

INSPECTION REPORT

ENGLISH MARTYRS' RC PRIMARY SCHOOL

Oakham

LEA area: Rutland

Unique reference number: 120228

Acting Headteacher: Mrs D Yates

Reporting inspector: Mr C R Phillips
15941

Dates of inspection: 27th – 30th March 2000

Inspection number: 189122

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Willow Crescent Oakham Rutland
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Appropriate authority:	Governing Body
Name of chair of governors:	Miss L Kidd
Date of previous inspection:	4 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr C R Phillips	Registered inspector	Science Geography History Equal opportunities English as an additional language	Characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
Mr K Schofield	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mrs M E Phillips	Team inspector	Mathematics Art Design and technology Music Physical education	Quality and range of opportunities for learning
Mrs J Webster	Team inspector	English Information technology Under fives Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a small voluntary aided Roman Catholic primary school for boys and girls aged four to eleven. It draws pupils from a wide area and has increased significantly in size in recent years. It now has 100 full-time pupils, eight of whom were under five at the time of the inspection. Although there are some variations in the ability levels of the various year groups, overall levels of attainment on entry are above the average found nationally. Four pupils are entitled to free school meals, which is below the national average. Nine pupils are currently identified as having special educational needs, which is below the national average. One pupil has a statement of special educational need. There are four pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

Although it has been through considerable change and uncertainty in recent years, the school is now becoming more effective. Standards in national tests by the time pupils leave the school have been consistently high for a number of years and those achieved by pupils aged seven in the most recent tests showed considerable improvement. These standards have been achieved because of teaching that clearly focuses on the basic skills, especially in Key Stage 2, and in spite of considerable disruption in the school's management. More now needs to be done to ensure consistent approaches through the school to matters such as planning, assessment and monitoring and in the provision made for the pupils' personal and social development. Standards of attainment currently are at least in line with national expectations and, in some areas, such as English, mathematics and science in Key Stage 2, are clearly above that level. The quality of teaching is good, overall, and most pupils respond well to this and to other aspects of school. The acting headteacher and all staff, with the support of governors, are working well to improve the school and are striving for high standards. The school provides sound value for money.

What the school does well

- Results in national tests and assessments in English, mathematics and science are very good.
- Pupils with special educational needs are now making good progress.
- The standard of teaching, overall, is good, particularly in Key Stage 2.
- The staff team is working very well together, under the leadership of the acting headteacher.
- The governors have a very good knowledge of the school and its needs.

What could be improved

- The teachers' planning is inconsistent.
- There is not a coherent approach to the assessment, recording and tracking of pupils' progress.
- There is little monitoring of teaching, planning, pupils' work and the school's performance.
- The attitudes of some pupils to their work and to each other are less than satisfactory.
- Provision for children who are under five is inadequate.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in September 1996, it was found to be satisfactory, overall, with a balance of strengths and weaknesses. The oldest pupils in the school were attaining at least the expected standards in all subjects except design and technology, where standards were low throughout the school. Results in national tests were well above average for this age group. Younger pupils attained at least the expected levels in most subjects, although there was significant underachievement in mathematics and standards in science and art were unsatisfactory. The overall quality of teaching was judged to be satisfactory, although a quarter of the lessons seen were regarded as less than satisfactory. Levels of attainment have clearly improved since the previous inspection. Standards in design and technology and in art are now in line with expectations throughout the school. In the most recent national tests and assessments, the standards for seven-year-olds were well above average in English, mathematics and science and the high standards for

older pupils in these subjects have been maintained. Standards of teaching are now good, overall, particularly in Key Stage 2, with almost all lessons seen during the present inspection judged to be at least satisfactory. Other key issues identified in the report have largely been addressed. Schemes of work have been developed or adopted for all subjects and the teachers' planning is now better. Assessment arrangements for the core subjects have also improved, as have arrangements for staff development. The identification of special educational needs is now happening earlier and the school has adopted a scheme for the appraisal of teachers. The headteacher's teaching load was reduced in line with the recommendations of the previous report. Continuing pressure from the governing body and changes in the school's management have led to progress in most areas, but several of these improvements have been quite recent and it is clear that they were tackled with insufficient urgency following the last inspection. Areas such as teachers' planning and the assessment of pupils' progress now need further development in the use of common systems throughout the school, in order to ensure that the needs of all pupils are met and that their progress is carefully identified and recorded. Some monitoring of teaching and analysis of the school's results has taken place recently, but there has been insufficient progress, overall, in the ways in which the school reviews its work.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998 ¹	1999	1999	
English	A	-	A*	A*	well above average A above average B average C below average D well below average E
mathematics	A	-	A	A	
science	A*	-	A	A	

¹ It is not possible to make a meaningful comparison with the results for 1998, since the year group involved included only 7 pupils.

Overall results in the 1999 National Curriculum tests at the end of Key Stage 2 in English were very high, with the school's performance being in the highest five per cent nationally. In mathematics and science, results were well above average. When compared with schools of broadly similar intake, the overall results were well above average in the three subjects. The number of pupils attaining Level 5 was very high in English, well above the average for similar schools in science and above that average in mathematics. The overall results achieved by seven-year-olds in 1999 indicated standards that were well above the national average for reading, writing and mathematics. When compared with schools of broadly similar intake, the overall results were above average in reading and well above average in writing and mathematics. The number of pupils attaining Level 3 in mathematics was above the average for similar schools, in line with that average in writing and below average in reading. Based on its judgement of the ability levels of the groups to be assessed in 2000, the school has set realistic targets, which indicate a continuation of the high standards achieved by the time pupils are eleven. The average scores achieved by the oldest pupils have been consistently above the national average in recent years, although the overall trend has not kept pace with the national trend. However, the small size of some of the year groups over the last few years means that it is not possible to make this a realistic comparison. Inspection findings indicate that standards of attainment at the end of Key Stage 1 are currently at least in line with national expectations for English, mathematics and science and above that level in Key Stage 2. Attainment in information technology and the other subjects is at least in line with and sometimes above expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The attitudes of most pupils to their work and to all aspects of school are generally good, but a significant proportion of younger pupils are not able to sustain good working habits at all times.
Behaviour, in and out of classrooms	The pupils' behaviour is generally good, although a few display a lack of self control in some lessons and when not directly supervised at other times.
Personal development and relationships	The pupils' personal development is generally satisfactory, but some pupils are insufficiently sensitive to the feelings and needs of others.
Attendance	Attendance is above average.

Most pupils display positive attitudes to all aspects of school and are keen to learn. A significant minority of the younger pupils and a few older ones, however, have not yet developed the necessary self-discipline and sensitivity to others. Almost all pupils want to come to school, and attendance is good.

TEACHING AND LEARNING

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

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

The quality of teaching in all subjects, including English and mathematics, is good, overall, particularly in Key Stage 2. The skills of literacy and numeracy are generally well taught and good provision is made in each of the classes for the needs of all pupils, including those with special educational needs, or for whom English is an additional language, and the higher attainers. Of the lessons observed during the inspection, 21 per cent were very good, 36 per cent were good, and almost all were at least satisfactory. Pupils generally respond well to the experiences offered, although some pupils, particularly in the younger classes, have not yet developed a sufficiently positive attitude to their work. Most pupils are keen to do well, show good understanding of what they are doing and are able to talk in an increasingly mature fashion about what they are learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided is broadly satisfactory, although teachers' planning is not always sufficiently specific about the learning intended and provision for the under fives is not always sufficiently geared to the needs of younger children.
Provision for pupils with special educational needs	Provision is now satisfactory and well managed and the pupils are making good progress.
Provision for pupils with English as an additional language	Provision for these pupils is by way of the school's general programme of learning and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' spiritual and cultural development is good. Provision for their moral and social development is broadly satisfactory, but would be improved by the establishment of a coherent programme for personal and social development.
How well the school cares for its pupils	The school's overall care for its pupils is satisfactory, but it now needs to establish a common system for the careful assessment, recording and tracking of pupils' progress.

The school generally works well with parents. A substantial majority of parents believe that the school is doing a good job in encouraging their children to do well and to develop well and that they are

informed appropriately about the work their children are doing and the progress they are making. A significant number have concerns about homework, the information they receive about progress and provision for out-of-school activities.

The school offers a broad range of learning experiences for all pupils, although the provision of activities such as clubs is limited. There is no clear programme for the pupils' personal and social education. All pupils are known well and are well cared for, but arrangements for the assessment and recording of the progress they make are inconsistent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher is providing a clear lead for the staff team. All subject coordinators have clear views of their subjects' needs and are providing good support for their colleagues.
How well the governors fulfil their responsibilities	The members of the governing body have very good knowledge of the school and are fulfilling their statutory responsibilities well.
The school's evaluation of its performance	There has been some limited monitoring of teaching and analysis of pupils' results in recent months, but there is insufficient monitoring of teaching, planning, pupils' work and the school's performance.
The strategic use of resources	The resources available to the school are generally well deployed and more careful checks are now in place to ensure their appropriate use.

The school is adequately staffed with teachers. It is well supported by its classroom assistants, but the amount of such support available for younger pupils is inadequate. The accommodation is well cared for and is used well. Learning resources are generally satisfactory. The school currently has a clear educational direction and, under the leadership of the acting headteacher, is becoming more effective. The governors regularly review all development priorities and are beginning to evaluate all spending decisions to ensure best value in the deployment 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"> • Their children like school and make good progress. • Behaviour is good, pupils are expected to work hard and they are helped to become mature and responsible. • They feel able to approach the school with questions, and most feel they know how their child is getting on. • The teaching and management are good. • Most feel that their children receive appropriate work to do at home. 	<ul style="list-style-type: none"> • Many feel that the school does not make enough provision for activities outside lessons. • A significant number feel that pupils do not receive the right amount of homework. • A significant number feel that they are not sufficiently informed about the progress their child is making.

