachers have a very good knowledge of how to develop pupils’ knowledge of letter sounds and how to develop handwriting in conjunction with spelling and independent writing. Planning consistently builds on pupils’ prior learning. For example, in a whole-class session the teacher repeated and checked new and familiar letter sounds to the benefit of all pupils, particularly those of lower attainment and those with special educational needs. Pupils’ interest and enthusiasm for their learning are maintained throughout lessons because teachers challenge pupils of all levels of attainment. Teachers provide pupils with good opportunities to write in most lessons, including those in religious education, history and science. Reading is taught well and pupils’ achievements are checked consistently. This helps teachers to give them texts with the right amount of challenge. Methods of teaching reading are uniformly good; there was only one small area for improvement, (pupils are not provided with the opportunity to record unfamiliar words during paired reading). Reading and writing done at home support pupils’ learning in school well.
80. Whilst some teaching in Key Stage 2 is good or very good and the overall standard is satisfactory, there are some areas of work where improvements need to be made. In Key Stage 2, teachers have good knowledge of how to develop pupils’ understanding of grammar, punctuation and the rules and conventions of spelling through their explanations and guidance. They are less skilful in planning a well structured programme of work in which pupils can practise and develop these skills. For example, in the autumn term pupils learnt the difference between direct and reported speech. They correctly responded to a commercially produced worksheet changing one or two sentences from one type of speech to the other. However, teachers did not develop this learning further by providing opportunities for pupils to use this new knowledge in their own writing. Most of the pupils’ recording of their learning is done on commercially produced sheets and although these have a useful place, providing an opportunity for pupils to show quickly what they understand, they do not give the very necessary practice and challenge which come through pupils writing down their own ideas. Pupils make good progress in learning about sentences but insufficient work is undertaken on texts for them to build on what they know and to make good progress. Lessons are generally planned satisfactorily to reflect the organisation of the Literacy Hour. Teachers encourage and support individual pupils’ learning well in guided reading and writing sessions, particularly that of pupils of lower attainment and those with special educational needs.
81. The difficulties which have arisen from pupils in Years 4, 5 and 6 having been taught through different methods and by different teachers have not yet been fully resolved. This is most marked in the teachers’ planning for spelling. Teachers plan a programme of focus words based on a sequence of work provided in a commercially produced book of spelling rules and conventions relating to the requirements of the National Literacy Framework. However, many pupils when writing independently, for example a first draft of a story, make copious spelling errors, which the teacher then marks, or they themselves identify and these are put right in the second draft. The large number of initial errors should alert teachers to the fact that something is amiss for these pupils and that appropriate work should be provided to rectify this, no matter what year group the pupils are in. Correcting a great number of spellings is not helping pupils to improve their spelling. Pupils in some classes do not keep individual lists of words they

have frequently misspelt and teachers have no system to check whether pupils now know the words that have been marked as incorrect.

82. A good feature of teaching in Key Stage 2, is the way work is linked to other areas of the curriculum and in particular to the use of information and communications technology. Pupils are very keen to present their work in the varied forms they can access on computer. For example, pupils in a Year 4,5 and 6 class studying figurative language during a lesson on the "Iron Man" designed a page with an impressive robot picture marching through the similes they had collected to describe him. Pupils with special educational needs are encouraged by the way work is linked to real-life situations; for instance writing letters to a local newspaper. They make good progress because they can see a worthwhile purpose to their work. Pupils of highest attainment in Years 3, 4 and 5 often work with older pupils which they find challenging and they learn at a good rate because of this. Pupils of different ethnic minorities are well integrated and make similar progress to other pupils.
83. The new assessment procedures in both key stages are helpful in providing the school with data to analyse how well pupils are achieving. However, the school needs to evaluate pupils' work and achievements much more closely so as to identify where pupils have shortcomings. There is also a need to develop plans which reflect a better balance between work on words, sentences and texts in the independent activities, particularly with regard to ensuring sufficient writing composition at Key Stage 2. A structured programme of monitoring teaching should provide a useful basis for discussion about the quality of work throughout the school.
84. Since the last inspection report standards in English at Key Stage 1 have been maintained. In Key Stage 2, standards are not as high but recent improvements should help to put this right.

MATHEMATICS

85. The pupils' performance in the national tests at the end of Key stage 1 in 1999 was well above the national average and in 1998 it was above average. In Key Stage 2, the pupils' performance in the national tests at the end of the key stage was well below the average in 1999 but above average in 1998. It is not possible to make a judgement about how the school is performing in national tests over a period of time because the school only began implementing the National Curriculum tests in 1998, several years after most schools. Care also needs to be taken when comparing standards of different year groups because in a small school one or two pupils can make a disproportionately large difference to the results. The attainment of pupils currently in Year 2 is similar to that of previous years. In Key Stage 2, pupils' attainment is below average but this represents an improvement on the standards achieved in 1999.
86. Standards, compared to the national average, could not be judged at the time of the last inspection. However, inspectors judged that pupils in Year 2 were achieving a level of work similar to the national average whilst those in Year 6 were achieving above what might be expected of a typical eleven year old. This judgement was based on pupils' work. When pupils' current attainment is compared in this way, at the end of Key Stage 1 it has improved whilst at the end of Key Stage 2 it has gone down. However, the subsequent standards achieved in national tests also need to be taken into account.
87. The current low standards in Year 6 do not give a proper impression of the progress that is currently being made by this group of pupils. The weaknesses in teaching and organisation of classes, reported at the last inspection continued until very recently

having an adverse effect on pupils' progress in mathematics as they moved through the school. The new headteacher has changed the way the subject was managed; reorganised the way classes were grouped; and introduced the National Numeracy Strategy. This strategy enables pupils to have daily practice in mental and written arithmetic as well as the other topics in mathematics. As a result pupils have made rapid progress from a position of weakness, particularly in mental arithmetic. Standards are average for mental arithmetic and in some aspects of mathematics like, angles, area and two dimensional geometry, but there are still large gaps in knowledge and a great deal of work to be covered before the end of the year, for example, in percentages, probability, graphs and three-dimensional shapes.

88. In Key Stage 1 the teaching was always organised differently and pupils gained knowledge about each aspect of mathematics at an even pace throughout the year. Consequently, standards are higher and pupils make better progress. Pupils do well in mental arithmetic and recording their results. They have a good understanding of the need to measure length, time and mass. They can make comparisons effectively. For example, in a lesson on using non-standard measures to weigh they could use terms such as "weighs more than" and "less than" accurately. They understand the different value of coins well and use these in their calculations. Teachers cover the aspects of mathematics in a balanced way. They have yet to tackle fractions, three-dimensional shapes and angles, but the teacher's plans show that these topics will easily be covered by the end of the year.
89. The quality of teaching throughout the school is good. Pupils learn well and they make good progress. Teachers have implemented the National Numeracy Strategy effectively and pupils are responding keenly to the lively lessons that expect them to juggle with numbers and talk about the way that they came up with their answer. In the reception and Year 1 class, for example, pupils buzzed with excitement when a boy volunteered that a trillion was larger than 10 and a girl started a discussion about what constituted a dozen. The teacher has created a class ethos in which pupils have become fascinated with numbers. Teachers are generally effective at setting different task according to the pupils' levels of attainment. This happened very well in Year 2 where the pupils were engaged in weighing and comparing the weight of objects. The lesson was designed to get them thinking, eventually, about the need for a standard measure like grammes. The teacher was skilful at organising equipment and her own time so that different groups were challenged and supported appropriately.
90. This sort of successful teaching is also found in Key Stage 2. Year 3 and 4 pupils, who are taught in the same class are now well challenged by work that is properly pitched at their level of attainment. In one lesson, the teacher led a very crisply organised mental arithmetic session that prepared pupils for their work on rounding up to the nearest 10 or 100. It was the combination of quick-fire teaching followed up by very apt worksheets containing appropriate and ambitious tasks for the pupils that caused the very good progress made by these pupils.
91. The teaching of pupils in Years 5 and 6 is often good and has an effective impact on their learning. Teaching in this class is direct and positive and inspires pupils to struggle very hard to close any gaps in their knowledge before they take this year's National Curriculum tests. The teaching is particularly effective in helping the pupils to quicken their speed of recalling facts about numbers when tackling multiplication and division problems in mental arithmetic. The lessons lose this sense of pace when pupils undertake written exercises, because many of them have not acquired the basic skills of solving problems systematically throughout the previous four years. Nevertheless, the teaching they receive makes sure that they are successful in the end, as typified by one boy who proudly proclaimed at the end of the lesson, after taking a long time to complete a sum, 'I've done it.'

92. Teaching is less successful, in some lessons, in two main areas. Sometimes where three age groups are taught together the work is not sufficiently geared to the needs of all pupils. These lessons tend to be pitched at the average attaining pupils and separate activities are not planned for those who need an extra challenge. Generally, the work planned for pupils with a special educational needs and the support they are given are good and they make good progress. The end part of a lesson, when pupils gather round the teacher and discuss what they have learnt, is often a relative weakness. There is not enough emphasis on the pupils themselves talking about how well they have done in relation to the original purpose of the lesson and occasionally this part of the lesson is missed entirely because the rest of the work overruns. Under these circumstances the pupils' progress is hampered both by the limited demands made by the teacher and the lack of time to evaluate what has been achieved and what could be done to improve next time.
93. Arithmetic is not regularly practised in other subjects such as, science, geography and design and technology. Pupils do some accurate measurement when making three-dimensional boxes, for example, but in general there are too few chances to reinforce or develop their skills in number throughout the curriculum.
94. The subject is very well managed by the headteacher and the deputy headteacher. They have totally reorganised the way the subject is taught and introduced methods by which the school might meet its targets. For example, every pupil's performance is now closely tracked in terms of test results and ambitious targets are set for each pupil. Teachers' plans are analysed by the co-ordinators to make sure that pupils are receiving a comprehensive curriculum in keeping with the national Curriculum and the National Numeracy Strategy. Teaching is often monitored in an informal way by virtue of the fact that classrooms are very close to each other and sometimes in the same large room, but the formal monitoring of teaching is not comprehensively undertaken. Consequently, weaknesses are not identified and good practice is not disseminated.