The inspection team found that there is scope for further out-of-class activity in the form of clubs or interest groups, which could be supported by parents. It believes that arrangements for homework are generally satisfactory, but that the school has not always made its policy clear to parents or involved them in it. The inspectors support the positive view of the school provided by the substantial majority of parents and believe that the school could provide the information parents want about their children by ensuring the more consistent identification and recording of pupils' progress throughout the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the school at the age of four, their standards of attainment are generally above average, overall, particularly in their language skills. By the time they leave the school at the age of eleven, inspection findings indicate that the number of pupils attaining the national standard is usually well above average for English, mathematics and science.
2. All of the children in the reception group have experience of some pre-school education. During their time in reception, the children make sound progress in the various areas of learning, and begin to work and play well together in a variety of situations. They become increasingly confident in their relationships with each other and with their teachers. Before they reach the age of five, most children attain the desirable learning outcomes (DLOs¹) for language and literacy, mathematical awareness and personal and social development, which is above average. (¹DLOs - 'Desirable learning outcomes' are goals for learning for children by the time they enter compulsory education at the age of five.)
3. When compared with national figures, the school's results in the National Curriculum tests and assessments for Key Stage 1 in 1999 were very high, overall, for reading, writing, mathematics and science. When compared with results for schools of broadly similar intake, they were also well above average. The number of pupils attaining Level 3 was well above the national average in mathematics and science, average in writing, but below average in reading. Overall, results for pupils of this age showed clear improvement in reading, writing and mathematics over those of the previous year.
4. In the 1999 National Curriculum tests for Key Stage 2, overall results in English, mathematics and science were very high when compared with national figures. The number of pupils attaining Level 5 was also well above national averages. When compared with the results of pupils in similar schools, overall attainment was well above average in each of the subjects. In this comparison, the number of pupils attaining the higher grade was very high in English, well above average in science and above average in mathematics. The average scores achieved by the oldest pupils have been consistently above the national average in recent years, although the school's overall trend has not kept pace with the national trend. However, the small size of some of the year groups over the last few years means that it is not possible to make this a dependable comparison. In recent years, the attainment of boys and girls has been broadly similar and in the 1999 results boys tended to do better than girls overall, but not to a significant degree.
5. Inspection findings indicate that the attainment of the oldest pupils in Key Stage 1 is currently in line with national expectations for pupils of similar age in English, mathematics and science. For pupils presently nearing the end of Key Stage 2, attainment is clearly above average in English, mathematics and science, with most pupils attaining at higher levels. The pupils' attainment at the end of Key Stage 1 is above average in reading and in speaking and listening. It is average in writing. By the end of Key Stage 2, attainment is above average in all aspects of English. The pupils' standards of literacy are also above average. In mathematics, the pupils become increasingly confident in handling numbers as they go through the school and make good gains in other skills, such as mental mathematics. Their standards of numeracy, overall, are average. In science, pupils show a good grasp of scientific vocabulary and, by the end of Key Stage 2, show good knowledge of other aspects of the subject and appropriate understanding of scientific method.
6. Standards of attainment in information technology are at least in line with national expectations by the end of Key Stage 1 and are above that level by the end of Key Stage 2. Pupils show, for example, developing ability to generate and amend text and become confident in handling data. In their other subjects, the pupils' attainment is generally in line with expectations by the end of both key stages. In geography and history, however, their

attainment is often above the level expected by the end of Key Stage 2. In physical education, standards by the end of Key Stage 1 are above average.

7. The pupils generally make good progress, particularly in Key Stage 2. Pupils with special educational needs achieve good standards throughout the school in relation to their previous levels of attainment and make good progress towards the targets described in their individual education plans. Pupils for whom English is an additional language also make good progress and are integrated well into all aspects of school life. The potentially higher attaining pupils do well in Key Stage 2 and their performance is improving in Key Stage 1.
8. Since the previous inspection, overall standards of attainment in most subjects in Key Stage 1 have improved. The high standards previously identified in the core subjects by the end of Key Stage 2 have been maintained and there has been general improvement in the other subjects.

Pupils' attitudes, values and personal development

9. The pupils' attitudes, values and personal development are satisfactory overall. Pupils are enthusiastic about coming to school and most develop good attitudes to learning. The general ethos of the school provides a foundation of positive attitudes and a context for learning, within which pupils generally feel respected. Almost all pupils are enthusiastic about their lessons, which often leads them to finding ways of extending their work. The pupils generally display considerable confidence and most take pride in their work. The oldest pupils show mature attitudes to their work and their life in school. However, a significant minority of pupils display a lack of consistently positive attitudes, especially among Key Stage 1 and some younger Key Stage 2 pupils. Children who are under five are generally confident and settle well in school. Relationships between the children and with adults are developing satisfactorily and they concentrate well on their activities for short periods.
10. Behaviour throughout the school is satisfactory, overall, but varies between classes. Pupils generally move about the school in a sensible and orderly manner, although a few show a lack of self-control when not directly supervised. The pupils are generally polite and helpful and are responsive to their teachers. No incidents of significantly inappropriate behaviour were observed during the inspection, but there were indications that many pupils become bored in the playground during playtimes and lunchtimes. The limited space and a lack of play equipment, constructive play opportunities, quiet seating areas and adequate supervision means that there is a potential for unacceptable behaviour. One of the outcomes of this, for example, is that pupils do not always settle well to the beginning of afternoon school and are less positive in their attitude to work in the second half of the day.
11. Most of the pupils co-operate or work independently, taking responsibility for their own and other pupils' learning as much as they can. They respond well to questions and join eagerly in discussions. Teachers and the parents who attended the pre-inspection meeting reported that older pupils frequently assist younger ones. For example, older pupils have composed stories for children in the reception group.
12. Pupils with special educational needs and those pupils for whom English is an additional language have positive attitudes to their learning and make good relationships with the range of people who support them, including parents and support staff. Their behaviour is usually good and they are treated equally within mixed ability groupings.
13. The pupils' personal development is generally satisfactory. They are encouraged to take responsibility and to use their initiative without being asked and most respond well to this, but opportunities for pupils to engage in independent study and research are limited. Pupils willingly assist teachers and lunchtime supervisors and readily support other pupils, as when they use their knowledge to advise classmates in the use of information technology. At breaktimes, pupils in Years 5 and 6 are eager to use the Internet or send e-mail messages to their pen-friends at a school in Australia. Pupils do not currently have the opportunity for residential experience.

14. Relationships between almost all of the pupils and between pupils and staff are satisfactory. The pupils are well known and generally respond well to the expectations the school has about behaviour and work. There are, however, variations in the expectations between classes and teachers and some inconsistencies in the way in which pupils' behaviour is managed. In Key Stage 1, relationships are less well developed and are unsatisfactory for a small number of pupils.
15. Attendance is above the national average and there are no cases of unauthorised absence. Registers are correctly marked and monitored. Punctuality at the start of the day and in lessons is good. The brisk start to the school day contributes to the effective use of the time available for learning. In the last year, there were two fixed term exclusions. Since the previous report, the school has maintained its good attendance record.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is good. Of the lessons observed during the inspection, 21 per cent were very good, 36 per cent were good and almost all were at least satisfactory. The overall standard of teaching is better in Key Stage 2 than in the rest of the school. All of the teachers bring particular strengths to their work, so that all pupils participate in an interesting and varied range of experiences as they go through the school. There has been significant improvement in the quality of teaching since the previous inspection.
17. The teaching of children who are under five is satisfactory. The teacher and classroom assistant establish good relationships with the children and time and resources are used satisfactorily. There are high expectations for the children and this is reflected in the general quality of the work they do and in the progress they make in most areas, in lessons that generally have good pace. The teacher usually involves all children well during the introduction to lessons and provides clear instructions about tasks. There is little written planning specifically for the needs of the under fives, however, and their work is usually linked to that being undertaken by the older pupils in the class, not always appropriately. They experience a broad curriculum, but this does not always include a sufficient range of activities aimed particularly at the developing needs of young children. Much assessment of the children's attainment and progress is done informally.
18. The teachers throughout the school are generally secure in their knowledge and understanding of the various subjects of the curriculum and, as a staff team, they share considerable subject expertise and experience. All teachers work hard in preparing their lessons, although their methods of planning vary in the amount of detail they include and their plans are not always clear about the specific learning intended. The teachers generally provide good explanations of the tasks required of the pupils, and their planning takes account of the range of ages and capabilities in each class. Pupils of all levels of attainment, including those with special educational needs and the higher attainers, are appropriately challenged by the work provided. There is an appropriate pace to most lessons; in the best lessons a brisk pace is maintained, often by the use of short, timed tasks, the regular completion of which provides pupils with a sense of achievement. The teachers use a good range of questioning skills and also reinforce learning when they review work with the pupils. The teachers know and usually manage their pupils well.
19. Throughout the school, a satisfactory range of approaches to classroom organisation is employed and class, group and individual working are used appropriately to suit different tasks, although most lessons are clearly teacher-directed. Older pupils are encouraged to become more independent in their learning and all respond well to opportunities to organise the necessary resources for their work. Pupils in Key Stage 2 respond well to the opportunities provided for them to engage in individual and group research tasks, but teachers in Key Stage 1 are still establishing basic work routines with some pupils and the range of such opportunities is more limited. Throughout the school, the teachers communicate well with the classroom assistants and voluntary helpers, who make a valuable contribution to learning. The available resources are used effectively to support the pupils' learning.

20. In the most effective lessons, such as a literacy session for Years 3 and 4, a design and technology lesson for Years 5 and 6 and numeracy lessons in both Key Stage 2 classes, the teachers' organisation and subject knowledge are very good and they engage the pupils' interest fully, providing high expectations for work and behaviour for pupils of all attainment levels. In these and other lessons, the teachers assess the pupils' progress carefully, monitoring them as they work. They know when to intervene and challenge the pupils by asking the right questions to develop their understanding and knowledge. All of the teachers are working hard to ensure that pupils develop good working habits. As a result, the pupils are generally keen to learn, particularly in Key Stage 2. By the time they leave the school, most have a clear understanding of what they are learning and can talk about it in a mature way. By contrast, the attitudes and behaviour of a significant minority of Key Stage 1 pupils are less than satisfactory at times and they do not benefit fully from the learning experiences offered. This is evident, particularly, when these younger pupils are asked to respond to a more open-ended task, such as a science investigation in Years 1 and 2, when they have not yet developed the necessary learning skills and self-motivation.
21. The literacy hour and the numeracy strategy have been introduced well. Throughout the school, the teachers have a good knowledge of the requirements of the National Curriculum and also encourage and teach well the development of basic skills. They undertake regular informal assessment of the pupils' work. Work is marked regularly, often with the pupil, but marking rarely indicates how improvement can be made and no individual targets are identified for pupils.
22. Homework is set regularly and parents are generally satisfied with the provision, although opinions among parents differ about whether sufficient homework is provided. All pupils take home reading books on a regular basis and many have spellings and tables to learn. Older pupils are sometimes given further work to do, such as research and other activities, and usually receive appropriate feedback about the work they have completed. The school recognises the need to be clear about its policy for homework, to share it with parents and to encourage their involvement in this through, for instance, the consistent use of reading diaries.

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

23. The school provides a broad, relevant, and sometimes stimulating and challenging curriculum, which is balanced to meet all the requirements of the National Curriculum, religious education and the aims of the school. The areas of English and mathematics are given considerable importance, with literacy and numeracy having particular prominence. The school has ensured that all subjects, as well as those that form the core of the National Curriculum, remain an important part of the curriculum and provide an enjoyable educational experience for the pupils. Since the previous inspection, improvements have been made in planning, except in that for the under fives and in the provision for cultural development. Provision for special educational needs is now satisfactory and developing well. However, the school's provision for personal and social education is a concern and there is still no coherent health education and drugs education policy. Although some improvement has taken place since the previous inspection in the assessment and monitoring of pupils' performance, there is no cohesive policy for the recording of the pupils' attainment and the progress they are making and little is done formally to monitor the academic or personal progress of individuals or year groups. Provision for extra-curricular clubs or other activities outside lessons, which was previously noted as a strength of the school, is now regarded by many parents as an area of concern.
24. All pupils generally have equal access to the curriculum and the school is now making satisfactory provision for pupils with special educational needs, fulfilling the requirements of the Code of Practice. Individual education plans are used to inform planning and ensure that class work is appropriate to the pupils' needs and attainment levels. Appropriately identified and specific targets are reviewed regularly and parents are fully involved in the process. Pupils for whom English is an additional language also have full access to the curriculum and the whole life of the school. There is a challenging curriculum for higher attaining pupils in

English, mathematics and science and, generally, most pupils are challenged in each curriculum area by work that is well matched to their levels of attainment. Since the previous inspection, however, the arrangements for withdrawing pupils for musical tuition remain unaltered and still affect the general access these pupils have to the curriculum.