SCIENCE

95. Seven year olds and eleven year olds attain standards in science that are above the national average.
96. There are no national tests for seven-year-olds but teachers' own assessments in 1999 indicated that 100 per cent of pupils reached the expected standard, which is very high when compared with the national average. Forty two per cent of pupils reached the higher level, which was well above the national average. This standard of attainment is reached in each of the different areas of the science curriculum
97. Pupils' attainment at the age of seven is now above the national average, an improvement on the findings of the previous inspection report. This applies to the subject as a whole and to each of the different aspects. Pupils are well on the way to reach a similar standard by the end of the year as that achieved by pupils in 1999. There are regular opportunities for investigations, which pupils carry out well, being aware from an early age of the requirement for fair testing. The strength of this aspect is enhanced by their ability to explain what they are doing and to draw and record conclusions from their results. The stimulating activities which pupils focus upon in investigations are well planned by teachers to ensure that pupils are eager and keen to work, so leading to the degree of success they achieve. Pupils show understanding of the properties of materials and are able to describe their similarities and differences. They undertake a "material walk", which provides them with first-hand experience of seeing various materials in use. The provision of such experiences build real understanding in the lower attainers, including those with special educational needs,

and strengthen the concepts in the higher attaining pupils. Pupils have good understanding of physical processes and living things and their learning is advanced by the requirement to answer searching questions such as “will pushes and pulls make things change shape?” The very good booklets produced by pupils entitled Health and Growth further develop knowledge of life processes and show how health education is well incorporated into the science curriculum.

98. In the 1999 national tests for the eleven-year-old pupils the proportion reaching the expected level (64 per cent) was well below the national average and those reaching the higher level (18 per cent) was below the national average. From a position in 1998, when the school's science results were well above the national average, the results have fallen very significantly. In comparison to the results of similar schools those of the school were very low. The number of pupils taking the test at the end of each year is relatively small and so if there are a greater than usual number of pupils with special educational needs in one year this has a marked effect and this was the case in 1999 although there were also weaknesses in the planning for science which the school acknowledges.
99. Recent significant changes in the school and revision of the science curriculum is now ensuring that the attainment in Year 6 is currently above the national average, as it was found to be in the previous inspection report. A greater number of pupils than is expected nationally are producing work of above average standard. Most pupils are confident in carrying out an investigation and understand the factors to ensure a fair test. They know of the requirement to predict and they understand that a prediction is not always reflected in an outcome. Many have the key skill of identifying a pattern in results and so are able to draw a logical conclusion from the information they have gathered from their investigation. Attainment is good in the ability to name and locate the major organs of the body and how these are necessary to sustain life. The examination of a pig's heart leads to understanding of the circulatory system and study of the pulse rate leads them to investigate if children have a lower pulse rate than adults. There is understanding of the function of the stigma and stamen in plants and pupils can talk with conviction of the food chain. There is an overall good development in the learning of the specialist language associated with science.
100. Pupils in Key Stage 1 and Key Stage 2 make good progress in learning. This is true of all groups of pupils, including those with special educational need and those of highest attainment. Throughout the school science is taught well through a well structured and interesting curriculum in which the significant strength is the good concentration on the development of the investigation process. This pervades all strands of science and leads to secure understanding based upon experience. Pupils are given tasks appropriate to their level of attainment. Those of lower attainment are often given extra support when needed, for example to record their findings in writing so that all groups of pupils, including those with special educational needs learn well.
101. Pupils' attitudes to science are very positive. Most show a high level of interest in their work and participate enthusiastically in practical activities and in providing sensible answers to the teachers' questions. Most have sufficient confidence and the skills to work with the degree of independence that might be expected for their age. Standards of behaviour are good. Pupils listen attentively to their teacher and follow instructions. When the occasion demands pupils show they can work together in pairs or groups, sharing equipment and discussing ideas. This shows a good level of co-operation with each other.
102. The pupils are taught well in both key stages. Teachers have a sound grasp of the ideas they are developing and explain these well to their pupils. Planning is good and care is taken to provide interesting activities, suitable for the age and the abilities of

different groups of pupils. Planning also shows an appropriately high expectation of what different groups of pupils should achieve. Most lessons start well and care is taken to ensure that pupils know what they are expected to learn. Teachers usually make good use of the end part of the lesson to provide opportunity for pupils to share their work with each other. From this the teacher is able to assess the success of the lessons by how much the pupils have learnt. Pupils work is very well marked. Particularly good aspects of it are highlighted and pupils' attention is effectively drawn to how it might be improved. On occasions pupils' learning is reduced because the organisation of an investigation does not take account of factors, such as the quality and amount of resources or the length of time needed to undertake tasks.