25. Overall provision for the under fives, in the class for the youngest children, is unsatisfactory. The children experience a structured and well-organised curriculum once they have made the transition to the National Curriculum programmes of study, as most pupils had, in most areas, during the week of the inspection. However, there is no overall guidance for children under five in the school and no planning system based on the desirable learning outcomes for children of this age. The absence of, for instance, planning for personal and social development for all of the children throughout their reception year has led to insufficient focus on this area of learning. A lack of development in this area previously is still showing in the attitudes and personal development of pupils further on in the school. The quality of most of the written planning for the reception class is insufficiently detailed or specific. Most children make an efficient and smooth transition to the National Curriculum, according to their individual needs. Details from the recently introduced baseline assessment, made on entry to the school, have yet to make a full impact on planning to ensure that the individual needs of children are met. There is an insufficiently wide range of opportunities for children under five to learn through structured play and insufficient opportunities to develop the children's learning by exploration and enquiry, particularly in the areas of knowledge and understanding of the world and creative development. In the area of physical development, planned opportunities for pupils' structured play outdoors are unsatisfactory. There is no designated area for this, and no wheeled, climbing or crawling play activities are available.
26. The school has recently put into place schemes of work to guide subject planning and ensure continuity of learning in most subjects. The national guidance for literacy is being followed well. The strategy for numeracy is also being implemented, although work still needs to be done in order to ensure sufficient guidance for progression. The planning of learning generally builds well on first-hand experiences that are relevant to the pupils. The teachers' individual planning has improved since the last inspection and most teachers plan the work adequately for the coming term or half term. In some subjects, such as history, art, music and physical education, the teachers are developing the use of a common format for planning and some co-ordinators are beginning to monitor and support this planning in order to ensure greater consistency. The teachers are not always sufficiently clear in their weekly planning about the specific learning intended in lessons. At present, no clear targets have been identified for the pupils' learning in subjects which could be shared with pupils and parents and assessed at appropriate times. However, at the beginning of some of the more successful lessons, teachers share with pupils their intentions for the learning which is to take place and also consider the outcomes with the pupils at the end of the lesson.
27. There are useful links between local primary schools and with the several secondary schools to which pupils go. Satisfactory use is made of visits and visitors in the curriculum, as in the recent Tudor Day, where history, music, art and English links were encouraged. There is no provision for a residential visit. At present, few clubs are held to provide opportunities for the pupils to take part regularly in extra-curricular or extension activities after school or at lunch-time. In the week of the inspection, a football club was in action after school and a recorder group was held during lunch-times. A netball club had been held earlier in the term. The inspection team agreed with the parents that the school needed to provide more clubs for the older pupils to attend regularly and that these might be supported by parents and others. Other useful activities involving music and physical education, such as a music festival, swimming gala and sports tournaments, take place from time to time during the year.
28. The school has good links with the local parish. A pre-school group meets at the school, using the hall for three half-day sessions each week. Outside school times, the buildings are used for several parish activities and for a sports club. The school has satisfactory links with local business concerns, although these could be developed further, in, for instance, design and technology.

29. The school makes good provision for the pupils' spiritual and cultural development. Many opportunities are provided within and beyond the curriculum for them to develop well in terms of their awareness of values and beliefs and in their ability to reflect on what they are learning about the world around them. They are encouraged to be aware of themselves and also to be sensitive to the needs of others, when, for example, they support charitable causes. They are given many opportunities to develop an appreciation of their own culture through a range of school activities, including the visits they make. They are also encouraged to be aware of other major world cultures through, for instance, their work in religious education, geography and history and through links with schools in Africa and Australia. Provision for their multi-cultural awareness has improved significantly since the previous inspection.
30. Provision for the pupils' moral and social development is broadly satisfactory. It derives mainly from the general ethos of the school, which encourages the development of many of the personal and social skills of the pupils. However, the school lacks a carefully prepared and known policy and programme for this aspect of its work. Although elements of drugs awareness, sex education, anti-bullying and personal relationships receive some attention in the curriculum, the necessary personal and social skills and awareness are not developed progressively and consistently in each class and through the school. The lack of such provision means that, for instance, insufficient opportunities are provided for pupils to share important feelings and to respond to the feelings and values of others. The pupils' awareness of right and wrong is encouraged through activities such as assemblies and religious education and through relationships with the various adults in the school, but is not always reinforced consistently in each class by a common approach to behaviour and discipline. Older pupils respond well to opportunities to take some responsibility in their learning and in the life of the school, but opportunities for pupils to show initiative and take responsibility have not always been developed consistently through the school. As a result, a significant minority of pupils show a lack of responsibility for their own actions and some insensitivity towards the feelings of others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school promotes a satisfactory level of welfare for its pupils. Steps are taken to ensure that arrangements for child protection are in place and this has proved to be effective. The health and safety policy is supported by a recorded risk management procedure. However, it was noted in the last report that playground supervision needed to be improved and this remains inadequate at times.
32. Provision for pupils with special educational needs is effective. Although there are currently no pupils with significant physical disabilities, the school would be able to cope with such pupils because there is good access throughout the building.
33. When last inspected, the systems for assessing, recording and reporting pupils' progress were poorly developed and little evidence was seen of the use of assessment to plan the next stage of learning. No overall monitoring of performance was evident. There has been some improvement, but it is limited and the procedures for assessing pupils' attainment remain unsatisfactory, as do the procedures for monitoring and supporting pupils' academic progress. There is currently no system, for instance, for making use of the information gained from the children's entry assessment to inform planning. Similarly, opportunities for assessing the pupils' progress are written into some medium and short-term plans, but this is inconsistent across the school and between subjects. Some teachers are using the opportunities provided in their planning in some subjects and basing future work on the results. Some teachers complete assessments of the pupils' work diligently, but there is no consistent policy or school system for recording pupils' progress and no system for agreeing judgements on the standards achieved. This leads to some uncertainty as to exactly what level pupils have achieved and makes any predictions and expectations difficult to target.
34. Marking is regular and usually positive, but rarely identifies targets for further learning. Pupils are not often involved in setting their own targets or measuring their progress towards them and so parents are unable to share in important information about their children's

progress. The procedures for assessment require a system for recording and tracking each pupil's attainment in the various aspects of each subject, to ensure the clear identification of progress and appropriate targets for improvement. The assessment of pupils with special educational needs is now good and these pupils work towards appropriate and specific agreed targets, written and negotiated between the co-ordinator and the parents. The targets are monitored and reviewed regularly, with parents fully involved. Teachers are now being involved more in the writing of these targets and are helping to implement them. The governor with responsibility for special educational needs has recently begun to be informed and to monitor this area of work.

35. Procedures for monitoring and promoting good behaviour are unsatisfactory. Some minor cases of poor behaviour were observed in class and around the school during the inspection. In particular, the lack of control applies at times when pupils are in the small playground during break and lunch-times, or allowed unsupervised access to rooms. Since the last report, the school has not made adequate improvements in playground supervision. The school needs to create strategies for implementing the agreed behaviour policy at all levels and on all occasions, so that all pupils are clear about the teachers' expectations about behaviour and work. The policy neither includes an anti-bullying procedure nor has sufficient detail to cover elements of personal development that affect attitudes to learning and good behaviour.
36. The school has good procedures for promoting attendance and this contributes to the effectiveness of teaching and learning. A prize is awarded to each pupil who achieves a faultless record of attendance during the year. No cases of persistent absence or lateness have occurred in recent times. Parents value the prompt telephone calls from school if an unexplained absence occurs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Almost all parents have a positive view of the school and perceive that it works well in partnership with parents. They believe that their children attend a school where the staff care for their children. They feel able to approach the school with questions and most feel they know how their children are getting on. A significant minority of parents have concerns about the provision of activities outside lessons, the amount of homework allocated and information provided about the progress that their children are making.
38. Inspectors found that the effectiveness of the school's links with parents is satisfactory, overall, with some good features. The impact of parents' involvement with the school is good. A small group of parents provide support in school with reading, science and information technology. They also make themselves available to help with swimming and football. Parents support the school's fund-raising generously. Some major projects have been funded or partly funded by parents, such as the provision of televisions, video recorders, computers and other equipment.
39. The level of general information given to parents is satisfactory. Frequent newsletters and bulletins are circulated. The school has organised meetings to explain aspects of the curriculum, such as the literacy and numeracy strategies. These were well attended and were found to be valuable.
40. Parents are kept informed of their children's progress through a formal report each year, as well as having the opportunity to arrange informal meetings with teachers at any other time. In addition, parents are invited to attend two meetings with teachers per year. Good use is made of reading diaries in the younger classes, although some parents were concerned that they did not get enough feedback from teachers in the diaries. Most parents feel their children receive appropriate work to do at home, but some parents would like to have more information about their children's homework. The school is in the process of taking corrective action on this matter.

41. The contribution of parents to children's learning at school and at home is good. At the meeting with parents and when interviewed they spoke well of the quality of teaching and management.
42. Since the last report, the school has improved its liaison with parents, especially in its openness and response to parents' concerns.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The school currently has a clear sense of educational direction. The acting headteacher is providing good leadership and is well supported by the other staff and the governors. All staff carry responsibility for areas of the curriculum and they discharge these responsibilities well. Systems and practices are effective in ensuring that the school's day-to-day life is well-ordered and provides a good context for learning.
44. However, previous difficulties in the school's management, which continued for most of the period since the last inspection, have restricted the school's development in a number of ways. For instance, although there has been some recent monitoring of lessons, there is no systematic programme for the monitoring of classroom provision, teachers' planning and pupils' work. The teachers plan carefully for lessons, but on a largely individual basis. Schemes of work are now in place for all subjects to support them in this, but the lack of a common approach to planning makes it difficult to ensure continuity through the school and the necessary progression in pupils' learning. Similarly, all pupils are well known individually and all teachers maintain records of pupils' attainment in key areas, but there is no overall system for the recording of attainment in all curriculum areas or for the tracking of the progress of individual pupils or year groups. Some recent comparisons between the school's performance and national statistics have been undertaken, but this is also an area of under-development. The school has set targets for pupils' attainment by the time they leave the school that are based clearly on knowledge of the individual pupils and on the firmly-focused teaching and high expectations of individual teachers.
45. The members of the governing body have a very good knowledge of the school and are strongly committed to its support and development. They discharge their duties effectively through an appropriate structure of committees, the members of which are well informed about the relevant aspects of school life. Responsibility for monitoring and supporting the provision for pupils with special educational needs and of literacy and numeracy has been allocated appropriately to individual governors. These and other governors have regular contact with the daily life of the school. Statutory requirements for the National Curriculum, the syllabus for religious education and other aspects of school life are met.
46. The quality of financial planning is good. The school manages its budget efficiently and spending is usually related clearly to the raising of educational standards. Careful records of expenditure are maintained and a recent audit report indicated that systems of financial control are very good. Minor issues raised in the audit were addressed promptly. However, it is clear that at times in the fairly recent past the control has been less secure and the governors have now adopted a more careful and detailed system for financial regulation. They usually monitor the school's financial position closely and are beginning to evaluate the cost effectiveness of spending decisions. All specific grants given to the school, including those for the provision for pupils with special educational needs and for the support and training of teachers, are appropriately identified.
47. The school development plan is a practical document, which is properly focused on the improvement of standards in the curriculum, whilst also including matters related to areas such as staffing and premises. It provides useful detail about the priorities agreed and its progress is regularly reviewed. Responsibility for the approval of the plan and its subsequent evaluation lies clearly with the governing body and governors are well informed about its progress. The present plan was devised with only limited consultation, because of the management difficulties already mentioned and it is important that its next stage draws on the involvement of all staff and governors.