103. There are satisfactory opportunities in science lessons to extend pupils' skills of literacy. Instructions on how to write a framework as pupils investigate and the quality of written work are satisfactory. Encouragement to use correct technical vocabulary and to read for information is good. Pupils are given opportunities to extend their skills of numeracy as when the older pupils consider the air around them and learn that it consists of 78 per cent nitrogen.
104. The management of the subject is confident and is a shared responsibility. The revisions that have been made to the curriculum has had positive effect, and have helped to reverse the recent downward trend in results.

ART

105. Standards achieved by the oldest pupils in Key Stages 1 and 2 are sound. These levels of achievement have been satisfactorily maintained since the school's last inspection. Pupils in Key Stage 2 are successful in producing pieces of work that result from research, initial sketches and various preliminary attempts. For example, in Years 5 and 6 pupils have been studying the art and design work of William Morris. They carried out some research on his designs and then made their own interpretations for tiles and wallpaper, using polystyrene tiles as printing blocks. The finished results were colourful and carefully produced showing that the pupils had looked closely at the Morris designs. This kind of investigative approach has led to some successful painting. Some pupils in Year 4 studied the faces in Picasso's paintings. They then created faces of their own in the style of Picasso. The finished results showed evidence of the progress that pupils made in analysing the artist's work and trying out his techniques for themselves. Standards could be better in drawing and large scale three-dimensional work. Some small scale clay work has been successfully completed and pupils do try out different sketching pencils in their sketch books, but not enough work has been accomplished to achieve good standards in these areas.
106. In Key Stage 1 pupils achieve satisfactory standards by using a range of tools and materials to produce one-off pieces of work. For example, they have painted book covers to represent familiar stories like the Lighthouse Keeper's Lunch or they have used tissue paper and a layering technique to make fishes to hang as mobiles in the classroom. Standards in Key Stage 1 could be improved however, if techniques were developed over a series of lessons and pupils occasionally produced a more individualised piece of work that showed their own ideas. For example, the Year 1 class produced some owls that were painted to accompany their work on the story entitled, 'The Owl Babies.' The paintings were well produced but too similar and showed that the pupils had had limited choice about colour and design.
107. Teaching is satisfactory throughout the school. There are often occasions when teachers provide very exciting opportunities for the pupils and learning is greatly enhanced causing the pupils to make good progress. On one such occasion some older pupils were taken to Rufford Park to work with a professional sculptor. They

produced natural sculptures in the style of Andy Goldsworthy out of earth, leaves and rotting wood. Pupils produced quick sketches of this work in their sketch books, showing that the finished pieces, which were left in the park, were of a high standard. There are other examples of good teaching in school. Some pupils in Key Stage 2 made some Greek masks out of clay linked to their history project on Ancient Greece. The clay work was bold, well shaped and colourfully decorated in the correct style. Good teaching of skills helped pupils to produce this work.

108. The weakest aspect of teaching is the planning for the development of skills over a longer period. Pupils do not progress as far as they could in any one area of art. For example, printing is begun in Key Stage 1, where pupils use objects found around the classroom, but there is no systematic development in printing over the years resulting, for example, in the Year 6 pupils being able to choose between polystyrene, lino and silk screen printing to achieve their William Morris designs. This lack of systematic development stems from the fact that there is not a proper scheme of work for the subject and no formal methods of assessing how well pupils have done and what they might improve on next time. This lack of assessment is evident in lessons in which pupils are not sufficiently involved in assessing how well they have done and whether the choices they made were successful. In an otherwise satisfactory clay lesson in Key Stage 1, pupils were not expected to talk about the tools they had chosen to decorate their pot and this omission had a limiting effect on their progress.
109. The subject is managed well in the sense that pupils are taught by teachers with specialist skills in both key stages, but the co-ordinators have not yet had the chance to see the teachers at work and draw conclusions about the way skills need to develop over time. The school has appropriate plans to adopt and implement the new national scheme of work to be published shortly. The co-ordinators plan to make this new curriculum the vehicle with which skills are developed throughout the school.

DESIGN AND TECHNOLOGY

110. Standards by the end of Key Stage 1 and Key Stage 2 are at the levels usually seen in seven and eleven year olds. The school has maintained this level of attainment since the last inspection. Pupils at the end of Key Stage 2 are capable of some well planned and accurate modelling. They can successfully plan out, measure, and put together a moving toy with a simple cam mechanism. Developed over a period of weeks this project, designing and making a toy, shows that pupils can successfully work with wood and understand some of the factors involved in joining and cutting a hard material. By the time they are seven they can, for example, design and make their own finger puppet. They can usefully complete design sheets that show not only what will be needed to make the puppet, but also how they will tackle the job. The resultant finger puppets are well constructed and imaginatively decorated.
111. There have been major changes in the way the subject is taught since the last inspection. The school has adopted the new national scheme of work and this has added a real sense of rigour to the teaching. Teachers' half-termly plans are very well set out with precise objectives and a systematic development of skills to be taught. This kind of planning has been in place only since September 1999 and pupils have only just finished their first design- and-make activity, but already the quality of the finished work is good. There is not much to show in depth at the moment, but teachers' plans demonstrate that new skills and techniques are to be mastered.
112. Teaching in both key stages is satisfactory. There are some strengths in the teaching associated with the helpful advice to be found in the national scheme of work, but there are some weaknesses in planning for assessment and developing and in the pupils skills of self-review to help them talk about what they need to do to improve their work.

Teaching in Key Stage 1 enables pupils to experience a wide range of media and techniques. For example, they have become proficient at making tabs for pictures that stand up on their own. Pupils have plenty of opportunities to build, using small and large construction kits. These activities are introduced in a well planned way that causes pupils to apply themselves and make satisfactory progress. In Key Stage 2, this breadth of work is continued appropriately. Pupils in Years 4 and 5 have designed and made models out of recycled materials as a homework project. One pupil, for example, made a very striking basket out of willow and woven scrap paper. In Years 3 and 4 pupils have designed and made sweet boxes that reinforced their learning about triangular prisms, for example, in mathematics. In fact when asked these pupils were very enthusiastic about their work and showed a good knowledge both of the shapes and of the joining techniques that were used. One of the most successful aspects of the teaching that has a great effect on pupils' motivation and progress is the way that design and technology is linked to art and drama. Pupils in Key Stage 2 successfully designed and made props and costumes for their Millennium play entitled, 'How the Bumblesnout saved the world just in time for the new millennium.'

113. Teaching has only recently become so organised. There is no accumulated evidence that work was planned systematically before September 1999 and there is no sustained evidence of pupils' products and models before that time. Assessment is an area that contains some relative weaknesses. Teachers' half-termly plans describe clearly the purpose of the learning, but there is no evidence that pupils are made aware of the purpose in order to help them to review their own progress. For example, in both Key Stage 1 and 2 it is planned that pupils will use sliding mechanisms, made out of card, to make their models more animated. Year 4 and 5 pupils have already made their pop-up books that incorporate flaps, tabs and sliding mechanisms. However, the objectives for the lessons are written in adult language with no recognition that pupils would need to know the same information. This lack of pupils' involvement in the assessment of their own work has a limiting effect on their progress.
114. The subject is well co-ordinated by two teachers who represent both key stages. They have successfully introduced the national scheme of work but have not yet had time to judge the quality of teaching for themselves. Teachers' plans are well monitored, but without a system of monitoring teaching the school cannot set about raising standards even further.

GEOGRAPHY

115. The standards attained by pupils by the end of Key Stages 1 and 2 are in line with those expected for their ages. Pupils' progress in learning is sound. During the week of the inspection it was not possible to observe any lessons taught in geography, and judgements are based chiefly on talking with pupils and examining a limited quantity of work on display and presented to inspectors for scrutiny.
116. Pupils in Year 1 have a growing awareness of their immediate surroundings. They can locate and record on a large plan of their village their own home and make a chart of how they travel to school. In Year 2 their knowledge extends to areas beyond their home and their awareness of other places is raised by sending a postcard back to school from "Barnaby Bear" (a school toy which is given to pupils when they go away on holiday) The origins of these postcards are marked on a map of Great Britain and on maps of Europe and the world. By the time they are seven they are able to identify the countries which make up Great Britain and can describe some physical features such as rivers, ponds and hills. They know a river flows to the sea and can differentiate between natural features and man made features, such as the church. They are able to make some comparisons between different localities and compare different landforms such as desert and mountains.

117. By Year 3 pupils are able to work with greater precision, for example they now locate places on the map of their village by use of coordinates, which provides a good link with mathematics. In Years 4 and 5, pupils carry out a survey on use of energy and record their findings according to how efficient various things are in their use of energy, saying for example that, badly fitting doors and windows are a waste of energy. They experience simple field work when they examine the problem of litter. By the time they reach eleven years of age learning is secure and appropriate to their age. They know that Britain is a part of Europe and can name the other continents. Some geographical language is well understood and when pupils discuss rivers they are clear about such terms as meander and can make a good attempt at describing how an ox-bow lake is formed. They clearly describe natural features of the landscape and identify the impact of humans on it as in towns, buildings and bridges. They understand why people chose to settle where they did and the important features, such as nearness to water, that they took into consideration. By Year 6, pupils' understanding of coordinates has made little progress. They are not sufficiently proficient in using map skills, for example they have shallow understanding of the signs and symbols of an ordinance survey map and fail to recognise the significance of colour and contours to the elevations shown on a map. These deficiencies are outweighed by the positive aspects of their learning, which overall is satisfactory.
118. Pupils are interested in geography and responded well to questions, giving considered and well argued answers.
119. In Key Stage 1 teachers plan a comprehensive programme of work which clearly develops Pupils' understanding and skills in geography systematically. Frequent use is made of the immediate locality to help pupils identify at first-hand the major features of a large village. They are given good opportunities to develop their understanding of how maps differ from pictures and of how atlases and maps are used to inform us of places far away. Teaching links work in geography well with pupils' learning in literacy; for example in the lessons in which they learnt about the position of Scotland within the British Isles when they studied the story of "Katie Morag's" adventures delivering post on a Scottish island. There is insufficient evidence to report upon how well the pupils are taught.
120. The management of the subject is the responsibility of the two key stage co-ordinators. Planning is good and there is a coherent development of skills and knowledge through the school.