48. The teaching and non-teaching staff support each other well and have a clear sense of common purpose. Relationships between the staff and the pupils are generally good. The management of special educational needs provision at the school has changed recently and is now good. The special needs co-ordinator ensures that the Code of Practice for special needs provision is fully implemented and that the needs of individuals are identified and targeted as early as possible. The governing body has nominated one of its members to support and monitor the provision.
49. The school has sufficient, suitably qualified teachers to teach the subjects of the National Curriculum and religious education effectively and to meet the needs of all pupils. The teachers have a good balance of expertise and experience. Appropriate support is provided to new members of staff. The qualifications and experience of the support staff are generally well matched to the demands of the curriculum. Teachers and classroom support staff work well together to provide good support to pupils throughout the school and particularly for pupils with special educational needs. This partnership has a positive impact on learning, is contributing to improvement in standards at the school and ensures that pupils generally make good progress in their learning. However, the support provided at present for the classes for the under fives and Key Stage 1 is very limited in terms of the time available both for general support and the specific support needed by pupils with special educational needs. This means, for instance, that a young special needs pupil is left for much of the week with no specialist support and that the needs of younger children are not fully catered for in the reception class. The administration of the school runs smoothly and all the adults involved in the life of the school work well together as a supportive team for the pupils.
50. The school now has satisfactory arrangements for meeting the professional development needs of staff. The training undertaken is clearly focused to support the priorities of the school development plan and improve the quality of teaching and provision. For example, the school has made generally effective use of training opportunities to prepare staff for the current national initiatives in literacy and numeracy, which are helping to raise standards in these areas. The school has also adopted a scheme for the appraisal of teachers, pending further national developments. Job descriptions were developed since the last inspection, although recent adjustments have still to be noted.
51. The school makes efficient use of the resources available to it. This includes the use of the hall by a local playgroup, which provides a useful link with the community, although restricting the availability of the hall for physical education or other purposes. The school's accommodation is adequate for the present numbers of pupils, although, if the numbers on roll continue to grow, it will soon reach the limits of the present buildings. The quality of displayed pupils' work enhances the learning environment throughout the school and the buildings are kept well. They are carefully maintained and are in very good decorative order. The pupils take pride in and look after them and take care of the resources available. Recent changes in the buildings have provided improved facilities for the school's administration and a pleasant library has also been created. This is generally well-stocked, with an appropriate range of books to support the curriculum. The outdoor area is now inadequate for the numbers and age-range of the pupils and there is no designated area for children who are under five. The hard play surface has no markings and no equipment is provided for use by the pupils during break and lunch-times. There are no areas of seating or for pupils to talk quietly together. The development of the play area is currently under consideration as a project for parents' support.
52. The school's resources for learning are satisfactory overall, and for some areas of the curriculum are good. The book and other resources used for supporting literacy are good overall and are satisfactory for numeracy. Further resources are needed to support outdoor play for the under fives and for their knowledge and understanding of the world and creative development. Each class has at least one computer, with others available, and older pupils are able to access the Internet. Good use is made of visits and of visitors to extend the pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to raise standards further, the headteacher, governors and staff should:
- i. Develop a whole-school approach to
 - a. teachers' planning for subjects and for lessons (see paragraphs 18, 26, 44, 80);
 - b. the assessment, recording, reporting and tracking of pupils' progress (paragraphs 33-35, 44, 74, 80, 92, 98, 102, 106, 112, 124); and
 - c. the monitoring of teaching, planning, pupils' work and the school's performance (paragraphs 44, 81, 86, 92, 118, 124).
 - ii. Develop a coherent policy for the pupils' personal and social development, to include elements such as health education, drugs awareness and relationships and emphasising the development of pupils' attitudes through curriculum provision, extra-curricular activities and the consistent application of an agreed behaviour policy (paragraphs 9, 10, 13, 14, 30).
 - iii. Ensure that provision for children who are under five is clearly based on national expectations about the education of young children and is appropriately supported by specialist staffing and the necessary resources for all areas of learning (paragraphs 17, 25, 52, 54-61).

Other issues which should be considered by the school for possible inclusion in the action plan:

- The adequacy of classroom support in Key Stage 1 (paragraph 49).
- The adequacy of playground provision and its supervision (paragraphs 10, 51).
- The clarification to parents of the school policy on homework and seeking further ways to involve parents in this, such as in the consistent use of the home-school reading diary (paragraphs 22, 40).
- The provision of further lunch-time or after-school activities and involving parents in their organisation (paragraph 27).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	21.2	36.4	39.4	3.0		

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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	100
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	9

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	7	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	7	7	7
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (83)	100 (67)	100 (92)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	7	7	7
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (83)	100 (75)	100 (75)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	5	5	5
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100 (71)	100 (71)	100 (71)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	4	4	4
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	92 (71)	92 (71)	92 (71)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	4.7
Number of pupils per qualified teacher	21.3
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	29.0

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	154502
Total expenditure	149122
Expenditure per pupil	1818.56
Balance brought forward from previous year	15114
Balance carried forward to next year	20494

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	1	1	0
My child is making good progress in school.	64	29	6	0	0
Behaviour in the school is good.	44	50	5	0	1
My child gets the right amount of work to do at home.	49	31	18	1	0
The teaching is good.	59	40	1	0	0
I am kept well informed about how my child is getting on.	36	47	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	28	4	0	0
The school expects my child to work hard and achieve his or her best.	62	33	4	0	1
The school works closely with parents.	41	50	9	0	0
The school is well led and managed.	41	49	8	0	3
The school is helping my child become mature and responsible.	44	45	8	1	3
The school provides an interesting range of activities outside lessons.	18	32	24	19	5

Other issues raised by parents

All issues raised related to the areas identified above. Areas of significant concern were homework, information about children's progress and extra-curricular activities. The inspectors' response to these concerns is to be found in the summary of the report and within the relevant sections of the main report.

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

54. All children have experience of pre-school education before entering the reception class and are admitted on a full-time basis at the beginning of the school year. A few younger children attend mornings only for the first term and, occasionally, for longer than this. They enter a mixed age class staffed by a full-time teacher. There is part-time support from a classroom assistant, which is also used to support special educational needs. This level of staffing is insufficient to ensure that all children in the early years reach their full potential in all the required areas of learning.
55. Initial assessments indicate that, by the time they enter school, most children have above average skills in language and mathematics and in personal and social development, although there is a small minority whose skills are less well developed, with some variation from year to year. The children generally make satisfactory progress, although in some areas and for a few children, progress is less than satisfactory. The school makes satisfactory provision, overall, for children under five in some areas of learning, with provision in creative development and in the children's knowledge and understanding of the world unsatisfactory, overall. Provision for the outdoor curriculum is also unsatisfactory and there are elements of provision in each area of learning that are less well developed. There is no written policy or guidance for work in the early years. There is little other planning to ensure the necessary breadth of experience for children under five. Most children develop their skills satisfactorily, particularly in the areas of language and literacy, mathematics and personal and social development and, by the time they are five, are ready to embark on the National Curriculum programmes of study. At the time of the inspection, most children had attained the desirable learning outcomes in most areas and all were working to National Curriculum programmes of study.

Personal and social development

56. When they enter school, most children's skills in this area are good. By the time they are five, the personal and social development of most children is good. The class teacher's calm, quiet and positive approach to behaviour management encourages co-operation and enables children to grow in confidence. All children are able to take responsibility for their personal needs, such as dressing, undressing and washing hands. They show increasing confidence and self-respect, are able to share, take turns and co-operate with each other. They have a good relationship with the class teacher, are eager to answer questions and are not afraid to seek help when they need it. Behaviour is usually good and they settle quickly to tasks, sustaining concentration. Most follow the teacher's instructions carefully, but some of the youngest children have difficulty remembering what they were told to do or are reluctant to follow the guidance given. The children feel safe and secure, but there are limited opportunities to develop independence in learning and for planned choices to be a structured part of the day. Teaching, overall, is at least satisfactory and is sometimes good.

Language and literacy

57. By the time they are five, most children achieve at least what is expected nationally and sometimes above, particularly in their speaking and listening. The children listen well in whole class sessions and follow instructions carefully. All can read and write their first name and some their surname. They all know their alphabet, recognise initial letters and sounds and are beginning to use a dictionary. The most able children can find key words in a book and write new words. All understand the concept of alphabetical order. They respond eagerly to the use of a big book in literacy and are usually keen to read their reading book. Teaching of the basic skills of reading is good. The strategy for literacy has been introduced satisfactorily. There is a quiet reading area for browsing or sharing books, but the number and range of picture books is unsatisfactory. There is no display of books to encourage reading as a self-chosen activity and, during the inspection, no child was observed choosing

to look at books and read independently. Similarly, there is no writing area available for independent use. Progress is satisfactory, overall. Progress in the basic skills of reading is good, but handwriting and presentational skills are poor and progress in this area is unsatisfactory. There is evidence of practice in letter formation in books, but there is little evidence of regular, formal practice in pattern making to support the development of writing skills. The use of narrow lines with thick pencils adds to their difficulties.

Mathematics

58. By the time they reach the age of five, the children's overall attainment is above what is expected nationally and they generally make good progress. The development of number skills is generally good. Teaching is always at least satisfactory and has steady pace. Clear explanations and instruction help to ensure children's understanding. Tasks are clearly suited to the differing needs of the children and some use is made of timed activities that maintain children's interest. Children can count to 20 and are beginning to grasp doubles to 20. In a lesson on counting in twos demonstrated with cubes, one child immediately responded, 'It's like stairs'. The children have a growing awareness of number operations such as addition and subtraction, use the appropriate language and write numbers to ten and beyond. All are familiar with mathematical language to describe shape. They have had opportunities for weighing and have used a control device for directional operations. They are learning about time, night and day and can name the days of the week. Rhymes and songs reinforce learning. Stars are awarded to encourage and motivate the children.

Knowledge and understanding of the world

59. Attainment and learning are generally satisfactory and are good in information technology. Some activities, however, are inappropriate for younger children, as in geography when the children were undertaking the same activities as the Year 1 and 2 pupils in learning about life on a distant island. Children are given some opportunities for simple problem solving and for designing and modelling, using large construction apparatus, for instance, when making tractors to carry their teddy bears. They have experimented with forces and movement, demonstrating with cubes which vehicle travelled furthest. Children have regular and frequent opportunities to use the computer. Even the youngest child can sustain concentration for long periods and happily co-operate with a partner. They can name the equipment, use the mouse and keyboard, name their work and know how to operate the printer. All are very enthusiastic and particularly enjoy a talking book programme linked to their reading scheme. Although sand is provided, its use is insufficiently structured to provide consistently good opportunities for learning. Water play was not in use during the inspection. Resources are inadequate to provide sufficient opportunities for exploration and discovery and provision, overall, is unsatisfactory.

Physical development

60. The standard of attainment of physical education developed indoors is a little above what is expected and the children generally make good progress. In music and movement, they listen attentively and most are able to follow the taped instructions. The teaching seen was satisfactory, with indications that good progression of skills was ensured throughout the year. The children are able to find a partner, change direction, share and take turns. The class teacher sets a good pace and is sensitive to the particular needs of the youngest children. This area of learning gives great pleasure to all. The classroom is equipped with a satisfactory range of construction kits and jigsaws and most children use scissors with confidence and accuracy. However, there is no outdoor play area equipped with large wheeled toys and no planned provision for activities outdoors to develop the appropriate skills, so provision for this area of physical development is unsatisfactory.

Creative development

61. It was not possible to judge attainment and progress fully in creative development, because of a lack of overall evidence. The learning and progress made by the children when joining in musical activities in the classroom were unsatisfactory, because some of the youngest

children lacked interest and concentration and their creative effort was insufficient at times because of difficulty in understanding instructions from a commercially taped programme. They were happiest when joining in with their favourite songs, sometimes keeping a rhythm with instruments and following the instructions provided well by the teacher. The children are provided with some opportunities for drawing, painting, gluing and modelling with clay and plasticine. They use paint, pencils, crayons and felt tipped pens. They particularly enjoyed producing a moving picture by drawing and cutting out, but did not help to design it. The children have insufficient structured and other opportunities to explore and to express their feelings and ideas through a range of experiences in art and in imaginative play. There is a role-play area, but insufficient resources to extend imaginative play. Little direct teaching of this area of learning was seen during the inspection. That seen in music was broadly satisfactory, but the opportunities provided, overall, for the children's creative development are unsatisfactory and the resources are inadequate.

ENGLISH

62. The 1999 National Curriculum tests for seven year olds indicated that overall standards were well above the national average for reading and writing. When compared with similar schools, the results were above average in reading and well above average in writing. However, for higher-attaining pupils the results in comparison with similar schools were well below average in reading and average in writing. Overall results at the end of Key Stage 2 were very high when compared with all schools as well as with similar schools. At the time of the inspection, indications are that in the annual tests this year results for the oldest pupils will continue to be high and, at the end of Key Stage 1, will be at least in line with national expectations for most pupils. Since the last inspection, the overall high standards have been maintained in Key Stage 2 and those for pupils at the end of Key Stage 1 have been raised significantly.
63. Progress is satisfactory for all pupils at Key Stage 1 and good or very good in Key Stage 2. Pupils with special educational needs and those for whom English is an additional language make good progress throughout the school. They are supported in the development of literacy skills by the classroom assistants and the support teacher and the work is well targeted to their needs. Work is matched to the needs of different groups of pupils in each class, so that all pupils are working at an appropriate level.
64. Pupils throughout the school generally listen well. They usually settle quickly to task and maintain concentration. Year 1 pupils in the reception class, for instance, were able to listen and follow instructions on a tape recorder in a music and movement lesson, as well as in whole class literacy sessions. With a few exceptions, the pattern continues throughout the school. Where the pace of lessons is brisk and teachers have good subject knowledge, particularly in Key Stage 2, pupils talk and listen attentively to a wide range of texts and engage in discussion, sharing and developing ideas. Pupils in Years 5 and 6, for instance, listened attentively to a demanding text and responded with enthusiasm to probing questioning. They responded imaginatively to the plot and were able to discuss devices for creating suspense. By the end of the lesson, they understood inference and deduction and were keen and eager to continue. Indeed, a few pupils were sufficiently motivated to continue their investigations in their own time. In both key stages, there are opportunities for pupils to explain their mathematical thinking orally, but few opportunities for the most able to extend their thinking in written work.
65. The standards of reading are above national expectations by the end of Key Stage 1 and well above that level by the end of Key Stage 2. The number of pupils attaining Level 3 by the end of Key Stage 1 is well below average when compared with similar schools. Overall results, however, have shown considerable improvement. During literacy lessons, the pupils have opportunities for shared and group reading of fiction, poetry and non-fiction. The basic skills of reading are well taught throughout the school. Pupils have good knowledge of phonics, which they use well to decode unknown words, read simple texts and self-correct. There is a range of reading schemes in all classes and pupils move systematically through each level. Reading in Key Stage 1 is restricted to reading schemes. For some pupils, this leads to lack of challenge and a loss of interest. Although all pupils are learning to read,

many do not choose to do so. Their personal reading experiences are limited. During the inspection, no pupil was observed reading as a self-chosen activity. Younger pupils have limited experience of other books and do not understand, for instance, the word 'author'. Little evidence was found of younger pupils reading for pleasure. Discussions with pupils indicated that those who are able to recall a favourite book have regular access to books at home. All pupils read regularly for homework and accurate records of progress through the schemes are maintained. The daily individual reading record books do not often include a note of errors to enable the early identification of difficulties. In Key Stage 2, where pupils are given a wider range of books, they are able to discuss a range of stories enthusiastically and have many favourites. Pupils at this stage have regular opportunities for reading alone in class and for choosing their own books. They were able to discuss the plot and name favourite authors. These pupils read for pleasure and, in their own words, 'love reading', a current favourite being Harry Potter.

66. Standards of writing by the end of Key Stage 1 are in line with expectations. The pupils are able to write in simple sentences and spell key words accurately and are beginning to use commas and speech marks. They have a sound knowledge of the alphabet and understand the concept of ordering. They are learning to use the dictionary. By the end of Key Stage 2, standards of writing are high. Pupils are able to spell correctly and use a dictionary for unknown words. They understand the need for punctuation and are beginning to use a range of techniques and styles. Literacy skills are well developed throughout the school and are applied in other subjects. In Years 3 and 4, for example, pupils have word-processed a page for a newspaper linked to their history work on Tudor times, with contributions from pupils of all abilities. Their work is beautifully presented and the writing shows awareness of style and audience. A piece on the execution of Anne Boleyn ends, 'As the axe fell tears were running down people's faces.'
67. Throughout the school, handwriting and the presentation of work are variable. There are a few well-presented pieces of work but that of many pupils in workbooks is unsatisfactory. Their writing is poorly formed, with little attention to presentation, indicating a lack of pride in their work. Practice in letter formation is not leading to significant improvement in general handwriting skills for these pupils. There is little evidence of fine skills practice, such as in pattern and close observation work, in order for pupils to develop the necessary directional skills and control.
68. The standard of teaching is good, overall. All lessons observed in Key Stage 1 were at least satisfactory and those seen in Key Stage 2 were good or very good. Older pupils respond well to the enthusiasm of the teachers and there is high quality learning for all pupils. The national framework for literacy is followed in all classes. This is providing a balance of whole class and grouped activities. The limited provision of classroom assistants in the younger classes means that group work is less effective.
69. Where pupils are motivated, behaviour is good. Most pupils work hard and settle quickly to tasks. However, there is a small minority of pupils, particularly in the lower age range, who compete for attention and take time to settle. This affects the learning of all pupils and is compounded by the lack of classroom support.
70. Throughout the school, the teachers' knowledge and understanding are good. All are particularly skilled in the teaching of literacy. Basic skills are well taught in all classes. In all lessons, the teachers recall previous learning, explain clearly and ask probing questions. Lessons usually proceed at a brisk pace. Where they are available, support assistants are used well and make a valuable contribution to pupils' learning, particularly for those pupils with special educational needs and those for whom English is an additional language. The use of information technology to support work in English makes an effective contribution in all classes. Planning is satisfactory. The National Literacy Framework provides staff with appropriate guidance and all staff use a common approach to daily lesson planning. This guidance provides for the necessary objectives, activities and opportunities for assessment, but the results of assessment are not always used to inform subsequent planning.

71. Measures are in place to monitor standards in reading and writing, but there is no overall system of assessment throughout the school to ensure consistency and enable the tracking of individual progress. Work is marked regularly and encouraging comments are made. However, opportunities to build assessment into marking are missed and pupils are not regularly offered useful pointers for improvement. No use was seen of pupils' own assessments of their work.
72. The co-ordinator provides strong leadership, particularly in Key Stage 2. Provision in both key stages is monitored well by the new governor for literacy, who works hard to support the work of the school and whose perceptive observations are making a valuable contribution to the work of the school. Although library books are available, limited use is made of displays of books to encourage browsing or excitement in reading. At the time of the inspection, there were few opportunities for pupils to listen to poems and stories for pleasure. There is an attractive new library area in the school, which is well stocked with non-fiction and a limited range of fiction books.