HISTORY

121. The standards attained by pupils at the ages of seven and eleven are above those usually seen in seven and eleven year olds; this is an improvement on the findings of the previous inspection. The rate at which they learn is good.
122. By the age of seven the attainment of the pupils is good. Pupils are able to recognise primary sources of historical knowledge, as in the use of the diary of Pepys to find evidence of the Great Fire of London. They record that 8 people were killed in the fire and snippets of information such as that Pepys buried his cheese and wine in the garden to save them from the fire. They begin to understand that there are different ways to find out about the past and use books to find out more about the event they are studying. They become familiar with certain key figures in the period they are studying, for example in their focus on the Victorians the work of Florence Nightingale is well remembered. The passage of time is understood by time lines. National events, such as the Fire of London, are seen alongside the damage that occurred to Sutton Church in the civil war, events such as the birth and death of Queen Victoria and the much more recent events like the years of birth of their teachers.

123. By the time they reach the age of eleven, pupils have had the opportunity to study other periods of history. Pupils in Years 3 and 4 are currently learning how the Vikings lived and their customs. When finding out about Viking ships and how the Vikings sailed to other countries they develop a good understanding of how to research information using books and CD ROM. In Years 4 and 5, pupils' current work on World War Two takes them a step further in understanding historical enquiry. During this topic, the class examined examples of first-hand evidence by contacting the public through the local newspaper. Their learning really came alive with this good project which helped them understand how historical writers obtain evidence and how to judge the validity of evidence. By the end of Year 6, pupils have developed a critical awareness of the conditions of various periods in history and see the childhood of Victorian children as being very different from their own with different social and work conditions. They express this feeling with the statement, "I would not have liked to have been a child in Victorian times to have to work and go to school in a day". The knowledge and understanding they have acquired together with a good range of historical skills confirm standards above those expected for their age.
124. Pupils respond well to the interesting information presented to them, a good example of this is seen in the enthusiasm and interest shown by Year 2 pupils for the Fire of London. They listen well to their teachers who provide them with good information and they work co-operatively with their peers, sharing ideas and resources. Behaviour is good. These otherwise very positive aspects are only spoilt by the standards of presentation in the work of some pupils in Key Stage 2.
125. Pupils are taught well. Teachers provide interesting and stimulating activities which are well linked to other areas of the curriculum. The exciting developments in the Year 4 and 5 class in which letters, photographs and other information about World War 2 have been obtained from members of the public stemmed from the high expectations of the teacher in the pupils' ability to carry out the project. It was also planned appropriately to link their skills in literacy and information and communications technology. Teachers show good knowledge and understanding of the subject and are clear about what they want their pupils to learn. The tasks they provide are carefully thought out and are suitable for the range of abilities in the class. The enthusiasm they show has a positive impact on the pupils' desire to learn and the quality of the content which they produce. Their skill in questioning develops new knowledge and advances their pupils' learning.
126. The subject is managed in the same way as geography.

INFORMATION TECHNOLOGY

127. At the previous inspection the standard of attainment in information and communication technology in both key stages was in line with national expectations. The report states that the pupils had no access to a CD-ROM and the school was not connected to the internet. No examples were given of work done in control technology or data-handling. National expectations through the recommended national scheme are now higher than in 1996 and include the use of CD-ROM and the internet.
128. The attainment of pupils at the end of Key Stage 1 is above expectations for pupils of their age. At the end of Key Stage 2, attainment is in line with expectations for communicating and in exploring simulation packages, but the pupils have had insufficient experience in using information and communication technology to enter data and process it through a data handling package to attain the expected levels in this area.