MATHEMATICS

73. Results attained in the 1999 National Curriculum tests at the end of Key Stage 2 were very high, with all pupils achieving the national average and a significant proportion achieving Level 5. The results were well above average for schools of broadly similar intake. The results achieved at the end of Key Stage 1 for that year indicated standards that were very high when compared with national figures, overall, and were well above average for the number of pupils gaining Level 3. The pupils also achieved well above the average for similar schools and above average for the number of pupils gaining the higher grade. Inspection findings indicate that most of the pupils currently in Key Stage 1 are attaining levels that are at least in line with national expectations, with a minority working above that level. The pupils nearing the end of Key Stage 2 are almost all working at levels that are above the national average.
74. Since the previous inspection, the quality of teaching has improved, overall, with no unsatisfactory teaching seen. During the present inspection, the teaching seen in Key Stage 1 was satisfactory, with many elements of good teaching evident in pupils' books and teachers' planning and assessment. In Key Stage 2, teaching is consistently at least good and often better. Subject guidance is now being provided by the structure for numeracy teaching, although the quality and detail of weekly planning is varied and is not yet consistent across the school. The policy is currently being re-written in the light of the National Strategy for Numeracy. Arrangements for assessment show some improvement in most classes, but a school system for recording effectively what pupils have learned and for tracking their progress is not yet in place. Resources are improved, but there are still gaps.
75. By the time they are seven, most pupils can make graphs about favourite sports or time taken to travel to school and can interpret them. They use symbols correctly and discuss their findings. Those with lower attainment can see the differences in the pictorial findings and complete them with support. In the work seen in books, a few higher-attaining pupils showed a good understanding of fractions, including halves and quarters and were able to estimate and measure length to the nearest centimetre. By the time they leave the school, most can calculate mentally with accuracy and speed when considering both number and measure. With independence, they calculate accurately the area of shapes within shapes and use their knowledge of hundreds, tens and units and the decimal system in doing this. They are beginning to identify one number as a fraction of another and increasing their knowledge of angles. They do not, however, readily check their answers or regularly write out explanations when solving problems.
76. The teaching, learning and attitudes in Key Stage 1 are satisfactory overall, with indications of careful teaching and learning of basic skills evident in the pupils' books and careful records of the progress being made by each pupil in the class for Years 1 and 2. The pupils' work is neat and appropriate emphasis is made on good presentation. Lessons are effective because all the teaching is confident and shows good subject knowledge. As a result, the pupils are encouraged to build on what they know and to see patterns and explain their

thinking, when, for instance, they work orally with a large 100 number square. When all pupils are involved practically in tasks, as when making graphs of their favourite pet or favourite video programme, they are motivated and apply themselves well, because of clear instructions and well-consolidated previous work. They make and understand their graphs well. Sometimes, the lengthy explanation of group tasks leads to a loss of concentration and general restlessness, which slows the lesson down. The responses of pupils are handled sensitively, but sometimes the teaching centres around individual responses too much and the pace of the lesson and the quality of the learning are again affected.

77. The teaching, learning and attitudes in Key Stage 2 are consistently good, with very good teaching enabling very good learning and high quality attitudes in some lessons. In all lessons, the teaching is of good pace and meets the needs of all pupils, who are generally very well motivated, work diligently and enjoy their work, sometimes showing wonder in what they are learning. The pupils in Years 5 and 6 generally show good attitudes and work well independently, particularly those in Year 6, as do the Year 4 pupils. Pupils in Year 3 are making good progress, but do not always show appreciation of one another or show self-discipline. Pupils with special educational needs were seen working together particularly well, showing very good attitudes and developing independence. In mental mathematics, perceptive questions are posed, which challenge the pupils' thinking, consolidate their knowledge and understanding of tables and emphasise the correct terminology or the way of presentation to be used. Most pupils in Years 5 and 6 are eager to accept the challenges set, enjoy the activities and are proud of their successful achievements. They are speedy in writing their calculations down on small boards individually and assess their own learning well. Board work and explanations by the teacher clarify understanding for the pupils who are encouraged to spot patterns and use their tables in their graph work in Years 3 and 4. In each class, lessons are very carefully organised and resources are well used for groups of pupils to work on different activities. In a lesson for pupils in Years 3 and 4, the teacher picked up on errors made by pupils on the previous day and used these assessments to plan her work and monitor the progress of all pupils during the lesson. The role of the teacher here is well developed to teach, support and assess and meet the needs of all, in an often inspiring way. Skills are taught in different contexts to reinforce the pupils' understanding and pupils are encouraged to hypothesise and to try their ideas, as when Year 5 pupils were calculating areas. Very good skills were shown with these pupils, as the teacher used their suggestions for solving problems and tried them in a small group, using good board work. Because of this, the pupils understood that there are several correct ways of reaching the same answer.
78. Pupils' work is regularly marked, but does not generally provide comments that help the pupils to improve, or targets towards which they can work, except for some pupils in the Year 1 and 2 class.
79. Numeracy is developed satisfactorily throughout the school. In science, data are presented well in table form, as when pupils in Years 5 and 6, recorded their findings about different solutions. Tables that showed the findings of investigations into air pressure were also completed carefully by pupils in Years 3 and 4. Data handling was well developed with the use of information technology by all pupils in Years 3 and 4, including those with special educational needs. They gathered information about their likes and dislikes and recorded this successfully and independently, in pictorial form and with a variety of graphs. The skills of estimation and accurate measurement were practised in design and technology when the pupils made their own working toys. Reception pupils built tractors large enough to carry a teddy bear. Perspective work was developed in Key Stage 2 art and rhythms were clapped, tapped and developed with voice and instruments. Pupils in Years 3 and 4 became aware of the rhythm of the Pavanne when exploring Tudor music. Pupils in Years 5 and 6 produced pie charts for their Oakham study, following their analysis of the results from the journeys to school of pupils in each class and the potential hazards encountered.
80. The co-ordinator, who has recently taken over responsibility for mathematics, has made an appropriate action plan, to help ensure that the subject improves and is monitored successfully and is keen to improve the subject. The numeracy hour has been introduced satisfactorily, although more training is still to take place. The strategy is being implemented

and having a positive effect, but the full impact has not yet been felt. Planning is not yet sufficiently detailed and does not always provide specific learning objectives or assessment opportunities. The use of resources to increase the pupils' speed and mental agility and to support other elements of the subject is not yet fully explored or tested, but there is a willingness to try these and examples of successful use were seen throughout the school.

81. There has been little monitoring of mathematics teaching, learning or planning, or of the school's results in National Curriculum tests. There is no school system to record the assessments of pupils' work and there is no tracking of individual pupil progress throughout the school, except by the results of commercial tests. There are no targets for individuals or for most year groups, but overall school targets have been met. A governor has taken responsibility for numeracy, has received training and has a very good understanding of the new strategy, but there has been limited monitoring of teaching.

SCIENCE

82. Results in the 1999 National Curriculum tests at the end of Key Stage 2 were very high, with all pupils achieving the national average and a majority achieving Level 5. These results were also well above those for schools of broadly similar intake. Teachers' assessments at the end of Key Stage 1 for that year indicated standards that were very high against overall national figures and for the number of pupils gaining Level 3. Pupils in this age group also achieved well above the average for similar schools and for the number of pupils gaining the higher grade. Inspection findings indicate that most of the pupils currently in Key Stage 1 are attaining at levels that are broadly in line with national expectations. The pupils nearing the end of Key Stage 2 are almost all working at levels that are above the national average. There is no significant difference in the results achieved by boys and girls. Since the previous inspection, results at the end of Key Stage 2 have maintained a high standard and pupils' attainment at the end of Key Stage 1, which was previously unsatisfactory, has improved significantly.
83. As part of their work on materials, the oldest pupils conduct a careful investigation of how common substances such as salt dissolve. They record their observations carefully and most show a reasonable understanding of how to conduct a scientific investigation and ensure that their testing is fair. Their language skills mean that they enjoy discussing their findings with others and drawing conclusions based on the evidence they have gathered, although some find it difficult to make predictions about the possible outcomes of what they are doing. Pupils in Years 3 and 4 were conducting a careful study of how muscles work and showed care in the gathering and recording of their findings. Work completed previously indicates that, by the end of Key Stage 2, the pupils have a good understanding, overall, of the various elements of the science curriculum, but that progress in the investigative element of the subject is more recent. Younger pupils are encouraged to explore the world around them and to ask questions about how it is made. They are able to sort a range of materials by simple criteria, for instance, and show sound awareness of how plants grow. Pupils in Years 1 and 2 were investigating how their toy cars moved down a slope, and some were beginning to offer thoughtful ideas about factors that might affect their progress, but most were finding the ideas about the forces involved difficult.
84. The quality of teaching is satisfactory, overall, in Key Stage 1 and good in Key Stage 2. The teachers plan interesting learning activities, in which the objectives are generally clear. There is a good match between the activities provided and the various levels of ability within each class. The teachers' subject knowledge is good in Key Stage 2 and satisfactory in Key Stage 1. All make good use of questioning to challenge the pupils to think. They usually check their pupils' existing understanding before moving further into a topic and make good use of summary sessions to reinforce learning. In the best lessons, the use of a specialist teacher ensures good levels of challenge.
85. Since the teachers make science an interesting and sometimes challenging activity, the pupils' attitudes to their work are good, overall. However, a significant number of pupils in Key Stage 1 find it difficult at present to cope with the more open-ended type of approach needed for the investigative element of the subject. Consequently, progress through the school is satisfactory,

overall, in Key Stage 1, whilst pupils of all attainment levels in Key Stage 2, including pupils with special educational needs, those for whom English is an additional language and the more able, make good progress in their learning. The pupils enjoy the work they are doing and generally make the most of the interesting opportunities provided for them. They usually work well together and share resources sensibly. They record work in a variety of ways, sometimes using information technology to do so. They also use CD-ROMs to gather information about the topics they are studying. All pupils are encouraged to develop useful questioning skills, which are a basis for good investigative work. They make good gains in their observational and language skills. The subject makes a good contribution to the pupils' personal development as they explore the world and delight in discovery. It also provides a useful vehicle for the development of appropriate vocabulary, the writing of reports and the recording, analysis and presentation of information.

86. The present co-ordinator has a clear idea of the development needs of the subject. No formal monitoring of teaching or of pupils' work has yet taken place. The national scheme of work is being followed and is being found useful, but the opportunities it provides for assessment are not yet sufficiently used. The subject is generally well equipped, because of recent expenditure, and resources are used efficiently. Limited use is made of the school's immediate environment, but good use is made of opportunities provided by a visit to a nearby science park. Health and safety issues are addressed well.

ART

87. The pupils achieve in line with expectations in Key Stage 1 and at least in line with and often above expectation in Key Stage 2. In the previous inspection, attainment was judged to be unsatisfactory for the infants and lower juniors; this has now improved and the standard has been at least maintained in Years 5 and 6. A far wider range of experiences is now provided and the pupils' displayed work, particularly in Years 3 and 4, shows understanding and application of a wide range of skills and techniques. There is evidence of observational work and more evidence of three-dimensional work, but this still needs further development. The policy and scheme of work now provide good guidance and ensure progression. Teaching has improved and no unsatisfactory teaching was observed during the present inspection. However, there are indications that younger pupils have insufficient opportunity to explore a variety of media from an early age or to undertake independent work. The teaching in Key Stage 2 is now always at least satisfactory and often good, particularly in Years 3 and 4.
88. By the time they are seven, the pupils complete observational drawings of living things with pencil and these show some useful attention to detail. The pupils are encouraged to look carefully and use three colours in their printed repeating patterns, which show a growing sense of colour and sequence. By the time they leave the school, the pupils show good attention to detail and knowledge of colour and tone in their chalk and pastel pictures of fruit, which are very good representations. They use information technology confidently in well-designed posters and their fabric printing designs of flowers and insects are colourful.
89. Sound skills are taught and developed in Key Stage 1, so that the pupils concentrate on and complete their work carefully and build up a range of skills and techniques satisfactorily. Sometimes, the introductory sessions in teaching skills are too long and the pupils become restless and lose concentration. The teachers build on the pupils' previously learned techniques in order that they work successfully, as when using ready mixed paint to print decorations carefully on teapot cards for Mothering Sunday, but there is limited evidence of pupils making choices about their resources and work and so developing individual creativity. Attention is given to the pupils' acquiring an art vocabulary and they are encouraged to appreciate art.
90. In Key Stage 2, teaching is effective, often because of the brisk pace of the lesson, which retains the pupils' attention. It makes good use of the resources being used and encourages the successful generation of the pupils' own ideas. In the class for pupils in Years 3 and 4, the teacher circulated to the groups, affirming, appreciating and managing them well, so the pupils responded with high interest and motivation and felt their work was valued. Tasks set are achievable by all pupils. There are opportunities for them to identify what skills are

needed, so all pupils, including those with special educational needs and those with English as an additional language, increase in knowledge about their own learning.

91. The attitudes of the pupils are satisfactory in Key Stage 1, where they enjoy the activities and apply themselves well, as when printing. This is because of the clear instructions provided for the task, the good use of resources and the encouragement and support provided. Occasionally, when there is spare time and pupils have to wait for resources, attitudes are less satisfactory. In Key Stage 2, where attitudes are good, the pupils in Years 3 and 4 remain on task in a calm and purposeful atmosphere and are challenged by the work provided. They discuss and evaluate their work as they proceed and show particularly good creative effort and acquisition of skills.
92. The new co-ordinator has a clear overview of the subject and its needs and is making a difference. She has a clear and detailed plan of action, which she has begun to implement. Some monitoring of planning has taken place and progression is being ensured. Assessment opportunities are included in planning and their use is developing, but there is no system at present for the recording of progress. No monitoring of teaching has yet taken place. The displaying of work has improved. It is mounted and labelled and more is now explained. Resources are adequate, but their present storage does not make them easily accessible and makes the monitoring of supply difficult. There is some evidence of three-dimensional work being extended, but more development is needed. The pupils in Years 3 and 4 had completed paintings of excitement, sadness, happiness and fear, but there is little other evidence of the use of art as a means for pupils to express ideas and feelings.

DESIGN AND TECHNOLOGY

93. The pupils achieve satisfactorily by the end of Key Stage 1 and well by the end of Key Stage 2. Since the last inspection, when attainment was unsatisfactory throughout the school, a structured programme has been implemented to increase learning opportunities and develop skills progressively in the school. The status of the subject is now higher and the whole designing, making, evaluating and improving process is taught throughout the school. It is taught particularly well in Key Stage 2, where the skilled co-ordinator is able to both deliver and monitor the subject by teaching it to both classes.
94. By the time they are seven, the pupils make pictures where two parts of a template body are able to move. They draw boats and space ships carefully and use a simple sliding mechanism to make them move. By the time they leave the school, the pupils are able to make and follow their own designs of, for instance, vehicles that will have a tipping action. Their designs are clearly labelled and often show front and back views. Many pupils in Years 5 and 6 were able to produce and follow their own clear written instructions for making their design of a working toy and had listed the resources they needed. They showed creativity in design and increasing accuracy in cutting, sawing and sticking, with understanding in their use of paper triangles for reinforcement.
95. It was not possible to observe any teaching in Key Stage 1 during the inspection, but from the work on display, the teachers' plans and discussion with pupils it can be judged that teaching is at least satisfactory. However, there have been few opportunities for pupils to use their own knowledge of materials and techniques and ensure appropriate levels of challenge for all pupils, including those of potentially higher attainment. In Key Stage 2, the teaching is consistently good. The knowledgeable and well-planned teaching provides clear intentions for learning, which are followed. The whole designing, making and evaluating process is taught and consolidated most effectively, so that the pupils understand the need for their designs to be creative, accurate and matched to the resources chosen. Lessons have a good structure and are very well organised, with safety issues explained clearly. In this way, in effective working groups, pupils learn and practise skills of measuring, sawing and joining in a variety of ways, with increasing accuracy. The role of the teacher is very well developed to teach, guide, monitor and support. The teacher challenges the pupils in their choice and use of materials and focuses on the skills required, so the pupils learn well. Because of the clear structure to the subject and the effectiveness of the teaching, the learning by those pupils with special educational needs and those for whom English is an

additional language is good. In Year 6, these pupils were well motivated and, with clear guidance, were learning to measure and cut safely and accurately, sometimes needing to repeat their work and therefore seeing the need for accuracy. One pupil for whom English is an additional language was consolidating her knowledge and use of English, whilst making a Jack-in-the-box figure following the group's design. The subject develops numeracy skills well as the pupils use their knowledge of nets to make boxes and estimate and measure with a need for accuracy.

96. Since no lessons were seen in Key Stage 1, no judgement can be made on the attitudes and learning of the pupils, but their work displayed was careful, with useful attention to detail. The learning and attitudes of pupils in Key Stage 2 are good. They show total concentration, because of the interesting and motivating activities and the enthusiasm and enjoyment shown by the teacher. They remain on task throughout the lesson and enjoy the challenges set in their work. They work with care and attention to detail and show creativity in their designs and in their use of materials. They work well together, in pairs and in larger groups and generally co-operate well. Their independence is being developed well as they work.
97. The scheme of work provides a good structure for teaching and learning and the school plans to review the current policy for the subject. The way in which the co-ordinator has structured work in Key Stage 2 to use the skills learned in the first half-term later in the term is successful.
98. Opportunities for assessment are identified in teachers' planning and, as the pupils look at ways in which they can improve their designs, they are involved in their own self-assessment. However, this is more developed in Key Stage 2 than earlier in the school. At present, no formal recording of assessments is made in either key stage. The new and enthusiastic co-ordinator has a clear overview of needs and her work has had a significant impact on attainment in a short space of time. She has identified that the adequate resources are a little inaccessible to pupils and to staff and could be stored elsewhere for easier access. She is working to develop the evaluative element more fully throughout the school and to link the work being done in design and technology in more ways to industry.

GEOGRAPHY

99. The pupils' achievements by the end of Key Stage 1 are broadly in line with those expected nationally and, in Key Stage 2, are at least in line with and often above that level. Evidence from lessons observed and from work already completed indicates that pupils, including those with special educational needs and those for whom English is an additional language, generally make satisfactory progress in the subject. By the time they are 11, the pupils have a good understanding of their own locality and many have sound knowledge of other localities in this country or in countries such as India. They develop an appreciation of the significance of key physical features, such as mountains and rivers, and their mapwork skills at this age are satisfactory. At the age of seven, the pupils are already gaining a good awareness of the area in which they live and are beginning to identify some of the similarities and differences between it and other areas. They are beginning to be aware, for instance, of what living on the small island in their story might be like, of the types of houses and transport there are on the island and of ways in which they differ from their own experience. They are familiar with simple maps and plans.
100. From their early years in the school, all pupils are encouraged to become familiar with appropriate language to describe their surroundings and are introduced to basic ideas about maps. Early in Key Stage 1, they begin to identify particular physical features of the locality and are introduced to simple mapping skills by drawing plans during their study of their own school. They enjoy tracking the journeys of Barnaby Bear. During Key Stage 2, they continue to develop their familiarity with maps, whilst pursuing a series of geography units and develop an awareness of the physical and human features of differing regions. The topics covered throughout the school help to build up the pupils' knowledge of their own surroundings and of other areas, countries and cultures, as well as providing opportunities for them to practise their skills. The extended study of the village of Chembakolli undertaken in Years 3 and 4, for instance, encourages a good understanding of a very different setting from

their own. Good use is made of the school's own locality and clear progress is seen across the year groups in the pupils' awareness of their environment and of how aspects of it might be improved. Pupils in Years 5 and 6, for example, undertake a detailed study of Oakham and of potential hazards for pupils as they come to school. They make reasoned judgements about areas of danger and are preparing responsible ways of tackling the hazards. This activity also indicates ways in which the subject makes a good contribution to the pupils' numeracy through the collection, analysis and presentation of data. It also supports the development of pupils' language skills through different types of writing. The pupils' oral skills mean that they are able to discuss in depth the issues that arise in the course of these studies. Some good examples were seen of pupils pursuing their own further study, but limited use was evident of opportunities for extended work based on individual study and research.

101. The standard of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. The teachers' subject knowledge throughout the school is good. They use questioning well and encourage pupils to use the correct language in their work. Lessons are generally well planned, although the learning intentions of individual lessons are sometimes insufficiently specific. The pupils respond well to the opportunities provided, showing a lively interest in what they are doing. They usually work well together.
102. The new national scheme of work is providing useful guidance, but its full implementation, or its adaptation in the scheme of work currently being developed by the school, will require a more systematic approach to assessment and the identification of pupils' progress in the development of geographical skills. The co-ordinator has clear views about the way in which the subject should develop, and provides useful support to colleagues. The subject is satisfactorily resourced in terms of text and reference books, particularly because of the good use made of loan services, but is less well-resourced in the number and range of atlases available. It is enhanced by its use of the locality, but there has been limited opportunity for visits further afield. The subject has clearly improved since the previous inspection.

HISTORY

103. Levels of achievement are in line with national expectations by the end of Key Stage 1 and above that level by the end of Key Stage 2. It is clear from lessons observed and from work previously completed that as pupils go through the school they make good progress in the development of historical skills, knowledge and understanding. Pupils throughout the school enjoy history, with many indications in current work on famous people, such as Elizabeth I and Samuel Pepys, and on Henry VIII and his wives, that they are making good gains in knowledge of the periods being studied. Older pupils begin to develop a good understanding of the key people and influences that have shaped history. Pupils in Years 5 and 6, for instance, learn much detail about life in Britain since 1945 and also learn to identify similarities and differences between their life now and life in past times. As part of these studies, they enjoy the opportunity to explore many of their own ideas and values. The work produced by older pupils shows good levels of knowledge, overall, and appropriate development of historical skills. Pupils throughout the school are introduced carefully to a range of historical sources and are encouraged to ask questions about the evidence they provide and about its reliability. By the end of Key Stage 1, the pupils are already familiar with the detective work that goes into the study of history so that, while learning much information about Florence Nightingale, they also begin to look for answers to their own questions from contemporary source materials.
104. As they progress through the school, the pupils are encouraged to think about how familiar things have changed over time and pupils of all attainment levels, including those with special educational needs and those for whom English is an additional language, become used to dealing with a variety of historical sources. All of the historical topics the pupils study are carefully linked to a clear timeline for the period and the pupils show a developing sense of chronology. Their well-developed oral skills mean that they enjoy the opportunity to discuss issues that arise. Older pupils are able to engage in independent study or research activities of the kind that will extend learning, particularly for the higher attaining pupils. They enjoy gathering information from the books available, or through their access to CD-ROMs, but have limited opportunity for extended study of this kind.