129. At the end of Key Stage 1, pupils are confident in their use of information and communication technology. They use the keyboard accurately and some are achieving a good speed in locating letters and command keys. For example, they can type their stories directly into the machine and make simple editing corrections as they proceed. They are able to make choices about font size and colour which match the purpose of the product; for example, their own names, centralised and in large colourful letters to use as labels for their own bedroom doors. Using a simplified package they can combine picture and text. They understand that information and communication technology can sort information and that there are various ways to display this. Operations such as saving and retrieving work are understood well. Although pupils were not seen working on control and modelling, teachers' planning indicates that they have sufficient time to cover this work.
130. At the end of Key Stage 2, the pupils' use of word-processing packages has developed well. They are able to discuss the different merits of packages that allow the production of pictures and the reasons why they would choose one over another. They are able to describe the limitations of the data-handling package installed on one of the computers and why it would be of little help in analysing the information gathered in the way required. The work they produce shows a mature sophistication in their choice of fonts, position of text and pictures, colour and size. The school is connected to the internet and pupils have had opportunities to send and receive e-mail. Most are able to do this, but a few are not confident in this operation and it is clear that although this work is now being covered in school, some of the pupils are building on their knowledge and experience from home whilst others who do not have a computer at home are lagging behind. All the pupils use CD-ROMs and the World Wide Web well to access information to advance their learning in science and other subjects such as history. Although the pupils have a basic understanding of how to use computers to analyse information they have had too little experience themselves of entering data to be able to understand the pitfalls that can arise from poor quality information entered for analysis.
131. The pupils use the information and communication technology equipment with respect and understand, for example, that CD-ROM discs must be picked up with care at their edge. They are very keen to talk about the work they have done in information and communication technology and are excited by the new computer suite. Most of the older pupils can work without direct adult supervision, sharing equipment well and supporting each other with advice. Some choose to finish their work during their own time at lunch break. Some of the pupils in Years 3 and 4, however were overexcited about their time in the computer suite and found it difficult to take turns on the mouse. They were impatient to put into practice their ideas. Pupils are proud of the work they have done in information and communication technology and record their own achievements on their record sheet.
132. The specialist teacher assistant has a regular programme of support lessons with small groups of pupils from both key stages. These sessions have been effective in raising the standard of pupils' skills in the use of the keyboard and developing their understanding of a range of operations such as accessing information on the internet and using simulation programs. Most teaching staff have satisfactory knowledge to support pupils' learning and the specialist teachers assistant and some staff have good skills and are able to encourage pupils' interest and understanding by providing opportunities such as visiting a scientific research web site to take part in an international research project on body size. The specialist teacher assistant devises good quality activities, such as designing and making a personal identity card to develop the pupils' word processing skills. Pupils' understanding and use of information and communication technology is assessed satisfactorily at the end of each block of work.

133. Planning is based on the national guidance and is well organised by the specialist teacher assistant to cover blocks of work in the time available. However in Key Stage 2 pupils only have a few weeks each term in the computer suite and the work that pupils do in the classrooms does not always effectively build on the skills pupils have developed in the computer suite. This is particularly true for those pupils who do not have a computer at home. The amount of time individual pupils have on the computer is not logged uniformly throughout the school.
134. At the moment the computer suite is housed in an area previously used for storage. It is a useful area in that pupils can go there at any time but it is open to the hall and there are consequently difficulties when lessons such as music are conducted in the hall. The school has good plans to extend the area and to close it off. The school has insufficient software to develop the pupils' learning sufficiently in controlling and monitoring and data-handling.

MUSIC

135. There is insufficient evidence to make judgements about pupils' attainment in music.
136. Pupils in both key stages participate happily in a whole-school singing lesson. They sing in tune and recognise and respond to the piano's introduction of songs. They know a number of songs by memory and their control of breathing and the quality of the sounds they make are satisfactory. After a short practice they are able to sing a simple round in two groups. In a lesson on dynamics, pupils in Years 3 and 4 listened to rhythms carefully and could repeat a complex pattern successfully. They played percussion instruments sensitively, showing awareness of the volume they could achieve and responding imaginatively to the request to play the instrument as quietly as possible.
137. The quality of teaching in music lessons is good. The teacher has very good musical skills and knowledge and an enthusiasm for the subject which is imparted well to the pupils. Lessons are planned so that there is a good balance of performing, composing and appraising. In the short time available, pupils build on their skills and knowledge well. They enjoy making music and participate well. In the whole-school singing session teaching is unsatisfactory because there is too wide an age difference and songs suitable for four year olds do not provide challenge or appropriate learning for older pupils.
138. The co-ordinator is part-time and teaches only music. She has developed a good scheme which ensures that pupils get as wide a range of experience possible in the short amount of time available. The whole-school singing session was planned in order to save money but it does not represent good value for money. There are good resources for music, many of which were provided by a token collection scheme, which reflects the school's determination to supplement the budget when possible. Visiting specialist teachers are available for those pupils who wish to learn a brass instrument or the flute. The peripatetic teachers are not in school at the same time as the music co-ordinator and this limits any joint planning for performances.

PHYSICAL EDUCATION

139. No physical education was seen in Key Stage 1.
140. At the end of Key Stage 2, pupils' attainment is similar to that found generally in pupils of eleven years of age. They know that they should warm up their bodies before strenuous exercise and that when they exercise their heart rate increases.