105. Throughout the school, work in history is used well as a link to other areas of the curriculum, including literacy and art. For instance, pupils in Years 3 and 4 undertook a range of activities that were related to their work on Henry VIII. The resulting work is well displayed, helping to create an interesting and stimulating learning environment and celebrating good work. The subject also makes a good contribution to the development of literacy through, for instance, the careful presentation of written work and opportunities for empathetic and extended writing.
106. Although it was possible to observe only one lesson during the inspection, it is clear that the quality of teaching is at least satisfactory, overall, and is often good. The teachers' subject knowledge is good and they convey well to pupils their own enthusiasm for the topics being studied. The pupils respond well, gaining considerable pleasure in the work they do and enjoying the things they learn about the past. Good use is made of questioning and teachers work hard to ensure that the pupils become familiar with the appropriate vocabulary for the subject. Planning for the subject is good. The use and adaptation of the national scheme of work will require more formal opportunities for the assessment of historical skills and knowledge. The co-ordinator is well-informed and enthusiastic and has clear ideas about the subject's development. It is adequately resourced in the provision of books and materials within the classrooms and library and these resources are augmented well by means of the loan service. Good use is made of the locality and of visits to places of historical interest, as in the valuable museum visits. Since the previous inspection, the good standards evident then have been maintained.

INFORMATION TECHNOLOGY

107. Little direct teaching was observed during the inspection, but discussions with staff and pupils and evidence from work on display indicate that standards by the end of Key Stage 1 are at least in line with national expectations and, by the end of Key Stage 2, are generally above that level. Pupils throughout the school use equipment confidently and purposefully. It is evident that progress has been maintained satisfactorily since the last inspection. Resources have been increased recently, so that pupils have more regular access to equipment. Pupils throughout the school, including those with special educational needs and for whom English is an additional language, make sound progress, overall, in all areas of the subject. They make good progress in communicating and handling information.
108. In Key Stage 1, all pupils can use the mouse to operate programmes such as My World and the Oxford Reading Tree talking books. This provides effective support for the reading scheme and is a source of motivation for pupils. They can use the keyboard for writing and to access information and produce databases.
109. The use of information technology to make cross-curricular links is a strength. In Key Stage 1, teachers have sound knowledge and understanding and, although no class teaching was observed, discussions with pupils and staff and evidence gained from work on display indicate that good use is made of direct teaching. The sound knowledge and understanding of teachers in Key Stage 2 enable pupils to extend their skills and make good progress. The teachers plan effectively for learning and have high expectations. By the time pupils reach the end of Year 3, they can produce an extended piece of writing, such as articles for their newspaper in history, choosing text, font and layout. They also write poetry and use computer-generated graphics to provide illustrations. The finished work shows a high standard of presentation and skill. Pupils with special educational needs are fully involved and, with support, produce work of a good standard. Throughout both key stages, the pupils use technology across the curriculum, producing graphs, databases and pie charts in mathematics and using the Internet in Years 5 and 6 to send messages to Australia, Kenya and Canada.
110. Overall, pupils are confident and enthusiastic. Younger pupils are able to share and take turns in operating the mouse or keyboard and discuss the options available. They know how to write their own name and how to print. They sustain concentration for lengthy periods. In all classrooms, pupils were observed operating the computer independently, working in pairs and supporting each other. Computers in all classrooms were in constant use.

111. The number of computers has recently been increased and there is a wide range of software, a scanner and a number of colour printers. A digital camera has been made available. All classes have access to a Roamer. An additional computer for the use of pupils with special educational needs would aid their progress further.
112. An effective scheme of work and a system of monitoring and assessment of progress are in the early stages of development. These need to be addressed further to ensure systematic progress for all pupils. The subject is satisfactorily led and all staff have received training. There are plans in place for training to continue.

MUSIC

113. By the end of their time in school, pupils generally achieve satisfactorily, with a few pupils achieving well. They make good progress in Key Stage 2, but progress is less satisfactory in Key Stage 1 where, as in the last inspection, recorded programmes are used or time is lost when managing inappropriate behaviour.
114. Since the last inspection, the opportunities the school provides for pupils to play instruments have continued and many pupils receive tuition from visiting specialists in piano, guitar, flute, clarinet and violin. During the year, the pupils practise and improve their singing and playing. The Year 5 and 6 pupils perform annually at a carol concert in aid of a children's charity and Year 3 and 4 at an area choir festival. During the week of the inspection, pupils of all year groups practised enthusiastically songs that they were to sing for the jubilee celebration for the parish.
115. By the time they are seven, the pupils can keep in rhythm, as shown when Year 2 pupils sang and played musical instruments to a rhyme heard during a literacy lesson. In Year 4, they clap rhythms and identify a beat well. They have a good knowledge of dynamics, tone and timbre and appreciate the difference between similar sounds made by treble and descant recorders. They are able to keep separate rhythms successfully when using instruments to accompany their singing and make good progress. When practising with the whole school, the Year 6 pupils are able to sing a range of hymns and songs confidently and in tune. They show a good knowledge of rhythm when unaccompanied and sing with meaning, often reflectively and with a good sense of time.
116. Teaching is satisfactory, overall, in Key Stage 1 and often good in Key Stage 2. The subject knowledge of Key Stage 1 teachers is varied and a lack of confidence sometimes means there is an over-reliance on recorded broadcasts. In this key stage, even when good subject knowledge is evident, sometimes, past progress and unsatisfactory attitudes have an effect on the motivation and behaviour of the older pupils. The strategies used are sometimes ineffective in controlling pupils quickly enough and the rate of learning is unsatisfactory, with the result that, as in one lesson seen, time using instruments is limited. Teaching in Key Stage 2 is effective because of good pace and organisation in lessons, linked with good subject knowledge. Firm behaviour management is used to insist that instruments remain still when not in use and a wide range of planned resources is used skilfully. Varied activities meet the needs of the two age and attainment groups and probing questions are used to identify differences in sound.
117. There are some elements of unsatisfactory attitudes and behaviour shown in Key Stage 1 in both classes and by Key Stage 1 and 2 pupils when singing together. Pupils in a Year 2 class took a long time to co-operate and called out frequently, ignoring the teacher's instructions. They co-operated eventually on the insistence of the teacher. Attitudes shown in Key Stage 2 are usually good and, because of the knowledgeable and interesting teaching, the pupils maintain concentration well and are prepared to admit where they might have difficulties in understanding. They show obvious enjoyment of the lesson as they sing and play and appreciate the music.
118. The established scheme of work provides comprehensive guidance that has recently been usefully updated. The new co-ordinator is keen and enthusiastic to take on the role and

develop the subject further. She has recently begun to monitor teachers' planning and has a clear overview of what is necessary in the coverage, planning and assessment of music. At present, there are insufficiently regular opportunities for pupils in each class to develop their skills in composition. Assessment opportunities are identified in some teachers' planning, but this is not consistent in each class. The monitoring of teaching has not yet been possible. The subject is adequately resourced. Most classes have their own instruments and a music trolley is also available for use by all classes.

PHYSICAL EDUCATION

119. Pupils' achievements are above the level expected by the end of Key Stage 1 and are at least in line with that level by the end of Key Stage 2. There is evidence of a clear programme being followed through the school and of progression in the teaching and learning of skills in physical education. The school considers physical education to be important and its high profile has been retained since the last inspection. The present attainment in swimming is good and that in physical education generally is at least satisfactory. Present progress and current learning are good and the teaching seen was good in both key stages, which is an improvement since the last inspection. There are improved and established systems for planning in physical education and the policy has recently been updated. Opportunities are provided for all pupils to have weekly swimming lessons. Opportunities for pupils to represent the school by playing in team games are still available. However, the attitudes and behaviour of a few pupils affect the quality of the learning experience and the progress made in some lessons.
120. By the time the pupils are seven, most can interpret well, for example, the music of machines. They practise and improve their individual movements and fit and join them together effectively. Their use of space and of their body is good and some pupils move with some grace and control. By the end of a lesson, they were able to work individually and with a partner at the movements practised. By the time they leave the school, the pupils are able to dribble skilfully, using hockey sticks. They show increasing control and some are able to use their sticks, with a correct pushing action. They perform safely in pairs and dribble around bean bags with increasing accuracy and skill and some with speed, by the end of the lesson.
121. The teaching and learning in both key stages are usually good. For example, a lesson for pupils in Years 1 and 2 was effective because instructions were clear and the lesson was interesting, providing motivation for the pupils. The taped lesson was used well by the teacher, providing small pieces of instruction along with her own structured teaching, to practise skills. A variety of methods was used effectively and appropriate activities were organised and led well, with good use of voice. The pupils were, therefore, kept busy and motivated and worked hard at improving their movement, working well to co-operate in groups of twos and fours. The teacher used the pupils well to demonstrate correct movements, so their learning was consolidated and they saw what improvements were needed. The needs of all pupils, including those with special educational needs and English as an additional language, were met well, because the teacher assessed their progress during lessons, fed this back to them and ensured that the following activities moved them on to greater control. The higher and lower attaining pupils were well supported by careful planning and monitoring during the lesson.
122. In Key Stage 2, a confident, experienced and knowledgeable teacher takes all lessons, which are well structured, resourced and managed. In Years 3 and 4, the pupils know exactly what to do, because of clear instructions. The good preparation and planning means that the pupils show clear development in acquiring and refining skills. The pupils generally listen appropriately at key points and the teacher ensures full attention to make sure that the pupils understand exactly what to do, although not always waiting for attention at other times. Good attention to physical education skills leads to clear and high expectations for the pupils in Years 5 and 6 in the position and use of their hockey sticks. They learn well because of the challenge provided by the teacher as she urges them to control their dribbling skills and acquire additional speed. Sometimes, the behaviour of a few pupils, usually controlled well, makes progress less satisfactory.

123. The attitudes of the pupils are satisfactory, overall, throughout the school. The pupils in Key Stage 1 usually listen well to instructions and follow them well. They show interest and clear enjoyment in the lesson and pride in their achievements. They co-operate well in groups. All pupils, including those with special educational needs, usually behave well. In Key Stage 2, the pupils clearly enjoy lessons and take turns. They are well motivated to learn and show a sense of achievement. When pupils in Years 3 and 4 became rather excited, they were soon calmed by the teacher. The pupils in Years 5 and 6 show some excitability and chat unnecessarily at times and there was evidence of a lack of self-discipline by some of the older pupils in one lesson, when, for instance, they did not use apparatus sensibly.
124. There is a knowledgeable and established co-ordinator, who clearly understands the needs of the subject. Since there is limited access to the hall because of other activities, it is becoming increasingly difficult to ensure sufficient time for physical education in a growing school. At present, very careful timetabling ensures this, but monitoring is necessary to retain the full entitlement. There is no monitoring of planning or teaching at present. The useful policy points to pupils' own awareness of their targets for learning and assessment opportunities are identified in the planning of some teachers, but there is no school record of assessment. Resources are adequate, are used well, and have been improved since the last inspection, and the space for lessons in the hall made larger and safer. There are some extra-curricular activities, with regular opportunities after school each week for pupils to play football and, until recently, weekly opportunities for netball. The pupils take part in some activities against other schools in football, athletics and swimming. They are always keen to take part and are gaining in skill, although usually competing against pupils from much larger schools.