141. In a gymnastics lesson pupils in Year 5 and 6 moved with agility over the floor and on apparatus. They sustained a balance on different parts of their body for a reasonable period of time. In floor work they could all perform and repeat two movements linked together and most achieved this on the apparatus, for example following a jump from a high stool by a balance in a “crab” shape. They are able to refine and improve their actions, but generally only when requested to do so by their teacher. The level of linked movements is fairly simple and does not involve a clear change of speed or direction. Pupils working on the more challenging balance bars attempt and achieve stillness in difficult balances such as hanging after a swing turn on a bar.
142. Pupils work well together on apparatus, paying attention to what others wish to achieve before attempting their own movements. When the teacher asks a pupil to give a demonstration others watch appreciatively. All are dressed appropriately.
143. The teaching of physical education is satisfactory, The teacher explains skills and techniques well. Lessons are well planned and explanation and organisation are quickly addressed so that the majority of the time can be spent in the physical activity. Good use is made of pupils, whose achievements are good, to demonstrate to others. Tasks are appropriate but do not provide quite enough challenge.
144. The school has a satisfactory swimming programme for pupils in Key Stage 2 and most achieve the required length of 25 metres before the end of the programme.
145. A number of extra-curricular activities are provided by the school to enhance pupils’ experience of physical education. They include football, netball, athletics, basket ball, rugby, cricket and mixed sports. Parents, volunteers and paid helpers support the staff in this provision.

RELIGIOUS EDUCATION

146. Pupils’ knowledge and understanding at the end of Key Stage 1 are in line with the expectations of the locally Agreed Syllabus. At the end of Key Stage 2 pupils have not acquired sufficient knowledge and understanding of some of the elements of work outlined in the syllabus and their attainment is below expectations.
147. At the time of the previous inspection it was found that there were insufficient opportunities for pupils to develop their knowledge and understanding satisfactorily. There has been an improvement in Key Stage 1. In Key Stage 2, teachers’ planning indicates that work in religious education is to be covered satisfactorily in the spring and summer term.
148. By the end of Key Stage 1, pupils are able to listen purposefully to their teacher retelling one of the parables of Jesus. They can reflect on the issues which the parable addresses, and respond to questions about the feelings of the different personalities in the story. They show a mature understanding of why the “prodigal son” is selfish and can suggest what course of action he might take at different points in the story. Once they realise that he is having such a terrible time looking after the pigs they quickly suggest he would be better off at home and that this would mean saying “ sorry”. They have begun to learn how to identify in their own lives ways they can behave, for good or bad, and the consequences to others of their actions. Most pupils are beginning to understand that people have different beliefs and different customs which are linked to their religious beliefs. Pupils are familiar with the Christian festivals of Easter and Christmas.
149. At the end of Key Stage 2, pupils are able to name some of the world’s major faiths and to say that a common feature is that all faiths are based on a belief in God or gods.

They also identify that different faiths have different festivals but can only talk list the Christian festivals of Christmas and Easter. Their understanding of the main events in the life of Jesus does not provide them with a clear view of his birth, works and death. For example, whilst they know that he died on the cross they can give no reasons as to why. They can describe the miracle of the feeding of the 5000, although their description lacks detail, but they do not link this with his teachings and the belief of Christians that he was the son of God. In a lesson on the Jewish religion and Jewish people's observance of "Shabbat", that is keeping the fourth commandment to observe the Lord's day, they show a good understanding of the link between the Jewish and Christian religions which the teacher had emphasised the week before.

150. Although only one lesson was observed at Key Stage 1, it is possible to judge from pupils' work and teachers' planning that teaching is good. The pupils cover a comprehensive range of work which begins in the reception class when they identify their own feelings and draw on these to understand the feelings of others. They learn to think about the importance of their family. They are given opportunities to learn some of the main features of the Christian religion and another major world faith, Judaism. Practical activities such as a visit to the local church provide them with an early understanding of the symbols of Christianity and the different purposes of parts of the church building. Teachers allow pupils opportunities to listen, talk and reflect and then to record their thoughts in pictures, writing or the completion of a worksheet. The quality of their work shows interest and perseverance in their approach.
151. At Key Stage 2, teaching was very good in the one lesson seen. Pupils were provided with a very good insight into the importance for orthodox Jews of the observation of the Lord's day, the "Shabbat". Pupils discussed as a class the view that it is wrong to work, or to expect others to work on this day. Although a very different viewpoint from how most people think, they gave serious consideration to these ideas because the teacher raised pupils' level of thinking by her own thoughtful attitude and respect for the views of others. Good resources were used, including a tape of a prayer in Hebrew. Pupils made good progress in their learning about a major world faith and the way to appreciate and understand others' beliefs.
152. However, by the time they are in Year 6, pupils have not gained a clear understanding of the main features of major world faiths. They are not able to compare successfully aspects of different religions or to identify similarities and differences. Their knowledge of how belief is expressed through symbols, and the specific symbols of the Christian religion is limited.
153. There is a satisfactory scheme which has been drawn up very recently to provide guidance so that pupils have a continuous programme of work. However, the decision to share the teaching time between religious education and personal and social development has resulted in pupils making insufficient progress in the subject and is contrary to current statutory requirements, which expect some religious education to be taught each week. Plans for assemblies and collective worship are linked to religious education.